

December 24, 1997

## ASC again honored as one of America's Best College Buys

By PAT MELGARES  
*ASC Public Information*

For the second straight year, Adams State College has been cited for its commitment to quality education at a price that students and their families can afford.

The school has received notification that it has again been named one of the 100 best college buys in the United States by a national firm that has studied more than 1,800 of America's colleges and universities.

*The Student Guide to America's 100 Best College Buys* will be published in January. A two-page spread in the new edition will feature ASC's many quality academic programs, and its ability to keep education affordable for all students. Adams State has long been recognized regionally for its quality education, and now the school is being recognized nationally.

Unlike other top college listings, this honor is not one solicited by the institution. None of the 100 colleges honored nationally knew of the study until after the results were released.

In a letter to Adams State College President Dr. Thomas Gilmore, John Culler, publisher of *The Student Guide to America's 100 Best College Buys* writes: "You and your staff are doing a wonderful job holding costs down and at the same time providing first-class academics, and it's time we let the right people know about it."

The data is compiled by Institutional Research and Evaluation in Gainesville, GA, which researched more than 1,800 colleges and universities. "Our research has shown that a prospective student could save \$30,000 to \$50,000 or more on a quality education," Culler said.

The Guide gives complete information on each of America's 100 Best College Buys, along with complete information on cost, financial aid, majors offered and campus life at each school.

In addition to its affordability, Adams State has been recognized by the Colorado Commission on Higher Education for three Programs of Excellence in business, biology and music. The school's teacher education program is highly-acclaimed; alumni have earned six of the state's 14 Milken National Foundation awards for teaching excellence in the last three years.

In the Spring of 1997, the North Central Association received a recommendation to give Adams State its maximum, 10-year accreditation.

To be considered for America's 100 Best College Buys, an institution must meet very specific requirements. They must be an accredited, four-year school; offer full residential facilities; offer opportunities to qualified students for need-based, academic-based, and athletic-based financial aid; have an entering freshman class with a high school GPA and SAT or ACT score above the national average; and the cost of attendance must be well below the national average.

Adams State College is also being considered for two new projects, according to Culler. *The Student Guide to College Financial Aid*, and *The Student Guide to College Sports* are expected to be published in Spring 1998.

Persons wishing to obtain a copy of *The Student Guide to America's 100 Best College Buys* may call toll free, 1-888-744-7266. The publication is also available in many bookstores.

---

## Adams State celebrates HSI Week

(08-29-2016)



*Sponsored by the Office of Title V Initiatives*

Since 2000, Adams State University has been designated a Hispanic Serving Institution. This year, a week of events, from **September 12 through September 16**, will celebrate this distinction with a variety of speakers and activities.

According to Maria McMath, Title V grant activity director, the Hispanic Association of Colleges and Universities (HACU) encourages all HSI Institutions to observe National Hispanic-Serving Institutions (HSIs) week. Each year, HACU Government Relations office works with several members of Congress to recognize the contributions of HSIs in their communities and submits a proclamation request to the White House. "The events raise awareness and helps build and promote campus-community partnerships."

The celebration begins on **Monday with an Adams State HSI Information Fair and a lecture by keynote Dr. Jose Moreno**, who will speak about Adams State revitalizing the general education curriculum to continue excellence and inclusion. McMath said Adams State continues to deliberately remain an Hispanic Serving Institution, rather than "accidentally." Nearly 50 percent of the 2016 first-year class identified as being Hispanic. In the afternoon, faculty and staff can attend a professional development opportunity on mentoring and appreciative advising by Dr. Joel Givens and Dr. Penny Sanders.

A photography exhibit featuring San Luis Valley landscapes by artist Mike Rael will be on display throughout **Tuesday, Sept. 13, in the McDaniel Hall solarium**. Dr. Luis Trujillo, Adams State emeritus professor of Spanish, will be recognized posthumously for his contributions to the region's study of

language. "As we continue this tradition in the coming years, we plan to always feature a valley artist and honor a local community member during the week's celebration," McMath said.

**Wednesday, September 14**, will feature programming all day for best practices on serving mixed status and undocumented families in higher education and ASU Model UN Club will perform a debate on immigration. That evening, the Adams State Lifeways Lecture will feature Norma Mendoza Torres, graduate of Harvard Kennedy School.

Faculty can take a refresher course on best practices in the classroom by Dr. Robert Benson, professor of geology, on **Thursday, September 14**. Benson will also speak at noon on the valley's soil and water as a reflection of place. Dr. Robert Astalos, professor of physics, will make a planetarium presentation that afternoon and the **Zacheis Planetarium will show free new movies en Español**.

On **Thursday, September 14**, the exhibit "*Sugar Beet Fields to Field of Dreams 1920s-1960s, Mexican/Spanish Contributions to America's Favorite Pastime*" will open in **Nielsen Library**. **An opening reception and presentation by Gabe and Jody Lopez, exhibit curators, will begin at 6 p.m.** The exhibit will remain on campus until October 15.

On **Friday, September 16**, the focus will be on health and wellness, including a lecture by Dr. Nicholas Natividad and physical activities sponsored by Adams State Empower U. Hispanic Serving Institution Week is sponsored by the Office of Title V Initiatives.

For more information call 719-587-8385.

[Title V Grant Initiatives \(http://www.adams.edu/titlev/index.php\)](http://www.adams.edu/titlev/index.php)



Share

34 people like this. Be the first of your friends.

## Putting future at risk

MAY 7, 2016



Colorado is blessed with a robust and growing economy, a relatively low unemployment rate, and a desirable location that brings thousands of new residents into the workforce each year. But those new residents are not enough to keep up with our growing need for a well-educated workforce. By 2025, 74 percent of Colorado's jobs will require some form of post-secondary education, but at our current rate, we have very little chance of keeping up with that demand, particularly among Hispanics. Hispanics currently comprise 22 percent of Colorado's total population and 34 percent of the population under 18 years old. By 2025 26.5 percent of Colorado's workforce will be Hispanic (more than 40 percent will be non-white). Yet Hispanics are experiencing a sustained college completion gap relative to their white peers. Across all of Colorado's public universities the difference between six-year graduation rates for Hispanics and whites is 12 percent (53.6 percent for whites, 41.4 percent for Hispanics), compared to a 7 percent gap nationally. And the attainment gap is nearly twice as large as the completion gap. This attainment gap, the difference between the post-secondary degree or certificate attainment of white students and the attainment of the Hispanic students, is most often presented in statistical terms, but it's crucial to recognize that it's not just a statistical problem. It may be reflected in numbers, but the attainment gap has very important and very real economic and social consequences. Students who fall into that gap -- who do not complete some sort of high-quality post-secondary credential -- are at a distinct disadvantage throughout their lives. As the Colorado Commission on Higher Education's Master Plan notes, "Adults with post-secondary degrees and certifications earn higher incomes than those without such credentials. They have lower unemployment rates and better health outcomes. They rely on fewer social services and public safety nets. They create jobs that yield tax revenue and contribute toward building a stronger economy and a better society." In short, those who attain a post-secondary credential or degree are more likely to live healthy, productive lives than those who do not. The college attainment-completion gap is not easy to solve. It reflects the cumulative effects of several other gaps: the high school completion gap, the college readiness gap, the financial capacity gap and the college participation gap. Clearly, this creates a challenge to Colorado's education system, from pre-K through graduate school. Meeting this challenge is essential to our state's future, but unfortunately Colorado is not doing a very good job. Several other states with large growing Hispanic and minority populations are closing the attainment gap much faster than Colorado. Even Colorado's two Hispanic serving four-year institutions are making only limited progress in addressing the critical issues. At Colorado State University-Pueblo, only 28.2 percent of Hispanics graduate in six years or less. At Adams State it's just 22.2 percent. The state's two flagship universities, UC-Boulder and CSU-Fort Collins, have higher Hispanic completion rates but low Hispanic enrollment relative to the entire student population. Minorities in general and Hispanics in particular face other serious disadvantages even when they do seek a college degree. They take on more debt than their peers, and they graduate at a slower pace, thus incurring more costs. When they do complete, their starting salaries are on average lower than their white peers. Simple fairness calls out for a comprehensive solution to the situation Every Colorado citizen, regardless of ethnicity, has a stake in closing the attainment gap. Colorado's future prosperity depends on it. It's time, actually past time, to seriously and energetically close the attainment gap. Colorado has the capacity to do so. It now needs the willingness, the determination of all, from the state Legislature to the citizen on the street. If we don't act now and act vigorously, we may well be relegating an ever-growing portion of our population to an ever-shrinking opportunity for meaningful employment. And without a well-educated workforce to meet changing demands, employers may look to states that have done a better job of solving the attainment gap. Michael Martin is CSU system chancellor emeritus and Russell Meyer is former CSU-Pueblo provost and current vice chair of the State Board for Community Colleges and Occupational Education.

## CHAPTER 82

---

**EDUCATION - UNIVERSITIES AND COLLEGES**

---

**HOUSE BILL 03-1093**

BY REPRESENTATIVE(S) Berry, Rippey, Rose, Salazar, White, Decker, McFadyen, Miller, Smith, Vigil, Boyd, Hefley, Jahn, Merrifield, Paccione, Plant, Romanoff, Spence, Spradley, Stengel, Wiens, Williams S., and Williams T.;  
also SENATOR(S) Teck, Andrews, Chlouber, Evans, Groff, Tapia, and Taylor.

**AN ACT**

**CONCERNING THE GOVERNANCE OF STATE COLLEGES WITHIN THE COLORADO HIGHER EDUCATION SYSTEM.**

*Be it enacted by the General Assembly of the State of Colorado:*

**SECTION 1. Repeal.** Article 50 of title 23, Colorado Revised Statutes, is repealed.

**SECTION 2.** Article 50 of title 23, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW SECTION to read:

**23-50-115. Distribution plan - disbursement of moneys - repeal.** (1) PRIOR TO JULY 1, 2003, THE TRUSTEES OF THE STATE COLLEGES, IN CONSULTATION WITH THE COLORADO COMMISSION FOR HIGHER EDUCATION, SHALL ESTABLISH A DISTRIBUTION PLAN FOR ALL UNEXPENDED AND UNENCUMBERED MONEYS UNDER THE CONTROL OF THE TRUSTEES AS OF JUNE 30, 2003, AND DISTRIBUTE THOSE MONEYS CONSISTENT WITH THE DISTRIBUTION PLAN TO ADAMS STATE COLLEGE, MESA STATE COLLEGE, AND WESTERN STATE COLLEGE OF COLORADO.

(2) THIS SECTION IS REPEALED, EFFECTIVE JULY 1, 2003.

**SECTION 3.** The introductory portion to 23-1-104 (5) and 23-1-104 (6) (c), Colorado Revised Statutes, are amended, and the said 23-1-104 is further amended BY THE ADDITION OF THE FOLLOWING NEW SUBSECTIONS, to read:

**23-1-104. Financing the system of postsecondary education - repeal.** (5) For THE fiscal ~~years~~ YEAR beginning on ~~or after~~ July 1, 2003, budget allocations for:

(5.5) FOR FISCAL YEARS BEGINNING ON OR AFTER JULY 1, 2004, BUDGET

---

*Capital letters indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.*

## ALLOCATIONS FOR:

(a) ADAMS STATE COLLEGE SHALL BE DIRECTLY APPROPRIATED TO THE BOARD OF TRUSTEES FOR ADAMS STATE COLLEGE;

(b) MESA STATE COLLEGE SHALL BE DIRECTLY APPROPRIATED TO THE BOARD OF TRUSTEES FOR MESA STATE COLLEGE; AND

(c) WESTERN STATE COLLEGE OF COLORADO SHALL BE DIRECTLY APPROPRIATED TO THE BOARD OF TRUSTEES FOR WESTERN STATE COLLEGE OF COLORADO.

(6) (c) For the 2003-04 fiscal year, the general assembly shall appropriate from the general fund to the ~~trustees of the state colleges~~ COMMISSION an amount adequate to fund the minimum level of funding established pursuant to paragraph (b) of this subsection (6). Except as otherwise provided in paragraph (d) of this subsection (6), the minimum level of funding shall serve as the base for future funding of ~~the trustees of the state colleges~~ WHICH WERE GOVERNED BY THE TRUSTEES OF THE STATE COLLEGES DURING FISCAL YEAR 2002-03.

(9) (a) FOR FISCAL YEAR 2003-04, THE COMMISSION SHALL ENSURE THAT CASH FUNDS AND APPROPRIATIONS FOR ADAMS STATE COLLEGE, MESA STATE COLLEGE, AND WESTERN STATE COLLEGE OF COLORADO ARE DISBURSED TO THE COLLEGES CONSISTENT WITH THE DISTRIBUTION PLAN ESTABLISHED BY THE BOARD OF TRUSTEES FOR STATE COLLEGES PRIOR TO JULY 1, 2003.

(b) THIS SUBSECTION (9) IS REPEALED, EFFECTIVE JULY 1, 2004.

**SECTION 4.** Article 51 of title 23, Colorado Revised Statutes, is REPEALED AND REENACTED, WITH AMENDMENTS, to read:

**ARTICLE 51**  
**Adams State College**

**23-51-101. College established - role and mission.** THERE IS HEREBY ESTABLISHED A COLLEGE AT ALAMOSA, TO BE KNOWN AS ADAMS STATE COLLEGE, WHICH SHALL BE A GENERAL BACCALAUREATE INSTITUTION WITH MODERATELY SELECTIVE ADMISSION STANDARDS. ADAMS STATE COLLEGE SHALL OFFER UNDERGRADUATE LIBERAL ARTS AND SCIENCES, TEACHER PREPARATION, AND BUSINESS DEGREE PROGRAMS, A LIMITED NUMBER OF MASTER'S LEVEL PROGRAMS, AND TWO-YEAR TRANSFER PROGRAMS WITH A COMMUNITY COLLEGE ROLE AND MISSION. ADAMS STATE COLLEGE SHALL NOT OFFER VOCATIONAL EDUCATION PROGRAMS. ADAMS STATE COLLEGE SHALL RECEIVE RESIDENT CREDIT FOR TWO-YEAR COURSE OFFERINGS IN ITS COMMISSION-APPROVED SERVICE AREA. ADAMS STATE COLLEGE HAS A SIGNIFICANT RESPONSIBILITY TO PROVIDE ACCESS TO TEACHER EDUCATION IN RURAL COLORADO. ADAMS STATE COLLEGE SHALL ALSO SERVE AS A REGIONAL EDUCATION PROVIDER. IN ADDITION, ADAMS STATE COLLEGE SHALL OFFER PROGRAMS, WHEN FEASIBLE, THAT PRESERVE AND PROMOTE THE UNIQUE HISTORY AND CULTURE OF THE REGION.

**23-51-102. Board of trustees - creation - members - powers - duties.**  
(1) (a) THERE IS ESTABLISHED THE BOARD OF TRUSTEES FOR ADAMS STATE COLLEGE,

REFERRED TO IN THIS ARTICLE AS THE "BOARD OF TRUSTEES", WHICH SHALL CONSIST OF ELEVEN MEMBERS AND SHALL BE THE GOVERNING AUTHORITY FOR ADAMS STATE COLLEGE. THE BOARD OF TRUSTEES SHALL BE, AND IS HEREBY DECLARED TO BE, A BODY CORPORATE AND, AS SUCH AND BY THE NAMES DESIGNATED IN THIS SECTION, MAY:

(I) ACQUIRE AND HOLD PROPERTY FOR THE USE OF ADAMS STATE COLLEGE;

(II) BE A PARTY TO ALL SUITS AND CONTRACTS; AND

(III) DO ALL THINGS NECESSARY TO CARRY OUT THE PROVISIONS OF THIS ARTICLE IN LIKE MANNER AS MUNICIPAL CORPORATIONS OF THIS STATE, INCLUDING BUT NOT LIMITED TO THE POWER TO DEMAND, RECEIVE, HOLD, AND USE FOR THE BEST INTERESTS OF ADAMS STATE COLLEGE SUCH MONEY, LANDS, OR OTHER PROPERTY AS MAY BE DONATED OR DEvised TO OR FOR THE COLLEGE.

(b) THE BOARD OF TRUSTEES AND ITS SUCCESSORS SHALL HAVE PERPETUAL SUCCESSION, SHALL HAVE A SEAL, MAY MAKE BYLAWS AND REGULATIONS FOR THE WELL-ORDERING AND GOVERNANCE OF ADAMS STATE COLLEGE, AND MAY CONDUCT THE BUSINESS OF THE COLLEGE IN A MANNER NOT REPUGNANT TO THE CONSTITUTION AND LAWS OF THIS STATE. THE BOARD OF TRUSTEES SHALL ELECT FROM THE APPOINTED MEMBERS A CHAIRPERSON, WHOSE DUTIES AND RESPONSIBILITIES SHALL BE PRESCRIBED IN THE DULY ADOPTED BYLAWS OF THE BOARD OF TRUSTEES. THE BOARD OF TRUSTEES SHALL ALSO ELECT A SECRETARY AND A TREASURER, WHO ARE NOT MEMBERS OF THE BOARD AND WHOSE DUTIES AND RESPONSIBILITIES SHALL BE PRESCRIBED IN THE DULY ADOPTED BYLAWS OF THE BOARD OF TRUSTEES. THE STAFF OF ADAMS STATE COLLEGE SHALL PROVIDE STAFF SUPPORT FOR THE BOARD OF TRUSTEES.

(2) THE GOVERNOR SHALL APPOINT, EFFECTIVE JULY 1, 2003, WITH THE CONSENT OF THE SENATE, NINE MEMBERS OF THE BOARD OF TRUSTEES. MEMBERS APPOINTED TO THE BOARD OF TRUSTEES SHALL HAVE THE AUTHORITY TO ACT ON BEHALF OF THE BOARD OF TRUSTEES PRIOR TO OBTAINING CONFIRMATION BY THE SENATE. THE MEMBERS FIRST APPOINTED TO THE BOARD OF TRUSTEES SHALL TAKE OFFICE ON JULY 1, 2003. APPOINTMENTS OF MEMBERS TO TAKE OFFICE ON JULY 1, 2003, SHALL BE MADE SO THAT THREE MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2005, TWO MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2006, TWO MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2007, AND TWO MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2008; THEREAFTER, THE TERMS OF THE NINE APPOINTED MEMBERS OF THE BOARD OF TRUSTEES SHALL BE FOUR YEARS. OF THE NINE MEMBERS APPOINTED BY THE GOVERNOR, AT LEAST TWO SHALL RESIDE IN ALAMOSA, CONEJOS, COSTILLA, HUERFANO, MINERAL, RIO GRANDE, OR SAGAUCHE COUNTY. EACH TRUSTEE SHALL HOLD OFFICE FOR THE TERM FOR WHICH THE TRUSTEE HAS BEEN APPOINTED AND UNTIL THE TRUSTEE'S SUCCESSOR IS APPOINTED AND QUALIFIED.

(3) THE TENTH MEMBER OF THE BOARD OF TRUSTEES SHALL BE A FULL-TIME JUNIOR OR SENIOR STUDENT AT ADAMS STATE COLLEGE, ELECTED BY THE MEMBERS OF THE STUDENT BODY OF ADAMS STATE COLLEGE. THE TERM OF THE STUDENT MEMBER SHALL BE ONE YEAR, BEGINNING JULY 1, 2003, AND BEGINNING JULY 1 EACH YEAR THEREAFTER. THE STUDENT MEMBER SHALL BE ADVISORY, WITHOUT THE RIGHT TO

VOTE AND WITHOUT THE RIGHT TO ATTEND EXECUTIVE SESSIONS OF THE BOARD OF TRUSTEES, AS PROVIDED BY SECTION 24-6-402, C.R.S. THE STUDENT MEMBER SHALL HAVE RESIDED IN THE STATE OF COLORADO FOR NOT LESS THAN THREE YEARS PRIOR TO THE STUDENT'S ELECTION.

(4) THE ELEVENTH MEMBER SHALL BE A MEMBER OF THE FACULTY OF ADAMS STATE COLLEGE ELECTED BY OTHER MEMBERS OF THE FACULTY FOR A TERM OF TWO YEARS, BEGINNING JULY 1, 2003, AND BEGINNING JULY 1 EVERY ODD-NUMBERED YEAR THEREAFTER. THE FACULTY MEMBER SHALL BE ADVISORY, WITHOUT THE RIGHT TO VOTE AND WITHOUT THE RIGHT TO ATTEND EXECUTIVE SESSIONS OF THE BOARD OF TRUSTEES, AS PROVIDED BY SECTION 24-6-402, C.R.S.

(5) A VACANCY OF AN APPOINTED MEMBER OF THE BOARD OF TRUSTEES SHALL BE FILLED BY APPOINTMENT BY THE GOVERNOR FOR THE UNEXPIRED TERM. A VACANCY OF EITHER OF THE ELECTED MEMBERS OF THE BOARD OF TRUSTEES SHALL BE FILLED BY ELECTION FOR THE UNEXPIRED TERM. EACH MEMBER OF THE BOARD OF TRUSTEES SHALL TAKE AND SUBSCRIBE TO THE OATH OF OFFICE PRESCRIBED BY THE CONSTITUTION OF THIS STATE BEFORE ENTERING UPON THE DUTIES OF THE OFFICE, WHICH OATH SHALL BE PLACED AND KEPT ON FILE IN THE OFFICE OF THE SECRETARY OF STATE.

(6) EXCEPT AS OTHERWISE PROVIDED IN THIS SUBSECTION (6), THE POWERS, DUTIES, AND FUNCTIONS FORMERLY PERFORMED BY THE TRUSTEES OF THE STATE COLLEGES IN COLORADO WITH RESPECT TO ADAMS STATE COLLEGE ARE HEREBY TRANSFERRED TO THE BOARD OF TRUSTEES. POLICIES, RESOLUTIONS, PROCEDURES, AND AGREEMENTS PREVIOUSLY APPROVED BY THE TRUSTEES OF THE STATE COLLEGES IN COLORADO AND APPLICABLE TO ADAMS STATE COLLEGE SHALL REMAIN IN FORCE AND EFFECT UNLESS AND UNTIL CHANGED BY THE BOARD OF TRUSTEES.

(7) IN ADDITION TO THOSE POWERS CONFERRED ELSEWHERE IN THIS ARTICLE, THE BOARD OF TRUSTEES HAS THE POWER TO:

- (a) APPOINT A PRESIDENT OF ADAMS STATE COLLEGE;
- (b) APPOINT SUCH OTHER EXECUTIVE OFFICERS OF THE COLLEGE AS MAY BE REQUIRED;
- (c) APPOINT FACULTY AND EMPLOYEES AS MAY BE REQUIRED;
- (d) DETERMINE THE COMPENSATION TO BE PAID TO THE PRESIDENT, EXECUTIVE OFFICERS, FACULTY, AND PROFESSIONAL STAFF;
- (e) WITH THE ADVICE OF THE FACULTY, PRESCRIBE THE DEGREE PROGRAMS FOR THE COLLEGE; AND
- (f) PRESCRIBE THE STUDENT ADMISSIONS QUALIFICATIONS.

**23-51-103. Board of trustees for Adams state college fund - creation - control - use.** (1) THERE IS CREATED IN THE STATE TREASURY THE BOARD OF TRUSTEES FOR ADAMS STATE COLLEGE FUND, REFERRED TO IN THIS SECTION AS THE "FUND", WHICH SHALL BE UNDER THE CONTROL OF AND ADMINISTERED BY THE BOARD OF TRUSTEES



IN ACCORDANCE WITH THE PROVISIONS OF THIS ARTICLE. EXCEPT AS OTHERWISE ALLOWED BY STATE LAW, INCLUDING BUT NOT LIMITED TO SECTION 24-36-103 (2), C.R.S., ALL MONEYS RECEIVED OR ACQUIRED BY THE BOARD OF TRUSTEES OR BY ADAMS STATE COLLEGE SHALL BE DEPOSITED IN THE FUND, WHETHER RECEIVED BY APPROPRIATION, GRANT, CONTRACT, OR GIFT OR BY SALE OR LEASE OF SURPLUS REAL OR PERSONAL PROPERTY OR BY ANY OTHER MEANS, WHOSE DISPOSITION IS NOT OTHERWISE PROVIDED FOR BY LAW. ALL INTEREST AND INCOME DERIVED FROM THE DEPOSIT AND INVESTMENT OF MONEYS IN THE FUND SHALL BE CREDITED TO THE FUND. THE MONEYS IN THE FUND ARE HEREBY CONTINUOUSLY APPROPRIATED TO THE BOARD OF TRUSTEES AND SHALL REMAIN IN THE FUND AND SHALL NOT BE TRANSFERRED OR REVERT TO THE GENERAL FUND OF THE STATE AT THE END OF A FISCAL YEAR.

(2) THE MONEYS IN THE FUND SHALL REMAIN UNDER THE CONTROL OF THE BOARD OF TRUSTEES AND SHALL BE USED FOR THE PAYMENT OF SALARIES AND OPERATING EXPENSES OF THE BOARD OF TRUSTEES AND OF ADAMS STATE COLLEGE AND FOR THE PAYMENT OF ANY OTHER EXPENSES INCURRED BY THE BOARD OF TRUSTEES IN CARRYING OUT ITS POWERS AND DUTIES.

(3) MONEYS IN THE FUND THAT ARE NOT NEEDED FOR USE BY THE BOARD OF TRUSTEES MAY BE INVESTED BY THE STATE TREASURER IN INVESTMENTS AUTHORIZED BY SECTIONS 24-36-109, 24-36-112, AND 24-36-113, C.R.S. THE BOARD OF TRUSTEES SHALL DETERMINE THE AMOUNT OF MONEYS IN THE FUND THAT MAY BE INVESTED AND SHALL NOTIFY THE STATE TREASURER IN WRITING OF THE AMOUNT.

**23-51-104. Lease of grounds - construction.** FOR THE PURPOSE OF PROVIDING DORMITORIES, LIVING AND DINING HALLS, OR COTTAGES AND EQUIPMENT FOR THE USE OF THE SCHOOL, TO ENABLE THE CONSTRUCTION, FINANCING, AND ULTIMATE ACQUISITION THEREOF, AND TO AID IN IMPROVING UNDEVELOPED PORTIONS OF THE GROUNDS OF ADAMS STATE COLLEGE, THE BOARD OF TRUSTEES IS EMPOWERED TO LEASE GROUNDS UNDER ITS CONTROL TO PRIVATE PERSONS OR CORPORATIONS FOR A TERM NOT EXCEEDING FIFTY YEARS AND SUBJECT TO SUCH REGULATIONS AS IT MAY PRESCRIBE, AND UPON THE CONDITION THAT PRIVATE PERSONS OR CORPORATIONS SHALL CONSTRUCT AND EQUIP ON THE LEASED GROUNDS BUILDINGS OR IMPROVEMENTS AS THE BOARD OF TRUSTEES DESIGNATES OR APPROVES AND SECURE REIMBURSEMENT FOR MONEY INVESTED THEREIN FROM THE RENTALS OF SUCH BUILDINGS OR FROM THEIR SALE TO THE BOARD OF TRUSTEES ACTING FOR THE STATE.

**23-51-105. No authority to create state obligation.** NOTHING IN THIS ARTICLE CONSTITUTES AUTHORITY TO ENTER INTO A CONTRACT WHICH SHALL IN ANY WAY CREATE A DEBT OR OBLIGATION UPON THE STATE ON ACCOUNT OF THE CONSTRUCTION OF BUILDINGS OR IMPROVEMENTS; EXCEPT THAT BUILDINGS AND IMPROVEMENTS ERECTED ON LANDS UNDER THE CONTROL OF THE BOARD OF TRUSTEES AND DEVOTED TO THE USES OF ADAMS STATE COLLEGE UNDER THE TERMS OF THIS ARTICLE AND THE LEASEHOLD INTEREST SHALL BE EXEMPT FROM TAXATION SO FAR AS PERMITTED BY THE STATE CONSTITUTION.

**23-51-106. Board of trustees to control buildings.** THE MANAGEMENT OF BUILDINGS ERECTED AND EQUIPPED UNDER THE TERMS OF THIS ARTICLE, AND THE SCALE OF RENTALS THEREOF, SHALL BE SUBJECT TO THE APPROVAL OF THE BOARD OF TRUSTEES.

**23-51-107. Board of trustees may rent buildings.** THE BOARD OF TRUSTEES IS AUTHORIZED TO LEASE OR RENT BUILDINGS CONSTRUCTED UNDER THE PROVISIONS OF THIS ARTICLE FROM THE PRIVATE PERSONS OR CORPORATIONS CONSTRUCTING THE BUILDINGS UPON SUCH TERMS AS IT DEEMS SATISFACTORY AS TO CURRENT RENTAL, MAINTENANCE, AND ULTIMATE PURCHASE, PAYING THEREFOR OUT OF THE REVENUES DERIVED FROM THE OPERATION OF THE BUILDINGS BY THE BOARD OF TRUSTEES OR FROM OTHER FUNDS UNDER ITS CONTROL THAT ARE AVAILABLE FOR GENERAL MAINTENANCE PURPOSES.

**23-51-108. State property at lease end.** UPON THE TERMINATION OF A LEASE OR CONTRACT EXECUTED UNDER THE TERMS OF THIS ARTICLE PROVIDING FOR THE CONSTRUCTION AND EQUIPMENT OF BUILDINGS, THE BUILDINGS SHALL BECOME THE PROPERTY OF THE STATE, TOGETHER WITH ALL EQUIPMENT, FURNISHINGS, OR APPURTENANCES THEREIN CONTAINED OR THERETO ATTACHED; EXCEPT THAT PERSONAL GOODS OR EFFECTS OF AN OCCUPANT MAY BE REMOVED.

**23-51-109. Leasehold interest may be sold.** NOTHING IN THIS ARTICLE SHALL PREVENT THE TRANSFER OR SALE OF THE LEASEHOLD INTEREST PRIOR TO ITS EXPIRATION, SUBJECT TO THE APPROVAL OF THE BOARD OF TRUSTEES.

**23-51-110. Board of trustees may rent rooms.** UPON THE TERMINATION OF A LEASE OR CONTRACT EXECUTED WITH PRIVATE PERSONS OR CORPORATIONS FOR THE CONSTRUCTION OF BUILDINGS UNDER THE TERMS OF THIS ARTICLE, THE BOARD OF TRUSTEES IS EMPOWERED TO RENT ROOMS OR QUARTERS IN BUILDINGS ERECTED UNDER THE LEASES OR CONTRACTS FOR REASONABLE COMPENSATION AS IT MAY DEEM BEST IN RELATION TO CURRENT OPERATION, MAINTENANCE, AND UPKEEP COSTS.

**SECTION 5.** Article 53 of title 23, Colorado Revised Statutes, is REPEALED AND REENACTED, WITH AMENDMENTS, to read:

**ARTICLE 53**  
**Mesa State College**

**23-53-101. College established - role and mission.** (1) THERE IS HEREBY ESTABLISHED A COLLEGE AT GRAND JUNCTION, TO BE KNOWN AS MESA STATE COLLEGE, WHICH SHALL BE A GENERAL BACCALAUREATE AND SPECIALIZED GRADUATE INSTITUTION WITH MODERATELY SELECTIVE ADMISSION STANDARDS. MESA STATE COLLEGE SHALL OFFER UNDERGRADUATE LIBERAL ARTS AND SCIENCES, TEACHER PREPARATION, AND BUSINESS DEGREE PROGRAMS AND A LIMITED NUMBER OF GRADUATE PROGRAMS. MESA STATE COLLEGE SHALL ALSO MAINTAIN A COMMUNITY COLLEGE ROLE AND MISSION, INCLUDING VOCATIONAL AND TECHNICAL PROGRAMS. MESA STATE COLLEGE SHALL RECEIVE RESIDENT CREDIT FOR TWO-YEAR COURSE OFFERINGS IN ITS COMMISSION-APPROVED SERVICE AREA. MESA STATE COLLEGE SHALL ALSO SERVE AS A REGIONAL EDUCATION PROVIDER.

**23-53-102. Board of trustees - creation - members - powers - duties.** (1) (a) THERE IS ESTABLISHED THE BOARD OF TRUSTEES FOR MESA STATE COLLEGE, REFERRED TO IN THIS ARTICLE AS THE "BOARD OF TRUSTEES", WHICH SHALL CONSIST OF ELEVEN MEMBERS AND SHALL BE THE GOVERNING AUTHORITY FOR MESA STATE COLLEGE. THE BOARD OF TRUSTEES SHALL BE, AND IS HEREBY DECLARED TO BE, A BODY CORPORATE AND, AS SUCH AND BY THE NAMES DESIGNATED IN THIS SECTION,

MAY:

(I) ACQUIRE AND HOLD PROPERTY FOR THE USE OF MESA STATE COLLEGE;

(II) BE A PARTY TO ALL SUITS AND CONTRACTS; AND

(III) DO ALL THINGS NECESSARY TO CARRY OUT THE PROVISIONS OF THIS ARTICLE IN LIKE MANNER AS MUNICIPAL CORPORATIONS OF THIS STATE, INCLUDING BUT NOT LIMITED TO THE POWER TO DEMAND, RECEIVE, HOLD, AND USE FOR THE BEST INTERESTS OF MESA STATE COLLEGE SUCH MONEY, LANDS, OR OTHER PROPERTY AS MAY BE DONATED OR DEvised TO OR FOR THE COLLEGE.

(b) THE BOARD OF TRUSTEES AND ITS SUCCESSORS SHALL HAVE PERPETUAL SUCCESSION, SHALL HAVE A SEAL, MAY MAKE BYLAWS AND REGULATIONS FOR THE WELL-ORDERING AND GOVERNANCE OF MESA STATE COLLEGE, AND MAY CONDUCT THE BUSINESS OF THE COLLEGE IN A MANNER NOT REPUGNANT TO THE CONSTITUTION AND LAWS OF THIS STATE. THE BOARD OF TRUSTEES SHALL ELECT FROM THE APPOINTED MEMBERS A CHAIRPERSON, WHOSE DUTIES AND RESPONSIBILITIES SHALL BE PRESCRIBED IN THE DULY ADOPTED BYLAWS OF THE BOARD OF TRUSTEES. THE BOARD OF TRUSTEES SHALL ALSO ELECT A SECRETARY AND A TREASURER, WHO ARE NOT MEMBERS OF THE BOARD AND WHOSE DUTIES AND RESPONSIBILITIES SHALL BE PRESCRIBED IN THE DULY ADOPTED BYLAWS OF THE BOARD OF TRUSTEES. THE STAFF OF MESA STATE COLLEGE SHALL PROVIDE STAFF SUPPORT FOR THE BOARD OF TRUSTEES.

(2) THE GOVERNOR SHALL APPOINT, EFFECTIVE JULY 1, 2003, WITH THE CONSENT OF THE SENATE, NINE MEMBERS OF THE BOARD OF TRUSTEES. MEMBERS APPOINTED TO THE BOARD OF TRUSTEES SHALL HAVE THE AUTHORITY TO ACT ON BEHALF OF THE BOARD OF TRUSTEES PRIOR TO OBTAINING CONFIRMATION BY THE SENATE. THE MEMBERS FIRST APPOINTED TO SAID BOARD SHALL TAKE OFFICE ON JULY 1, 2003. APPOINTMENTS OF MEMBERS TO TAKE OFFICE ON JULY 1, 2003, SHALL BE MADE SO THAT THREE MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2005, TWO MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2006, TWO MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2007, AND TWO MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2008; THEREAFTER, THE TERMS OF THE NINE APPOINTED MEMBERS OF THE BOARD OF TRUSTEES SHALL BE FOUR YEARS. OF THE NINE MEMBERS APPOINTED BY THE GOVERNOR, AT LEAST TWO SHALL RESIDE IN DELTA, GARFIELD, MESA, OR MONTROSE COUNTY. EACH TRUSTEE SHALL HOLD OFFICE FOR THE TERM FOR WHICH THE TRUSTEE HAS BEEN APPOINTED AND UNTIL THE TRUSTEE'S SUCCESSOR IS APPOINTED AND QUALIFIED.

(3) THE TENTH MEMBER OF THE BOARD OF TRUSTEES SHALL BE A FULL-TIME JUNIOR OR SENIOR STUDENT AT MESA STATE COLLEGE, ELECTED BY THE MEMBERS OF THE STUDENT BODY OF MESA STATE COLLEGE. THE TERM OF THE STUDENT MEMBER SHALL BE ONE YEAR, BEGINNING JULY 1, 2003, AND BEGINNING JULY 1 EACH YEAR THEREAFTER. THE STUDENT MEMBER SHALL BE ADVISORY, WITHOUT THE RIGHT TO VOTE AND WITHOUT THE RIGHT TO ATTEND EXECUTIVE SESSIONS OF THE BOARD OF TRUSTEES, AS PROVIDED BY SECTION 24-6-402, C.R.S. THE STUDENT MEMBER SHALL HAVE RESIDED IN THE STATE OF COLORADO FOR NOT LESS THAN THREE YEARS PRIOR TO THE STUDENT'S ELECTION.

(4) THE ELEVENTH MEMBER SHALL BE A MEMBER OF THE FACULTY OF MESA STATE COLLEGE ELECTED BY OTHER MEMBERS OF THE FACULTY FOR A TERM OF TWO YEARS, BEGINNING JULY 1, 2003, AND BEGINNING JULY 1 EVERY ODD-NUMBERED YEAR THEREAFTER. THE FACULTY MEMBER SHALL BE ADVISORY, WITHOUT THE RIGHT TO VOTE AND WITHOUT THE RIGHT TO ATTEND EXECUTIVE SESSIONS OF THE BOARD OF TRUSTEES, AS PROVIDED BY SECTION 24-6-402, C.R.S.

(5) A VACANCY OF AN APPOINTED MEMBER OF THE BOARD OF TRUSTEES SHALL BE FILLED BY APPOINTMENT BY THE GOVERNOR FOR THE UNEXPIRED TERM. A VACANCY OF EITHER OF THE ELECTED MEMBERS OF THE BOARD OF TRUSTEES SHALL BE FILLED BY ELECTION FOR THE UNEXPIRED TERM. EACH MEMBER OF THE BOARD OF TRUSTEES SHALL TAKE AND SUBSCRIBE TO THE OATH OF OFFICE PRESCRIBED BY THE CONSTITUTION OF THIS STATE BEFORE ENTERING UPON THE DUTIES OF THE OFFICE, WHICH OATH SHALL BE PLACED AND KEPT ON FILE IN THE OFFICE OF THE SECRETARY OF STATE.

(6) EXCEPT AS OTHERWISE PROVIDED IN THIS SUBSECTION (6), THE POWERS, DUTIES, AND FUNCTIONS FORMERLY PERFORMED BY THE TRUSTEES OF THE STATE COLLEGES IN COLORADO WITH RESPECT TO MESA STATE COLLEGE ARE HEREBY TRANSFERRED TO THE BOARD OF TRUSTEES. POLICIES, RESOLUTIONS, PROCEDURES, AND AGREEMENTS PREVIOUSLY APPROVED BY THE TRUSTEES OF THE STATE COLLEGES IN COLORADO AND APPLICABLE TO MESA STATE COLLEGE SHALL REMAIN IN FORCE AND EFFECT UNLESS AND UNTIL CHANGED BY THE BOARD OF TRUSTEES.

(7) IN ADDITION TO THOSE POWERS CONFERRED ELSEWHERE IN THIS ARTICLE, THE BOARD OF TRUSTEES HAS THE POWER TO:

- (a) APPOINT A PRESIDENT OF MESA STATE COLLEGE;
- (b) APPOINT SUCH OTHER EXECUTIVE OFFICERS OF THE COLLEGE AS MAY BE REQUIRED;
- (c) APPOINT FACULTY AND EMPLOYEES AS MAY BE REQUIRED;
- (d) DETERMINE THE COMPENSATION TO BE PAID TO THE PRESIDENT, EXECUTIVE OFFICERS, FACULTY, AND PROFESSIONAL STAFF;
- (e) WITH THE ADVICE OF THE FACULTY, PRESCRIBE THE DEGREE PROGRAMS FOR THE COLLEGE; AND
- (f) PRESCRIBE THE STUDENT ADMISSIONS QUALIFICATIONS.

**23-53-103. Board of trustees for Mesa state college fund - creation - control - use.** (1) THERE IS CREATED IN THE STATE TREASURY THE BOARD OF TRUSTEES FOR MESA STATE COLLEGE FUND, REFERRED TO IN THIS SECTION AS THE "FUND", WHICH SHALL BE UNDER THE CONTROL OF AND ADMINISTERED BY THE BOARD OF TRUSTEES IN ACCORDANCE WITH THE PROVISIONS OF THIS ARTICLE. EXCEPT AS OTHERWISE ALLOWED BY STATE LAW, INCLUDING BUT NOT LIMITED TO SECTION 24-36-103 (2), C.R.S., ALL MONEYS RECEIVED OR ACQUIRED BY THE BOARD OF TRUSTEES OR BY MESA STATE COLLEGE SHALL BE DEPOSITED IN THE FUND, WHETHER RECEIVED BY APPROPRIATION, GRANT, CONTRACT, OR GIFT OR BY SALE OR LEASE OF SURPLUS REAL

OR PERSONAL PROPERTY OR BY ANY OTHER MEANS, WHOSE DISPOSITION IS NOT OTHERWISE PROVIDED FOR BY LAW. ALL INTEREST AND INCOME DERIVED FROM THE DEPOSIT AND INVESTMENT OF MONEYS IN THE FUND SHALL BE CREDITED TO THE FUND. THE MONEYS IN THE FUND ARE HEREBY CONTINUOUSLY APPROPRIATED TO THE BOARD OF TRUSTEES AND SHALL REMAIN IN THE FUND AND SHALL NOT BE TRANSFERRED OR REVERT TO THE GENERAL FUND OF THE STATE AT THE END OF A FISCAL YEAR.

(2) THE MONEYS IN THE FUND SHALL REMAIN UNDER THE CONTROL OF THE BOARD OF TRUSTEES AND SHALL BE USED FOR THE PAYMENT OF SALARIES AND OPERATING EXPENSES OF THE BOARD OF TRUSTEES AND OF MESA STATE COLLEGE AND FOR THE PAYMENT OF ANY OTHER EXPENSES INCURRED BY THE BOARD OF TRUSTEES IN CARRYING OUT ITS POWERS AND DUTIES.

(3) MONEYS IN THE FUND THAT ARE NOT NEEDED FOR USE BY THE BOARD OF TRUSTEES MAY BE INVESTED BY THE STATE TREASURER IN INVESTMENTS AUTHORIZED BY SECTIONS 24-36-109, 24-36-112, AND 24-36-113, C.R.S. THE BOARD OF TRUSTEES SHALL DETERMINE THE AMOUNT OF MONEYS IN THE FUND THAT MAY BE INVESTED AND SHALL NOTIFY THE STATE TREASURER IN WRITING OF THE AMOUNT.

**23-53-104. Board of trustees of Mesa state college to supervise.** THE BOARD OF TRUSTEES SHALL HAVE GENERAL SUPERVISION OF MESA STATE COLLEGE AND THE CONTROL AND DIRECTION OF THE FUNDS AND APPROPRIATIONS MADE THERETO, AND THE BOARD OF TRUSTEES SHALL HAVE POWER TO RECEIVE, DEMAND, AND HOLD FOR THE USES AND PURPOSES OF THE COLLEGE ALL MONEY, LANDS, AND OTHER PROPERTY WHICH MAY BE DONATED, DEVISED, OR CONVEYED THERETO AND TO APPLY THE SAME IN SUCH MANNER AS SHALL BEST SERVE THE OBJECTS AND INTERESTS OF THE COLLEGE.

**23-53-105. Power to acquire land.** THE BOARD OF TRUSTEES SHALL ALSO HAVE POWER TO TAKE AND HOLD, BY GIFT, DEVISE, OR PURCHASE OR THROUGH EXERCISE OF THE POWER OF EMINENT DOMAIN PURSUANT TO LAW, SO MUCH ADDITIONAL LAND AS MAY BECOME NECESSARY FOR THE LOCATION AND CONSTRUCTION OF SUCH ADDITIONAL BUILDINGS, STRUCTURES, AND OTHER FACILITIES AS MAY BE REQUIRED FOR THE USES AND PURPOSES OF MESA STATE COLLEGE FROM FUNDS APPROPRIATED BY THE GENERAL ASSEMBLY.

**23-53-106. Board of trustees empowered to lease grounds.** FOR THE PURPOSE OF PROVIDING DORMITORIES, LIVING AND DINING HALLS, OR COTTAGES AND EQUIPMENT FOR THE USE OF MESA STATE COLLEGE, AND TO ENABLE THE CONSTRUCTION, FINANCING, AND ULTIMATE ACQUISITION THEREOF, AND TO AID IN IMPROVING UNDEVELOPED PORTIONS OF THE GROUNDS OF MESA STATE COLLEGE, THE BOARD OF TRUSTEES IS EMPOWERED TO LEASE GROUNDS UNDER ITS CONTROL TO PRIVATE PERSONS OR CORPORATIONS FOR A TERM NOT EXCEEDING FIFTY YEARS, SUBJECT TO REGULATIONS AS THE BOARD MAY PRESCRIBE AND UPON THE CONDITION THAT PRIVATE PERSONS OR CORPORATIONS SHALL CONSTRUCT AND EQUIP ON THE LEASED GROUNDS BUILDINGS OR IMPROVEMENTS AS THE BOARD OF TRUSTEES DESIGNATES OR APPROVES, REIMBURSEMENT FOR MONEY INVESTED THEREIN TO BE SECURED FROM THE RENTALS OF THE BUILDINGS OR FROM THEIR SALE TO THE BOARD OF TRUSTEES ACTING FOR THE STATE.

**23-53-107. No authority to obligate state.** NOTHING IN THIS ARTICLE SHALL

CONSTITUTE AUTHORITY TO ENTER INTO A CONTRACT WHICH IN ANY WAY CREATES ANY DEBT OR OBLIGATION UPON THE STATE ON ACCOUNT OF THE CONSTRUCTION OF BUILDINGS OR IMPROVEMENTS; BUT BUILDINGS AND IMPROVEMENTS ERECTED ON LANDS UNDER THE CONTROL OF THE BOARD OF TRUSTEES AND DEVOTED TO THE USES OF MESA STATE COLLEGE UNDER THE TERMS OF THIS ARTICLE AND THE LEASEHOLD INTEREST SHALL BE EXEMPT FROM TAXATION SO FAR AS PERMITTED BY THE STATE CONSTITUTION.

**23-53-108. Buildings - control of.** THE MANAGEMENT OF BUILDINGS ERECTED AND EQUIPPED UNDER THE TERMS OF THIS ARTICLE AND THE SCALE OF RENTALS THEREOF SHALL BE SUBJECT TO THE APPROVAL OF THE BOARD OF TRUSTEES.

**23-53-109. Board of trustees may rent buildings.** THE BOARD OF TRUSTEES IS AUTHORIZED TO LEASE OR RENT BUILDINGS CONSTRUCTED UNDER THE PROVISIONS OF THIS ARTICLE FROM THE PRIVATE PERSONS OR CORPORATIONS CONSTRUCTING THE BUILDINGS UPON SUCH TERMS AS THE BOARD DEEMS SATISFACTORY AS TO CURRENT RENTAL, MAINTENANCE, AND ULTIMATE PURCHASE, PAYING THEREFOR OUT OF THE REVENUES DERIVED FROM THE OPERATION OF THE BUILDINGS BY THE BOARD OF TRUSTEES OR FROM OTHER FUNDS UNDER ITS CONTROL AVAILABLE FOR GENERAL MAINTENANCE PURPOSES.

**23-53-110. To be state property at lease end.** UPON THE TERMINATION OF A LEASE OR CONTRACT EXECUTED UNDER THE TERMS OF THIS ARTICLE PROVIDING FOR THE CONSTRUCTION AND EQUIPMENT OF BUILDINGS, THE BUILDINGS SHALL BECOME THE PROPERTY OF THE STATE, TOGETHER WITH ALL EQUIPMENT, FURNISHINGS, OR APPURTENANCES THEREIN CONTAINED OR THERETO ATTACHED; EXCEPT THAT PERSONAL GOODS OR EFFECTS OF AN OCCUPANT MAY BE REMOVED.

**23-53-111. Leasehold interest may be sold.** NOTHING IN THIS ARTICLE SHALL PREVENT THE TRANSFER OR SALE OF THE LEASEHOLD INTERESTS PRIOR TO THEIR EXPIRATION, SUBJECT TO THE APPROVAL OF THE BOARD OF TRUSTEES.

**23-53-112. Board of trustees may rent rooms.** UPON THE TERMINATION OF A LEASE OR CONTRACT EXECUTED WITH PRIVATE PERSONS OR CORPORATIONS FOR THE CONSTRUCTION OF BUILDINGS UNDER THE TERMS OF THIS ARTICLE, THE BOARD OF TRUSTEES IS EMPOWERED TO RENT ROOMS OR QUARTERS IN BUILDINGS ERECTED UNDER LEASES OR CONTRACTS FOR REASONABLE COMPENSATION AS THE BOARD DEEMS BEST IN RELATION TO CURRENT OPERATION, MAINTENANCE, AND UPKEEP COSTS.

**SECTION 6.** Article 56 of title 23, Colorado Revised Statutes, is REPEALED AND REENACTED, WITH AMENDMENTS, to read:

**ARTICLE 56**  
**Western State College of Colorado**

**23-56-101. College established - role and mission.** THERE IS HEREBY ESTABLISHED A COLLEGE AT GUNNISON, WHICH SHALL BE KNOWN AS WESTERN STATE COLLEGE OF COLORADO. WESTERN STATE COLLEGE OF COLORADO SHALL BE A GENERAL BACCALAUREATE INSTITUTION WITH MODERATELY SELECTIVE ADMISSION STANDARDS. WESTERN STATE COLLEGE OF COLORADO SHALL OFFER

UNDERGRADUATE LIBERAL ARTS AND SCIENCES, TEACHER PREPARATION, AND BUSINESSDEGREE PROGRAMS. WESTERN STATE COLLEGE OF COLORADO SHALL ALSO SERVE AS A REGIONAL EDUCATION PROVIDER.

**23-56-102. Board of trustees - creation - members - powers - duties.**

(1) (a) THERE IS ESTABLISHED THE BOARD OF TRUSTEES FOR WESTERN STATE COLLEGE OF COLORADO, REFERRED TO IN THIS ARTICLE AS THE "BOARD OF TRUSTEES", WHICH SHALL CONSIST OF ELEVEN MEMBERS AND SHALL BE THE GOVERNING AUTHORITY FOR WESTERN STATE COLLEGE OF COLORADO. THE BOARD OF TRUSTEES SHALL BE, AND IS HEREBY DECLARED TO BE, A BODY CORPORATE AND, AS SUCH AND BY THE NAMES DESIGNATED IN THIS SECTION, MAY:

(I) ACQUIRE AND HOLD PROPERTY FOR THE USE OF WESTERN STATE COLLEGE OF COLORADO;

(II) BE A PARTY TO ALL SUITS AND CONTRACTS; AND

(III) DO ALL THINGS NECESSARY TO CARRY OUT THE PROVISIONS OF THIS ARTICLE IN LIKE MANNER AS MUNICIPAL CORPORATIONS OF THIS STATE, INCLUDING BUT NOT LIMITED TO THE POWER TO DEMAND, RECEIVE, HOLD, AND USE FOR THE BEST INTERESTS OF WESTERN STATE COLLEGE OF COLORADO SUCH MONEY, LANDS, OR OTHER PROPERTY AS MAY BE DONATED OR DEvised TO OR FOR THE COLLEGE.

(b) THE BOARD OF TRUSTEES AND ITS SUCCESSORS SHALL HAVE PERPETUAL SUCCESSION, SHALL HAVE A SEAL, MAY MAKE BYLAWS AND REGULATIONS FOR THE WELL-ORDERING AND GOVERNANCE OF WESTERN STATE COLLEGE OF COLORADO, AND MAY CONDUCT THE BUSINESS OF THE COLLEGE IN A MANNER NOT REPUGNANT TO THE CONSTITUTION AND LAWS OF THIS STATE. THE BOARD OF TRUSTEES SHALL ELECT FROM THE APPOINTED MEMBERS A CHAIRPERSON, WHOSE DUTIES AND RESPONSIBILITIES SHALL BE PRESCRIBED IN THE DULY ADOPTED BYLAWS OF THE BOARD OF TRUSTEES. THE BOARD OF TRUSTEES SHALL ALSO ELECT A SECRETARY AND A TREASURER, WHO ARE NOT MEMBERS OF THE BOARD AND WHOSE DUTIES AND RESPONSIBILITIES SHALL BE PRESCRIBED IN THE DULY ADOPTED BYLAWS OF THE BOARD OF TRUSTEES. THE STAFF OF WESTERN STATE COLLEGE OF COLORADO SHALL PROVIDE STAFF SUPPORT FOR THE BOARD OF TRUSTEES.

(2) THE GOVERNOR SHALL APPOINT, EFFECTIVE JULY 1, 2003, WITH THE CONSENT OF THE SENATE, NINE MEMBERS OF THE BOARD OF TRUSTEES. MEMBERS APPOINTED TO THE BOARD OF TRUSTEES SHALL HAVE THE AUTHORITY TO ACT ON BEHALF OF THE BOARD OF TRUSTEES PRIOR TO OBTAINING CONFIRMATION BY THE SENATE. THE MEMBERS FIRST APPOINTED TO SAID BOARD SHALL TAKE OFFICE ON JULY 1, 2003. APPOINTMENTS OF MEMBERS TO TAKE OFFICE ON JULY 1, 2003, SHALL BE MADE SO THAT THREE MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2005, TWO MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2006, TWO MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2007, AND TWO MEMBERS OF THE BOARD HAVE TERMS EXPIRING ON JANUARY 1, 2008; THEREAFTER, THE TERMS OF THE NINE APPOINTED MEMBERS OF THE BOARD OF TRUSTEES SHALL BE FOUR YEARS. OF THE NINE MEMBERS APPOINTED BY THE GOVERNOR, AT LEAST TWO SHALL RESIDE IN GUNNISON COUNTY. EACH TRUSTEE SHALL HOLD OFFICE FOR THE TERM FOR WHICH THE TRUSTEE HAS BEEN APPOINTED AND UNTIL THE TRUSTEE'S SUCCESSOR IS APPOINTED AND QUALIFIED.

(3) THE TENTH MEMBER OF THE BOARD OF TRUSTEES SHALL BE A FULL-TIME JUNIOR OR SENIOR STUDENT AT WESTERN STATE COLLEGE OF COLORADO, ELECTED BY THE MEMBERS OF THE STUDENT BODY OF WESTERN STATE COLLEGE OF COLORADO. THE TERM OF THE STUDENT MEMBER SHALL BE ONE YEAR, BEGINNING JULY 1, 2003, AND BEGINNING JULY 1 EACH YEAR THEREAFTER. THE STUDENT MEMBER SHALL BE ADVISORY, WITHOUT THE RIGHT TO VOTE AND WITHOUT THE RIGHT TO ATTEND EXECUTIVE SESSIONS OF THE BOARD OF TRUSTEES, AS PROVIDED BY SECTION 24-6-402, C.R.S. THE STUDENT MEMBER SHALL HAVE RESIDED IN THE STATE OF COLORADO FOR NOT LESS THAN THREE YEARS PRIOR TO THE STUDENT'S ELECTION.

(4) THE ELEVENTH MEMBER SHALL BE A MEMBER OF THE FACULTY OF WESTERN STATE COLLEGE OF COLORADO ELECTED BY OTHER MEMBERS OF THE FACULTY FOR A TERM OF TWO YEARS, BEGINNING JULY 1, 2003, AND BEGINNING JULY 1 EVERY ODD-NUMBERED YEAR THEREAFTER. THE FACULTY MEMBER SHALL BE ADVISORY, WITHOUT THE RIGHT TO VOTE AND WITHOUT THE RIGHT TO ATTEND EXECUTIVE SESSIONS OF THE BOARD OF TRUSTEES, AS PROVIDED BY SECTION 24-6-402, C.R.S.

(5) A VACANCY OF AN APPOINTED MEMBER OF THE BOARD OF TRUSTEES SHALL BE FILLED BY APPOINTMENT BY THE GOVERNOR FOR THE UNEXPIRED TERM. A VACANCY OF EITHER OF THE ELECTED MEMBERS OF THE BOARD OF TRUSTEES SHALL BE FILLED BY ELECTION FOR THE UNEXPIRED TERM. EACH MEMBER OF THE BOARD OF TRUSTEES SHALL TAKE AND SUBSCRIBE TO THE OATH OF OFFICE PRESCRIBED BY THE CONSTITUTION OF THIS STATE BEFORE ENTERING UPON THE DUTIES OF THE OFFICE, WHICH OATH SHALL BE PLACED AND KEPT ON FILE IN THE OFFICE OF THE SECRETARY OF STATE.

(6) EXCEPT AS OTHERWISE PROVIDED IN THIS SUBSECTION (6), THE POWERS, DUTIES, AND FUNCTIONS FORMERLY PERFORMED BY THE TRUSTEES OF THE STATE COLLEGES IN COLORADO WITH RESPECT TO WESTERN STATE COLLEGE OF COLORADO ARE HEREBY TRANSFERRED TO THE BOARD OF TRUSTEES. POLICIES, RESOLUTIONS, PROCEDURES, AND AGREEMENTS PREVIOUSLY APPROVED BY THE TRUSTEES OF THE STATE COLLEGES IN COLORADO AND APPLICABLE TO WESTERN STATE COLLEGE OF COLORADO SHALL REMAIN IN FORCE AND EFFECT UNLESS AND UNTIL CHANGED BY THE BOARD OF TRUSTEES.

(7) IN ADDITION TO THOSE POWERS CONFERRED ELSEWHERE IN THIS ARTICLE, THE BOARD OF TRUSTEES HAS THE POWER TO:

- (a) APPOINT A PRESIDENT OF WESTERN STATE COLLEGE OF COLORADO;
- (b) APPOINT SUCH OTHER EXECUTIVE OFFICERS OF THE COLLEGE AS MAY BE REQUIRED;
- (c) APPOINT FACULTY AND EMPLOYEES AS MAY BE REQUIRED;
- (d) DETERMINE THE COMPENSATION TO BE PAID TO THE PRESIDENT, EXECUTIVE OFFICERS, FACULTY, AND PROFESSIONAL STAFF;
- (e) WITH THE ADVICE OF THE FACULTY, PRESCRIBE THE DEGREE PROGRAMS FOR THE COLLEGE; AND



(f) PRESCRIBE THE STUDENT ADMISSIONS QUALIFICATIONS.

**23-56-103. Board of trustees for Western state college of Colorado fund - creation - control - use.** (1) THERE IS CREATED IN THE STATE TREASURY THE BOARD OF TRUSTEES FOR WESTERN STATE COLLEGE OF COLORADO FUND, REFERRED TO IN THIS SECTION AS THE "FUND", WHICH SHALL BE UNDER THE CONTROL OF AND ADMINISTERED BY THE BOARD OF TRUSTEES IN ACCORDANCE WITH THE PROVISIONS OF THIS ARTICLE. EXCEPT AS OTHERWISE ALLOWED BY STATE LAW, INCLUDING BUT NOT LIMITED TO SECTION 24-36-103 (2), C.R.S., ALL MONEYS RECEIVED OR ACQUIRED BY THE BOARD OF TRUSTEES OR BY WESTERN STATE COLLEGE OF COLORADO SHALL BE DEPOSITED IN THE FUND, WHETHER RECEIVED BY APPROPRIATION, GRANT, CONTRACT, OR GIFT OR BY SALE OR LEASE OF SURPLUS REAL OR PERSONAL PROPERTY OR BY ANY OTHER MEANS, WHOSE DISPOSITION IS NOT OTHERWISE PROVIDED FOR BY LAW. ALL INTEREST AND INCOME DERIVED FROM THE DEPOSIT AND INVESTMENT OF MONEYS IN THE FUND SHALL BE CREDITED TO THE FUND. THE MONEYS IN THE FUND ARE HEREBY CONTINUOUSLY APPROPRIATED TO THE BOARD OF TRUSTEES AND SHALL REMAIN IN THE FUND AND SHALL NOT BE TRANSFERRED OR REVERT TO THE GENERAL FUND OF THE STATE AT THE END OF A FISCAL YEAR.

(2) THE MONEYS IN THE FUND SHALL REMAIN UNDER THE CONTROL OF THE BOARD OF TRUSTEES AND SHALL BE USED FOR THE PAYMENT OF SALARIES AND OPERATING EXPENSES OF THE BOARD OF TRUSTEES AND OF WESTERN STATE COLLEGE OF COLORADO AND FOR THE PAYMENT OF ANY OTHER EXPENSES INCURRED BY THE BOARD OF TRUSTEES IN CARRYING OUT ITS POWERS AND DUTIES.

(3) MONEYS IN THE FUND THAT ARE NOT NEEDED FOR USE BY THE BOARD OF TRUSTEES MAY BE INVESTED BY THE STATE TREASURER IN INVESTMENTS AUTHORIZED BY SECTIONS 24-36-109, 24-36-112, AND 24-36-113, C.R.S. THE BOARD OF TRUSTEES SHALL DETERMINE THE AMOUNT OF MONEYS IN THE FUND THAT MAY BE INVESTED AND SHALL NOTIFY THE STATE TREASURER IN WRITING OF THE AMOUNT.

**23-56-104. Status and control.** THE BUILDINGS AND PREMISES OF THE WESTERN STATE COLLEGE OF COLORADO SHALL FORM A PART OF THE SCHOOL SYSTEM OF THE STATE AND SHALL BE CONTROLLED AND MANAGED BY THE BOARD OF TRUSTEES.

**23-56-105. Board of trustees empowered to lease grounds.** FOR THE PURPOSE OF PROVIDING DORMITORIES, LIVING AND DINING HALLS, OR COTTAGES AND EQUIPMENT FOR THE USE OF WESTERN STATE COLLEGE OF COLORADO, AND TO ENABLE THE CONSTRUCTION, FINANCING, AND ULTIMATE ACQUISITION THEREOF, AND TO AID IN IMPROVING UNDEVELOPED PORTIONS OF THE GROUNDS OF THE WESTERN STATE COLLEGE OF COLORADO, THE BOARD OF TRUSTEES IS EMPOWERED TO LEASE GROUNDS UNDER ITS CONTROL TO PRIVATE PERSONS OR CORPORATIONS FOR A TERM NOT EXCEEDING FIFTY YEARS AND SUBJECT TO REGULATIONS AS IT MAY PRESCRIBE, AND UPON THE CONDITION THAT THE PRIVATE PERSONS OR CORPORATIONS SHALL CONSTRUCT AND EQUIP ON THE LEASED GROUNDS BUILDINGS OR IMPROVEMENTS AS THE BOARD OF TRUSTEES DESIGNATES OR APPROVES AND SECURE REIMBURSEMENT FOR MONEY INVESTED THEREIN FROM THE RENTALS OF THE BUILDINGS OR FROM THEIR SALE TO THE BOARD OF TRUSTEES ACTING FOR THE STATE.

**23-56-106. No authority to obligate state.** NOTHING IN THIS ARTICLE SHALL CONSTITUTE AUTHORITY TO ENTER INTO A CONTRACT WHICH IN ANY WAY CREATES A

DEBT OR OBLIGATION UPON THE STATE ON ACCOUNT OF THE CONSTRUCTION OF BUILDINGS OR IMPROVEMENTS; BUT BUILDINGS AND IMPROVEMENTS ERECTED ON LANDS UNDER THE CONTROL OF THE BOARD OF TRUSTEES AND DEVOTED TO THE USES OF WESTERN STATE COLLEGE OF COLORADO UNDER THE TERMS OF THIS ARTICLE AND THE LEASEHOLD INTEREST SHALL BE EXEMPT FROM TAXATION SO FAR AS PERMITTED BY THE STATE CONSTITUTION.

**23-56-107. Buildings - control of.** THE MANAGEMENT OF BUILDINGS ERECTED AND EQUIPPED UNDER THE TERMS OF THIS ARTICLE AND THE SCALE OF RENTALS THEREOF SHALL BE SUBJECT TO THE APPROVAL OF THE BOARD OF TRUSTEES.

**23-56-108. Board of trustees may rent buildings.** THE BOARD OF TRUSTEES IS AUTHORIZED TO LEASE OR RENT BUILDINGS CONSTRUCTED UNDER THE PROVISIONS OF THIS ARTICLE FROM THE PRIVATE PERSONS OR CORPORATIONS CONSTRUCTING THE BUILDINGS UPON SUCH TERMS AS IT DEEMS SATISFACTORY AS TO CURRENT RENTAL, MAINTENANCE, AND ULTIMATE PURCHASE, PAYING THEREFOR OUT OF THE REVENUES DERIVED FROM THE OPERATION OF THE BUILDINGS BY THE BOARD OF TRUSTEES OR FROM OTHER FUNDS UNDER ITS CONTROL AVAILABLE FOR GENERAL MAINTENANCE PURPOSES.

**23-56-109. To be state property at lease end.** UPON THE TERMINATION OF A LEASE OR CONTRACT EXECUTED UNDER THE TERMS OF THIS ARTICLE PROVIDING FOR THE CONSTRUCTION AND EQUIPMENT OF BUILDINGS, THE BUILDINGS SHALL BECOME THE PROPERTY OF THE STATE, TOGETHER WITH ALL EQUIPMENT, FURNISHINGS, OR APPURTENANCES THEREIN CONTAINED OR THERETO ATTACHED; EXCEPT THAT PERSONAL GOODS OR EFFECTS OF AN OCCUPANT MAY BE REMOVED.

**23-56-110. Leasehold interest may be sold.** NOTHING IN THIS ARTICLE SHALL PREVENT THE TRANSFER OR SALE OF THE LEASEHOLD INTERESTS PRIOR TO THEIR EXPIRATION, SUBJECT TO THE APPROVAL OF THE BOARD OF TRUSTEES.

**23-56-111. Board of trustees may rent rooms.** UPON THE TERMINATION OF A LEASE OR CONTRACT EXECUTED WITH PRIVATE PERSONS OR CORPORATIONS FOR THE CONSTRUCTION OF BUILDINGS UNDER THE TERMS OF THIS ARTICLE, THE BOARD OF TRUSTEES IS EMPOWERED TO RENT ROOMS OR QUARTERS IN BUILDINGS ERECTED UNDER LEASES OR CONTRACTS FOR REASONABLE COMPENSATION AS THE BOARD DEEMS BEST IN RELATION TO CURRENT OPERATION, MAINTENANCE, AND UPKEEP COSTS.

**SECTION 7.** Article 1 of title 23, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW SECTION to read:

**23-1-127. Commission directive - regional education providers - criteria.**

(1) THE GENERAL ASSEMBLY FINDS, DETERMINES, AND DECLARES THAT:

(a) THE COLORADO COMMISSION ON HIGHER EDUCATION CAN BETTER SERVE THE CITIZENS OF THIS STATE BY PROVIDING OVERSIGHT AND DIRECTION FOR THE PROVISION OF REGIONAL EDUCATION AT ADAMS STATE COLLEGE, MESA STATE COLLEGE, AND WESTERN STATE COLLEGE OF COLORADO; AND

(b) AS REGIONAL EDUCATION PROVIDERS, ADAMS STATE COLLEGE, MESA STATE

COLLEGE, AND WESTERN STATE COLLEGE OF COLORADO SHALL HAVE AS THEIR PRIMARY GOAL THE ASSESSMENT OF REGIONAL EDUCATIONAL NEEDS AND, IN CONSULTATION WITH THE COLORADO COMMISSION ON HIGHER EDUCATION, THE ALLOCATION OF RESOURCES FOR THE PURPOSES OF MEETING THOSE NEEDS.

(2) A REGIONAL EDUCATION PROVIDER'S INITIATIVES TO MEET ITS REGIONAL NEEDS MAY INCLUDE, BUT NEED NOT BE LIMITED TO, THE FOLLOWING:

- (a) EXTENSION OF EXISTING PROGRAMS;
- (b) CREATION OF NEW UNDERGRADUATE PROGRAMS;
- (c) DEVELOPMENT OF PARTNERSHIPS WITH TWO-YEAR INSTITUTIONS; AND
- (d) FACILITATION OF THE DELIVERY OF GRADUATE EDUCATION THROUGH EXISTING GRADUATE INSTITUTIONS.

(3) THE COLORADO COMMISSION ON HIGHER EDUCATION SHALL, IN CONSULTATION WITH ADAMS STATE COLLEGE, MESA STATE COLLEGE, AND WESTERN STATE COLLEGE OF COLORADO, ESTABLISH THE CRITERIA FOR DESIGNATION AS A REGIONAL EDUCATION PROVIDER.

**SECTION 8.** The introductory portion to 23-5-101.5 (4) (g), Colorado Revised Statutes, is amended to read:

**23-5-101.5. Enterprise status of auxiliary facilities.** (4) The expiration of the following designations of auxiliary facilities as enterprises, which are scheduled for expiration pursuant to subsection (3) of this section, are postponed until June 30, 2009:

(g) ~~State colleges~~ ADAMS STATE COLLEGE, MESA STATE COLLEGE, AND WESTERN STATE COLLEGE OF COLORADO:

**SECTION 9.** 23-5-103 (1), Colorado Revised Statutes, is amended to read:

**23-5-103. Pledge of income.** (1) The governing board of any one or more state educational institutions, including, but not limited to, the STATE colleges under the control and operation of ~~the trustees of the state colleges in Colorado~~ THEIR RESPECTIVE BOARDS OF TRUSTEES, which enters into such a contract for the advancement of moneys is authorized, in connection with or as a part of such contract, to pledge the net income derived or to be derived from such land or facilities so constructed, acquired, and equipped as security for the repayment of the moneys advanced therefor, together with interest thereon, and for the establishment and maintenance of reserves in connection therewith; and, for the same purpose, any such governing board is also authorized, subject to the limitations specified in section 23-1-123 (5), to pledge the net income derived or to be derived from other auxiliary facilities which are not individually designated as enterprises and which are not acquired and not to be acquired with moneys appropriated to the institution by the state of Colorado, and to pledge the net income, fees, and revenues derived from such sources, if unpledged, or, if pledged, the net income, fees, and revenues currently in excess of the amount required to meet principal, interest, and reserve requirements

in connection with outstanding obligations to which such net income, fees, and revenues have theretofore been pledged. If the contract for the advancement of moneys is entered into by the university of Colorado on behalf of a designated enterprise auxiliary facility that is associated with the university of Colorado, the board of regents is authorized to pledge only the net income, including fees and revenues derived or to be derived from the designated enterprise auxiliary facility and any other designated enterprise auxiliary facilities.

**SECTION 10.** 23-5-124 (6) (c), Colorado Revised Statutes, is amended to read:

**23-5-124. Student enrollment - prohibition - public peace and order convictions.** (6) For purposes of this section, unless the context otherwise requires:

(c) "State-supported institution of higher education" means any postsecondary institution that is governed by:

- (I) The state board of agriculture;
- (II) The board of regents of the university of Colorado;
- (III) The board of trustees of the Colorado school of mines;
- (IV) The board of trustees of the university of northern Colorado;
- (V) ~~The trustees of the state colleges in Colorado;~~
- (VI) The state board of community colleges and occupational education; ~~or~~
- (VII) The board of any junior college district in Colorado;
- (VIII) THE BOARD OF TRUSTEES FOR ADAMS STATE COLLEGE;
- (IX) THE BOARD OF TRUSTEES FOR MESA STATE COLLEGE; OR
- (X) THE BOARD OF TRUSTEES FOR WESTERN STATE COLLEGE OF COLORADO.

**SECTION 11.** 23-54-102 (1) (b) and (6), Colorado Revised Statutes, are amended to read:

**23-54-102. Board of trustees - creation - members - powers - duties.**

(1) (b) The trustees and their successors shall have perpetual succession, shall have a seal, may make bylaws and regulations for the well-ordering and government of Metropolitan state college of Denver, and may conduct the business of said college in a manner not repugnant to the constitution and laws of this state. The board of trustees shall elect from the appointed members a chairperson, ~~a secretary, and a treasurer,~~ whose duties and responsibilities shall be prescribed in the duly adopted bylaws of the board of trustees. THE BOARD SHALL ALSO ELECT A SECRETARY AND A TREASURER, WHO ARE NOT MEMBERS OF THE BOARD AND WHOSE DUTIES AND RESPONSIBILITIES SHALL BE PRESCRIBED IN THE DULY ADOPTED BYLAWS OF THE BOARD OF TRUSTEES. The staff of Metropolitan state college of Denver shall provide staff support for the board of trustees.

(6) Except as otherwise provided in this subsection (6), the powers, duties, and functions formerly performed by the trustees of the state colleges in Colorado, AS SAID GOVERNING BOARD EXISTED PRIOR TO JULY 1, 2003, with respect to Metropolitan state college of Denver are hereby transferred to the board of trustees. Policies, procedures, and agreements previously approved by the trustees of the state colleges, AS SAID GOVERNING BOARD EXISTED PRIOR TO JULY 1, 2003, and applicable to Metropolitan state college of Denver shall remain in force and effect unless and until changed by the board of trustees.

**SECTION 12.** 23-55-106 (1), Colorado Revised Statutes, is amended to read:

**23-55-106. Additional powers of board.** (1) The board of governors of the Colorado state university system also has the power to lease portions of the grounds of the Colorado state university - Pueblo to private persons and corporations for the construction of dormitory, living, dining, or cottage buildings and to rent, lease, maintain, operate, and purchase such buildings at such university, all in the manner provided by and subject to the limitations contained in ~~sections 23-56-103 to 23-56-109~~ SECTIONS 23-56-105 TO 23-56-111; except that none of such grounds or improvements shall be used in any manner that discriminates against anyone because of race, creed, color, or religion.

**SECTION 13.** 23-70-102 (1) (b) (I), Colorado Revised Statutes, is amended to read:

**23-70-102. Auraria board - membership - terms - oaths - voting.** (1) Effective July 1, 1989, there is hereby created a new board of directors of the Auraria higher education center, referred to in this article as the "Auraria board", which shall consist of nine members and two ex officio nonvoting members. The members of the Auraria board shall be chosen in the following manner:

(b) (I) The chief executive officers, respectively, of the regents of the university of Colorado, the ~~trustees of the state colleges in Colorado~~ BOARD OF TRUSTEES FOR METROPOLITAN STATE COLLEGE OF DENVER, and the state board for community colleges and occupational education, or their designees, who shall be limited to the chancellor of the university of Colorado at Denver, the president of the Metropolitan state college of Denver, and the president of the community college of Denver, respectively.

**SECTION 14.** 23-73-102 (1), Colorado Revised Statutes, is amended to read:

**23-73-102. Institute established.** (1) The regents of the university of Colorado, the board of governors of the Colorado state university system for the Colorado state university system, the state board of community colleges and occupational education, the board of trustees of the university of northern Colorado, the trustees of the Colorado school of mines, ~~the trustees of the state colleges in Colorado~~, THE BOARD OF TRUSTEES FOR ADAMS STATE COLLEGE, THE BOARD OF TRUSTEES FOR MESA STATE COLLEGE, THE BOARD OF TRUSTEES FOR WESTERN STATE COLLEGE OF COLORADO, Aims community college, and Colorado mountain college, acting in concert, are hereby authorized to incorporate the Colorado institute of technology, referred to in this article as the "institute"; except that any of the named governing boards may choose not to participate in incorporating the institute. The governing boards may

also work with the university of Denver, the Colorado technical university, and any other nonpublic institution in incorporating the institute. The institute shall be a Colorado nonprofit corporation with the condition that the corporation be structured and function in accordance with the remaining terms of this article.

**SECTION 15.** 38-2-105, Colorado Revised Statutes, is amended to read:

**38-2-105. Educational boards of control have right of eminent domain.** The regents of the university of Colorado, the board of governors of the Colorado state university system for Colorado state university, Fort Lewis college, and the university of southern Colorado, the board of trustees of the Colorado school of mines, the board of trustees of the university of northern Colorado, ~~and the trustees of the state colleges in Colorado~~ THE BOARD OF TRUSTEES FOR ADAMS STATE COLLEGE, THE BOARD OF TRUSTEES FOR MESA STATE COLLEGE, AND THE BOARD OF TRUSTEES FOR WESTERN STATE COLLEGE OF COLORADO have the power to acquire real property, which they may deem necessary, by the exercise of eminent domain through condemnation proceedings in accordance with law.

**SECTION 16.** 23-54-104 (1), Colorado Revised Statutes, is amended to read:

**23-54-104. The Metropolitan state college of Denver undergraduate enrichment fund - created - awards.** (1) Effective July 1, 2002, all unexpended and unencumbered moneys in the state colleges undergraduate enrichment fund, created in section 23-50-113, AS IT EXISTED PRIOR TO REPEAL, shall be transferred to the Metropolitan state college of Denver undergraduate enrichment fund, which fund is hereby created in the department of higher education and IS referred to in this section as the "enrichment fund". The enrichment fund shall be under the control of and administered by the board of trustees of Metropolitan state college. Any moneys credited to the enrichment fund shall remain in the enrichment fund and shall not revert to the general fund at the end of any fiscal year. Such moneys in the enrichment fund may be invested in the types of investments authorized in sections 24-36-109, 24-36-112, and 24-36-113, C.R.S. Any interest earned on the moneys in the enrichment fund is hereby continuously appropriated for the purposes stated in subsection (2) of this section.

**SECTION 17.** 24-1-114 (4) (c), Colorado Revised Statutes, is amended, and the said 24-1-114 (4) is further amended BY THE ADDITION OF THE FOLLOWING NEW PARAGRAPHS, to read:

**24-1-114. Department of higher education - creation.** (4) For the purposes of section 22 of article IV of the state constitution, the following are allocated to the department of higher education but shall otherwise continue to be administered as provided by law:

(c) ~~The trustees of the state colleges in Colorado, created by article 50 of title 23, C.R.S., for:~~

(f) ~~Adams state college of Colorado, created by article 51 of title 23, C.R.S.;~~

(H) ~~Metropolitan state college of Denver, created by article 54 of title 23, C.R.S.;~~

~~(III) Repealed.~~

~~(IV) Western state college of Colorado, created by article 56 of title 23, C.R.S.;~~

~~(V) Mesa state college, created by article 53 of title 23, C.R.S.;~~

(h) THE BOARD OF TRUSTEES FOR ADAMS STATE COLLEGE, CREATED BY ARTICLE 51 OF TITLE 23, C.R.S.;

(i) THE BOARD OF TRUSTEES FOR MESA STATE COLLEGE, CREATED BY ARTICLE 53 OF TITLE 23, C.R.S.;

(j) THE BOARD OF TRUSTEES FOR METROPOLITAN STATE COLLEGE OF DENVER, CREATED BY ARTICLE 54 OF TITLE 23, C.R.S.;

(k) THE BOARD OF TRUSTEES FOR WESTERN STATE COLLEGE OF COLORADO, CREATED BY ARTICLE 56 OF TITLE 23, C.R.S.

**SECTION 18.** 24-1-137, Colorado Revised Statutes, is amended to read:

**24-1-137. Effect of decrease in the length of terms of office for certain state boards, commissions, authorities, and agencies.** Persons who are holding office on June 15, 1987, and who were appointed to terms of office pursuant to sections 11-2-102, 12-4-103, 12-22-104, 12-32-103, 12-33-103, 12-36-103, 12-40-106, 12-60-102, 22-80-104, 23-9-103, 23-15-104, 23-40-104, 23-41-102, ~~23-50-102~~, 24-32-706, 24-42-102, 24-65-103, 25-25-104, 29-1-503, 29-4-704, 34-60-104, 35-41-101, 35-65-401, 35-75-104, 39-2-123, and 40-2-101, C.R.S., as said sections existed prior to June 15, 1987, shall continue to serve in such office, but such service shall be at the pleasure of the governor who may appoint a replacement to serve for the unexpired term of any member. However, if the governor has not appointed any such replacement on or before November 15, 1987, then the person who is holding such office on June 15, 1987, shall no longer be subject to replacement pursuant to this section but shall be subject to whatever removal provisions may otherwise apply for such office. Any such member for whom a replacement has been appointed shall continue to serve until his or her successor is duly qualified. Appointments to new terms of office made after June 15, 1987, shall be made for terms of four years as prescribed by law; except that such provision shall not apply to terms of office of persons appointed pursuant to section 23-9-103, C.R.S.

**SECTION 19. Repeal.** 23-40-104 (2), Colorado Revised Statutes, is repealed as follows:

**23-40-104. Board of trustees.** (2) ~~Except as provided in this subsection (2), the powers, duties, and functions formerly performed by the trustees of the state colleges in Colorado with respect to the university of northern Colorado are hereby transferred to the board of trustees for the university of northern Colorado. The board of trustees for the university of northern Colorado shall have, with respect to the university of northern Colorado, the same powers, duties, and functions as the trustees of the state colleges in Colorado have with respect to the state colleges named in section 23-50-101 (1); except that the trustees of the state colleges in Colorado shall retain authority over the setting of fees and other fiscal matters at the university of northern~~

~~Colorado directly related to present and future facilities and pledges under the systemwide bonding agreement in effect as of May 1, 1972, but no action changing the liabilities of said university with reference to the system may be taken without thirty days' prior notice to the board of trustees for the university of northern Colorado.~~

**SECTION 20.** 23-5-117, Colorado Revised Statutes, is amended to read:

**23-5-117. Governing boards - delegation of personnel power.** The governing board of any state-supported institution of higher education may delegate all or part of its power over personnel matters, including the power to hire or to fire employees exempt from the personnel system, to the chief executive officer of the institution governed by such board. The governing board may expressly authorize the chief executive officer to delegate to other officers of the institution specified by the board any power so delegated pursuant to this section. The governing board of each state supported institution of higher education, except the university of Colorado, Colorado state university, the university of northern Colorado, ~~or~~ the Colorado school of mines, ADAMS STATE COLLEGE, MESA STATE COLLEGE, WESTERN STATE COLLEGE OF COLORADO, OR METROPOLITAN STATE COLLEGE OF DENVER, after consultation with faculty representatives chosen by the faculty, shall prepare, enact, promulgate, administer, and maintain in place policies and practices which afford due process procedures for those faculty members exempt from the state personnel system who are terminated, including terminations resulting from reductions in force.

**SECTION 21. Effective date.** This section and sections 2, 3, and 22 of this act shall take effect upon passage, and the remainder of this act shall take effect July 1, 2003.

**SECTION 22. Safety clause.** The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Approved: March 25, 2003



## College construction good for local economy

(09-10-2008)



**A new entrance for Plachy Hall is being constructed on the building's south side, formerly site of the tennis courts.**

If growth is the only sign of life, it's obvious Adams State College is alive and kicking. That vitality will spread through the San Luis Valley, thanks to the economic impact of \$60 million worth of construction projects the college plans over the next four years.

"We are embarking on an important era of campus renewal," said Adams State President, Dr. David Svaldi.



**Architect's rendering of completed Plachy Hall remodeling.**

The tip of the iceberg is the \$12 million renovation and expansion of Plachy Hall now underway thanks to state funding. In March, Adams State students passed a new capital fee to fund \$35 million worth of improvements, with priority on building a new residence hall and renovating two academic buildings. Then in May, state legislation to assist higher education construction allotted \$12.6 million toward the \$14 million renovation of Richardson Hall, Adams State's oldest structure.

"This will be by far the most ambitious building endeavor on our campus in nearly 50 years," said Adams State Vice President for Administration and Finance, Bill Mansheim. "These projects will not only upgrade the college's infrastructure, but also bolster the local economy and provide a number of jobs."

### ASC committed to local contractors

Local subcontracts account for more than \$3.5 million of the total Plachy Hall project cost. More than half of the subcontractors are local firms, according to Erik van de Boogaard, Adams State associate vice president of facilities planning, design and construction. The general contractor is FCI, based in Grand Junction. FCI was also the general contractor on Adams State's 2002 theatre building and on renovation of the former science building to serve as the art building, two years earlier. In the mid-'90s, FCI worked on renovations to housing, the college center and Rex Gym.

Local contractors on Plachy Hall include Absmeier Landscaping & Construction, Alcon, Alpine Electric, American Electric, Blue Moon Bay Painting, Highland Cabinets, K2 Woodworking, Right Carpets, RMP Utilities, Samy Construction, Sherwin Williams, and Vendola Plumbing & Heating.



**Plachy Hall's locker rooms are being completely remodeled, with wooden lockers constructed by Highland Cabinets. Separate locker rooms for visiting teams are also under construction.**

"ASC and FCI are committed to attracting and working with as many local sub contractors and suppliers as they can," van de Boogaard said. "In addition to the work created for these companies, the valley benefits from out-of-town subcontractors who spend money in our restaurants, grocery stores, hotels, and supply houses."

Georgia Cook, vice president of Alcon Construction, Inc., noted the Plachy Hall project allowed her company to grow about 20 percent. Alcon is doing concrete and structural steel work, including constructing sidewalks and stairways.

"More construction definitely keeps more people employed," she said. "When you see other regions or other segments of our local economy slowing down; if the college is up, it is a huge benefit."

The college's normal operation is credited with an annual economic impact in the San Luis Valley of roughly \$70 million, according to a 2005 study by San Luis Valley Development Resource Group. The study uses a multiplier of 1.7 for most of its impact calculations, meaning that every dollar spent by the college stimulates expenditure of another 70 cents locally.

## A whole lot of building going on

The state-funded Plachy Hall project includes a 15,000-square-foot addition to house the Hall of Fame room, a new weight room, a new entrance, and public restrooms. The locker rooms were completely reconfigured and renovated and now include separate rooms for visiting teams. The entire project will be completed by spring 2009.

Planning has begun for new housing fee-supported renovations to the ES and Music buildings, all funded by the capital fee. ES and Music renovations will include technology upgrades, more efficient space configuration, and soundproofing.

"We need to determine the ideal configuration of our housing and recreation facilities to attract students and encourage upperclassmen to choose campus housing," van de Boogaard said.

This football season, the Grizzlies are breaking in new synthetic turf installed over the summer in Rex Field. The old grass field soaked up 2 million gallons of water per year, plus \$7,000 worth of paint for field markings. The stadium project was funded by the new student-approved capital fee. Also planned is installation of lights around the field, permitting evening use for college and community events.

This summer the fee also supported \$360,000 worth of new furnishings and appliances in student apartments, along with renovations in the Student Union Building (SUB) and Nielsen Library. Electronic access to government documents freed up space in Nielsen Library for an Information Commons, with completion planned by November. Following a national trend, the commons will be suited to group study, with a lounge, internet access, and espresso cart. The Brooks Haynie Multi-media Center will allow KASF radio to move into the SUB with the student newspaper. Outfitted with new media technology, it will support changes in the communications program. The center is named in memory of the late Brooks Haynie, associate professor of journalism and advisor to KASF.

Richardson Hall's overhaul will include new plumbing, heating, ventilation, and electrical systems, as well as ADA enhancements to the community auditorium. Plans also call for creation of a backup computer operations area to support campus disaster recovery/business continuity. The centerpiece of the campus, built in 1924, Richardson Hall houses administrative offices and academic programs.

## Progress made over summer


Renovation of another campus landmark, the president's residence, was completed this summer, thanks to private donations. Dr. David and Virginia Svaldi moved into the newly renovated Spanish-style home in late July. It was christened The Marvel House, in honor of former president Dr. John Marvel, and his wife, Frances. Built in 1932, the house is listed in the City of Alamosa's Historic Registry, so care was taken to preserve its historic feel while upgrading mechanical, electrical, and telecommunications systems. Interior remodeling included creation of a great room for hosting public events.

Also this summer ASC Community Partnerships moved into a new outreach center in the renovated "barrel" building that formerly served as the art building. It was originally built in 1957 as the Student Union Memorial's ballroom.

The second phase of the campus irrigation project was completed in July. One component brought the college's artesian well online to water the soccer field and other areas, supplemented now by non-potable water from the city system.

In the Student Union Building, Adams State's food service Sodexo upgraded the food court decor with bistro-style booths, wood look flooring, and stone accents.

By Julie Waechter

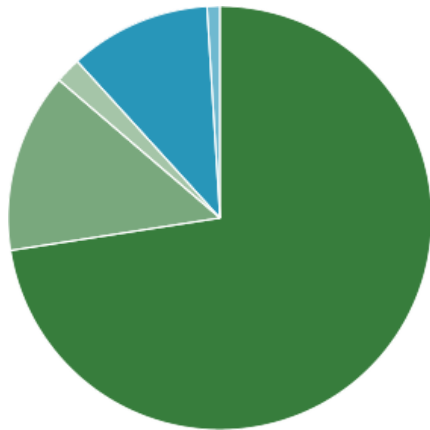
  Be the first of your friends to like this.

# Does ASU place too much priori...

Does ASU place too much priority on athletics over academics?

Total Votes

102



	COUNT	PERCENT COUNTRY	PERCENT OVERALL
■ Yes, definitely	74	72.55%	72.55%
■ Yes, sometimes	14	13.73%	13.73%
■ No, not really	2	1.96%	1.96%
■ No, not at all	11	10.78%	10.78%
■ Other:	1	0.98%	0.98%

## Other Answers

Total

1

[Export](#)

[Print](#)



DUH!

[Add as a poll answer](#)

Friday, Apr 29th  
12:36PM



## Issues of Shared Governance That Need To Be Addressed: The Faculty Perspective

Prepared by Rob Demski for the Faculty Senate – January 2016

**Overview:** There was very little change in perceptions of shared governance from 2009 to 2015. In both shared governance surveys, the Board had the most positive perception of the health of shared governance, followed by Administration, then Faculty, and finally Staff. The issues listed below come from specific survey questions. The wording of the issues listed below reflects slight wording changes to the questions. These issues were selected because the original question wording had very low levels of faculty agreement, in contrast to higher agreement levels by either the Administration or Board. The original item wording and mean scores are contained in the report you received from Dr. Miller on Monday (see note below). Issues with intangible solutions require predominantly cultural or attitudinal shifts across stakeholders. Issues with tangible solutions require predominantly concrete organizational actions, such as altering committee composition or improving communication channels.

### Issues with Intangible Solutions

1. Relationships between the Board, Administration and Faculty need to be more cooperative. [BAF #7]
2. Negotiations and communications between the Board, President, and Faculty need to be carried out in good faith. [BAF #9]
3. Faculty members need to be able to express dissenting views without reprisal. [AF #5]

### Issues with Tangible Solutions

4. The President and Board need to use established mechanisms to ensure a Faculty voice in matters of shared concern. [BAF #28]
5. Faculty need to have a stronger influence in the selection academic administrators. [BAF #35]
6. The institution need to better foster shared governance by maintaining reasonable workloads, providing for faculty development and rewarding participation in governance work. [AFCS #4]
7. There needs to be more appropriate structures, policies, and procedures for processing grievances, appeals, and hearings. [AFCS #8]
8. Faculty members need to have more timely access to information needed to make recommendations on institutional matters. [AFCS #27]
9. Faculty need to have a more influential role in budget development. [AFCS #32]
10. Faculty needs to meaningfully participate in evaluation of academic administrators. [AFCS #36]

### Note

BAF = common items for the Board, Administration, Faculty; item number

AFCS = common items for the Administration, Faculty, Classified Staff; item number

AF = common items for Administration, Faculty; item number

# SHARED GOVERNANCE SURVEY ITEMS: 2009 & 2015 ADMINISTRATIONS

Prepared by Dr. Rob Demski, Department of Psychology – December 2015

my  
copy

**Note:** The purpose of this report is to provide a detailed analysis at the item level. This reported is not intended to provide a broad overview of the health of shared governance as perceived by stakeholders. I have developed another report to provide an overview. Item analysis can be useful for identifying specific areas of concern for shared governance. Items where there are large mean differences across groups, or items with low mean scores may point to aspects of shared governance that need addressing. When reviewing the mean results, keep the following response format in mind.

Response Options: 1 = strong disagree 2 = disagree 3 = agree 4 = strongly agree

As an example, item 9 (Common Items for Board, Administration, Faculty) has a mean difference of 1.5 between the Board and Faculty. This implies from the faculty view that interactions are not carried on in good faith with the president or Board. What steps might be taken to increase perceptions of good faith?

Also, item 36 (Common Items for Administration & Faculty) has a faculty mean of 1.7. Shared governance involves some mechanisms for providing feedback up and down the institutional structure. This item shows that faculty feel they don't have much influence in administrator evaluation. What steps might be taken to rectify this situation?

## Common Items for the Board, Administration & Faculty (item numbers are from the Admin & Faculty survey results report)

1. The governing board acknowledges the importance of shared governance.  
(BOT # 16: The governing board at ASC currently supports shared governance.)  
2015 Largest Diff. = 0.8      Board M = 3.0      Admin M = 3.0      Faculty M = 2.2  
2009 Means =                      3.3                      2.7                      2.6
- 1 7. Relationships between the faculty, academic administrators, and governing board are cooperative.  
(BOT # 1)  
2015 Largest Diff. = 1.3      Board M = 3.3      Admin M = 2.9      Faculty M = 2.0  
2009 Means =                      3.4                      2.7                      2.5
- 2 9. Negotiations and communication between and among the faculty, president, and governing board are carried out in good faith. (BOT # 2)  
2015 Largest Diff. = 1.5      Board M = 3.7      Admin M = 3.3      Faculty M = 2.2  
2009 Means =                      3.4                      2.9                      2.5
13. Given reasonable time, the governing board responds expeditiously to faculty concerns and to the need for action on institutional issues. (BOT # 4)  
2015 Largest Diff. = 1.3      Board M = 3.5      Admin M = 3.0      Faculty M = 2.2  
2009 Means =                      3.3                      2.7                      2.3
21. The president and governing board avoid overturning faculty judgments in those areas in which the faculty has primacy (i.e., curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process). (BOT # 5)  
2015 Largest Diff. = 1.3      Board M = 3.7      Admin M = 3.3      Faculty M = 2.4  
2009 Means =                      3.6                      2.9                      2.3

26. Formal arrangements exist for regularly and accurately communicating faculty positions and concerns to the governing board, and for regularly and accurately communicating the views of the governing board to the faculty. (BOT # 6)

2015 Largest Diff. = 1.1	Board M = 2.7	<u>Admin M = 3.5</u>	<u>Faculty M = 2.4</u>
2009 Means =	3.2	2.6	2.2

4 28. The president and board use established mechanisms to ensure a faculty voice in matters of shared concern, consulting either the faculty as a whole or representatives who have been selected or approved by the faculty. (BOT # 7)

2015 Largest Diff. = 1.2	Board M = 2.7	<u>Admin M = 3.3</u>	<u>Faculty M = 2.1</u>
2009 Means =	3.3	2.9	2.3

30. Faculty members who represent the faculty on the governing board, institutional committees, and advisory groups, or who represent the institution to outside agencies such as athletic conferences, are selected by the faculty or are selected by others from a list provided by the faculty. (BOT # 9)

2015 Largest Diff. = 0.9	<u>Board M = 3.7</u>	Admin M = 3.5	<u>Faculty M = 2.8</u>
2009 Means =	3.3	2.7	2.8

34. The faculty shares with the governing board the primary responsibility for selecting a president. (BOT # 10)

2015 Largest Diff. = 0.6	Board M = 2.0	Admin M = 2.6	Faculty M = 2.4
2009 Means =	3.0	2.6	2.5

5 35. The faculty has a strong influence on the selection of academic administrators. (BOT # 11)

2015 Largest Diff. = 1.3	<u>Board M = 3.0</u>	Admin M = 2.7	<u>Faculty M = 1.7</u>
2009 Means =	3.0	2.7	1.9

**Common Items for the Administration, Faculty & Classified Staff**  
(item numbers are from the Admin & Faculty survey results report)

2. The president verbally acknowledges the importance of shared governance. (CS # 1)

2015 Largest Diff. = 0.3	<u>Admin M = 3.1</u>	Faculty M = 3.0	<u>Staff M = 2.8</u>
2009 Means =	3.0	2.8	2.6

6 4. The institution fosters shared governance by maintaining reasonable workloads, supporting faculty development if governance skills, and rewarding participation in governance work. (CS # 3)

2015 Largest Diff. = 0.8	<u>Admin M = 2.6</u>	<u>Faculty M = 1.8</u>	Staff M = 2.2
2009 Means =	2.6	2.1	2.1

6. The campus climate supports a diversity of opinions, schools of thought, perspectives, and personal styles. (CS # 5)

2015 Largest Diff. = 0.9	<u>Admin M = 3.1</u>	<u>Faculty M = 2.2</u>	Staff M = 2.5
2009 Means =	3.0	2.6	2.5

7 8. Appropriate representation is apparent in the structures, policies, and procedures for disciplinary and dismissal hearings, grievance, appeals, and allegations of sexual harassment. (CS # 7)

2015 Largest Diff. = 1.2	<u>Admin M = 3.2</u>	<u>Faculty M = 2.0</u>	Staff M = 2.5
2009 Means =	3.1	2.4	1.9



10. The campus community fosters participation and leadership by women, persons of color, part-time faculty, and members of other underrepresented groups. (CS # 8)

<b>2015 Largest Diff. = 0.2</b>	Admin M = N/A	<u>Faculty M = 2.4</u>	<u>Staff M = 2.6</u>
<b>2009 Means =</b>	2.6	2.6	2.6

**Common Items for the Administration & Faculty**  
(item numbers are from the Admin & Faculty survey results report)

3. Faculty members view participation in shared governance as a worthwhile faculty responsibility.

<b>2015 Largest Diff. = 0.3</b>	Admin Mean = 3.0	Faculty Mean = 2.7
<b>2009 Means =</b>	2.7	3.0

3 5. Faculty members can express dissenting views on governance without reprisal.

<b>2015 Largest Diff. = 1.0</b>	Admin Mean = 3.2	Faculty Mean = 2.2
<b>2009 Means =</b>	3.0	2.5

11. Given reasonable time, the faculty responds expeditiously to requests from the administration or governing board for recommendations and action on institutional decisions.

<b>2015 Largest Diff. = 0.0</b>	Admin Mean = 2.8	Faculty Mean = 2.8
<b>2009 Means =</b>	2.7	3.1

12. Faculty leaders look to national standards for the faculty's appropriate role in the governance of the institution.

<b>2015 Largest Diff. = 0.3</b>	Admin Mean = 3.0	Faculty Mean = 2.7
<b>2009 Means =</b>	2.9	2.6

14. Faculty committees determine educational policy, curriculum design, curriculum review, and standards and procedures for evaluating teaching and scholarly production.

<b>2015 Largest Diff. = 0.5</b>	Admin Mean = 3.2	Faculty Mean = 2.7
<b>2009 Means =</b>	3.1	2.9

15. Faculty committees largely determine policies and decisions concerning those aspects of student life that relate to the educational process.

<b>2015 Largest Diff. = 1.1</b>	Admin Mean = 3.3	Faculty Mean = 2.2
<b>2009 Means =</b>	2.4	2.3

16. Faculty committees largely determine standards and criteria for retention, promotion, and tenure.

<b>2015 Largest Diff. = 0.4</b>	Admin Mean = 3.2	Faculty Mean = 2.8
<b>2009 Means =</b>	2.9	2.8

17. Recommendations of faculty committees largely determine the nature of decisions regarding the faculty status of individuals.

<b>2015 Largest Diff. = 0.4</b>	Admin Mean = 3.3	Faculty Mean = 2.9
<b>2009 Means =</b>	2.9	2.5

18. There are formal procedures at the departmental level to give peers a voice in decisions on the appointment, retention, tenure, dismissal, and promotion of departmental colleagues.

<b>2015 Largest Diff. = 0.5</b>	Admin Mean = 3.2	Faculty Mean = 2.7
<b>2009 Means =</b>	2.8	2.8



33. The faculty's participation in governance can improve and has improved working conditions for the faculty.

**2015 Largest Diff. = 0.4**

Admin Mean = 3.0    Faculty Mean = 2.6

**2009 Means =**

3.0                      3.0

36. Faculty participation influences the evaluation of academic administrators.

**2015 Largest Diff. = 1.1**

Admin Mean = 2.8    Faculty Mean = 1.7

**2009 Means =**

2.6                      2.0

37. Faculty representatives to the senate, institutional committees, and other representative bodies keep their constituents informed of the agendas of those bodies and solicit constituents' views whenever appropriate.

**2015 Largest Diff. = 0.1**

Admin Mean = 3.0    Faculty Mean = 2.9

**2009 Means =**

2.5                      2.8

### Unique Items for the Board of Trustees

(item numbers are from the Board survey results report)

3. Given reasonable time, the faculty responds expeditiously to requests from the administration or governing board for recommendations and action on institutional decisions.

2015 Board Mean = 3.0

2009 Board Mean = 3.3

8. Faculty representatives to the governing board have adequate time to consult with constituents before making recommendations on important issues.

2015 Board Mean = 3.5

2009 Board Mean = 3.7

12. The ASC governing Board, as a whole, should support shared governance.

2015 Board Mean = 3.3

2009 Board Mean = 3.4

13. As an ASC Governing Board member, I am familiar with shared governance and support it as a matter of principle.

2015 Board Mean = 3.7

2009 Board Mean = 3.3

14. It is not the responsibility of the ASC Governing Board to be involved with this type or activity.

2015 Board Mean = 1.7

2009 Board Mean = 1.6

15. I would like to learn more about shared governance at ASC.

2015 Board Mean = 3.0

2009 Board Mean = 2.9

19. Although current Colorado statute states faculty trustees are non-voting members of the governing board, I support changing the statute to allow trustees to become voting members.

2015 Board Mean = 2.7

2009 Board Mean = 2.3

## Unique Items for Classified Staff

(item numbers are from the Classified Staff survey results report)

2. Staff members view participation in shared governance as a worthwhile staff responsibility.  
2015 Staff Mean = 2.7  
2009 Staff Mean = 2.5
4. Staff members can express dissenting views on governance without reprisal.  
2015 Staff Mean = 2.3  
2009 Staff Mean = 2.4
6. Relationships between the staff and administrators are cooperative.  
2015 Staff Mean = 2.5  
2009 Staff Mean = 2.2
9. Given reasonable time, the staff responds expeditiously to requests from the administration for recommendations and action on institutional decisions.  
2015 Staff Mean = 2.5  
2009 Staff Mean = 2.5
10. Given reasonable time, the administration responds expeditiously to staff concerns and to the need for action on institutional issues.  
2015 Staff Mean = 2.2  
2009 Staff Mean = 2.1
11. Staff participate on committees that largely determine policies and decisions concerning campus operations.  
2015 Staff Mean = 2.5  
2009 Staff Mean = 1.8
12. The Classified Employee Council representatives set agendas, choose leadership, and establish procedures for committees that oversee those areas in which the staff has a role.  
2015 Staff Mean = 2.9  
2009 Staff Mean = 2.8
13. Formal arrangements through Classified Employee Council exist for regularly and accurately communicating staff positions and concerns to the administration, and for regularly and accurately communicating the views of administration to the staff.  
2015 Staff Mean = 2.7  
2009 Staff Mean = 2.7
14. Staff members who represent the staff on institutional committees and advisory groups are selected in a fair and equitable manner.  
2015 Staff Mean = 2.5  
2009 Staff Mean = 2.7
15. The staff has a role in developing the institutional budget.  
2015 Staff Mean = 2.1  
2009 Staff Mean = 1.9

16. The staff's participation in governance can improve and has improved working conditions for the staff.  
2015 Staff Mean = 2.4  
2009 Staff Mean = 2.5
  
17. The staff have a means of providing input to the governing board when selecting a president.  
2015 Staff Mean = 2.8  
2009 Staff Mean = 2.6
  
18. The staff has an influence on the selection of administrators.  
2015 Staff Mean = 2.0  
2009 Staff Mean = 2.2
  
19. Staff participation influences the evaluation of administrators.  
2015 Staff Mean = 2.0  
2009 Staff Mean = 2.1
  
20. Staff representatives to institutional committees, and other representative bodies keep their constituents informed of the agendas of those bodies and solicit constituents' views whenever possible.  
2015 Staff Mean = 2.4  
2009 Staff Mean = 2.4





**Colorado Department of Higher Education**  
*Division of Information & Research Management*

1380 Lawrence Street, Suite 1200 Denver, CO 80204  
 Phone: 303-866-2723 Fax: 303-866-4266

**Fall Enrollments by Institution, Residency  
 Fall Terms 2004-2006**

Institution		Headcount by Fall Term--						
		2004		2005		2006		
		Res	Non-Res	Res	Non-Res	Res	Non-Res	
2 Year Insts	Aims Community College	4,666	171	4,262	193	4,667	213	
	Arapahoe Community College	7,275	285	6,816	316	6,523	395	
	Colorado Mountain College	5,955	965	5,776	989	4,562	946	
	Colorado Northwestern Community College	2,108	153	1,413	105	1,185	146	
	Community College of Aurora	5,316	132	5,320	157	4,564	273	
	Community College of Denver	8,800	474	8,370	539	8,068	714	
	Front Range Community College	14,736	933	14,070	887	13,804	945	
	Lamar Community College	989	68	920	66	926	73	
	Morgan Community College	1,586	32	1,702	45	1,660	76	
	Northeastern Junior College	2,762	150	2,739	120	2,409	128	
	Otero Junior College	1,638	38	1,588	48	1,552	79	
	Pikes Peak Community College	9,664	1,253	9,709	910	9,011	1,515	
	Pueblo Community College	5,483	109	5,311	84	4,941	115	
	Red Rocks Community College	7,150	334	6,359	241	6,484	243	
	Trinidad State Junior College	1,852	254	1,682	149	1,502	230	
		Residency Subtotal	79,980	5,351	76,037	4,849	71,858	6,091
		Two-Year Subtotal		85,331		80,886		77,949
	4 Year Insts	Adams State College	2,352	276	2,515	255	2,355	249
Colorado School of Mines		2,786	897	3,022	914	3,130	1,232	
Colorado State University		20,470	5,304	20,177	5,110	20,364	4,650	
Colorado State University - Pueblo		3,905	374	3,819	379	3,681	443	
Fort Lewis College		2,947	1,247	2,815	1,131	2,883	1,022	
Mesa State College		5,270	523	5,177	498	5,474	511	
Metropolitan State College of Denver		19,865	555	20,231	490	20,290	560	
University of Colorado - Boulder		20,891	9,445	20,832	8,978	20,730	9,139	
University of Colorado - Colorado Springs		7,248	425	7,163	452	7,059	515	
University of Colorado - Denver		11,738	893	14,164	1,075	14,338	1,124	
University of Colorado - Health Sciences Center*		2,555	222	-	-	-	-	
University of Northern Colorado		10,959	1,245	11,195	1,218	10,891	1,277	
Western State College		1,761	540	1,712	541	1,662	536	
		Residency Subtotal	112,747	21,946	112,822	21,041	112,857	21,258
		Four-Year Subtotal		134,693		133,863		134,115
<b>RESIDENCY GRAND TOTALS</b>		<b>192,727</b>	<b>27,297</b>	<b>188,859</b>	<b>25,890</b>	<b>184,715</b>	<b>27,349</b>	
<b>INSTITUTION GRAND TOTALS</b>			<b>220,024</b>		<b>214,749</b>		<b>212,064</b>	

\* Beginning in Fall 2005, UCHSC and UCD merged and submitted enrollment together under UCD



Colorado Department of Higher Education  
Division of Information & Research Management

1560 Broadway, Suite 1600 Denver, CO 80202  
Phone: 303-866-2723 Fax: 303-866-4266

Fall Enrollments by Institution  
Fall Terms 2006-2008

	Institution	Headcount by Fall Term		
		2006	2007	2008
2 Year Insts	Aims Community College	4,880	4,588	4,840
	Arapahoe Community College	6,918	6,538	7,204
	Colorado Mountain College	5,508	5,206	5,092
	Colorado Northwestern Community College	1,331	1,430	1,429
	Community College of Aurora	4,837	4,885	5,384
	Community College of Denver	8,782	8,359	8,250
	Front Range Community College	14,749	15,270	15,695
	Lamar Community College	999	817	1,138
	Morgan Community College	1,736	1,748	1,759
	Northeastern Junior College	2,537	2,751	2,698
	Otero Junior College	1,631	1,558	1,551
	Pikes Peak Community College	10,526	11,407	11,873
	Pueblo Community College	5,056	5,063	5,437
	Red Rocks Community College	6,727	7,223	7,667
	Trinidad State Junior College	1,732	1,760	1,740
		<b>Two-Year Subtotal</b>	<b>77,949</b>	<b>78,603</b>
4 Year Insts	Adams State College	2,604	2,481	2,411
	Colorado School of Mines	4,362	4,483	4,704
	Colorado State University	25,014	25,382	25,496
	Colorado State University - Pueblo	4,124	4,167	4,633
	Fort Lewis College	3,905	3,928	3,740
	Mesa State College	5,985	6,128	6,205
	Metropolitan State College of Denver	20,850	21,166	21,469
	University of Colorado - Boulder	29,869	29,982	30,623
	University of Colorado - Colorado Springs	7,574	7,715	8,010
	University of Colorado - Denver	15,462	15,909	16,283
	University of Northern Colorado	12,168	11,488	11,130
	Western State College	2,198	2,146	2,110
	<b>Four-Year Subtotal</b>	<b>134,115</b>	<b>134,975</b>	<b>136,814</b>
<b>GRAND TOTALS</b>		<b>212,064</b>	<b>213,578</b>	<b>218,571</b>

Source: SURDS Enrollment Fall Term, 2006-2008

Headcount is unduplicated and does not include Exclusive ESP (Extended Studies Program) Students

Mesa State College Fall 2006 submitted 6/27/07, after previous enrollment report published (6/14/07)





Colorado Department of Higher Education  
Division of Academic Affairs, Research, and Technology

1560 Broadway, Suite 1600 Denver, CO 80202  
Phone: 303-866-2723 Fax: 303-866-4266

**Fall Enrollments by Institution  
Fall Terms 2008-2010**

Institution		Headcount by Fall Term		
		2008	2009	2010
2 Year Insts	<b>Local District Colleges</b>			
	Aims Community College	4,840	5,510	5,340
	Colorado Mountain College	5,092	5,741	6,088
	<b>Community College System</b>			
	Arapahoe Community College	7,204	9,969	9,961
	Colorado Northwestern Community College	1,429	1,377	1,450
	Community College of Aurora	5,384	6,293	7,644
	Community College of Denver	8,250	10,918	12,901
	Front Range Community College	15,695	18,713	20,092
	Lamar Community College	1,138	1,080	1,051
	Morgan Community College	1,759	1,918	1,965
	Northeastern Junior College	2,698	2,497	2,214
	Otero Junior College	1,551	1,660	1,823
	Pikes Peak Community College	11,873	13,572	15,299
	Pueblo Community College	5,437	6,592	7,943
	Red Rocks Community College	7,667	9,143	9,826
	Trinidad State Junior College	1,740	1,812	1,916
	<b>Two-Year Subtotal</b>	<b>81,757</b>	<b>96,795</b>	<b>105,513</b>
4 Year Insts	<b>CSU System</b>			
	Colorado State University	25,496	25,893	26,598
	Colorado State University - Pueblo	4,633	5,049	5,150
	CSU-Global Campus	169	1,079	2,385
	<b>CU System</b>			
	University of Colorado Boulder	30,623	31,143	30,877
	University of Colorado Colorado Springs	8,010	8,493	8,900
	University of Colorado Denver	16,283	17,511	18,275
	Adams State College	2,411	2,803	2,923
	Colorado School of Mines	4,704	5,124	5,085
	Fort Lewis College	3,740	3,770	3,853
	Mesa State College	6,205	6,968	8,121
	Metropolitan State College of Denver	21,469	22,615	23,653
	University of Northern Colorado	11,130	11,244	11,286
	Western State College	2,110	2,064	2,083
		<b>Four-Year Public Subtotal</b>	<b>136,983</b>	<b>143,756</b>
	<b>Non-Public, Non-Profit*</b>			
Colorado Christian University	2,768	2,677	2,897	
Denver University	11,328	11,707	11,842	
Regis University	11,040	10,874	11,069	
	<b>Four-Year Private Subtotal</b>	<b>25,136</b>	<b>25,258</b>	<b>25,808</b>
<b>PUBLIC TOTAL</b>		<b>218,740</b>	<b>240,551</b>	<b>254,702</b>
<b>GRAND TOTALS</b>		<b>243,876</b>	<b>265,809</b>	<b>280,510</b>

Source: SURDS Enrollment Fall Term, 2008-2010; Report ran May 16, 2011; ra  
Headcount is unduplicated and does not include Exclusive ESP (Extended Studies Program) Students  
Does include both degree-seeking and non-degree seeking students

\* Only non-public institutions participating in College Opportunity Fund are displayed

REVISED: 5/29/2012 - Corrected MSCD Graduate total



Colorado Department of Higher Education  
Division of Academic Affairs, Research, and Technology

1560 Broadway, Suite 1600 Denver, CO 80202  
Phone: 303-866-2723 Fax: 303-866-4266

Fall Enrollments by Institution, Residency  
Fall Terms 2008-2010

Institution		Headcount by Fall Term						
		2008		2009		2010		
		Res	Non-Res	Res	Non-Res	Res	Non-Res	
2 Year Insts	<b>Local District Colleges</b>							
	Aims Community College	4,646	194	5,302	208	5,142	198	
	Colorado Mountain College	4,092	1,000	4,795	946	5,063	1,025	
	<b>Community College System</b>							
	Arapahoe Community College	6,775	429	7,861	2,108	8,862	1,099	
	Colorado Northwestern Community College	1,253	176	1,213	164	1,281	169	
	Community College of Aurora	5,066	318	5,883	410	7,452	192	
	Community College of Denver	7,493	757	9,868	1,050	11,885	1,016	
	Front Range Community College	14,641	1,054	17,454	1,259	18,786	1,306	
	Lamar Community College	1,015	123	931	149	945	106	
	Morgan Community College	1,698	61	1,853	65	1,919	46	
	Northeastern Junior College	2,546	152	2,366	131	2,061	153	
	Otero Junior College	1,450	101	1,561	99	1,666	157	
	Pikes Peak Community College	10,005	1,868	11,380	2,192	14,344	955	
	Pueblo Community College	5,201	236	6,269	323	6,550	1,393	
	Red Rocks Community College	7,313	354	8,745	398	9,305	521	
	Trinidad State Junior College	1,473	267	1,574	238	1,720	196	
		<b>Two-Year Residency Subtotal</b>	<b>74,667</b>	<b>7,090</b>	<b>87,055</b>	<b>9,740</b>	<b>96,981</b>	<b>8,532</b>
	<b>Two-Year Subtotal</b>		<b>81,757</b>		<b>96,795</b>		<b>105,513</b>	
4 Year Insts	<b>CSU System</b>							
	Colorado State University	20,838	4,658	21,400	4,493	21,913	4,685	
	Colorado State University - Pueblo	4,192	441	4,557	492	4,580	570	
	CSU-Global Campus	-	169	0	1,079	0	2,385	
	<b>CU System</b>							
	University of Colorado at Boulder	20,424	10,199	20,850	10,293	20,470	10,407	
	University of Colorado at Colorado Springs	7,397	613	7,861	632	8,171	729	
	University of Colorado Denver	14,639	1,644	15,595	1,916	16,100	2,175	
	<b>Adams State College</b>	<b>2,106</b>	<b>305</b>	<b>2,422</b>	<b>381</b>	<b>2,487</b>	<b>436</b>	
	Colorado School of Mines	3,255	1,449	3,480	1,644	3,563	1,522	
	Fort Lewis College	2,700	1,040	2,620	1,150	2,612	1,241	
	Mesa State College	5,622	583	6,314	654	7,209	912	
	Metropolitan State College of Denver	20,692	777	21,886	729	22,915	738	
	University of Northern Colorado	9,838	1,292	10,036	1,208	10,096	1,190	
	Western State College	1,633	477	1,600	464	1,578	505	
		<b>Four-Year Public Residency Subtotal</b>	<b>113,336</b>	<b>23,647</b>	<b>118,621</b>	<b>25,135</b>	<b>121,694</b>	<b>27,495</b>
		<b>Four-Year Public Subtotal</b>		<b>136,983</b>		<b>143,756</b>		<b>149,189</b>
	<b>Non-Public, Non-Profit*</b>							
Colorado Christian University	2,116	652	2,053	624	2,117	780		
Denver University	1,684	9,644	2,526	9,181	2,603	9,239		
Regis University	7,262	3,778	7,391	3,483	7,901	3,168		
	<b>Four-Year Private Residency Subtotal</b>	<b>11,062</b>	<b>14,074</b>	<b>11,970</b>	<b>13,288</b>	<b>12,621</b>	<b>13,187</b>	
	<b>Four-Year Private Subtotal</b>		<b>25,136</b>		<b>25,258</b>		<b>25,808</b>	
<b>PUBLIC STUDENT LEVEL TOTALS</b>		<b>188,003</b>	<b>30,737</b>	<b>205,676</b>	<b>34,875</b>	<b>218,675</b>	<b>36,027</b>	
<b>PUBLIC TOTALS</b>			<b>218,740</b>		<b>240,551</b>		<b>254,702</b>	
<b>STUDENT LEVEL GRAND TOTALS</b>		<b>199,065</b>	<b>44,811</b>	<b>217,646</b>	<b>48,163</b>	<b>231,296</b>	<b>49,214</b>	
<b>GRAND TOTALS</b>			<b>243,876</b>		<b>265,809</b>		<b>280,510</b>	

Source: SURDS Enrollment Fall Term, 2008-2010; Report ran May 16, 2011; ra  
Headcount is unduplicated and does not include Exclusive ESP (Extended Studies Program) Students  
Does include both degree-seeking and non-degree seeking students  
\* Only non-public institutions participating in College Opportunity Fund are displayed  
REVISED: 5/29/2012 - Corrected MSCD Graduate total



Colorado Department of Higher Education  
Division of Academic Affairs, Research, and Technology

1560 Broadway, Suite 1600 Denver, CO 80202  
Phone: 303-866-2723 Fax: 303-866-4266

Fall Enrollments by Institution, Student Level  
Fall Terms 2008-2010

Institution		Headcount by Fall Term						
		2008		2009		2010		
		UnderGrad	Graduate	UnderGrad	Graduate	UnderGrad	Graduate	
2 Year Insts	<b>Local District Colleges</b>							
	Aims Community College	4,840	0	5,510	0	5,340	0	
	Arapahoe Community College	7,204	0	9,969	0	9,961	0	
	<b>Community College System</b>							
	Colorado Mountain College	5,092	0	5,741	0	6,088	0	
	Colorado Northwestern Community College	1,429	0	1,377	0	1,450	0	
	Community College of Aurora	5,384	0	6,293	0	7,644	0	
	Community College of Denver	8,250	0	10,918	0	12,901	0	
	Front Range Community College	15,695	0	18,713	0	20,092	0	
	Lamar Community College	1,138	0	1,080	0	1,051	0	
	Morgan Community College	1,759	0	1,918	0	1,965	0	
	Northeastern Junior College	2,698	0	2,497	0	2,214	0	
	Otero Junior College	1,551	0	1,660	0	1,823	0	
	Pikes Peak Community College	11,873	0	13,572	0	15,299	0	
	Pueblo Community College	5,437	0	6,592	0	7,943	0	
	Red Rocks Community College	7,667	0	9,143	0	9,826	0	
	Trinidad State Junior College	1,740	0	1,812	0	1,916	0	
		<b>Two-Year Student Level Subtotal</b>	<b>81,757</b>	<b>0</b>	<b>96,795</b>	<b>0</b>	<b>105,513</b>	<b>0</b>
	<b>Two-Year Subtotal</b>	<b>81,757</b>		<b>96,795</b>		<b>105,513</b>		
4 Year Insts	<b>CSU System</b>							
	Colorado State University	21,078	4,418	21,421	4,472	21,910	4,688	
	Colorado State University - Pueblo	4,337	296	4,701	348	4,793	357	
	CSU-Global Campus	-	169	687	392	1,632	753	
	<b>CU System</b>							
	University of Colorado at Boulder	25,751	4,872	26,111	5,032	25,542	5,335	
	University of Colorado at Colorado Springs	6,508	1,502	6,787	1,706	7,172	1,728	
	University of Colorado Denver	9,260	7,023	9,777	7,734	10,206	8,069	
	<b>Adams State College</b>	<b>1,924</b>	<b>487</b>	<b>2,134</b>	<b>669</b>	<b>2,218</b>	<b>705</b>	
	Colorado School of Mines	3,453	1,251	3,672	1,452	3,786	1,299	
	Fort Lewis College	3,740	0	3,770	0	3,853		
	Mesa State College	6,111	94	6,869	99	8,038	83	
	Metropolitan State College of Denver	21,469	0	22,615		23,635	18	
	University of Northern Colorado	9,585	1,545	9,709	1,535	9,747	1,539	
	Western State College	2,110	0	2,064	0	2,083	0	
		<b>Four-Year Public Student Level Subtotal</b>	<b>115,326</b>	<b>21,657</b>	<b>120,317</b>	<b>23,439</b>	<b>124,615</b>	<b>24,574</b>
		<b>Four-Year Public Subtotal</b>		<b>136,983</b>		<b>143,756</b>		<b>149,189</b>
<b>Non-Public, Non-Profit*</b>								
Colorado Christian University	2,274	494	2,213	464	2,503	394		
Denver University	5,324	6,004	5,343	6,364	5,455	6,387		
Regis University	506	10,534	5,580	5,294	5,544	5,525		
	<b>Four-Year Private Student Level Subtotal</b>	<b>8,104</b>	<b>17,032</b>	<b>13,136</b>	<b>12,122</b>	<b>13,502</b>	<b>12,306</b>	
	<b>Four-Year Private Subtotal</b>		<b>25,136</b>		<b>25,258</b>		<b>25,808</b>	
<b>PUBLIC STUDENT LEVEL TOTALS</b>		<b>197,083</b>	<b>21,657</b>	<b>217,112</b>	<b>23,439</b>	<b>230,128</b>	<b>24,574</b>	
<b>PUBLIC TOTALS</b>			<b>218,740</b>		<b>240,551</b>		<b>254,702</b>	
<b>STUDENT LEVEL GRAND TOTALS</b>		<b>205,187</b>	<b>38,689</b>	<b>230,248</b>	<b>35,561</b>	<b>243,630</b>	<b>36,880</b>	
<b>GRAND TOTALS</b>			<b>243,876</b>		<b>265,809</b>		<b>280,510</b>	

Source: SURDS Enrollment Fall Term, 2008-2010; Report ran May 16, 2011; ra  
Headcount is unduplicated and does not include Exclusive ESP (Extended Studies Program) Students  
Does include both degree-seeking and non-degree seeking students  
\* Only non-public institutions participating in College Opportunity Fund are displayed  
Undergraduate defined as student level field value equal to 11,12,13,14,15,16,19,20;  
REVISED: 5/29/2012 - Corrected MSCD Graduate total



Colorado Department of Higher Education  
Division of Research, Planning and Performance

1560 Broadway, Suite 1600 Denver, CO 80202  
Phone: 303-866-2723 Fax: 303-866-4266

**Fall Enrollments by Institution  
Fall Terms 2010-2012**

Institution		2010	2011	2012
2 Year Insts	<b>Local District Colleges</b>			
	Aims Community College	5,340	5,290	4,950
	Colorado Mountain College	6,088	5,823	5,847
	<b>Community College System</b>			
	Arapahoe Community College	9,961	11,097	11,806
	Colorado Northwestern Community College	1,450	1,301	1,158
	Community College of Aurora	7,644	7,824	7,908
	Community College of Denver	12,901	13,053	11,901
	Front Range Community College	20,092	20,568	20,527
	Lamar Community College	1,051	935	916
	Morgan Community College	1,965	1,885	1,839
	Northeastern Junior College	2,214	2,154	1,971
	Otero Junior College	1,823	1,546	1,456
	Pikes Peak Community College	15,299	14,725	15,174
	Pueblo Community College	7,943	8,055	7,432
	Red Rocks Community College	9,826	9,544	9,031
	Trinidad State Junior College	1,916	1,839	1,691
	<b>Two-Year Subtotal</b>	<b>105,513</b>	<b>105,639</b>	<b>103,607</b>
4 Year Insts	<b>CSU System</b>			
	Colorado State University	26,598	27,055	27,168
	Colorado State University - Pueblo	5,150	5,230	4,866
	CSU-Global Campus	2,385	3,847	5,085
	<b>CU System</b>			
	University of Colorado Boulder	30,877	30,788	30,139
	University of Colorado Colorado Springs	8,900	9,339	9,798
	University of Colorado Denver	18,275	18,288	18,206
	<b>Adams State College</b>	<b>2,923</b>	<b>3,019</b>	<b>3,033</b>
	Colorado Mesa University	8,121	8,967	9,442
	Colorado School of Mines	5,085	5,350	5,550
	Fort Lewis College	3,853	3,841	3,828
	Metropolitan State College of Denver	23,653	23,337	22,865
	University of Northern Colorado	11,286	11,332	11,250
	Western State College	2,083	1,981	2,029
		<b>Four-Year Public Subtotal</b>	<b>149,189</b>	<b>152,374</b>
<b>Non-Public, Non-Profit*</b>				
Colorado Christian University	2,897	3,341	4,066	
Regis University	11,069	11,253	10,683	
University of Denver	11,842	11,797	11,656	
	<b>Four-Year Private Subtotal</b>	<b>25,808</b>	<b>26,391</b>	<b>26,405</b>
<b>PUBLIC TOTAL</b>		<b>254,702</b>	<b>258,013</b>	<b>256,866</b>
<b>GRAND TOTALS</b>		<b>280,510</b>	<b>284,404</b>	<b>283,271</b>

Source: SURDS Enrollment Fall Term, 2010-2012; Report ran September 18, 2013; LV  
Headcount is unduplicated and does not include Exclusive ESP (Extended Studies Program) Students  
Does include both degree-seeking and non-degree seeking students  
\* Only non-public institutions participating in College Opportunity Fund are displayed



Colorado Department of Higher Education  
Division of Research, Planning and Performance

1560 Broadway, Suite 1600 Denver, CO 80202  
Phone: 303-866-2723 Fax: 303-866-4266

Fall Enrollments by Institution, Residency  
Fall Terms 2010-2012

Institution		Headcount by Fall Term					
		2010		2011		2012	
		Res	Non-Res	Res	Non-Res	Res	Non-Res
2 Year Insts	<b>Local District Colleges</b>						
	Aims Community College	5,142	198	5,128	162	4,806	144
	Colorado Mountain College	5,063	1,025	5,010	813	5,054	793
	<b>Community College System</b>						
	Arapahoe Community College	8,862	1,099	9,543	1,554	9,415	2,391
	Colorado Northwestern Community College	1,281	169	1,148	153	994	164
	Community College of Aurora	7,452	192	7,578	246	7,645	263
	Community College of Denver	11,885	1,016	12,119	934	10,992	909
	Front Range Community College	18,786	1,306	19,292	1,276	19,217	1,310
	Lamar Community College	945	106	839	96	800	116
	Morgan Community College	1,919	46	1,841	44	1,815	24
	Northeastern Junior College	2,061	153	1,999	155	1,840	131
	Otero Junior College	1,666	157	1,421	125	1,341	115
	Pikes Peak Community College	14,344	955	13,984	741	14,559	615
	Pueblo Community College	6,550	1,393	6,521	1,534	6,028	1,404
	Red Rocks Community College	9,305	521	9,131	413	8,572	459
	Trinidad State Junior College	1,720	196	1,657	182	1,502	189
	<b>Two-Year Residency Subtotal</b>	<b>96,981</b>	<b>8,532</b>	<b>97,211</b>	<b>8,428</b>	<b>94,580</b>	<b>9,027</b>
	<b>Two-Year Subtotal</b>		<b>105,513</b>		<b>105,639</b>		<b>103,607</b>
4 Year Insts	<b>CSU System</b>						
	Colorado State University	21,913	4,685	21,584	5,471	21,303	5,865
	Colorado State University - Pueblo	4,580	570	4,612	618	4,261	605
	CSU-Global Campus	0	2,385	3,847	0	5,085	0
	<b>CU System</b>						
	University of Colorado Boulder	20,470	10,407	20,080	10,708	19,610	10,529
	University of Colorado Colorado Springs	8,171	729	8,524	815	8,796	1,002
	University of Colorado Denver	16,100	2,175	15,862	2,426	15,518	2,688
	<b>Adams State College</b>	<b>2,487</b>	<b>436</b>	<b>2,441</b>	<b>578</b>	<b>2,373</b>	<b>660</b>
	Colorado Mesa University	7,209	912	7,920	1,047	8,296	1,146
	Colorado School of Mines	3,563	1,522	3,623	1,727	3,681	1,869
	Fort Lewis College	2,612	1,241	2,448	1,393	2,414	1,414
	Metropolitan State College of Denver	22,915	738	22,590	747	21,949	916
	University of Northern Colorado	10,096	1,190	10,044	1,288	9,867	1,383
	Western State College	1,578	505	1,491	490	1,531	498
		<b>Four-Year Public Residency Subtotal</b>	<b>121,694</b>	<b>27,495</b>	<b>125,066</b>	<b>27,308</b>	<b>124,684</b>
	<b>Four-Year Public Subtotal</b>		<b>149,189</b>		<b>152,374</b>		<b>153,259</b>
	<b>Non-Public, Non-Profit*</b>						
	Colorado Christian University	2,117	780	2,240	1,101	2,744	1,322
	Regis University	7,901	3,168	8,029	3,224	10,683	-
	University of Denver	2,603	9,239	2,595	9,202	2,580	9,076
	<b>Four-Year Private Residency Subtotal</b>	<b>12,621</b>	<b>13,187</b>	<b>12,864</b>	<b>13,527</b>	<b>16,007</b>	<b>10,398</b>
	<b>Four-Year Private Subtotal</b>		<b>25,808</b>		<b>26,391</b>		<b>26,405</b>
<b>PUBLIC STUDENT LEVEL TOTALS</b>		<b>218,675</b>	<b>36,027</b>	<b>222,277</b>	<b>35,736</b>	<b>219,264</b>	<b>37,602</b>
<b>PUBLIC TOTALS</b>			<b>254,702</b>		<b>258,013</b>		<b>256,866</b>
<b>STUDENT LEVEL GRAND TOTALS</b>		<b>231,296</b>	<b>49,214</b>	<b>235,141</b>	<b>49,263</b>	<b>235,271</b>	<b>48,000</b>
<b>GRAND TOTALS</b>			<b>280,510</b>		<b>284,404</b>		<b>283,271</b>

Source: SURDS Enrollment Fall Term, 2010-2012; Report ran September 18, 2013; LV  
Headcount is unduplicated and does not include Exclusive ESP (Extended Studies Program) Students  
Does include both degree-seeking and non-degree seeking students  
\* Only non-public institutions participating in College Opportunity Fund are displayed



Colorado Department of Higher Education  
Division of Research, Planning and Performance

1560 Broadway, Suite 1600 Denver, CO 80202  
Phone: 303-866-2723 Fax: 303-866-4266

Fall Enrollments by Institution, Student Level  
Fall Terms 2010-2012

Institution		Headcount by Fall Term					
		2010		2011		2012	
		UnderGrad	Graduate	UnderGrad	Graduate	UnderGrad	Graduate
2 Year Insts	<b>Local District Colleges</b>						
	Aims Community College	5,340	0	5,290	0	4,950	0
	Colorado Mountain College	6,088	0	5,823	0	5,847	0
	<b>Community College System</b>						
	Arapahoe Community College	9,961	0	11,097	0	11,806	0
	Colorado Northwestern Community College	1,450	0	1,301	0	1,158	0
	Community College of Aurora	7,644	0	7,824	0	7,908	0
	Community College of Denver	12,901	0	13,053	0	11,901	0
	Front Range Community College	20,092	0	20,568	0	20,527	0
	Lamar Community College	1,051	0	935	0	916	0
	Morgan Community College	1,965	0	1,885	0	1,839	0
	Northeastern Junior College	2,214	0	2,154	0	1,971	0
	Otero Junior College	1,823	0	1,546	0	1,456	0
	Pikes Peak Community College	15,299	0	14,725	0	15,174	0
	Pueblo Community College	7,943	0	8,055	0	7,432	0
	Red Rocks Community College	9,826	0	9,544	0	9,031	0
	Trinidad State Junior College	1,916	0	1,839	0	1,691	0
	<b>Two-Year Student Level Subtotal</b>	<b>105,513</b>	<b>0</b>	<b>105,639</b>	<b>0</b>	<b>103,607</b>	<b>0</b>
	<b>Two-Year Subtotal</b>		<b>105,513</b>		<b>105,639</b>		<b>103,607</b>
	4 Year Insts	<b>CSU System</b>					
Colorado State University		21,910	4,688	22,259	4,796	22,404	4,764
Colorado State University - Pueblo		4,793	357	4,941	289	4,607	259
CSU-Global Campus		1,632	753	2,847	1,001	3,686	1,404
<b>CU System</b>							
University of Colorado Boulder		25,542	5,335	25,440	5,348	24,834	5,305
University of Colorado Colorado Springs		7,172	1,728	7,692	1,647	8,169	1,629
University of Colorado Denver		10,206	8,069	10,233	8,055	10,385	7,821
<b>Adams State College</b>		<b>2,218</b>	<b>705</b>	<b>2,225</b>	<b>794</b>	<b>2,194</b>	<b>839</b>
Colorado Mesa University		8,038	83	8,922	45	9,376	66
Colorado School of Mines		3,786	1,299	3,947	1,403	4,156	1,394
Fort Lewis College		3,853	0	3,841	0	3,828	0
Metropolitan State College of Denver		23,635	18	23,304	33	22,813	52
University of Northern Colorado		9,747	1,539	9,876	1,456	9,744	1,506
Western State College		2,083	0	1,981	0	2,029	0
<b>Four-Year Public Student Level Subtotal</b>		<b>124,615</b>	<b>24,574</b>	<b>127,508</b>	<b>24,867</b>	<b>128,225</b>	<b>25,039</b>
<b>Four-Year Public Subtotal</b>			<b>149,189</b>		<b>152,375</b>		<b>153,264</b>
<b>Non-Public, Non-Profit*</b>							
Colorado Christian University		2,503	394	2,986	355	3,736	333
Regis University		5,544	5,525	5,565	5,688	5,688	4,995
University of Denver	5,455	6,387	5,453	6,344	5,394	6,262	
<b>Four-Year Private Student Level Subtotal</b>	<b>13,502</b>	<b>12,306</b>	<b>14,004</b>	<b>12,387</b>	<b>14,818</b>	<b>11,590</b>	
<b>Four-Year Private Subtotal</b>		<b>25,808</b>		<b>26,391</b>		<b>26,408</b>	
<b>PUBLIC STUDENT LEVEL TOTALS</b>	<b>230,128</b>	<b>24,574</b>	<b>233,147</b>	<b>24,867</b>	<b>231,832</b>	<b>25,039</b>	
<b>PUBLIC TOTALS</b>		<b>254,702</b>		<b>258,014</b>		<b>256,871</b>	
<b>STUDENT LEVEL GRAND TOTALS</b>	<b>243,630</b>	<b>36,880</b>	<b>247,151</b>	<b>37,254</b>	<b>246,650</b>	<b>36,629</b>	
<b>GRAND TOTALS</b>		<b>280,510</b>		<b>284,405</b>		<b>283,279</b>	

Source: SURDS Enrollment Fall Term, 2010-2012; Report ran September 18, 2013; LV  
Headcount is unduplicated and does not include Exclusive ESP (Extended Studies Program) Students  
Does include both degree-seeking and non-degree seeking students  
\* Only non-public institutions participating in College Opportunity Fund are displayed  
Undergraduate defined as student level field value equal to 11,12,13,14,15,16,19,20; - 3 -

## Adams State becomes a University

(05-22-2012)

A crowd of over 300 gathered under calm blue skies to witness Colorado Governor John Hickenlooper sign the law designating Adams State University, May 19. A banner proclaiming "Our great story just got better" set the stage for the 91-year-old institution's move to university status.

"You talk about oil, you talk about wind energy . . . the energy of our youth is the most powerful energy we have in this country, and you guys are helping make sure we get the most out of it," Hickenlooper said. "In all of Colorado, it's hard to find another community with as strong a sense of place as what you have created here. A good university is the heart of great community."



Adams State President David Svaldi welcomed the audience by recalling the school's founder and early presidents: "Somewhere, Governor Billy Adams is smiling and perhaps toasting this wonderful event with President Richardson and President Plachy. "Governor Adams worked his entire political career to found a teacher preparation school (so-called normal school) in the San Luis Valley. Against all odds, including political opponents and the Ku Klux Klan, Adams worked successfully with his constituents to legislate funds to construct the Normal School."

### Adams State - University designation bill signing ceremony





There is an "unbreakable bond of community" between Adams State and the San Luis Valley, Svaldi added, telling how - when Adams' opponents blocked state funding - area residents donated produce, livestock, and other products to raise the school's first operating budget of \$25,000.

"Now we are here today to celebrate the next chapter in the great story of Adams State. I again have to thank our community for helping us to this juncture. Now our name

will reflect what we truly are: Adams State University," he said.

Alamosa Mayor Kathy Rogers presented a proclamation declaring August, 2012, as the Month of Adams State University. "We are so fortunate and pleased to have Dr. Svaldi with us. He has done so much for this campus and our city."



The name change was proposed in HB 1080, co-sponsored by House Representative Ed Vigil State and Senator Gail Schwartz.

"Today is a day of pride and honor," said Vigil, a 1986 graduate of Adams State. "I'm so proud of our college that is now a university; it was an honor for me to run the bill."

Schwartz also said, "It was a privilege to sponsor this bill, and to know what a difference it will make, both for today's

students and those to come in the future."

The name change will be official Aug. 7, 2012. The college's Board of Trustees voted to pursue the change Aug. 26, 2011, after exploring the issue for three years. Founded in 1921, Adams State Normal School was created to educate teachers for rural Colorado.

When it opened in 1925, the campus had one building, three faculty, and 42 students. Adams State now boasts a campus of 54 buildings and recently completed \$62 million in campus construction and renovation. The university employs 110 full-time faculty and 358 staff. Enrollment has increased by 34 percent since 2008.

Adams State University has enjoyed record-breaking enrollment for the last three years, with a total of 3,701 students as of the fall 2011 semester. One quarter of those students are enrolled in one of the university's nine graduate programs.

In 2001, Adams State became Colorado's first four-year institution to be federally designated a Hispanic Serving Institution (HSI). Since then it has received more than \$14.1 million in Title V and other grants to help HSI's improve capacity and services. The undergraduate student body is 33 percent Hispanic; an additional 14 percent of students identify as members of other ethnic/racial minority groups.

In 1929, the institution's name shifted to Adams State Teachers College of Southern Colorado, in 1938 to Adams State Teachers College, and then Adams State College, adopted in 1946, in recognition of the broader offering of under-graduate liberal arts programs and the expansion of graduate degree programs.

[Watch video of bill signing ceremony \(http://www.youtube.com/watch?v=CeoLcMsPDvY&feature=youtu.be\)](http://www.youtube.com/watch?v=CeoLcMsPDvY&feature=youtu.be)

By Julie Waechter

Like

Share

Be the first of your friends to like this.



## These U.S. Colleges and Majors Are the Biggest Waste of Money

You can major in art at a lower-tier public university if you want to. Just don't expect it to make you rich.



Reuters

DEREK THOMPSON

MAR 26, 2014

BUSINESS

---

This morning we published a [review](#) of recent research by PayScale on the most valuable colleges and majors in America, based on self-reported earnings by individuals who graduated from hundreds of schools.

Some of you asked: *What about the **least** valuable colleges and majors in America?* What a mischievous question! So we looked into that, too.

Here are the eleven schools in PayScale's data with a 20-year net return worse than negative-\$30,000. In other words: these are the schools where PayScale determined that not going to college is at least \$30,000 more valuable than taking the time to pay for and graduate from one of these schools.

Shaw University (NC)	Private not-for-profit	-\$121,000
Fayetteville State (NC)	Public (Out-of-State)	-\$95,700
Savannah State University (GA)	Public (Out-of-State)	-\$82,300
Bluefield College (VA)	Private not-for-profit	-\$65,600
University of North Carolina Asheville	Public (Out-of-State)	-\$62,500
University of Montevallo (AL)	Public (Out-of-State)	-\$60,200
Fayetteville State University (NC)	Public (In-State)	-\$45,400
Adams State College (CO)	Public (Out-of-State)	-\$43,600
Morehead State University (KY)	Public (Out-of-State)	-\$42,700
Maryland Institute College of Art (MD)	Private not-for-profit	-\$31,100
Savannah State University (GA)	Public (In-State)	-\$31,100

It gets worse. The self-reported earnings of art majors from Murray State are so low that after two decades, a typical high school grad will have out-earned them by nearly \$200,000. Here are the degrees (i.e.: specific majors at specific schools) with the lowest 20-year net return, according to PayScale. They are all public schools: Bold names are for in-state students.

Murray State University	Arts	-\$197,000
Florida International University	Humanities and English	-\$192,000
Eastern Michigan University	Arts	-\$187,000
Virginia Commonwealth University	Education	-\$169,000
Bowling Green State University	Education	-\$152,000
Western Michigan University	Education	-\$152,000
<b>Murray State University</b>	Arts	-\$147,000
California State University - Northridge	Humanities and English	-\$143,000
Ohio State University	Education	-\$142,000
Pittsburg State University	Arts	-\$137,000
Indiana University	Education	-\$137,000
University of Central Florida	Education	-\$132,000
East Carolina University	Education	-\$132,000
<b>Florida International University</b>	Humanities and English	-\$132,000
SUNY - College at Buffalo	Arts	-\$122,000
Old Dominion University	Arts	-\$120,000
<b>Bowling Green State University</b>	Education	-\$120,000
<b>Eastern Michigan University</b>	Arts	-\$118,000
University of Missouri - St. Louis	Social Work/Criminal Justice	-\$112,000
University of Wisconsin- Whitewater	Arts	-\$108,000
<b>Virginia Commonwealth University</b>	Education	-\$107,000
Montana State University	Education	-\$102,000
University of Louisiana- Lafayette	Arts	-\$101,000

The same caveats that applied to our first article apply to this one. First, these estimates come from self-reported income. Self-reported income tends to skew up, because humans are a proud species, and we care more about our feelings than strict honesty with anonymous pollsters.

Second, PayScale calculates the next 20 years in earnings by inferring from the last 20 years. Sounds reasonable. But like any assumption, this carries risks. The "most coveted major" changes from time to time. If biomedical engineering becomes the next big VC category, scientists in California will be in higher demand than software engineers, whose earnings forecast might fall. PayScale can't predict that future. Moreover, if a school dramatically expanded a high-value program (like engineering) in the last five years, it might raise the financial value of its students in a way that PayScale doesn't full account for, since this research looks back two decades. In short, like most studies of this kind, the findings are fascinating and worth remembering and quoting—but also worth contextualizing.

Finally, as Jordan Weissmann [notes](#), PayScale can tell us which colleges graduate the richest students. But it can't tell us which colleges make the biggest delta in

student outcomes, which might be a more important question for college counselors and families. For that, you would need to study a huge group of similar kids, some of whom went to great colleges, some to middling colleges, and some to bad ones, and measure the difference. When we measure lifetime earnings of students graduating from elite (and poor) colleges, we're measuring both the quality of the college *and* the earnings potential of the student attending that college before they stepped foot on campus.

**Correction:** This article initially misidentified the University of Missouri - St. Louis as the University of Missouri in the second chart.

#### ABOUT THE AUTHOR

---



**DEREK THOMPSON** is a senior editor at *The Atlantic*, where he writes about economics, labor markets, and the media. He is the author of the book [Hit Makers](#).

 [Twitter](#)

---

THE BLOG 04/21/2014 04:12 pm ET | Updated Jun 21, 2014

## The More You Pay, the More It's Worth



By Dr. David Svaldi

Some respected print and online publications have recently given a lot of attention to a report from PayScale, a salary comparison website, that purports to calculate the ROI — return on investment — of a degree from more than 1,300 U.S. colleges and universities. The resulting lists of the “best” and “worst” colleges for one’s money appeal to readers’ quest for quick information — the print version of a soundbyte.

Those lists are what stick with readers, even though [The Atlantic](#), [Slate](#) and [The Economist](#) cite flaws in the report’s methodology and acknowledge the complexity of determining the true value of higher education. These publications and their astute online commenters all acknowledge there’s more to consider than simply dollars and cents.

What is lacking in Payscale’s report, however, is *sense*. If its assessment of my university is any indicator, Payscale’s flawed methodology proves the old adage, “garbage in, garbage out.” As Slate puts it in an understatement: “[To be clear, Payscale is not performing the most precise analysis imaginable.](#)”

The [Chronicle of Higher Education](#) notes:

PayScale’s crowdsourced data make it hard to obtain a large-enough sample of students from smaller majors at smaller colleges... to allow for a meaningful comparison with graduates of similar programs at other institutions. This is just one of the difficulties in controlling postgraduate salary data for the many factors that affect a person’s wages, aside from just his or her alma mater.

PayScale ranks Adams State “College” (we have been a university for two years) among those that will make you poorer. This conclusion is based on self-reported data from no more than 45 alumni, out of many thousands who have graduated from our institution over its 90-year history. Even a student in a first-year statistics class at Adams State University, or any other educational institution, will confirm that this does not constitute a statistically significant sample.

Adams State would probably top of the list of “best” ROIs by simply including the salary of one of our graduates from 1951 — the man who founded E\*TRADE. But PayScale relies on self-reporting, doesn’t take a representative sample or consider sample size and doesn’t consider those with post-graduate education or self-employed business owners.

Even though these publications point out the study's flaws, their coverage nevertheless lends credibility to a questionable report. Sweeping judgments based on such a report can be damaging to both colleges and students. Adams State University is a small, rural, Hispanic-serving institution in the poorest area of Colorado. Many of our alumni are teachers — an important, but not well-paid profession. I expect many of the other institutions also unlucky enough to have fallen into the “bottom 10” category are similar, in that they enroll a greater-than-average proportion of low-income students and students of color.

While a starting teacher's salary of \$33,000 may not impress anyone in a metro area or on the East Coast, it is a good one in Colorado's San Luis Valley. Nearly 40 percent of every Adams State graduating class are the first in their families to complete a higher education. While most cannot expect to earn Fortune 500 salaries, they will earn more than their parents and regional peers who do not attend college, and many will enjoy happier and healthier lives than those without a university degree.



**Dr. David Svaldi**  
President, Adams State University

**MORE:**

- [Payscale](#)
- [Adams State University](#)
- [Earnings Of College Graduates](#)
- [College Rankings](#)
- [Colleges](#)

**You May Like**

Sponsored Links by Taboola

**Just Type in Your Name, Wait 10 Seconds, Then Brace Yourself**

Truthfinder People Search Subscription

**American Giant just created the first real leggings designed to replace your Jeans**

WhoWhatWear | American Giant

**Single in Eugene? See Who's on Match**

Match.com

**Dan Blocker Kept This Hidden Throughout The Filming Of 'Bonanza'**

Definition

**If Your Grocery Bills Keep Going Up You Should Try This Meal Kit**

Home Chef

**Jo Polniaczek Is Unrecognizable Now**

DailyDisclosure



**The More You Pay, the More It's Worth**



## Is Adams State University a Good Educational Value for the Money?

Review College Factual's unique analysis of Adams State's educational value and discover if you would be over or under paying for the quality of the education you will receive at Adams State.

### Within Colorado, Adams State University is Considered a Poor Quality College at an Average Price.

Adams State University's overall average net price combined with a poor quality education, results in an average value for the money when compared to other colleges and universities in Colorado. This lands Adams State University in the #7 slot on our ranking of Best Colleges for the Money in Colorado.

### Nationally, Economics 101: Don't Over-Pay to Go to This School

Adams State University's educational quality places it in the bottom tier of our nationwide Overall Best Colleges ranking. However, when compared to other colleges and universities that deliver the same caliber of education, the net price to attend Adams State is higher than it should be. This has earned it a very low #830 ranking on the Best Colleges for the Money list. This school earns poor marks for educational quality while its pricing is in-line with a higher quality school, making it a poor educational value.

The following graphic shows how the cost of obtaining a degree at Adams State University compares to other similar quality colleges nationwide.

Underpriced	Best	
	Good	
Average	Fair	\$83,149 - <a href="#">Henderson State University</a>
	Low	<b>\$98,575 - <a href="#">Adams State University</a></b> \$103,010 - <a href="#">University of Central Oklahoma</a>
Overpriced	Poor	\$110,060 - <a href="#">Webber International University</a>
		\$115,749 - <a href="#">Tennessee State University</a>
		\$115,951 - <a href="#">Southern University and A &amp; M College</a>
		\$128,716 - <a href="#">Greensboro College</a>
		\$130,970 - <a href="#">Indiana University - Purdue University - Fort Wayne</a>
		\$134,219 - <a href="#">Texas Southern University</a>

[Apply for Scholarships](#)   
 [Compare Loan Offers & Save](#)   
 [Write a Winning Essay](#)

### The Total Cost for Your Degree Will Be \$98,575

On average, a bachelor's degree at Adams State University will cost you about \$98,575. This is based on an average price (with and without aid) of \$21,042 per year and an average of 4.7 years to graduate.

	Amount
Average Yearly Cost	\$21,042
Average Years to Graduate	4.7
Estimated Average Total Cost of Degree	\$98,575

### Value Varies Depending on Financial Circumstance

The overall price of a college may vary greatly depending on your individual circumstances, thus affecting its value. Most students will not pay the full sticker price and few students fit perfectly into 'averages'. However, to get a sense of how value for your educational dollar might vary based on individual circumstances, look at the table below to determine your likely cost of a bachelor's degree at Adams State University. Now compare this value metric for each college you are interested in.

Nationwide Value by Aid Group	Avg Total Degree Cost	Affordability Rank	Value Grade
Students Receiving no Aid	\$139,659	356	F+
All Students (With and Without Aid)	\$98,575	239	D

Nationwide Value by Aid Group	Avg Total Degree Cost	Affordability Rank	Value Grade
Only Students Receiving Aid	\$86,304	187	D+

In-State Value by Aid Group	Avg Total Degree Cost	Affordability Rank	Value Grade
Students Receiving no Aid	\$101,782	4	F
All Students (With and Without Aid)	\$60,698	1	C-
Only Students Receiving Aid	\$48,427	1	C-

Note: the Value Grade for in-state students is calculated by looking only at [other schools in the state of Colorado](#).

**What is Value?** We calculate value by calculating average total cost (net price multiplied by time to graduation) and then compare that number to other schools of similar quality ranking. If the school is priced fairly based on the educational quality it receives a fair ranking. If it is underpriced it receives a good or excellent value. [Read the full methodology article for more.](#)

### Additional Questions to Ask

- Have you considered your salary prospects after graduation? If you plan on majoring in a more profitable field, it is not as big of a risk to go to a pricier school. However, if your salary prospects may not be as good, consider choosing a more affordable option.
- How does the location of this school affect cost? You can save money by going to a school in-state, living at home or living off-campus with a roommate.
- Just because a school is a good value doesn't mean it's valuable to you. Does this school offer programs you are interested in? Do you have any special interests, needs or requirements that you are looking for in a college?

[Write a Winning Essay](#)   [Compare Loan Offers & Save](#)   [Apply for Scholarships](#)



## Degree Finder

1. Choose a degree

--Degree Level-- ▾

2. Select a Category

--Category-- ▾

3. Select a Subject

--Subject-- ▾

**SEARCH NOW**

SPONSORED SCHOOLS

## Most Affordable Bachelor's Degree Colleges in Colorado



## Our Latest Rankings

[25 Top Value Affordable Online Bachelor's Degrees in Finance 2016-2017](#)

[35 Top Value Affordable Online Bachelor's Degrees in Psychology 2016-2017](#)

*(source)*

Colorado joined the Union in 1876. The NCES (National Center for Education Statistics) has the state listed as having 49 institutions of higher learning (as of the last reporting date) that offer bachelor's degrees. (This includes multiple campuses of the same institution.) According to the U.S. Census, an estimated 10.9% of the state's population aged 18-

35 Top Value Affordable Online Bachelor's Degrees in Accounting 2016-2017

35 Top Value Affordable Online Bachelor's Degrees in Criminal Justice Studies 2016-2017

35 Top Value Affordable Online Bachelor's Degrees in Communications and Public Relations 2016-2017

35 Top Value Affordable Online Bachelor's Degrees in Business Administration 2016-2017

35 Top Value Affordable Online Bachelor's Degrees in Marketing 2016-2017

25 Most Affordable Online Master's of Criminal Justice Degrees

15 Affordable Online Associate's Degrees in Marketing

15 Affordable Online Associate's Degrees in Paralegal Studies

15 Affordable Online Associate's Degrees in

24 had a bachelor's degree or higher (as of the 2014 American Community Survey, aka ACS). For residents 25+, 23.6% have a bachelor's degree or higher. The estimated total population as of 2014 was 5.356M (5,355,866).



- Nicknames: The Centennial State
- State website: <http://www.colorado.gov/>
- State capital: **Denver**
- Largest city: **Denver**

#### NOTES:

- Please check an institution's accreditation before applying.
- Net price is based on an institution's average cost to all students for the last reporting year (to NCES.ed.gov), factoring in tuition, fees, cost of living, financial aid, etc. Depending on the location and school, there can be a significant difference between tuition cost and net price.
- NCES data is subject to change after every academic year and other institutions in the state may at some point be "more affordable" (by net price) than those listed here.
- We did not filter out private for-profit institutions. However, some of them listed in this series of most-affordable-colleges-by-state articles may be under federal scrutiny. We urge you to be aware of any such goings-on or accreditation issues of any school before you apply. When in doubt, check with the schools in question, then research their accrediting agency.

Accounting

25 Most Affordable  
Online Master's of  
Nursing Degrees

25 Most Affordable  
Online Master's of  
Reading Literacy  
Degrees

25 Most Affordable  
Online Master's of  
Nursing Education  
Degrees

20 Affordable Online  
Bachelor's Degrees in  
Computer Networking

25 Most Affordable  
Online Master's of  
Psychology Degrees

20 Affordable Online  
Bachelor's Degrees in  
Registered Nursing

25 Most Affordable  
Online Master's of  
Business

Administration Degrees

20 Affordable Online  
Bachelor's Degrees in  
Finance

25 Most Affordable  
Online Master's of  
Educational Leadership  
and Administration  
Degrees

25 Most Affordable  
Online Master's of

## Abbreviations

- BA = Bachelor of Arts
- BAAS = Bachelor of Applied Arts and Sciences.
- BAS = Bachelor of Arts and Sciences or Bachelor of Applied Science
- BBA = Bachelor of Business Administration
- BEM = Bachelor of Emergency Management
- BFA = Bachelor of Fine Arts
- BGS = Bachelor of General Studies
- BLA = Bachelor of Liberal Arts
- BM = Bachelor of Music
- BME = Bachelor of Music Education
- BS = Bachelor of Science
- BSE = BS Engineering
- BSN = Bachelor of Science in Nursing
- BSRT = BS Respiratory Therapy
- BSW = Bachelor of Social Work
- BT = Bachelor of Technology
- HBCU = Historically Black College or University

## 10: Colorado Technical University-Online

Healthcare  
Administration and  
Management Degrees

25 Most Affordable  
Online Master's of  
Human Resources  
Management Degrees

25 Most Affordable  
Online Master's of  
Communications and  
Public Relations  
Degrees

20 Affordable Online  
Bachelor's Degrees in  
Criminal Justice Studies

25 Most Affordable  
Online Master's of  
Accounting Degrees

20 Affordable Online  
Bachelor's Degrees in  
Psychology Studies

50 Most Affordable  
Colleges with the Best  
Return

20 Most Affordable  
Online Colleges

The 10 Most Affordable  
Business Schools

10 Most Affordable Law  
Schools in the United  
States

10 Most Affordable  
Online Masters in Social  
Work Programs



City Hall, Colorado Springs, Colorado ([source](#))

Colorado Technical University (CTU) is a private, for-profit university established in 1965 and located in Colorado Springs, Colorado, about 70 miles roughly south of Denver. It was originally established as Colorado Technical College. This entry is for its online division, CTU Online, which has the lowest yearly net avg price of the various campuses (Aurora and Colorado Springs).

CTU-Online offers a range of degrees, from associate's level to doctorates — all, as the division name implies, online. There are 40 online bachelor's programs, nine of which are exclusively online only (the rest are also available at one or both campuses). Bachelor's degrees cover seven areas of study: (1) Business & Management; (2) Engineering & Computer Science; (3) Healthcare; (4) Information Technology; (5) Nursing; (6) Project Management Studies; (7) Security Studies & Criminal Justice. Based on NCES data for the number of bachelor's degrees awarded, the largest single bachelor's program is Business Administration and Management, General, which is part of the largest program category, Business, Management, Marketing, and Related

## Our Latest Articles

[10 Ways To Cut Costs in College](#)

[30 Colleges That Are Reversing the Rise in Tuition](#)

[20 Tuition Free Colleges](#)

## Our Latest Features

[25 Most Affordable Bachelor's-Granting Historically Black Colleges/ Universities](#)

[25 Most Affordable Medium-Sized, Private, Nonprofit Bachelor's Colleges](#)

[25 Largest HBCU Bachelor's Colleges by Enrollment](#)

[25 Most Affordable Bachelor's of Independent Studies](#)

[Networking in College: The Time is Now](#)

[Stress and the College Student](#)

[25 Most Exclusive Private, Nonprofit Bachelor's Colleges by Admission Rate](#)

Support Services. For online students only, CTU offers the CTU Fast Track option which may give students some credit for prior knowledge and work experience, resulting in degree completion as much as 30% faster.

- Graduation rate: 24%.
- Transfer-out rate: n/a.
- In-state tuition: \$11,283.
- Out-of-state tuition: \$11,283.
- Yearly average net price: \$13,796.
- Student population: 21558.
- # undergraduates: 18669.
- Campus setting: City: Large.
- Campus housing avail.: No.
- Areavibes.com cost of living score: B+.

## 9: University of Colorado, Colorado Springs



Dwire Hall, University of Colorado, Colorado Springs ([source](#))

University of Colorado, Colorado Springs (UCCS) is a public university established in 1965 and located in Colorado Springs, Colorado, about 70 miles roughly south of Denver. It

Finding a Job: The Graduate's Next Big Challenge

25 Most Affordable Large, Private, Nonprofit Bachelor's Colleges

25 Most Exclusive Public Bachelor's Colleges by Admission Rate

How to Transfer College Credits when Changing Schools [INFOGRAPHIC]

The Politics of Free College [INFOGRAPHIC]

Top 25 High-Admission Colleges by Graduation Rate - Private, Nonprofits

Tuition vs. Income [INFOGRAPHIC]

Your Money's Worth: The Hidden Costs of College [INFOGRAPHIC]

Does the Early Bird Really Get the Worm? [INFOGRAPHIC]

The Deal With Student Debt [INFOGRAPHIC]

Waste Not, Learn Not? A Closer Look at College Money Wasters [INFOGRAPHIC]

is part of the University of Colorado state university system. About 92% of students are from Colorado; the rest are from all other U.S. states and 55 countries.

UCCS offers bachelor's, master's and doctoral degrees across seven colleges and schools: (1) Helen and Arthur E. Johnson Beth-El College of Nursing & Health Sciences; (2) College of Business and Administration; (3) College of Education; (4) College of Engineering and Applied Science; (5) The Graduate School; (6) College of Letters, Arts, and Sciences; (7) School of Public Affairs. Collectively, they offer 56 majors at the bachelor's level. Based on NCES data for the number of bachelor's degrees awarded, the largest single bachelor's program is Business Administration and Management, General, which is part of the largest program category, Business, Management, Marketing, and Related Support Services. For online degrees, UCCS offers five programs: (1) BS Business Administration (BSBA); (2) BA Criminal Justice; (3) BS Health Sciences with an option for Allied Health completion program; (4) Nursing – RN to BSN or dual enrollment; (5) BA Sociology.

- Graduation rate: 47%.
- Transfer-out rate: 36%.
- In-state tuition: \$7,462.
- Out-of-state tuition: \$17,494.
- Yearly average net price: \$13,722.
- Student population: 11761.
- # undergraduates: 9629.
- Campus setting: City: Large.
- Campus housing avail.: Yes.
- Areavibes.com cost of living score: B+.

## 8: University of Colorado Denver

How Germany Made  
Higher Education Free  
[INFOGRAPHIC]

Diplomas and Debt  
[INFOGRAPHIC]

Top 25 College and  
Universities For  
Environmental  
Initiatives

The Real Cost of College  
[INFOGRAPHIC]

25 Best Colleges for  
Student Athletes

50 Most  
Entrepreneurial Schools  
in America

25 of the Oldest  
American Colleges and  
Universities

The 25 Best College  
Music Scenes

Career Advancement:  
The Uphill Climb

Making College  
Affordable: A Chapter  
Guide

Higher Education ROI



Tivoli Student Union, University of Colorado Denver ([source](#))

University of Colorado Denver (UCD) is a public university established in 1912 and located in Denver, Colorado. It consists of the Auraria campus in downtown Denver, and the Anschutz Medical Campus in nearby Aurora, CO.

UCD offers certificates and degrees from bachelor's level to doctorates across nine colleges and schools: (1) College of Architecture and Planning; (2) College of Arts & Media; (3) Business School; (4) School of Education & Human Development; (5) College of Engineering and Applied Science; (6) College of Liberal Arts and Sciences; (7) School of Public Affairs; (8) CU Anschutz Medical Campus Schools and Colleges; (9) Graduate School. Collectively, they offer over 70 bachelor's programs and 54 minors. Of these, eight programs are available as online degrees. Based on NCES data for the number of bachelor's degrees awarded, the largest single bachelor's program is Business Administration and Management, General, which is part of the largest program category, Business, Management, Marketing, and Related Support Services.

- Graduation rate: 40%.
- Transfer-out rate: 37%.
- In-state tuition: \$8,500.
- Out-of-state tuition: \$22,852.

- Yearly average net price: \$13,518.
- Student population: 22791.
- # undergraduates: 13509.
- Campus setting: City: Large.
- Campus housing avail.: Yes.
- Areavibes.com cost of living score: D+.

## 7: Colorado Mesa University



Colorado Mesa University (*source*)

Colorado Mesa University (CMU) is a public university established in 1925 and located in Grand Junction, Colorado, about 243 miles roughly west and south of Denver. It was originally established as Grand Junction Junior College and was known as Mesa State College up until Aug 2011.

CMU offers certificates (three levels) and degrees ranging from associate's level to doctorates across over 70 departments. Collectively they offer over 50 undergrad degrees at the bachelor's level. They fall into the degree categories BA, BS, BBA, BAS, BFA, BSW, BSN, and require 120



credit hours or more. Based on NCES data for the number of bachelor's degrees awarded, the largest single bachelor's program is Business/Commerce, General, which is part of the largest program category, Business, Management, Marketing, and Related Support Services. For online degrees, CMU offers four bachelor's: (1) BS in Nursing – degree completion (RN to BSN); (2) BS in Sport Management; (3) BAS in Radiologic Technology – degree completion; (4) BA in Liberal Arts, Elementary Education licensure.

- Graduation rate: 33%.
- Transfer-out rate: 31%.
- In-state tuition: \$7,116.
- Out-of-state tuition: \$17,720.
- Yearly average net price: \$13,000.
- Student population: 9116.
- # undergraduates: 9003.
- Campus setting: City: Small.
- Campus housing avail.: Yes.
- Areavibes.com cost of living score: C+.

## 6: University of Northern Colorado



Snyder Hall, University of Northern Colorado ([source](#))

University of Northern Colorado (UNC) is a public university established in 1889 and located in Greeley, Colorado, about 57 miles roughly north and east of Denver. It was originally established as Colorado State Normal School. As much as 87% of the undergrad student body is from Colorado, the rest from 46 states and 34 countries (excluding the U.S.)

UNC offers bachelor's, master's and doctoral degrees across six colleges: (1) Education and Behavioral Sciences; (2) Humanities and Social Sciences; (3) Monfort College of Business; (4) Natural and Health Sciences; (5) Performing and Visual Arts; (6) University College. Collectively, they offer 106 undergrad programs at the bachelor's level. Based on NCES data for the number of bachelor's degrees awarded, the largest single bachelor's program is Multi-/Interdisciplinary Studies, Other, which is part of the largest program category, Multi/Interdisciplinary Studies. For online degrees, UNC offers five bachelor's degrees: BA American Sign Language – English Interpretation; BA Psychology; BS Dietetics; BS Nursing: RN-

BS; BA Sociology. There are also some undergrad and post-bachelor's certificates and/or internships.

- Graduation rate: 46%.
- Transfer-out rate: 18%.
- In-state tuition: \$7,733.
- Out-of-state tuition: \$19,277.
- Yearly average net price: \$12,978.
- Student population: 12050.
- # undergraduates: 9469.
- Campus setting: City: Small.
- Campus housing avail.: Yes.
- Areavibes.com cost of living score: A.

## 5: Colorado State University-Pueblo



Colorado State University-Pueblo ([source](#))

Colorado State University-Pueblo (CSU-Pueblo) is a public university established in 1933 and located in Pueblo, Colorado, about 116 miles roughly south of Denver. It was originally established as Southern Colorado Junior College and is currently part of the Colorado State University System.

CSU-Pueblo offers bachelor's and master's degrees across five colleges, schools or divisions: (1) College of Education, Engineering, & Professional Studies; (2) College of Science & Math; (3) College of Humanities & Social Sciences; (4) Hasan School of Business; (5) Division of Extended Studies. Collectively, they offer over 30 undergraduate programs at the bachelor's level — several with emphasis options — as well as nearly 50 minors. Based on NCES data for the number of bachelor's degrees awarded, the largest single bachelor's program is Sociology, which is part of the largest program category, Social Sciences. For distance education, the Division of Extended Studies offers Independent Study options, which include three bachelor's programs: (1) BS Social Science; (2) BS Sociology; (3) BS Sociology with an Emphasis in Criminology. These are through traditional correspondence courses and not necessarily online.

- Graduation rate: 32%.
- Transfer-out rate: 15%.
- In-state tuition: \$7,834.
- Out-of-state tuition: \$18,775.
- Yearly average net price: \$11,785.
- Student population: 7256.
- # undergraduates: 5192.
- Campus setting: City: Midsize.
- Campus housing avail.: Yes.
- Areavibes.com cost of living score: A+.

## 4: Adams State University



### Residences at Adams State University ([source](#))

Adams State University (ASU) is a public university established in 1921 and located in Alamosa, Colorado, about 219 miles roughly south and west of Denver. It was originally established as Adams State Normal School, and it is the first institution of higher learning in the state of Colorado designated as an HSI (Hispanic Serving Institution).

ASU offers a range of degrees, from associate's level through doctoral. Schools include the School of Business and ASU graduate school. Collectively across schools and departments, ASU offers bachelor's degrees in 28 topic areas, some of which are also available as minors. Based on NCES data for the number of bachelor's degrees awarded, the largest single bachelor's program is Liberal Arts and Sciences/Liberal Studies, which is part of the largest program category, Liberal Arts and Sciences, General Studies and Humanities. A close second is the program Business Administration, Management and Operations, Other. For online degrees, ASU has nine bachelor's programs, including an RN to BSN Nursing degree completion program and one for Interdisciplinary Studies (including an option for Elementary Education Licensure). Of the rest, the BA in Sociology offers four emphasis areas, and

the BS in Business Administration offers eight emphasis areas. Students also have eight topic areas from which to choose distance minors. Other programs may have individual distance (online and print-based) courses.

- Graduation rate: 21%.
- Transfer-out rate: 15%.
- In-state tuition: \$8,014.
- Out-of-state tuition: \$18,814.
- Yearly average net price: \$9,886.
- Student population: 3154.
- # undergraduates: 2156.
- Campus setting: Town: Remote.
- Campus housing avail.: Yes.
- Areavibes.com cost of living score: A+.

### 3: Colorado Mountain College



Colorado Mountain College, Spring Valley residences in Glenwood Springs ([source](#))

Colorado Mountain College (CMC) is a public community college established in 1967 and located in Glenwood Springs, Colorado, about 157 roughly west and slightly south of

Denver. It has multiple campuses in Western Colorado (three residential and eight community campuses).

CMC offers certificates (two levels) and associate's and bachelor's degrees. Specifically, they offer five bachelor's degrees: (1) general BAS; (2) BS Business Administration (BSNA); (3) Elementary Education (BA Interdisciplinary Studies); (4) Nursing BSN; (5) BA Sustainability Studies. The general BAS is a degree completion program that requires students to have any one of 21 associate's degrees for admission. Based on NCES data for the number of bachelor's degrees awarded, the largest single bachelor's program is Business Administration and Management, General, which is part of the largest program category, Business, Management, Marketing, and Related Support Services. (Note: not all programs are available at all campuses.) Some credit courses are available in online format.

- Graduation rate: 26%.
- Transfer-out rate: 38%.
- In-state tuition: \$2,604.
- Out-of-state tuition: \$7,788.
- Yearly average net price: \$9,523.
- Student population: 5705.
- # undergraduates: 5705.
- Campus setting: Town: Remote.
- Campus housing avail.: Yes.
- Areavibes.com cost of living score: F.

## 2: Metropolitan State University of Denver



Metropolitan State University of Denver ([source](#))

Metropolitan State University of Denver (MSU Denver/ Metro State) is a public university established in 1965 and located in Denver, Colorado. It was originally established as Metropolitan State College.

MSU offers bachelor's and master's degrees across three colleges and one school: (1) College of Business; (2) College of Letters, Arts and Sciences; (3) College of Professional Studies; (4) School of Education. Collectively, they offer nearly 60 majors, 85 minors and dozens of concentrations for students at the bachelor's level. Based on NCES data for the number of bachelor's degrees awarded, the largest single bachelor's program is Criminal Justice/Safety Studies. The largest program category is Business, Management, Marketing, and Related Support Services. For online bachelor's programs, there is an RN to BSN degree completion program in Nursing. As well, some individual, self-paced distance learning courses are available (online or print-based formats).

- Graduation rate: 24%.
- Transfer-out rate: 32%.
- In-state tuition: \$6,070.



- Out-of-state tuition: \$18,888.
- Yearly average net price: \$9,145.
- Student population: 21674.
- # undergraduates: 21196.
- Campus setting: City: Large.
- Campus housing avail.: No.
- Areavibes.com cost of living score: D+.

## 1: Colorado Heights University



Colorado Heights University ([source](#))

Colorado Heights University (CHU) is a private, non-profit university established in 1989 and located in Denver, Colorado. It was originally established as Teikyo Loretto Heights University and uses the old Loretto Heights College campus.

CHU offers bachelor's and master's degrees in business. At present, CHU offers one program at the bachelor's level – a BA in International Business, which matches the diverse student body and faculty, who collectively come from over 50 countries. The school offers airport pickup and delivery for international students. The program has 2-8 week periods.

- Graduation rate: 59%.

- Transfer-out rate: n/a.
- In-state tuition: \$6,546.
- Out-of-state tuition: \$6,546.
- Yearly average net price: \$4,206.
- Student population: 154.
- # undergraduates: 107.
- Campus setting: City: Large.
- Campus housing avail.: Yes.
- Areavibes.com cost of living score: D+.

[About](#)

[Contact](#)

[Privacy Policy](#)

[Terms of Service](#)

Copyright © 2017 · Affordable Schools

CLICKY ANALYTICS

# Valley Courier

2205 State Ave., Alamosa, CO 81101 • Ph: 719-589-2553 • Fax: 719-589-6573

## ***Letter to the editor: It's not about me***

Posted: Tuesday, Aug 5th, 2014

“These efforts will help in eliminating subcultures ... whose climates do not align with our institutional core values...”

I didn't say that about Adams State University's athletic program. Those words are from Lt. General Michelle Johnson, commandant of the Air Force Academy, commenting on a recently unearthed scandal involving athletics on her campus. I would say the same thing about ASU, except there are no apparent efforts, and maybe athletic privilege is actually very much in line with the institution's core values.

This is the real question and the very real issue underlying the news about me getting fired as the chief of police for ASUPD. Police chiefs get fired every day. Motorists are rude to cops every day. What makes this allegation that a coach threatened a cop any different or newsworthy?

First of all, there are three campus officers whose careers were derailed, not just mine. One was denied a promotion due to his arrest of three football players, the other whose report was ignored and then who was treated to lost vacation days, and her boss who got fired.

Secondly, the fact that Officer Riggs had a threat tossed her way on a traffic stop is also not news. She was not afraid of a physical attack. She's trained to deal with that. But when someone with a lot of political power makes that threat, it is Ms. Riggs the single mom depending on her job who is the one really threatened. Police officers may have power over other people's lives, but they have surprisingly little power over their own. If Officer Riggs needed any evidence that messing with the wrong people could end her career, she saw my firing as exhibit A, and her loss of vacation time the very next week as exhibit B. If a well respected, well established, well educated, nationally known police leader, writer, and speaker can get canned, what else would she think about her own job prospects?

Thirdly, the officer made the report because ASU policy requires it, not because of fear or any vendetta. The ASU Violence in the Workplace policy states: “Adams State College is committed to maintaining an environment of respect that is free from violence or threats of violence. ASC will not tolerate violence or threats of violence in the campus community and workplace. It is the policy of ASC not only to prohibit such behavior, but also to take seriously all reports of incidents, addressing each as appropriate.” And “All members of the ASC community have a responsibility to report threatening or violent behavior. Each faculty and staff member must immediately report to his or her supervisor or department head.”

Some have made my story one of “he said, she said”, or some personal animosity between Coach Wilson and me. As he has said publicly, we get along fine. This angle misses the point by a kilometer. I’m confident of the truthfulness of my officer’s report, but in principle it doesn’t matter what happened on the roadside. What matters is how the administration handled the report, which in this case, appears to be like a hot potato.

The fact that I was not only placed on administrative leave, but a severely restrictive one that barred me from campus and forbade me from communicating with my employees meant that I had no opportunity to follow up on the matter. I did manage to forward the report to my supervisor as my last act before boxing up a few things as I was being kicked out of my office, but we’ve clearly heard nothing from an administration who, by policy, is on record as dedicated to “maintaining an environment of respect” and to “take seriously all reports of incidents”. They took it seriously enough to silence me with blinding speed. I am no longer silenced.

This, then, begs the question: If the protectors aren’t protected, who is? Is a frightened college freshman? Your daughter? Your son? A faculty member? A custodian? A campus visitor? So you see, it’s not about me. It’s about you.

Joel F. Shults

## Adams State Trustees authorize policy review

**(09-03-2014)**

At the conclusion of its regular meeting Aug. 29, the Board of Trustees for Adams State University voted unanimously to retain retired Judge O. John Kuenhold to head a process to review university policies, according to Board Chair Arnold Salazar.

The review will focus on assessing whether the policies adequately ensure the following:

1. Student safety
2. Fair treatment of students
3. Fostering a campus culture of open communication and transparency



***Arnold Salazar***  
***Chair, Board of Trustees for Adams State University***

The measure was taken as part of the process of addressing a personnel matter concerning former Adams State Chief of Police Joel Shults. Noting the board is required to maintain confidentiality regarding specific details, Salazar said, "Allegations have been made regarding the safety of our students, fair treatment of students, and open and transparent communication. We take these allegations seriously and believe and trust they are only allegations. But, in the spirit of intellectual honesty and openness, we want to put a process in place that is an independent evaluation of these concerns."

The board will approve a process once a recommendation is made, with a target of Nov. 1 for a final report.

"We chose Judge Kuenhold based on his long legal career, experience with the community and the university, and his work as a mediator," noted Board Vice Chair Tim Walters.

Kuenhold retired as Chief Judge for the 12th Judicial District and Water Judge for Water Division 3 (Rio Grande Basin) in 2011. He served on the bench since 1981 and was named Chief Judge in 2004.

By Julie Waechter



Be the first of your friends to like this.

## CONFESSIONS OF A FIXER

How one former coach perpetuated a cheating scheme that benefited hundreds of college athletes

By Brad Wolverton

Photos by Benjamin Rusnak for *The Chronicle*

December 30, 2014

Fifteen miles from his home, tucked in a corner of a 10-by-10 storage unit, under an antique table, is a gray filing cabinet. Locked inside he keeps the test answers for more than a dozen online courses.

Among his files is a pink steno pad of names, covering the front and back of 80 pages, that includes some of the biggest stars in college sports. Next to the names are credit-card numbers and PINs, log-ins, passwords, Social Security numbers, and addresses.

The handwritten notes, by a onetime academic adviser and college-basketball coach, are part of an elaborate scheme. Over the past 14 years, he says, he has used test keys to cheat for hundreds of athletes, helping them meet the eligibility requirements of the National Collegiate Athletic Association.

For some players, he says, he did their work outright. For others, he provided homework answers and papers that the students would submit themselves. At exam time, he lined up proctors and conspired with them to lie on behalf of students.

Many times, he says, the players' coaches directed athletes his way. Sometimes, players' parents or handlers arranged the details.

He did most of his work in college basketball, but he has also helped football players, baseball players, and golfers, among others. The vast majority of his clients never made it big. But, according to records he shared with *The Chronicle*, his fraud reached the highest levels. A handful of the players listed in his notes were drafted to play in the NBA. At least two are the children of former professional athletes. One is a back-up catcher in Major League Baseball.

The fixer's name is Mr. White. He spoke to *The Chronicle* on the condition that his first name not be used, for fear of retribution. He is a married, 42-year-old father of two. Over a nearly 20-year career, he worked for four colleges, from the mid-Atlantic region to the South.

His side business was lucrative. One year, he says, he made more than \$40,000 arranging classes. But he says money wasn't his motive.

Part of it was about the players. He believes that many would not have earned a major-college scholarship without his help.

The other part was about his career. He wanted a big-time coaching job, and he figured this could give him exposure to many programs.

He has met plenty of Division I coaches; he has three phones filled with their numbers. He thought he was their friend, that they would return the favors. They gave him VIP tickets, he says, and paid him back through camp appearances. But when it came time to hire, they didn't want him in their club.

Two years ago, the NCAA investigated Mr. White and five colleges that had recruited his students. Former NCAA investigators say they knew his players' classes were a sham. But because the NCAA could find no wrongdoing by the colleges themselves, the investigation fizzled.

For Mr. White, the ordeal drove home the reality that he could be exposed. It also helped him realize the error of his way, he says, and made him want to atone for his mistakes. Among his regrets is that many students he set out to help were the ones most hurt. He agreed to tell his story in part to expose flaws in the system.

*The Chronicle* contacted more than two dozen people with alleged connections to the fraud, including coaches, players, parents, and proctors. Many would not talk on the record, for fear of losing their jobs or harming their reputations. But many corroborated key details on which this article is based.

Mr. White may be an extreme example, but his breaches illustrate the ease with which intercollegiate athletics can be exploited, its rules manipulated, and the inability of colleges and regulators to control it.

In the wake of revelations about widespread academic impropriety at the University of North Carolina at Chapel Hill, colleges are facing increased scrutiny over academic violations. Cheating and deception, including cases previously unreported, lurk throughout college sports. Last spring a former assistant basketball coach in the Southeastern Conference attempted to pass online test answers to a former colleague, according to a director of academic support with knowledge of the situation. A coach in the Mid-Eastern Athletic Conference told *The Chronicle* how he had helped players trick webcams set up to monitor their online exams. And a former Division I assistant described how he had spent years handing players the answers to online tests.

As for Mr. White, he says he is largely out of the business. But several months ago, he got a call from a high-profile basketball coach. A player needed nine credits in one week. Could he help?

That's how it started: Someone needed a favor. In the early 2000s, Mr. White was working in student services at a community college and serving as an assistant coach and tutor for the basketball team.

During the 2001-2 season, he says, he mentioned his tutoring job to an opposing team's coach, who asked him for an assist. Among the more than 100,000 athletes who land NCAA scholarships every year, many need help meeting the association's academic requirements. The NCAA requires athletes to have certain test scores and high-school grades, in part to ensure that players can do college-level work. But when people cheat to meet the standards, they undermine the notion of eligibility.

Mr. White's first client, who was being recruited by top Division I programs, was having trouble with an online mathematics class. Mr. White says he spent several days with the player, completing homework assignments and quizzes for an independent-study class at Brigham Young University.

They finished about half the course that week, Mr. White says. He wrote down the player's online log-in and password, and completed the rest by himself.

The setup was so simple, Mr. White decided to use it again. Later that season he helped many of his own players pick up easy BYU credits. He began to wonder: If he could do this for one team, why not more?



By the summer of 2002, he was showing up at tournaments with a roster full of players for whom he had completed work. He was making a name for himself, says one longtime Division I assistant. If your kids' classes needed fixing, Mr. White was your man.

Before long, he got his first big-time referral: A coach in the Atlantic Coast Conference was recruiting one of the top junior-college players in the country, but the player was short on credits. The coach called Mr. White to "get him done."

**W**hen someone finds an academic shortcut in college sports, word spreads fast. By his second year, Mr. White's records show, he was helping more than two dozen players. His main pipeline for referrals was the Amateur Athletic Union, a popular grass-roots league.

From the start, he says, he tried to keep in mind how easily his con could unravel. To protect himself, he established clear ground rules with players.

"You fail the course by telling anyone I helped you," he says he warned the students. "You fail the course by ever mentioning my name. You fail by not doing exactly what I say."

His fear of being discovered, he says, led him to do much of the coursework himself, sometimes not even telling the players. He made some students believe they were completing the classes, handing them packets of practice problems he had picked up from the math lab at his community college and making sure they logged time in study halls as if they had done the work. After they finished the packets, he would toss them in the trash. Then he would log in to BYU's website to complete the real assignments.

That's how some coaches preferred it, he says, as it assured them there wouldn't be any slip-ups. That also meant that the coaches didn't have to worry about retaliation. If the players had no knowledge of the fraud, Mr. White says, they couldn't hold it against anyone.

To pay for the classes, Mr. White often used prepaid credit cards. He purchased them with cash he had received from players' coaches. His fee depended on how quickly the players needed the credits. A simple setup—three credit hours, six to eight weeks—ran a couple of hundred dollars. A more elaborate job could cost five times as much.

Those first few years, he did almost everything online, unaware of how easily his movements could be monitored. He arranged students' work on his employer-issued computer and proctored many of the classes himself. But after reading about other coaches who were caught helping players take online classes, he began enrolling students in correspondence courses, figuring he could hide his fraud more easily through the mail.

**O**ne day this fall, Mr. White showed *The Chronicle* how he had assumed a player's online identity, using as an example a student he helped two years ago in a distance-education program at Adams State University, a public institution in Colorado.

When he tried to log in to the player's account, using a student-identification number he had established in 2012, he was denied. He called the university to request a new password, identifying himself as the player. He made up an excuse: He said he needed access to the site to get his transcript for graduate school.

The Adams State representative asked for his student-identification number, which Mr. White had in his steno pad, then gave him a temporary password. He was in.

Inside the Adams State portal, Mr. White could see the classes he had helped the player complete: “Communication Arts I,” “Communication Arts II,” “Integrated Mathematics I,” “Major Themes in Lit,” and “Finite Mathematics.” The site also listed the player’s grades: B, A, B, C, C.

Mr. White says he varied the quality of work he did for the courses. “You never give them all A’s and B’s,” he says. “That would raise flags.”

Ease of entry into the system, not to mention ease of classes, made Adams State an easy mark. Mr. White showed *The Chronicle* test answers he had obtained for five Adams State classes, and his notepad includes the names of dozens of players who appeared to have been enrolled there.

Emails he shared with *The Chronicle* showed how he had instructed students to complete assignments.

“Copy the attachment handwritten,” he wrote to one player in January 2012, sharing eight pages of homework answers to “Finite Mathematics.” Another student, to whom he had provided the same answers, emailed Mr. White a PDF labeled “fintie math assignments,” with a note saying, “Coach this is all the work. Thanks.”

Part of Mr. White’s success hinged on a series of Adams State lapses: For many years, its instructors had reused the same tests, Mr. White found, with lax oversight of exams. Even when instructors changed the tests, he says, they sometimes labeled the different versions.

The final exam for “Communication Arts II,” for example, included versions “A,” “B,” and “C,” written in small print near the bottom, according to examinations Mr. White showed *The Chronicle*. Once he obtained all three versions, cheating was a cinch.

Several Adams State classes were so easy, Mr. White says, he hardly needed the test keys.

One question on the final examination for Math 155, “Integrated Mathematics I,” a copy of which Mr. White shared with *The Chronicle*, asked students to find a pattern and then complete the blanks in this series:

5, 8, 11, 14, \_\_, \_\_, \_\_, \_\_

Another question said: “A farmer was asked by a passing stranger how many chickens and how many goats he had. He answered that his animals had 62 eyes and 90 legs. How many of each did he have?”

Mr. White says some players finished their classes soon after registering for them. He showed *The Chronicle* one player’s record, which indicated that every assignment and exam had been completed on the same day.

“I give you the homework, you copy it over, the school emails you the tests,” he says. “I could do the grade in 24 hours.”

**A**s he directed more of his business to Adams State, Mr. White says, he sought to build connections on the inside. In 2003, while working as a tutoring coordinator at a community college, he attended a conference on distance learning and introduced himself to an Adams State employee.

The two kept in touch, Mr. White says, allowing him to stay on top of any changes the university made in its online policies. When one instructor updated her homework assignments to protect against potential fraud, Mr. White says, he knew ahead of time. He says he also tapped his contact to get his players’ grades posted faster. (His Adams State

connection, he says, was not in on the fix.)

When told of the apparent violations, Frank J. Novotny, vice president for academic affairs at Adams State, acknowledged that the university has had difficulty monitoring its exams and ensuring the integrity of its online curriculum.

Two years ago, following an investigation by its accreditor, Adams State began to phase out its use of personal proctors and testing centers, Mr. Novotny said, moving toward an electronic-monitoring system for many of its exams. The university recently established new controls for detecting plagiarism in two introductory English classes. And the university has set up new protocols to help enforce a requirement that students take at least six weeks to complete a three-credit online course.

Adams State takes online security seriously, Mr. Novotny said. Mr. White's conduct, though, illustrates the continuing challenges that institutions with online programs face.

"I view this as a battle like you do with computer hackers," he said. "Unfortunately, there are always people who can find ways to break the security systems."

**When** he started out, Mr. White says, he saw his fraud as a way to gain a competitive advantage in the job market. But it became his calling card.

He eventually realized his dream of coaching in Division I. But he had far more success doing the dirty work for big-time programs from the outside.

As his reputation grew, he had a hard time saying no. In one 18-month stretch from 2003 to 2005, he says, he helped more than 75 players. For Mr. White, a self-described "fat, bald white guy" who didn't play much competitive basketball beyond high school, the attention was alluring.

"Basically, I'm like a drug addict," he says. "I get off on the excitement, about being able to get it done."

Mr. White worked almost exclusively with junior-college transfers, but he also helped other academically deficient recruits. He says he rarely did work for colleges once players were on the campus.

Among the dozens of colleges where he worked to place players was the University of South Florida, where he tried to send four students (three got in).

The father of one South Florida recruit, who spoke on the condition that his name not be used, told *The Chronicle* that the Bulls' coaches had instructed his son to take two online courses during his senior year of high school.

Mr. White says the university's coaches referred the player to him through the player's AAU coach, and he helped enroll the student in BYU's independent-study classes. Mr. White's records include a current email address for the player's mother, log-ins and passwords for the BYU site, and the player's Social Security number.

Mr. White says he did all of the work for the courses, including coordinating with a proctor to complete the player's tests. According to information that BYU provided to Mr. White, the player received an A-minus and a B-plus.

The player's father denied that his son had cheated. When *The Chronicle* shared details of the records that Mr. White had kept, the father said he had no comment.

Doug Woolard, who served as athletic director at South Florida from 2004 until his departure, in January 2014, did not return several messages left on his cellphone. Stan Heath, the university's head basketball coach at the time, did not return messages left for his agent or through ESPN, where he works as a color analyst. In a statement, the athletic department said that the university takes its commitment to academic integrity and NCAA compliance "very seriously" and that any allegation of misconduct in those areas is promptly investigated.

Mr. White's chicanery also appeared to help players at the elite level. His notebook contains the names and personal information of two basketball players at the University of Texas at Austin, including J'Covan Brown. Mr. Brown left the university in 2012, after three seasons, and now plays professionally in Russia.

Mr. White says he enrolled Mr. Brown in three BYU courses and did all of the work for the player. He says he had Mr. Brown's exams proctored by a friend who works for a prominent youth-basketball program. During an interview at his home in November, Mr. White called the proctor, and the two men discussed many players for whom they had cheated, including Mr. Brown.

In a text exchange with *The Chronicle*, Mr. Brown confirmed that he had been enrolled at BYU. He said he had several tutors but did not accept answers for tests or have anyone do work for him.

Mr. Brown discussed the challenges he had faced in qualifying academically, including spending a year at a Christian preparatory school in Houston.

"Really to tell you I was disappointed in myself for letting myself not stay focus in high school like I should have been but u live and you learn," he wrote in October. "That was a dark time in my life."

Christine A. Plonsky, a senior Texas athletics official who oversees academic affairs, said she was disappointed with the allegations that someone had cheated for Mr. Brown, and added that the university planned to investigate. "Whether our coaches were involved or not," she said, "it's pretty sobering."

**T**he highest-profile players sometimes required the most help, and Mr. White says he took extra care to make sure they got what they needed.

Dominique Ferguson, a top-ranked forward from Indianapolis who had offers from UCLA, Kentucky, and Duke, instead picked Florida International University, to play for Isiah Thomas, an NBA Hall of Famer.

When Mr. Ferguson arrived on the Miami campus, in June 2010, he was several classes short of meeting the NCAA's eligibility requirements, according to two former Florida International officials who worked with him.

On June 2 of that year, Mr. Ferguson was enrolled in three online classes at Brigham Young University, Mr. White's records show: "Earth Science, Part 1," "Plane Geometry, Part 1," and "Plane Geometry, Part 2." (The first geometry course was a prerequisite for the second, but that did not stop BYU from awarding the credits.) Records show that Mr. Ferguson finished the classes on July 20.

The classes raised concerns for some people at Florida International, says a former compliance official, speaking on the condition of anonymity because of concerns about student-privacy law.

“I don’t know how they would’ve put him in three summer classes at that point,” says the former employee, who now directs the athletics-compliance department at a different Division I university. “That is not an accurate time frame to complete that work.”

Hashim Ali Alauddeen, a former director of basketball operations who handled academic matters for the team, says he does not recall Mr. Ferguson’s taking BYU classes that summer. He remembers seeing BYU credits on his transcript but thought the classes were completed before Mr. Ferguson arrived on the campus.

Mr. Alauddeen says the university was concerned about the BYU classes’ counting toward NCAA eligibility, so he suggested that Mr. Ferguson enroll in three Florida International courses. He says Mr. Ferguson completed those classes in the summer, receiving two A’s and a B.

In September, Mr. White showed *The Chronicle* the BYU portal he had set up in Mr. Ferguson’s name, indicating that he scored a B-plus in the science class and B-minuses in the math classes.

Records provided to Mr. White by BYU also suggest that Mr. Ferguson received improper assistance. According to the records, Mr. Ferguson took his tests at a learning center in Canada, nearly 1,500 miles from Miami.

Mr. Ferguson did not respond to several emails seeking comment. Mr. Alauddeen, who is in contact with him, said Mr. Ferguson declined to speak for this article. A spokeswoman for Mr. Thomas, who was dismissed in 2012, after compiling a 26-65 record in three seasons, said that the former coach denied knowing that anyone had cheated. She added that he had graduated 19 of 21 players during his tenure, and kicked two players off the team for not meeting academic standards.

In 2010 the NCAA enacted a rule limiting the core courses that players could use from certain institutions to meet the association’s initial-eligibility requirements. University-level classes in BYU’s independent-study program no longer meet the NCAA’s criteria. But BYU’s high-school-level classes—in which many of Mr. White’s students, including Mr. Brown and Mr. Ferguson, were enrolled—may still be used to help prospective NCAA athletes graduate from high school.

Brigham Young has introduced several changes in recent years to protect the integrity of its online courses, including rotating its tests and requiring that exams be taken at certified testing centers, said Carri Jenkins, a university spokeswoman.

But it is impossible to stop every dishonest person, she said: “We’re continually looking at how we can improve our program. But in any classroom, you have to rely on the integrity of the students and the professor.”

Jonathan Duncan, the NCAA’s head of enforcement, says that his department has seen an uptick in allegations of academic fraud and that violations like those described by Mr. White are “very typical.” He says the association is investigating 12 to 15 cases of alleged academic impropriety, ranging from athletes who actively participated in fraud to those who appear to have been innocent bystanders.

“We’ve seen some students who say, ‘I don’t know how I got that grade. I didn’t even know I was enrolled in that course,’” Mr. Duncan says. The problems are “very concerning to us because they affect the eligibility of student-athletes and their preparation for life outside of athletics—the validity and integrity of their education.”

About five years ago, Mr. White says, he started to wind down his business. His twin sons, who were in kindergarten at the time, were asking questions about his work, and he didn't want them to know about his shady dealings. He had also run into legal troubles that forced him to rethink the risks he was taking.

In 2004, while working as the head basketball coach at a community college, he was caught misappropriating money intended for players' meals. Then, in 2012, while serving as an academic adviser at a different community college, he got a call from an NCAA investigator. A player he had helped was having trouble transferring to a Division I program, and the player's mother claimed that Mr. White had misrepresented work that she believed her son had done.

Figuring that the NCAA wouldn't be calling about a single incident, Mr. White says, he went online and dropped several players out of their Adams State classes. Days later, Mr. White says, an NCAA investigator showed up in his office and interviewed him for more than an hour.

According to a former NCAA investigator who was familiar with the case, five universities—Liberty, Morgan State, Oregon, South Florida, and Xavier of Ohio—faced questions about players with whom Mr. White had worked. (The inquiry at South Florida did not involve the player whose father spoke to *The Chronicle*.)

Several of the universities stopped recruiting or denied enrollment to certain players with connections to Mr. White. But the NCAA cleared some students to play.

Investigators questioned Mr. White about his use of a credit-card number that had been provided by a player's mother to cover her son's online classes. The mother alleged that Mr. White had also used the card to pay for another player's tuition.

Mr. White eventually paid the money back, the player's parent told *The Chronicle*, but she did not authorize the card's use for any other purpose. Mr. White says he told the player about the extra charge and gave him \$500 in cash to cover his teammate's tuition.

The mother, who does not want her name used because of the negative publicity it might bring her son, says Mr. White sent her regular updates on her son's online grades, suggesting that he was on track to graduate.

"I had the document that said this was my son's grades," she says. "But when we got the transcript from the school, it said he got all zeroes."

Mr. White says the player failed the classes because he admitted to cheating.

The NCAA knew the classes were bogus, say two former NCAA investigators.

"I don't think there was any question about whether the classes were legitimate," one investigator told *The Chronicle*. "I remember thinking, 'This guy's got quite a scam going.'"

The NCAA found no links between the five athletics departments and Mr. White, a former enforcement official said. As a result, the universities faced no penalties.

"Unless you can prove a coach or someone in the athletic department has done something wrong to affect a player's eligibility," the former investigator said, "there is no rules violation."

Following the investigation, the former NCAA officials said, they turned over Mr. White's name to the National Junior College Athletic Association, alerting the group to his fraud.

Several months later, in early 2013, Mr. White was forced out of his community-college job.

Since then, he has patched together a series of odd jobs and volunteer positions, including scouting players, helping a friend in the construction industry, and coaching Little League baseball. He has three numbers for his state's unemployment services saved on his phone.

He has tried to reinvent himself as a consultant who can help players understand NCAA eligibility requirements at a younger age so they won't have to cheat. But other than work for a few friends, whose sons and daughters he has counseled, his business hasn't exactly taken off.

During dozens of interviews over the past few months, he insisted that he had stopped fixing classes. But according to text messages he has received over the past year or so, which he allowed *The Chronicle* to look at, he is not entirely out of the game.

"I want to thank you again for all of your help," one high-profile basketball player texted him in October 2013, after Mr. White sent him through his Canadian proctor.

"You r my man no prob," Mr. White wrote back.

"Hey Coach White this is a.d.," wrote another player in September that same year. "Me and my homeboy Earl was looking into taking online classes and working out with you what all do we need?"

In recent months, one player texted that he was missing his Adams State transcript and needed it to start class. (It was in the mail, Mr. White wrote back.) The parent of another player wondered if the online courses Mr. White had helped his son retake were transferrable. (Of course, said the coach.)

A few months ago, while *The Chronicle* was interviewing Mr. White at his home, he got a call from a former player whose old teammate was in a jam. The teammate, who had helped lead his university to the NCAA tournament in 2013, wanted to transfer to another college.

He had one year of NCAA eligibility remaining and thought he had completed the credits he needed to graduate. He planned to enroll in graduate school at a higher-profile college, where he thought he would receive more television exposure.

The only problem, Mr. White's contact told him, was that the player didn't have the necessary credits and needed to complete several online classes before he could graduate. And he had only a week before fall classes started.

What played out over several days in September illustrated the lengths to which coaches were willing to go to gain the services of a proven star.

Coaches in two of the biggest conferences made calls to Mr. White, according to phone logs he shared with *The Chronicle*. He says they discussed potentially impermissible visits, improper payments, and a plan to get the player's classes done that Mr. White did not think was possible.

When it was over, Mr. White says, multiple Adams State credits had made it onto the player's transcript and the transfer went through, thanks in part to a graduate assistant at a major university who had helped complete the classes. Mr. White provided guidance but says he didn't do the work himself.

In mid-October, Mr. White received a call from an NCAA investigator who was looking into the transfer. A few days later, two NCAA enforcement officials paid him a visit. They arranged to meet one night at a restaurant near his home, and Mr. White says they spoke for several hours the next day.

They talked about the fast credits and the big-name coaches, Mr. White says, and what he knew about the universities' complicity.

The situation gave Mr. White a chance to play a different role. The last time he met with NCAA investigators, he was the target. This time, he says, they were looking to him as an informant.

"They basically want me to come in with a big mouth and expose all kinds of shit," he said in late October. "I'm Henry Hill. I'm the snitch."

After spending years eluding NCAA investigators, he's not sure he wants to help them. His experience tells him that there's no way to clean up the mess. If you shut down one online mill, another one just pops up somewhere else.

Even if he is out of the game, he knows that there will be other bad actors. Maybe, he says, the only redeeming act is to just come clean.

Brad Wolverton is a senior writer for *The Chronicle*. Follow him on Twitter at [@bradwolverton](https://twitter.com/bradwolverton).

---



# What One College Did to Crack Down on Shoddy Transfer Credits

By Brad Wolverton

December 30, 2014

Academic advisers at Mt. San Antonio College, a prominent feeder institution for major-college athletics departments, had noticed a disturbing pattern among football players.

Many who had tested into remedial-level mathematics classes were skipping right to college algebra by going elsewhere for their credits. Their coaches were encouraging them to enroll in an online program at Adams State University, a four-year public institution in Colorado.

The Adams State classes cost about three times as much as those at Mt. San Antonio, a 60,000-student community college in California. But to some players, the expense appeared to be worth it, as they could satisfy their community-college math requirements with one online course, often earning an A or a B.

Last summer Mt. San Antonio stopped counting the online classes. It found that several failed to meet the college's minimum math requirements. College officials also found that Adams State was lax in its oversight of examinations, according to emails obtained by *The Chronicle* in a public-records request.

"Their curriculum seems very weak, and they have testing standards that are not up to our level of rigor," Art Nitta, chair of Mt. San Antonio's department of math and computer science, wrote to Matthew Judd, interim dean of natural sciences, in late June.

Rejecting classes from an accredited institution is an unusual step (Adams State is accredited by the Higher Learning Commission, a regional accreditor). Even when colleges spot problems with courses on other campuses, they have incentives to let the credits count. Big-time athletic departments rely on places like Adams State to help them get players academically eligible to compete.

Plenty of overseers could insist on more rigor in the system. Accreditors have stepped up their oversight of colleges, but few have dedicated the resources to monitor the fast growth of online classes. (The Higher Learning Commission would not comment for this article, saying that it could not discuss specific institutions.)

Of all the people equipped to catch shoddy online classes, admissions directors would appear to have the most tools. They can tell when students take courses out of sequence and detect other suspicious patterns in transcripts. But they don't always have the time or inclination to challenge the abuses. Athletics-compliance directors, whose jobs include certifying players' eligibility, say they sometimes spot questionable credits but often can't do anything about them.

Ryan Squire, a top athletics-compliance officer at the University of Illinois at Urbana-Champaign, says he raised concerns this year about the grades that certain community-college transfers had received in online Adams State classes. He says he approached his admissions staff and was told that the university didn't have the ability to reject the credits.

"They sort of shrug and say, 'Well, Adams State is an accredited school, and it's not for us to say we can't accept those courses because you guys think there's some issue,'" Mr. Squire said. "They obviously don't understand our world quite the way we do."

## 'I Really Need the Class'

**Mt. San Antonio's** crackdown led to complaints from football players, some of whom were relying on Adams State's classes to transfer to major universities. Over the past two years, Mt. San Antonio players have transferred to play at more than a dozen big-time football programs, including Boise State, Texas Tech, and Utah.

In early July one player emailed Mr. Judd, seeking a variance from the new policy.

"I am worried about running out of time or missing the opportunity at Nevada," the player wrote. "I've also moved out here and am missing practices so I really need the class approved."

Another player said he had paid \$700 for an Adams State algebra class, which he said he had completed in early June. He, too, needed the class to earn a scholarship to a four-year institution.

"I will no longer be able to transfer and play football if this math class is not accepted," the student emailed Dean Judd. Adding to his confusion, the player continued, the university he planned to attend said it would accept the Adams State course as part of a general-studies degree program.

In an interview Mr. Judd said he was not sure if his students were earning high marks in Adams State courses because of inappropriate help or because the classes were just easy.

"My sense is that the classes are just too easy, and they're not watching the kids very closely," he said. "When you're not watching them closely, you don't really know what's going on."

Adams State officials say they have increased their scrutiny of exams, moving toward an electronic-monitoring system. They have also established new protocols to prevent players from completing courses too quickly.

As online classes have grown in popularity, Mr. Judd said, it has become increasingly difficult to know which colleges offer rigorous courses and which don't. But, he said, that should not deter academic leaders from investigating.

"How do you sift through the ones that are completely legitimate and the ones that are kind of a cash cow for the college, or a Mickey Mouse class for athletes?" Mr. Judd said. "It would be a lot easier if there were more legitimate programs out there."

After Mt. San Antonio stopped accepting the Adams State courses, a member of the California college's governing board expressed concerns, according to emails *The Chronicle* reviewed.

In late July, David K. Hall, who is now president of the college's Board of Trustees, emailed Mr. Judd about a player whose National Collegiate Athletic Association eligibility appeared to hinge on Adams State credits.

"So what do we do?" Mr. Hall wrote. "Is there anything that can be done to help the kid save his scholarship at his new college?"

Mr. Judd explained that a Mt. San Antonio policy allows faculty members to determine if outside classes meet the college's graduation requirements.

The Adams State math classes, he said, had "significant topics missing from the syllabus" that were important parts of Mt. San Antonio's math curriculum. In addition, he wrote, Adams State's "lax proctoring policy" does not meet Mt. San Antonio's standards.

Days later, Mt. San Antonio denied variances to the two athletes, according to Mr. Judd's emails. But since Adams State is an accredited institution, Mr. Judd wrote to one student, Mt. San Antonio would count the units; they just couldn't be used to satisfy the college's math requirement for graduation.

Mr. Judd says the college plans to be clearer to students in the future about which online classes will count and which ones won't. He says he has also encouraged athletes to listen to their academic advisers—not their coaches—on academic matters.

"Your coach tells you how to block; your academic counselor tells you what classes to take," he said he tells players. "Stop listening to your football coach about your academics."

Brad Wolverton is a senior writer for *The Chronicle*. Follow him on Twitter at @bradwolverton.

---

## Adams State called out for being 'lax' - Valley Courier 1/8/15

By LAUREN KRIZANSKY Courier staff writer

ALAMOSA A second article condemning Adams State University's (ASU) course offerings is circulating, bringing attention to the quality of the institute's online math instruction.

The article titled "What One College Did to Crack Down on Shoddy Transfer Credits" published in The Chronicle of Higher Education on Dec. 30, 2014 by Brad Wolverton stated college officials found ASU "was lax in its oversight of examinations," according to emails The Chronicle obtained in a public records request.

The article was published the same day as "Confessions of a Fixer," another of Wolverton's stories, which casts a dark shadow on ASU's efforts to combat cheating.

His second article states Mt. San Antonio College, a 60,000-student community college in Walnut, California, stopped counting an ASU online math class many athletes were taking because it "found that several failed to meet the college's minimum math requirements."

That discovery is no surprise to ASU if the concern is over Integrated Mathematics I, an online offering through the university's Distance Learning program.

The article only names the course in question as an "algebra class."

"Math 155 by itself is not, and never has been, approved for general education credit at Adams State," said Dr. Matt Nehring, ASU Physics Department Chair and professor in the Chemistry, Computer Science and Mathematics Department Wednesday evening in a press release. "Students who enroll in Math 155 must also complete the second semester of the course, MATH 156, to receive general education credit."

ASU describes Math 155 as "the first of a two-course sequence presenting arithmetic and algebra from a modern perspective"

"It is not unusual for college administrators to contact me regarding the transferability courses offered at Adams State," Nehring said. "Without exception, I inform them that Math 155 does not satisfy our general education math requirement."

Math 104 or Finite Mathematics, however, is geared to business students and does fulfill general education requirements, he said, but it might not everywhere.

"Curriculum requirements vary among states, so a course approved for transfer within Colorado may not necessarily correspond with a seemingly similar course in California," said ASU Vice President for Academic Affairs Dr. Frank Novotny in the press release. "Adams State attempted to reach Mt. San Antonio College representatives on several occasions this past summer to determine their concerns, but we did not receive a response."

One representative of the community college said in the article ASU's "curriculum seems very weak, and they have testing standards that are not up to our level of rigor."

Refusing to accept classes from an accredited institution is an unusual step, according to the article and "big time athletic departments rely on places like Adams State to help them get players academically eligible to compete."

Ryan Squire, a top athletics-compliance officer at the University of Illinois at Urbana-Champaign, said in the article "he raised concerns this year about the grades that certain community-college transfers had received in online Adams State classes."

When he approached his admissions staff he said he was told quite the opposite.

"The university didn't have the ability to reject the credits," Squire told The Chronicle. ASU doesn't agree.

"Institutions are not required to accept credits from another institution just because the sending institution is accredited," countered the university in the press release. "For this reason, Colorado established the guaranteed transfer (gt) Pathways General Education Curriculum. These courses meet state-wide standards and are approved for general education credit transfer to any two or four-year public institution in Colorado."

Institutions are prevented from determining whether the student registering for a course is an athlete or not, and NCAA regulations maintain student athletes cannot be treated differently from other students.

See the Fri. Jan. 2 Valley Courier edition to read ASU's response to the cheating allegations .

## Rigging the game – Valley Courier 1/13/15



Virginia Simmons

From the White Sox at Chicago in 1919 to "Mr. White" at ASU, the ways to rig sports are countless. So too are the crooks. There are unforgettable big names of individuals like Mike Tyson, Barry Bonds, Pete Rose, Lance Armstrong, Marion Jones, Tanya Harding, and Steve Lerner's coach Mike Tomlin, and there also are famous financial swindlers like Frank Abagnale, the original Charles Ponzi, and Bernie Madoff. Space doesn't allow the long list of famous and infamous people who have stolen the written work of others and called it their own from Aristotle, Doris Kearns Goodwin, Joe Biden, and Barack Obama, down to Ward Churchill at CU.

There are plenty of big institutions of higher learning, like the University of North Carolina, rigging the game of college sports. Some recruits are capable of performing college-level studies, but others clearly are not without the help of shadowy characters like "Mr. White."

But how did a little school like ASU out in the boonies (who ever heard of Adams State before this?) get mixed up in a racket like this one? It was easy, as easy as looking the other way.

These so-called "student athletes" sneak in the back door, maybe even get a degree. Then some of them even have the gall to try to parlay a B.A. into a graduate degree besides.

Brad Wolverton's article describing the shenanigans appeared in "What One College Did to Crack Down on Shoddy Transfer Credits," in "Chronicle of Higher Education" (Dec. 30, 2014). Sports surely was not what Adams State Normal School had in mind when it was created. It was education. Unfortunately, the institution seems to have forgotten to keep its eye on its original goal, where the majority of its students, faculty, and many supporters still believe it should be.

While reading the latest issue of "AStater," just before this dismal news broke, I was once again impressed by the high quality of the alumni magazine, its news, its writing, and its design. It gave well-deserved recognition to several excellent programs and outstanding individuals which represent the best that the college offers.

Now many of us will be dismayed to learn elsewhere about some unworthy activities associated with the school. ASU surely is not alone in contending with problems in college sports, and on-line courses especially can bring not only positive opportunities but negative abuses in all its programs.

A perpetual issue in any school, on line or off it, is moral integrity and simple honesty, with cheating too often accepted as "the way things are done." My hat is off to any teacher, administrator, or parent who thinks otherwise and demands the best for and from its students.

Compromising can occur not only in sports but in any other activity. I myself have been

plagiarized by a faculty member at the college (who should have been fired but wasn't because that would have rattled an apple cart), and by ASC grad in journalism who was fired from her newspaper job after she blatantly plagiarized my work (she must have been pretty stupid besides), not to mention a host of other episodes elsewhere during my long career. In those two long-ago incidents in Alamosa that I have mentioned, both individuals could have been sued but were not, as I now say with regret because dishonesty should be exposed publicly wherever it exists.

In present-day society, with corruption existing everywhere, no one should be surprised to learn that college sports programs are prime targets, even out in the boonies where we thought no one would notice what was going on. Well, folks, it looks like we have been noticed at last.

## ASU issues need exact action – Valley Courier 1/17/15



Lance Hostetter

"As he directed more of his business to Adams State, Mr. White says, he sought to build connections on the inside."

The article from the Chronicle on Higher Education paints an ugly image for Adams State University, really ugly.

The article outlines the work of "Mr. White" who helps student-athletes meet academic requirements in order to remain eligible for athletic participation. The scope of Mr. White's work allegedly reaches far beyond Adams State and could reach the National Basketball Association and Major League Baseball.

As it's told, Division I athletes are directed to the Adams State Extended Studies program because the "classes were so easy, Mr. White says, he hardly needed the test keys."

The report details multiple issues including duping an Adams State employee, exposing the alleged ease of the Extended Studies program, and the ease to which Mr. White was able to obtain student information.

These are not small allegations. Instead, these are serious allegations that could be met with serious consequences. Adams State President David Svaldi, though, has taken swift and exact action by freezing new enrollments to its print-based correspondence courses and ordering an external review of the student verification process. These are necessary moves and should prove beneficial to the future direction of the Extended Studies program at Adams State.

This is not enough, however. As the Chronicle suggested, we live in an age when cyber security is a major concern. It's imperative that Adams State take the necessary steps to insure that students' information is not being released to outside sources. The ease at which Mr. White obtained access to student profiles is extremely alarming. Adams State is responsible for the safety of its students and students' information. The university must take steps to ensure student information is not compromised.

Secondly, if the report accurately depicts some Adams State test questions, this is an issue. Testing is to gauge student knowledge and aptitude in the subject area. The questions highlighted in the Chronicle article are embarrassing. Adams State needs to ensure that its academic integrity is upheld. I graduated from Adams State in 2011, and I love the college. I remember the courses I took to be challenging, and I never believed that my information would be compromised. But, I was never a part of the Extended Studies program.



Distance learning, as the Chronicle calls it, is a growing reality in today's world of higher education. It would behoove Adams State to rectify the issues outlined in the Chronicle. Adams State has a growing presence in Colorado higher education, and rightfully so. But, if academic integrity is not upheld and student information is easily accessed by outside "hackers" that presence will dissipate quickly.

As an Adams State alumnus and supporter, I hope this will only be a hiccup in time and not a precursor to more issues.

## **Opinion Column 1/19/15**

*By Dr. David Svaldi, President, Adams State University*

It is heartening to know that many share my revulsion over the academic fraud committed against Adams State University that is detailed in a recent *Chronicle of Higher Education* article. However, I must correct some statements made by *Valley Courier* columnist Lance Hostetter.

He wrongly assumes that Adams State's student information was hacked. No one has questioned the integrity of our student data system. In reality, the "fixer" interviewed by the *Chronicle* obtained student information ***directly from the student-athletes themselves***. The "fixer," referred to only as "Mr. White" in the article, went into business to cheat on behalf of student athletes who were not academically eligible to compete, according to NCAA regulations.

The following is an excerpt from the *Chronicle* article:

"Among his files is a pink steno pad of names, covering the front and back of 80 pages, that includes some of the biggest stars in college sports. Next to the names are credit-card numbers and PINs, log-ins, passwords, Social Security numbers, and addresses.

. . . Over the past 14 years, he says, he has used test keys to cheat for hundreds of athletes, helping them meet the eligibility requirements of the National Collegiate Athletic Association.

For some players, he says, he did their work outright. For others, he provided homework answers and papers that the students would submit themselves. At exam time, he lined up proctors and conspired with them to lie on behalf of students.

Many times, he says, the players' coaches directed athletes his way. Sometimes, players' parents or handlers arranged the details."

In recent years, Adams State revised distance education policies to prevent cheating. For example, in accordance with industry best practices, we conduct online proctoring, in which a webcam captures an image of the student's government-issued ID; authentication is confirmed through a national database. For courses that require face-to-face proctoring, we coordinate only with testing centers, librarians, clergy, military education staff, and other trustworthy entities. We do not permit coaches or athletic administrators to proctor exams.

In light of the *Chronicle* report, Adams State suspended new enrollments in print-based correspondence courses. We will work with our accrediting agency, the Higher Learning Commission (HLC), and engage external evaluators to review our student verification process and other distance education policies and procedures. We will implement state-of-the-art recommendations that preserve and guarantee academic integrity and will discontinue any delivery method or course that is weak in that regard.

Hostetter also questions the rigor of Adams State courses. I assure our students, past, present, and future, that all Adams State University coursework meets the standards set by our faculty, the state, and HLC. Our online courses mirror their on-campus counterparts and are reviewed every three years by the respective academic department. Our accreditation remains intact and is not in jeopardy.

Adams State assures the validity of our Extended Studies program and will improve processes to best serve students who otherwise would not be able to further their education, due to geographic isolation or the demands of work and family responsibilities.

January 28, 2015

Dr. David P. Svaldi, President  
Adams State University  
208 Edgemont Blvd.  
Alamosa, CO 81101

Dear President Svaldi:

The attached recent articles from *The Chronicle of Higher Education* describe occurrences where athletes were advised to enroll in distance education on-line and correspondence courses at Adams State University (“Adams State”), and were assisted inappropriately in their enrollment and completion of the courses. While the Commission is not reaching any judgment at this time on your institution based on the references in these articles, they do create cause for concern, especially since similar types of issues were raised two years ago about Adams State by the same publication.

In particular, we have concerns about the academic integrity, rigor and currency of your on-line and correspondence courses; the type and level of evaluation of students in these courses; and the reputation these courses have for poor academic quality and outcomes, which has led them to be difficult or impossible for students to transfer to other regionally accredited institutions. In addition, there are some Federal Compliance questions that are raised as they relate to your institution’s practices regarding student verification and security of their accounts; the oversight of proctors and monitoring of exams for the courses; and the appropriateness of the credit hours awarded for these courses given the questions about the quality of the courses. Finally, it has also been brought to our attention that the NCAA has contacted Adams State and is under review for these issues as they relate to the eligibility of the athletes involved.

These areas of concern raise questions about the University’s compliance with HLC’s Criterion Two (Integrity: Ethical and Responsible Conduct), particularly Core Components 2.A. (The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of the governing board, administration, faculty, and staff); 2.B. (The institution presents itself clearly and completely to its students and to the public with regard to its program, requirements, faculty and staff, costs to students, control, and accreditation relationships); and 2.E. (The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.) In addition, the institution’s conformity with Assumed Practice B. (Teaching and Learning) 1.E. (Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education) is also in question.

Lastly, the institution's compliance with Commission Policy FDCR.A. 10.020 (Assignment of Credits, Program Length, and Tuition), and Commission Policy FDCR.S.10.050 (Practices for Verification of Student Identity), which are policies that outline some of the Commission's requirements to ensure that its affiliated institutions comply with federal regulations, are also in question.

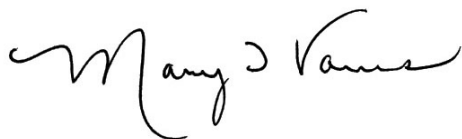
Commission policy 3.6(b), Special Monitoring, provides for the scheduling of special monitoring of an institution when a situation appears to threaten the integrity of the institution or the quality of the education it provides or raise serious issues about the institution's compliance with the Criteria for Accreditation and related Commission requirements. Special monitoring may take place through the filing of a report or through an on-site evaluation visit, known as an Advisory Visit to the President and the Commission. In line with that policy and in light of the concerns and questions listed above, the College should prepare a detailed report addressing the specific Core Components, Assumed Practices, and Federal Compliance Requirements identified in this letter as they relate to the online and correspondence discussed in the article.

In order to clarify the scope and impact of this issue, the report should detail the steps being taken by the institution to review and resolve serious concerns related to these courses. The report should also provide evidence of the institution's practices related to student verification and security of testing and evaluation protocols, proctor selection and test administration protocol; the academic content and integrity of the courses to ensure currency of the content and appropriateness of the evaluation protocols; the appropriateness of the credit hour assignments related to these courses; and a review of the quality of the on-line and correspondence courses and how they align with the University's policies related to transfer of credits and articulation with other institutions. Finally, include in the report information about any other inquiries or investigations being conducted by the state or any entity related to these particular courses, handling of student athletics, or related matters.

We would ask that you continue to keep the Commission apprised of the on-going investigation being conducted by NCAA as it relates the issues identified in this correspondence. This report should be submitted to the Commission office no later than February 27, 2015. Following receipt of this report, the Commission will determine whether further scrutiny, including the possibility of an onsite visit, is warranted.

Please let me know if you have any questions. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Mary I. Vanis". The signature is written in black ink and is positioned above the typed name and title.

Mary I. Vanis, Ed.D.  
Vice President for Accreditation Relations

cc: Frank Novotny, Vice President for Academic Affairs, Adams State University  
Margaret Doell, Assistant Vice President for Academic Affairs and ALO, Adams State  
University  
Karen Solinski, Vice President for Legal and Governmental Affairs, Higher Learning  
Commission  
Barbara Gellman-Danley, President, Higher Learning Commission

Attachments:

<http://chronicle.com/article/Confessions-of-a-Fixer/150891/>

<http://chronicle.com/article/What-One-College-Did-to-Crack/150893/>



# HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411  
312.263.0456 | 800.621.7440  
Fax: 312.263.7462 | hlcommission.org

March 3, 2016

BY CERTIFIED MAIL

Dr. Beverlee J. McClure, President  
Adams State University  
208 Edgemont Blvd.  
Alamosa, CO 81101

Dear President McClure:

This letter is formal notification of action concerning Adams State University (“the University”) by the Higher Learning Commission (“HLC” or “the Commission”) Board of Trustees (“the Board”). At its meeting on February 25, 2016, the Board placed the University on Probation because the University is out of compliance with the Criteria for Accreditation and the Core Components identified in the Board’s findings as outlined below. This action is effective as of the date action was taken. In taking this action, the Board considered materials from the Advisory Visit, including but not limited to the report the University submitted, the report from the Advisory Visit team and my letter accompanying the Advisory Visit report, institutional responses to these documents, and other materials relevant to this evaluation. The recommendation to impose Probation is subject to the requirements outlined in this letter.

The Board required that the University file an Assurance Filing no later than May 1, 2017, or eight weeks prior to the comprehensive evaluation, providing evidence that the University has ameliorated the findings of non-compliance identified in this action that resulted in the imposition of Probation and providing evidence that the University meets the Criteria for Accreditation, the Core Components, Federal Compliance Requirements, and the Assumed Practices. The University is also required to host a comprehensive evaluation no later than August 2017.

The Board will review the team report and related documents at its February 2018 meeting to determine whether the institution has demonstrated that it is now in compliance with all Criteria for Accreditation and whether Probation can be removed, or if the University has not demonstrated compliance, whether accreditation should be withdrawn.

If the findings of non-compliance and other concerns identified in this action have not been fully ameliorated or if the institution is unable to demonstrate that it fully meets the Criteria for Accreditation and Assumed Practices such that Probation may be removed, the Commission shall withdraw accreditation

The Board based its action on the following findings made with regard to the University:

The University is out of compliance with Criterion Two, Core Component 2.A, “the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff,” for the following reasons:

- Review of online courses and quality assurance documents revealed that many online courses do not reflect the University’s Hybrid and Online Course Credit Hour Assignment for Undergraduate Courses policy 100-05-12;
- The Advisory Team’s review of over 60 Extended Studies courses found a lack of interaction or set due dates for their online courses and no visible student-instructor interaction in numerous semester-based courses;

- Faculty teaching in Extended Studies have course enrollments ranging from 450-600 students in individual online sections and are peculiar to the freshman sequence of English and math instruction; in addition, current full-time faculty teach many of the large courses, but these are considered outside of their full-time teaching load. This heavy student to faculty loading calls into question the academic integrity of the courses and quality of instruction; and
- As documented in the Advisory Team Report the University may be in violation of section 600.2 of the U.S. Department of Education's Electronic Code of Federal Regulations. USDE regulation 600.2 specifically addresses the distinction between "correspondence courses" and courses classified as "distance education" and has implications for both Title IV disbursement and transfer/application of credits toward degree attainment. For online courses to be classified as distance education courses – known as online semester-based (OSB) courses at the University – this USDE regulation requires "regular and substantive interaction between the students and the instructor." There is not sufficient faculty-staff interaction for these courses to be classified as distance education courses under this regulation.

The University meets with concerns Criterion Two, Core Component 2.E, "the institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, staff, and students," because, while the University has incorporated an online course quality review process that is coordinated and performed by the staff and the Director of Academic Quality Assurance, the Advisory Team found that over 25% of the reviewed courses deviated substantially from the adopted standards and some courses reviewed ignored the standard elements altogether. Furthermore, the course reviews performed by the staff identified that the majority of courses violated some of the aforementioned policy elements. A smaller number of courses were egregiously out of compliance, and the sheer number of documented non-compliant courses is evidence of a pervasive lack of policy communication, understanding, or enforcement. Finally, personnel responsible for performing course reviews lacked the authority to enforce compliance, and Department chairs had been unable to resolve the quality issues.

The Board action resulted in changes to the affiliation of the University. These changes are reflected on the Institutional Status and Requirements Report. Some of the information on that document, such as the dates of the last and next comprehensive evaluation visits, will be posted to the HLC website.

At this time, HLC will reassign the University from its liaison Dr. Mary Vanis, to Dr. Anthea Sweeney. If you have any questions or concerns about the information in this letter, please contact Dr. Sweeney. Please be assured that Dr. Sweeney will work with Dr. Vanis to create a smooth transition.

Information about the sanction is provided to members of the public and to other constituents in several ways. HLC policy INST.G.10.010, Management of Commission Information, anticipates that the HLC will release action letters related to the imposition of a sanction to members of the public. HLC will do so by posting this action letter to its website. Also, the enclosed Public Disclosure Notice will be posted to HLC's website not more than 24 hours after this letter is sent to you.

In addition, HLC policy COMM.A.10.010, Commission Public Notices and Statements, requires that HLC prepare a summary of actions to be sent to appropriate state and federal agencies and accrediting associations and published on its website. The summary will include HLC Board action regarding the University. HLC will simultaneously inform the U.S. Department of Education of the sanction by copy of this letter.

HLC policy INST.E.20.010, Probation, subsection Disclosure of Probation Actions, requires that an institution inform its constituencies, including Board members, administrators, faculty, staff, students prospective students, and any other constituencies about the sanction and how to contact HLC for further information. The policy also requires that an institution on Probation disclose this status whenever it refers to its HLC accreditation. HLC will monitor these disclosures to ensure they are accurate and in keeping with



HLC policy. I ask that you copy Dr. Sweeney on emails or other communications regarding sanction and provide her with a link to information on your website and samples of related disclosures.

If you have questions about any of the information in this letter, please contact Dr. Sweeney. On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Gellman-Danley".

Barbara Gellman-Danley  
President

Enclosure: Public Disclosure Notice

Chair of the Board, Adams State University  
Ms. Margaret J. Doell, Assistant VP of Academic Affairs, ALO  
Dr. Mary Vanis, Vice President for Accreditation Relations, Higher Learning Commission  
Dr. Anthea M. Sweeney, Vice President for Accreditation Relations, Higher Learning Commission  
Ms. Karen L. Solinski, Executive Vice President for Legal and Governmental Affairs, Higher Learning Commission  
Mr. Herman Bounds, Accreditation and State Liaison, Office of Postsecondary Education, U.S. Department of Education  
Dr. Ian K. Macgillivray, Director of Academic Affairs, Colorado Department of Higher Education

# Watching Adams

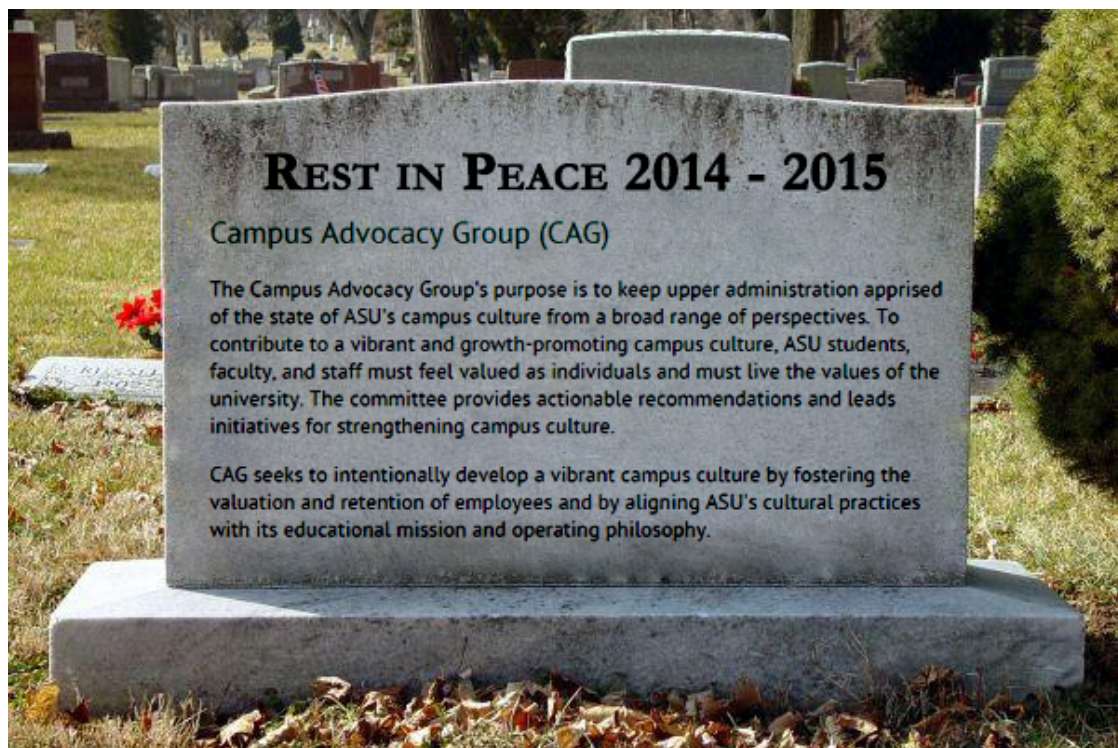
Great Transparency Begins Here

## The Killing of CAG (That “Rogue Group”)

WATCHING ADAMS COMMENTARY – 2/15/16

### Whatever Happened to CAG?

Is anybody out there wondering what happened to the Campus Advocacy Group (CAG)? They're still listed on ASU's website (<http://www.adams.edu/shared-governance/campus-advisory-groups.php>) as a shared governance advisory group, yet no agendas or minutes are posted and no initiatives or news have been forthcoming from the group since Spring 2015. Their last significant campus activity took place in May 2015, when they hosted three campus roundtables to obtain input on developing a shared governance communication flow chart. Since then, they've fallen silent. Why?



The short answer is that CAG members met and agreed to disband in Fall 2015 after realizing how many of their members had either “resigned” (read “forced by HR to resign under threat of immediate termination”), been issued persona non grata status (not hard to guess who), or – as exempt professionals with no job protections – simply did not have their contracts renewed for 2016-2017. Those who still enjoyed ASU employment found themselves increasingly antagonized by the powermongers who occupy Richardson Hall. And then, at the very same time that CAG members began dropping like flies, the AVPAA referred to the group at a cabinet meeting – in a not so opaque manner – as a “rogue group”. The ominous message rang loud and clear.

The remaining CAG survivors agreed that their rapidly diminishing numbers could not be coincidental and felt it impossible to continue their transparent, above board, and well-intentioned efforts to promote shared governance and a positive campus culture through the empowerment and valuation of employees. So they disbanded.

### **And the problem with CAG was...?**

What was so terrible about this “rogue group”? What great danger did they pose to ASU? What were their nefarious aims? According to ASU’s **shared governance pages (<http://www.adams.edu/shared-governance/campus-advisory-groups.php>)**:

*The Campus Advocacy Group’s purpose is to keep upper administration apprised of the state of ASU’s campus culture from a broad range of perspectives. To contribute to a vibrant and growth-promoting campus culture, ASU students, faculty, and staff must feel valued as individuals and must live the values of the university. The committee provides actionable recommendations and leads initiatives for strengthening campus culture.*

*CAG seeks to intentionally develop a vibrant campus culture by fostering the valuation and retention of employees and by aligning ASU’s cultural practices with its educational mission and operating philosophy.*

Does this sound radical and threatening to you? Does it sound like employees gone rogue? Or does it sound like a group advocating for the positive values outlined in a recent WA commentary (see **The Care and Feeding of ASU Employees (<https://watchingadams.org/commentary/the-care-and-feeding-of-asu-employees/>)**)?

CAG may be gone now, driven underground by the contemptible power play Richardson Hall turns to time and again to silence faculty and staff: The ever present threat of losing one’s position in economically tenuous times and in an economically challenged region. But CAG’s goals are just as important now as ever; perhaps even more so as we experience new levels of oppression that include the outright banning from campus of anyone audacious enough to express divergent or critical views (see **ACLU Sues Adams State (<https://watchingadams.org/news/aclu-sues-adams-state/>)**).

For those interested, below is a timeline of the brief history of CAG. It can be considered an obituary of sorts. One also hopes that it serves as a recounting of an as yet unfulfilled but critical mission that will hopefully, someday, be taken up more successfully by others.

Judge for yourself: Rogue group? Or faculty and staff who were desirous of positive change but were actively suppressed by a recalcitrant ASU administration?

### **The Life and Death of CAG: A Timeline**

**June 2014:** A group of employees met informally to discuss multiple concerns relating to ASU's campus culture. The group identified the need for broad, proactive participation in forging solutions, and CAG was proposed as vehicle for empowering employees to jointly construct a more positive campus culture.

**June 12, 2014:** The nascent group met with President Svaldi and Dr. Mumper to discuss their ideas. President Svaldi responded positively, acknowledging faculty and staff engagement was a longstanding issue at ASU and agreeing to meet once per month with the group. The group's original name was the "Campus Culture Advisory Group" (CCAG).

**June 25, 2014:** President Svaldi formally approved the group's written charge, which can be summarized as:

1. Intentionally develop a vibrant campus culture
2. Foster the valuation and retention of employees

**October 14, 2014:** The group introduced its charge by hosting a president's roundtable on how to collectively forge a positive, employee-empowered campus culture. President Svaldi approved the presentation and delivered opening remarks. Roundtable attendees conducted a SWOT assessment of the foundational elements that must exist to create a successful campus culture.

**November 20, 2014:** The results of the SWOT analysis were shared with the entire campus via email. Numerous individuals across campus responded enthusiastically, offering to participate in the group.

**November 2014:** CIELO took issue with the group's use of the word "culture". The group explained that, given the richness of language, words carry multiple meanings and no single group or issue can claim exclusive ownership of a term. In the interests of keeping the group's focus on productive work vs. nonproductive, divisive issues, the group agreed to change its name from Campus Culture Advisory Group (CCAG) to Campus Advocacy Group (CAG).

**December 2014:** Based on roundtable results, the group identified and prioritized multiple goals and initiatives for the year, including:

1. Development of a **dual career policy** to better support employee retention. President Svaldi strongly supported this initiative. The draft dual career policy was approved by President Svaldi and presented at cabinet on **April 14, 2015**. Tracy Rogers promptly shot down the policy draft (for full coverage, see [Hey! What's the Big Idea? – A Dual Career Policy](https://watchingadams.org/commentary/hey-whats-the-big-idea-a-dual-career-policy/) (<https://watchingadams.org/commentary/hey-whats-the-big-idea-a-dual-career-policy/>)).
2. Development of a **shared governance visual flow chart** and accompanying document that would make it clear and easy for faculty, students, staff, and community to know how to navigate shared

governance at ASU. CAG developed an initial chart as a “conversation starter” and held three campus forums in **May 2015** to gain input and participation in the project. They also presented the draft chart to Cabinet and other shared governance groups.

3. Conduct a **new shared governance survey**. Analyze data from campus climate survey and past shared governance surveys. A shared governance survey was conducted. The results have been presented to multiple shared governance forums across campus, most recently to Faculty Senate on **January 27, 2015**.
4. Development of a **family friendly workplace policy**. CAG conducted initial research on policies at other universities but did not get around to taking up this initiative.
5. Research and advocacy for **clarified faculty status of ASU instructors**. CAG members researched faculty handbook changes with respect to instructor status and brought their findings to President Svaldi. President Svaldi acknowledged familiarity with when, why, and how the language became ambiguous and supported efforts to bring the issue to Faculty Senate. Faculty Senate formed a subcommittee to undertake handbook corrections and their work is currently in progress.
6. In order to craft an informed plan to develop a positive campus culture at ASU, conduct an in-depth campus culture assessment using established tools. CAG identified this as a major initiative for 2016-2017, but disbanded before it could be undertaken.

It's difficult to understand how any of these ideas could be considered “rogue”. None of them are even particularly original. Many other higher education institutions, including in Colorado, have dual career policies and documents that clarify how shared governance functions. Universities regularly conduct shared governance surveys. And schools with vibrant campus cultures don't gain them by accident – they aren't just lucky that way – they developed them *intentionally*.

**January 2015:** Two members of CAG met independently with President Svaldi to express concerns about the group. These members did not first discuss those concerns with their fellow CAG members, and it is still not clear what their issues were with the group's various initiatives. Svaldi characterized it as a general concern that the group was becoming a venue for complainers vs. positive action.

Review the above list of initiatives and outcomes and judge for yourself – are they negative or positive endeavors? After this time, President Svaldi began to distance himself from CAG and asked to only meet with the group on an as-needed basis.

**April 14, 2015:** CAG presented a draft dual career policy document to Cabinet. Per above, the policy was promptly shot down by Tracy Rogers (again, see **[Hey! What's the Big Idea? – A Dual Career Policy](https://watchingadams.org/commentary/hey-whats-the-big-idea-a-dual-career-policy/)** (<https://watchingadams.org/commentary/hey-whats-the-big-idea-a-dual-career-policy/>)).

**May 2015:** CAG conducted three roundtable forums to gain input and participation in the drafting of a shared governance communication flow chart, and then broke for summer.

**June – October 2015:** Multiple members of CAG suddenly found themselves unemployed and even banned from campus (see opening paragraphs of this commentary).

**October 2015:** Remaining CAG members agreed to disband.

And so, dear readers, that is the sad story of the birth, brief life, and demise of the Campus Advocacy Group (CAG). We encourage you to determine for yourself whether the group's activities were ill-intentioned or were undertaken in service of a better Adams State for all of us.

In just one year, the group:

- Drafted a dual career policy to support working couples in higher education
- Developed an initial communications flow chart to help employees navigate shared governance at ASU
- Conducted two campus-wide forums to engage faculty and staff
- Conducted a new shared governance survey
- Researched and raised awareness of handbook issues relating to instructor faculty status
- Prepared to undertake other initiatives including an in-depth campus culture assessment and a family-friendly workplace policy

Terrible, right? Perhaps CAG's greatest crime was a desire to actually accomplish positive change vs. just talk about it ad nauseam.

Here's the truly sad takeaway of CAG's experience: We constantly hear how faculty and staff should become more engaged on behalf of students. We routinely hear lip service about shared governance, an essential ingredient for the healthy functioning of a body of higher education. But if a group of faculty and staff should actually step up to the challenge – should seek to foster an engaging campus culture, should strive to promote shared governance – they will be branded as heretics and renegades by power mongering administrators, they will encounter increasing hostility even from among their own peers, and they will ultimately be driven out of existence.

It's a gloomy lesson, but I remain hopeful it's a lesson we can someday put behind us. We have to. To use McClure's words, it's "crucial to our survival as an institution".

Danny A. Ledonne, MFA  
918 Ross Ave. Alamosa, CO 81101  
719.480.2507 - danny.ledonne@gmail.com  
www.emberwildeproductions.com

April 17<sup>th</sup>, 2015

Adams State University Board of Trustees:

I write you today having utilized the prescribed channels as set forth by this institution to petition my grievances and express my ongoing commitment to Adams State University. It is with the advice and consent of Dr. Svaldi that I bring this matter to your attention with the hope and conviction that you are able to address what has become a sustained, multi-year issue concerning my retention as faculty member within the Mass Communication program of the English, Theatre and Communication (ETC) department. In the briefest of terms, here is a summary of the events thus far.

At the encouragement of then-ETC department chair Dr. Mazel, I moved from Washington, DC to Alamosa having recently completed my MFA in Film/Electronic Media at American University. Beginning in 2011, I developed a curriculum of media production courses and had great success recruiting students, gathering campus-wide support to fund the purchase of video equipment and software, and serving in various capacities to create the annual Southern Colorado Film Festival, Grizzly Video student media organization, and Mass Comm degree emphasis in video production. During this time, I received very high student evaluations, departmental evaluations, and recognition across campus as a collaborative and effective faculty member. This work was done with minimal compensation as contingent faculty, all with the understanding that my diligence would be recognized with gainful, full time employment at Adams State in due time.

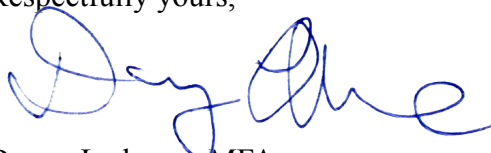
Twice now, in 2013 and 2014, I have applied for a full time faculty position in Mass Communication. I have never been a finalist, never been interviewed in person for the position, nor been invited to teach a guest lecture in consideration for full time faculty employment. No written or verbal explanation has been provided to my satisfaction as to why, despite an exemplary record of scholarship and service at Adams State, my application was not among the finalists. I have continually been given contingent contracts without any professional development or guidance that would suggest areas of improvement or unsatisfactory performance. An Office of Equal Opportunity (OEO) investigation has given no further insight into what possible deficiency would prevent my application from being more strongly considered. In summary, it remains a genuine mystery to me as to why I have been good enough to develop and implement a video production program... yet not considered a finalist, let alone offered a contract of employment, for the full time position in this very capacity.

Having now met with ETC department chair Dr. MacWilliams, VP of Enrollment Management Dr. Mumper, OEO Director Joel Korngut, and University President Dr. David Svaldi, I now seek your support in finding a satisfactory resolution to my circumstances – without which it appears highly unlikely that I can remain at Adams State to continue the various programs in which I participate and vis-à-vis the numerous roles I play in support of the SLV community. This is of concern to the Board because I believe my struggle for gainful employment conveys a larger problem at this institution: the recruitment, retention and support of its workforce. Unfortunately, my circumstances are not unprecedented and the ongoing hemorrhage of qualified personnel has a demoralizing, destabilizing effect on our institution as a whole. Many of the presidential candidates in the recent search emphasized "growing our own" and the support of faculty/staff being vital for the retention of students; thus I believe my situation presents an opportunity for the Board to affirm these values.

What I proposed to Dr. Svaldi, and what I present to you today, is the creation of a full time position that includes 1) half-time video production work for ASU Creative Relations – supported by Mark Schoenecker and with pledged additional funding by Dr. Mumper – and 2) a half-time (2/2 load) assistant professor position within Mass Communication to further the growth and support of this increasingly-popular major on campus. This would be with the same compensation package I currently hold as visiting assistant professor and would present opportunities for recruitment, retention and expansion of this department as well as the vital asset of ongoing video production work across the university. I believe this mutually-beneficial arrangement would resolve the apparent impasse this situation has caused as well as propel our institution toward success on a number of fronts. Many believe I bring value to this institution worthy of such a (relatively small) investment yielding great returns – as evidenced by my work in teaching and media production during these past four years.

Please find attached my original application documents as well as my evaluations, teaching observations, and letters of support from various stakeholders across campus and the SLV community. I believe that while the Mass Comm search committee may have performed its due diligence, it did so within a limited scope and was unable to fully consider the broad array of services and long-standing commitment I bring to this institution. I believe this Board has the opportunity to assist in finding a solution that upholds the values and mission of Adams State University.

Respectfully yours,



Danny Ledonne, MFA



# Adams State U Prez Bans “Disruptive” Adjunct Activist From Campus



35



0



0



0



35 Total Shares

by P.D. Lesko

“Your presence on campus presents a concern to the campus community; is disruptive and/or you have been previously warned that such behavior will not be tolerated. Your alleged behavior is deemed to be detrimental to the well-being of the institution and/or incompatible with the function of the University.”

The excerpt above comes from the letter (below) written by Adams State University President Beverlee J. McClure and delivered to former Adams State University adjunct faculty member Danny Ledonne by the campus chief of police in early October 2015.

Below, read a copy of President McClure’s letter to Danny Ledonne:

A former ASU film instructor, Ledonne told Denver, Colorado’s online new site [www.westword.com](http://www.westword.com) that he “couldn’t figure out what he’d done to merit such attention. He had not issued any threats or received any prior warnings. And the timing of this fiat couldn’t have been worse; he was the director of the 2015 [Southern Colorado Film Festival](#), scheduled to take place on campus the following weekend, and now he was finding out he couldn’t even attend the festival without landing in the hoosegow.”

In response to slow and low pay for adjunct faculty, Danny Ledonne has spoken out about alleged violations in the Colorado Fair Pay Act by Adams State University.

Westwood.com reporter Alan Prendergrast writes that the only “alleged behavior” Ledonne has been engaged in that could be deemed to “present a concern to the campus community” is his ongoing criticism of Adams State’s salary policies — particularly its shabby treatment of adjunct instructors.

Danny Ledonne worked part-time at ASU between 2011 and 2014. He was then offered a contract as a full-time visiting professor, with full benefits. In Spring 2015, Ledonne’s contract wasn’t renewed. Since then, according to the westwood.com article, “he’s launched a watchdog website, [Watching Adams](#), that explores publicly available salary data and compensation issues, and accuses the university of violating the Colorado Wage Act by making adjuncts wait until the end of the semester, or longer, to get paid for their work.”

ASU President McClure was hired in April 2015 and is the former President of a New Mexico Chamber of Commerce organization.

Dear Mr. Ledonne:

In the interest of Adams State University, you are hereby prohibited from being on Adams State University property. This action has been taken because your alleged behavior is deemed to be detrimental to the well-being of the institution and/or incompatible with the function of the University. Your presence on campus presents a concern to the campus community; is disruptive and/or you have been previously warned that such behavior will not be tolerated.

The prohibition is for an indefinite period of time. **Your presence on any property owned or operated by Adams State University will result in your immediate arrest for trespass.**

You are also advised that you may not return to campus including any campus facilities until a decision is made to any appeal. The appeal must be in writing and must be made within ten days of the receipt of this notice. Your appeal may be sent to the following address:

Jessica C. Salazar  
Assistant Attorney General  
Colorado Department of Law  
State Services Section, Education Unit  
Ralph L. Carr Colorado Judicial Center  
1300 Broadway, 6th Floor  
Denver, Colorado 80203

If you have any questions, please contact Ms. Salazar at 720-508-6173.

Sincerely,



Dr. Beverlee J. McClure  
President

cc: Adams State University Board of Trustees  
Chief Paul Grohowski, Adams State University Police Department

OFFICE OF THE PRESIDENT

208 Edgemont Boulevard, Suite 2180 • Alamosa, CO 81101 • Phone: 719-587-7341  
www.adams.edu



President McClure declined a request for an interview about the ban, but her office issued a brief statement denying that the decision was made in response to the Watching Adams website: “It is unfortunate that a disgruntled, unsuccessful job applicant is misconstruing information about Adams State University. Mr. Ledonne’s persona non grata status was not issued in response to his website, but for safety reasons. There is an appeal process that can be pursued by Mr. Ledonne. Since this is a personnel issue, the University will not comment further.”

McClure, hired by Adams State University in April of 2015, is the former head of the The New Mexico Association of Commerce and Industry.

ACI Board Chair Dan Girand congratulated McClure when she was hired by Adams State University.



“Beverlee has done an outstanding job leading and growing ACI for almost a decade” he said.

However, ACI’s federal income tax statements tell a different story. Between 2009 and 2012, under McClure’s leadership ACI’s revenue decreased from a high of \$537,600 in 2010 to \$485,945 in 2012. Tax records also show that between 2009 and 2012, the ACI ran a negative fund balance: the association’s liabilities exceeded its available assets. In 2009, when ACI brought in \$515, 121 in gross revenue, McClure’s organization lost money overall (\$12,072), and the ACI’s liabilities exceeded its assets by \$177,146.

In addition, in 2012 the bulk (\$304,633) of the member organization’s \$485,945 in gross revenue went to pay salaries, including McClure’s \$168,661 compensation package.

In a recent e-mail to faculty and staff, it was reported that McClure defended ASU’s open-records policy and announced that the university website no longer requires a visitor to sign in to access salary data — a requirement that Ledonne suggested was being used to monitor and learn the identities of the curious. “Under my leadership, Adams State University will remain as open and transparent as possible,” she wrote.

Caprice Lawless is the vice president for the Colorado Community College System (CCCS) chapters of the American Association of University Professors. In response to Ledonne’s campus ban, Lawless had this to say:

“First Amendment rights are under attack at Adams State University in Alamosa and in Colorado’s Community College System (CCCS). Nothing seems to irritate six-figure-earning college administrators more than faculty who raise legitimate questions about staggering differences in wages between administrators and faculty. Those who do, like Prof. Danny Ledonne in Alamosa, might lose their ability to walk onto campus. Others, like me, may lose their jobs.”

Meanwhile, in response to President McClure’s defense of her actions, Danny Ledonne posted his own response to his site Watching Adams:

“Banning the messenger is not the solution to the problem,” he writes. “I do not believe it is in Adams State University’s best interest to court further public controversy by upholding this legally tenuous ban, nor does it serve the core mission of an institution of higher learning to issue retaliatory policies in response to constitutionally protected free expression.”

**Short URL:** <http://www.adjunctnation.com/?p=6330>

This is Google's cache of <http://www.pntonline.com/2004/12/08/ccc-acquitted-in-lawsuit/>. It is a snapshot of the page as it appeared on Feb 4, 2017 12:26:17 GMT.

The [current page](#) could have changed in the meantime. [Learn more](#)

[Full version](#)   [Text-only version](#)   [View source](#)

Tip: To quickly find your search term on this page, press **Ctrl+F** or **⌘-F** (Mac) and use the find bar.

[Classifieds](#)[Directory](#)[About](#)[Contact](#)[Advertise](#)



[Free Trial](#)[Subscribe](#)[Sign In](#)

# The Eastern New Mexico News - Serving Clovis, Portales and the Surrounding Communities

By [Mike Linn](#)

## CCC acquitted in lawsuit

[Share](#)   [Tweet](#)    [0 Comments](#)

December 8, 2004

A Roosevelt County jury has acquitted Clovis Community College of allegations of discrimination filed against the college by a former administrator.

Laura Jane Flores, a former Portales resident and former dean of instruction at CCC, filed a lawsuit against the college and CCC President Beverlee McClure claiming she was fired in March of 2002 as a result of racial discrimination and breach of contract.

Court records show the jury ruled that Flores' race was not a "substantial or motivating factor" in the college's decision to terminate Flores.

The jury also found there was no implied contract of employment between Flores and CCC that Flores would only be discharged for cause.

Flores, who is Hispanic and worked at CCC for one year, was let go because of a budget crunch following the events of 9/11, according to a statement by CCC attorney Steven L. Bell.

At the time of her dismissal, Flores was the most recently hired administrator and was one of three administrators terminated because of the \$400,000 budget shortfall, Bell said. Bell said CCC felt it more appropriate to cut administrators rather than faculty at the college.

"There was absolutely no evidence that the elimination of Dr. Flores' position was in any way motivated by race discrimination or that any breach of contract occurred," Bell said in a statement.

Flores declined comment on the case.

Bell said Flores' attorney, Eric Dixon of Portales, asked the jury to award his client more than \$1 million in damages.

Reached by phone on Tuesday, Dixon twice denied he was part of a jury trial last week involving CCC. He said the discrimination case was still pending. His meaning was not clear in light of court documents.

Dixon did not return a phone call Wednesday seeking additional comment.

Told of Dixon's claim, Bell laughed, then said: "Gosh, I wonder what I was doing then. I must have been in the twilight zone. That is pretty strange."

The jury returned its verdict on Friday, Bell said.

Other accusations of discrimination have been filed against CCC.

Earlier this year, Clovis resident Angelina Baca-Rodriguez received a \$24,000 out-of-court settlement after she filed a federal lawsuit alleging racial discrimination against the college.

Baca-Rodriguez claimed in her lawsuit that she was not selected as the director of TRIO Student Support Services at the college because she is Hispanic, Bell said in March.

In that case, Bell said CCC believed no discrimination occurred but the college's insurance company made the decision because court and attorney fees would have cost an additional \$10,000 to continue the court dispute.

The college was also accused in two additional complaints of racial discrimination filed with the Equal Employment Opportunity Commission.

Bell said the EEOC found those complaints in the college's favor.

You might be interested in:

- [Clovis man booked on sex charges](#)
- [Police blotter — Nov. 24](#)
- [Events calendar — Nov. 24](#)
- [Empty stocking fund — Nov. 25](#)
- [Empty stocking fund — Nov. 25](#)

### Most Popular



[Clovis police blotter...](#)



[Clovis commission appr...Douglas Clark](#)



[Curry commission adds...Douglas Clark](#)



[Business digest - Feb. 4](#)

[Portales police blotte...](#)

As this battle plays out, we at Clearly New Mexico hope New Mexico continues to stand firm on the front lines of the battle over climate control.

Tags: [climate change](#), [climate policy](#), [community organizing](#), [EIB](#), [Environmental Improvement Board](#), [New Energy Economy](#), [Robby Rodriguez](#), [SWOP](#)

[climate change](#), [community organizing](#) [No comments »](#)

Mar  
16

## [Beverlee McClure: Worst Person in the World](#)

clearlyjd on March 16th, 2010

Keith Olbermann probably doesn't know Beverlee McClure.

But if he did, she surely would qualify for his daily Countdown feature, "Worst Person in the World," based on comments she made at a meeting of local business leaders recently.



First, who is McClure?

She is President and CEO of the Association of Commerce and Industry (ACI), an organization that describes itself as a statewide Chamber of Commerce. According to its website, ACI's sponsoring corporate "[investors](#)" include Bank of America, PNM, SunCal New Mexico, Chevron, Altria Client Services, (Phillip Morris), AT&T, Xcel Energy, Lovelace Health Systems, and PayDay Inc.

McClure has a very impressive background. Her bio tells us that she started her career with RJR Nabisco, went on to earn her doctorate in education at the University of Texas, served seven years as President of Clovis Community College, and then was appointed by Governor Bill Richardson to be the first Secretary of the new state Department of Higher Education in 2005.

Less than two years later, Dr. McClure bailed on Richardson's cabinet to snag the post as head of ACI.

So what's the problem?

According to a story last week in the [Albuquerque Journal](#) ("Businesses 'Slept' in Last Election"), McClure issued a call to arms to the business community at a meeting of the Economic Forum, challenging it to wake up and back conservative candidates in the upcoming state election.

The trouble is that most of what McClure was without basis in fact – she simply made the stuff up.

This is what the Journal reported:

[Read the rest of this entry »](#)

Tags: [2009 Election](#), [ACI](#), [Better Choices](#), [Beverlee McClure](#), [corporate lobbying](#), [David Doyle](#), [League of Women Voters](#), [Rep. Ben Rodefer](#), [SunCal](#), [tax policy](#), [Thomas Molitor](#)

[Election 2009](#), [corporate lobbying](#), [tax policy](#) [No comments »](#)

- [front page](#)
- [About Us](#)
- [Our Mission](#)
- [Send Us Your Tip!](#)
- [RSS](#)



← [The Distortion Habit](#) [The Rio Grande Foundation's "Secret" Presence On The Journal's Op-Ed Page](#) →

## ACORN, Better Choices New Mexico And The Importance Of Newspaper Corrections

March 24th, 2010 · [No Comments](#) · [Uncategorized](#)

By Tracy Dingmann

Two stories about the community activist group ACORN dominated the news cycle yesterday. They are linked journalistically in a way I hope most news consumers will understand...but probably won't.

The eclipsing story is about how the Association for Community Organizations for Reform Now will close its doors on April 1 after 40 years of helping low and moderate income people register to vote, own homes, earn livable wages and attend quality public schools.

The organization was felled after allegations of voter fraud and other widely publicized irregularities in some chapters.

The other breaking ACORN news is that the New York Times has finally gotten around to running a correction about the most salacious and inaccurate detail of the running ACORN scandal. The correction, reproduced below, runs a full six months after widely discussed error was first reported by the Times.

Several articles since September about the troubles of the community organizing group Acorn referred incorrectly or imprecisely to one aspect of videotaped encounters between Acorn workers and two conservative activists that contributed to the group's problems.

In the encounters, the activists posed as a prostitute and a pimp and discussed prostitution with the workers. But while footage shot away from the offices shows one activist, James O'Keefe, in a flamboyant pimp costume, there is no indication that he was wearing the costume while talking to the Acorn workers.

The errors occurred in articles on Sept. 16 and Sept. 19, 2009, and on Jan. 31 of this year. Because of an editing error, the mistake was repeated in an article in some copies on Saturday.

The pimp suit footage— easily the most inflammatory part of the right-wing attacks against ACORN — was a fabrication. Is this shocking? Not really. The inaccuracy was discussed at length in the media for months.

So I have to wonder what led to the NYT, arguably the nation's most influential paper, to finally run the correction now.

It's especially interesting to me in the wake of the Journal's [stunning](#) and as yet uncorrected errors in a [story](#) that ran on March 10.

The Journal allowed incorrect and damaging statements from Association of Commerce and Industry president Beverlee McClure to go unchallenged, including that Better Choices “helped several progressive candidates oust more conservative incumbent legislators in the 2008 elections.”

The Better Choices coalition was not formed until the fall of 2009 and did not exist during the 2008 election. In addition, McClure’s claim that Better Choices influenced electoral politics misrepresents the group’s tax status and what it was formed to do in advance of the 2009 legislative session.

Katherine Campbell of the League of Women Voters made short work of McClure’s falsehoods in a [guest column](#) that the paper published over a week later, on March 19.

From Campbell’s piece:

First, Better Choices was not even formed until August of 2009. Its first press release, which announced its formation, can be found on its Web site, [betterchoicesnewmexico.com](http://betterchoicesnewmexico.com). It is dated Sept. 8, 2009.

Second, many of its member organizations are 501(c)(3) nonprofits and are prohibited by federal tax law from helping to elect or oust any candidate in any election. Others, such as the League of Women Voters of New Mexico, are nonpartisan organizations that never support or oppose either candidates or political parties.

Better Choices has not and will not engage in any electoral work. We will stick to doing what 501(c)(3)s are allowed to do under federal guidelines — educating voters, candidates and state officials about the issues and urging citizens to exercise their voting rights by going to the polls.

You can see what my colleague Clearlyjd wrote about Campbell’s “smackdown” [here](#) on our sister site, [ClearlyNewMexico.com](http://ClearlyNewMexico.com).

But the real question is: Why should Better Choices essentially have to write their own correction? Isn’t the Journal obligated to correct its own errors?

Here’s the statement the paper runs every day on Page 2 regarding its corrections policy: “The Journal’s policy is to correct errors of fact in a timely manner.”

The story about the Better Choices coalition was just plain wrong, and the Journal knows it. So why was there never a correction? It really shouldn’t have to be that way.

I hate to harp on it, but this kind of top-down, unresponsive information delivery model is one of the reasons people tell me they HATE the Journal and dislike newspaper generally.

With the Better Choices story, the Journal is saying to readers: “We’ll tell you what’s right and what’s wrong. “

Such arrogance! No wonder people are dropping their subscriptions in droves.

**Tags:** [ABQJournalWatch.com](http://ABQJournalWatch.com) · [Albuquerque Journal](#) · [Association of Commerce and Industry](#) · [Better Choices New Mexico](#) · [Beverlee McClure](#) · [League of Women Voters](#)



**No Comments so far ↓**

There are no comments yet...Kick things off by filling out the form below.

**Leave a Comment**

Name



# SAFETY AND FAIRNESS AT ASU: A STUDY



O. John Kuenhold

August 2015

# Table of Contents

- I. Introduction ..... 1
  - A. Charge ..... 1
  - B. Methodology..... 2
  - C. Process ..... 3
- II. Executive Summary of Findings and Conclusions ..... 5
  - A. General Observations and Mixed Recommendations ..... 5
  - B. Key Additional Recommendations ..... 8
- III. The ASU Mission and Vision..... 12
  - A. ASU Today ..... 15
    - 1. Student Support for Renovations and Growth..... 16
    - 2. Expanded NCAA Division II Sports ..... 17
    - 3. Adams State is Living in an Era of Change in Higher Education ..... 17
    - 4. Anxiety and Concerns ..... 18
- IV. Governance and Fairness ..... 18
  - A. Statutory Framework..... 18
    - 1. Communications Issues ..... 20
    - 2. Financial Planning is Year-Round..... 21
- V. Campus Safety ..... 22
  - A. Crisis Planning ..... 22
  - B. Day-to-Day Safety Planning ..... 23
  - C. The Physical Campus ..... 23
    - 1. A Physically Safe Place ..... 23
    - 2. Lighting & Emergency Phones ..... 24
    - 3. Cameras ..... 24
    - 4. Emergency Alert System..... 24
    - 5. Fire Safety ..... 25
  - D. Crime Reported on Campus..... 25
  - E. Law Enforcement ..... 27
    - 1. Campus Police-Seeking a Culture of Service and Protection ..... 27

a. African American Experience and View of ASU Campus Law Enforcement .....	28
2. Surrounding Law Enforcement Agencies .....	30
3. District Attorney .....	30
4. Twelfth Judicial District Probation Department .....	30
F. Prevention of Crime on Campus .....	31
1. Prevention Efforts Begin Day One at the New Student Orientation .....	31
2. Website Enhancement .....	32
3. ASU Sexual Harassment and Violence Policy for Students .....	33
4. Prevention in General Including Preventing Suicide, Sexual Assault and Domestic Violence .....	34
5. ASU Counseling Center and the Center of Prevention and Response .....	36
6. Student Housing and Residence Life .....	38
7. Bystander Intervention .....	39
8. On Campus Responses to Incidents: Support for Victims and Options for Victims .....	40
a. Victim Choices Explained .....	40
b. Pathways to Formal Complaints and Criminal Actions .....	41
c. Empowerment .....	42
d. Going Home .....	43
9. Growing Culture of Caring .....	43
10. Other Victim Services in the Community .....	44
G. Disciplinary Processes and Criminal Charges .....	45
1. Ready and Comprehensive Information about Victim Resources .....	45
2. Disciplinary Roles and Procedures .....	46
a. The April 14, 2011 “Dear Colleague” letter from DOE Office of Civil Rights .....	47
b. Protective Steps During and After a Disciplinary Case .....	49
H. Health Care of the Absence Thereof .....	49
I. Safety Issues for Athletes .....	50
1. Discipline and Risk Factors for Student-Athletes .....	52
2. Teams and Bystander Intervention .....	53
3. Student-Athlete Safety in Training and Competition .....	53
a. Concussion .....	54
b. Training and Weight Room Access .....	54
c. Hazing .....	54

d. Transportation .....	55
e. Eating Disorders and Depression .....	55
f. Painkillers.....	55
g. Drug Testing and Drug Education .....	55
h. Grade Checks .....	56
J. Technology Enabled Bullying and Shaming .....	56
K. Safety Conclusions .....	56
VI. Fairness.....	57
A. Fairness as a Measure of Well-being and Health Campus.....	58
1. Walking and Talking the Campus .....	58
2. Tensions Underneath the Surface .....	59
3. The Importance of ASU as a Hispanic Serving Institution .....	60
a. Federal Title V Definition .....	60
b. Title V Grants and Related Grants .....	60
c. A Broader Vision of HSI .....	63
4. The Allocation of Limited Resources .....	65
a. 2008 to the Present .....	66
b. Budget Planning and Setting Priorities .....	66
c. Capital Construction.....	67
5. Fairness in the Traditional Context of Favoritism, Discrimination .....	68
a. Traffic Tickets .....	69
b. Athletic Budget Issues.....	69
i. Enrollment Based Sports .....	70
ii. Some Sports are Favored (and that is ok) .....	70
iii. Lessons from a Team and a Coach .....	71
iv. Grizzly Club.....	72
6. Fairness in the Sense of Outreach and Assistance to the Disabled .....	73
7. Veterans and Veterans Club .....	73
8. Compensation and Employment: Classified and Exempt Employee Issues .....	74
a. Classified and Exempt Jobs .....	75
b. Fair Opportunity to Apply for Jobs .....	75

c. Compression, Inversion and Realignment .....	75
d. Office of Human Resources .....	77
9. The Office of Equal Opportunity.....	77
10. Faculty Salary Promotion, Recruitment and Retention.....	79
a. Salary Equity Issues.....	79
b. Global Salary Equity and the Choice to Teach .....	80
c. Gender Bias and Glass Ceilings .....	82
i. Progress and Frustration .....	82
ii. Tenure Tract .....	83
iii. All Departments are not Alike .....	84
d. Minority Faculty Recruitment and Retention.....	85
i. Hispanic Faculty .....	86
ii. African American Faculty and Coaches .....	87
iii. Women of Color .....	87
iv. LGBT Faculty .....	88
11. Faculty Conflict, Professionalism & Civility .....	89
12. Education and Business Departments.....	91
a. Education .....	91
b. Business .....	92
13. Extended Studies and Graduate Programs: On Campus vs. Online .....	92
a. Extended Studies .....	93
b. Online Graduate Programs.....	94
c. Creativity and Challenges.....	94
14. Students First.....	95
a. Student Tuition, Fees and Debt .....	96
b. Pell Grants.....	97
c. Work Study.....	97
d. Developmental Classes .....	98
e. Advisors.....	99
f. Retention .....	100
g. Underfunded Activities .....	101
15. Diversity and Inclusiveness.....	102

a. ASU has a Consistent Message and Activities that Demonstrate Diversity.....	102
b. Perceptions.....	104
c. Women.....	105
d. LGBT.....	106
e. African American Students.....	106
f. Native Americans Students.....	106
VII. Conclusion.....	107
Appendix of References	

# I. Introduction

---

## A. Charge

I was approached at the end of August 2014 by the Chairperson of the Board of Trustees and the President of Adams State University (ASU) with a request to meet and discuss my willingness to conduct a survey and review of campus documents, process and procedure focusing on fairness and safety. President Svaldi and Trustees Arnold Salazar and Tim Walters<sup>1</sup> met with me on August 29, 2014, at the temporary offices of the President. The University had received some negative publicity and they thought it would be prudent to have an outsider examine issues related to safety and fairness on the campus. It is important to note that I was not asked to investigate or respond to any particular criticism and I have not done so, although some of my discussions with individuals on campus have touched on issues that had been in the news.

The President and Trustees initially asked me to review campus documentation and then to meet with them again to discuss what would come next. I agreed to take the first step and review the documentation. I was honored to be asked to assist ASU in what was an obvious effort by ASU leadership to conduct due diligence on issues that touch every person on the campus and beyond.

I did a preliminary review of core campus documentation and procedures and met with them a second time on September 24, 2014. The conversation revolved around the inadequacy of simply reviewing documentation if the core request is to see how fairness and safety are perceived and play out across the campus. They therefore charged me to interview people across campus including staff, students and faculty. I cannot speak for the President or Trustees, but I did not fully understand the scope of this inquiry.

In mid-November 2014, Dr. Svaldi sent a campus-wide email to all employees, faculty and students describing my task and inviting any individual to contact me either through the Office of the President or directly. This resulted in a multitude of emails to me and meetings with numerous individuals wanting to talk about almost every element of campus life.

During the course of this study, I was given free access to everyone on campus. I benefitted from the cooperation and candor of the people I contacted. Some people interviewed were guarded in their conversations, but many others were remarkably frank. There were many conversations where people expressed gratitude to the administration for having someone come out and listen to them. In the end, I hope I was a good listener and that the conversations helped focus on campus issues where the

---

<sup>1</sup> Tim Walters' term on the Board expired at the end of 2014.

greatest improvements can be made to improve safety and fairness for everyone. I have tried to give voice to the questions about safety and fairness that were raised with me. Some of the comments and complaints were loud and others softly spoken. More than once, I was left trying to infer meaning from a glance or silence. It is important to remember I am one person and I am sure there are aspects of this report which people will think I got wrong and that there are important issues I missed. I am sure there are things I have missed or misunderstood, but I think my general conclusions are accurate including the general safety and efforts to be fair that prevail on the campus.

## **B. Methodology**

In order to prepare this report I have taken the following steps.

1. Review of core documentation at Adams State University including the Faculty Handbook, Student Handbook, Student-Athlete Handbook, the 2014 Community for Inclusive Excellence, Leadership and Opportunity (CIELO) *Campus Climate Survey*, the 2014 ASU crime statistics (*Clery Report*),<sup>2</sup> the strategic plans and ASU budgets for various years.
2. Review of other campus documents, policies, the ASU website, team handouts, materials for various presentations to students and by students, issues of the *Paw Print*, and review of speakers, presentations, exhibits, plays and conferences on campus.
3. Review of comparable documents from a variety of other universities.
4. Review of statutes, administrative rules, assorted financial statements and grants.
5. Review of other evaluations and recommendations on this campus and on other campuses across the country.
6. Focused interviews with staff, faculty, and students and with various student, faculty and staff organizations concerning their thoughts and concerns related to safety and fairness. I sought to speak with every department chair and with faculty members who either contacted me or with whom I was told I should meet with. Various student groups asked to meet with me and I sought meetings with others who did not ask to be interviewed. Many of the individual students who contacted me were part of one or more student organizations.

---

<sup>2</sup> The “Clery Report” is filed annually by the University as required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, 20 U.S.C. § 1092 (f). Vice-President of Student Affairs Ken Marquez is responsible for this substantial task.



7. Focused interviews with the Athletic Director, Assistant Athletic Director, Compliance Officer and almost every head coach.
8. Focused interviews and multiple follow-up discussions with Dr. Svaldi.
9. Focused interviews and follow-up discussions with each of the Vice-Presidents and with other key administrative personnel including the Director of Human Resources.
10. Individual interviews included almost every member of the President's cabinet and executive council as well as governance-focused organizations such as CIELO.
11. Focused interviews with important off-campus organizations and law enforcement agencies related to public safety and victim services.
12. Interim oral report to and discussion with, the Board of Trustees.

In total, I interviewed more than ninety individuals, some more than once. I met with a number of groups as well, and continue to receive invitations to talk even as I draft this report.

## **C. Process**

I suspect that some may well have thought that I could/would take a brief snapshot of the campus and complete this report in short order. As an outsider to the campus, it was soon apparent to me that to do justice to the charge, I would need to observe and interact with people over a period of time to understand ASU as a "living" campus. I have spent many hours on campus and I have been in almost every campus building. I have met with a wide variety of people in the course of this review. I have doubled back and spoken two or more times with some of the people I have interviewed. I determined that I should evaluate fairness and safety in context of the Mission Statement and vision of the University. Even the wealthiest of private institutions cannot be all things to all people.

In my conversations with everyone except the administration, I assured individual students, faculty and staff that what I was told would not be individually attributed to them. Unquestionably, that assurance resulted in some very candid thoughts and also allowed for some vulnerable moments. One thing that stood out in almost every conversation was a love for Adams State University and a deep commitment to its chosen mission. No one was content with the status quo. Everyone wants to advance ASU. How to do so and the process to set priorities are subjects concerning which people hold strong views.

The initial focus was on student safety with a particular emphasis on issues related to suicide, depression, sexual assault, stalking and harassment, and domestic

violence. I reasoned that I should start with a determination of whether or not any of these areas were critical safety issues for the students and needed immediate attention. Given the many instances of fairly appalling circumstances reported on other campuses before and during the time I have worked on this report, it made sense to me to place an initial emphasis on these critical areas related to student safety. I thus began with conversations with the Vice-President for Student Affairs (VPSA), Ken Marquez; Gregg Elliott, Director of Counseling and Career Services; Bruce DeTondo, Director of Auxiliary Services, including Housing/Residence Life; Mark Pittman, Assistant Director of Housing/Residence Life; and Larry Mortenson the Athletic Director.

Next came meetings with off-campus officials and groups vital to the question of student safety such as Ashley Riley Lopes and Michele Martinez from Tu Casa, the respected local crisis intervention shelter and advocacy group for victims and survivors of domestic and sexual assault. I also met with the then-Acting Chief of the Adams State Police, Tresa Rupright<sup>3</sup>; Chief Duane Oakes of the Alamosa Police Department; George Dingfelder, Captain of the Colorado State Patrol; Robert Jackson, Alamosa County Sheriff; District Attorney, David Mahonee; Deputy District Attorney, Crista Newmyer-Olsen; and attorney Alice Price, one of the founders of Center the Restorative Justice.

After the initial focus, I began interviews crisscrossing the campus and began to spend more time exploring fairness and governance as well as safety. I wanted to be sure that as I learned from my interviews I could incorporate new questions and subjects into future interviews. Consequently, I sought to talk to and intersperse meetings with people from each area on campus. Individual interviews with those who requested to speak with me were also interspersed with the cross-campus pattern.

Generally, I began interviews with an explanation of my charge and an open ended question about any matters related to safety or fairness that stood out to the individual interviewed. Sometimes, this elicited a specific issue or set of issues for that person. Often that was not the case, and I walked through specific questions related to these topics. Since I interviewed students, staff, and faculty, the questions did vary by group but always included issues focused on student safety, race, gender, sexual orientation, resource allocation, transparency and governance.

I met with key groups across the campus including the Campus Advocacy Group (formerly the Campus Culture Advisory Group), members of CIELO, AF&F, Faculty Senate, Classified Employee Council, Colorado WINS, PASC representatives, Housing Resident Advisors, Black Student Union (BSU) representatives, Cultural Awareness and Student Achievement (CASA) and Veterans Services.

In order to understand issues related to fairness, I worked to understand the financial relationships, budget process, the priority-setting process and the general governance structure.

---

<sup>3</sup> I have subsequently met with the new Adams State Police Chief, Paul Grohowski.

I tried to put the conversations in context by looking at other sources of information about ASU. The *Self-Study Report of 2006*, the *CIELO 2014 Campus Climate Report*, the various grants received by the University, and the Financial Accountability Plan are examples of the documents I used to frame my analysis of the conversations. I also looked at campus events and presentations over the past few years from plays to student sponsored events to faculty lectures and conferences such as the recent ACE conference.

## **II. Executive Summary of Findings and Conclusions**

---

The following is a short summary of key conclusions reached over the past five months. The observations and recommendations are set out by area and are not prioritized. The framework for my evaluation of safety and fairness are the ASU Mission and Vision set out in many documents. Obviously, these are just selected points from a lengthy document and others may find observations in the full text and not included here more important to them.

### **A. General Observations and Mixed Recommendations**

1. The leadership from Dr. Svaldi over the last ten years has been outstanding and has maintained a clear focus on fulfilling the ASU Mission, and performing that mission in an equitable and inclusive manner during a time of incredible financial strain.
2. The conversations across the campus strongly supported the positive perceptions of the University by internal audiences reflected in the *Noel-Levitz Enrollment Growth Report* of 2011 and the *2014 Campus Climate Report* prepared by the Community for Inclusive Excellence, Leadership and Opportunity (CIELO). ASU is perceived internally as “a friendly, personalized educational environment,” “an affordable college education,” with “accessible, attentive faculty,” and as a “college of access and diversity,” and “the best place for first generation students.”
3. There is enormous love for ASU from staff, faculty and students and in the San Luis Valley community.
4. The physical campus is very attractive and well equipped and a safe campus both physically and by other measures.
5. ASU is very good at “making the best of things.” There are many dedicated faculty and staff and there are some great examples of how to creatively grow and build in spite of the obstacles ASU faces.

6. Good governance requires strong and consistent communication regarding the decision process and the reasoning for particular decisions. In an organization like ASU, multiple paths to participate and follow decisions are necessary.

7. Adams State University is working hard to fulfill its mission and to be diverse and inclusive and the commitment is demonstrated in actions not just with words.

8. The status of ASU as a Hispanic Serving Institution (HSI) is important to the identity of ASU and to its financial health, but the University has yet to define and enlarge the HSI status into something that makes ASU especially attractive because it is HSI.

9. The multiple grants ASU receives are closely aligned with the ASU Mission to “educate, serve and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions” and the vision “to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions.”

10. The low retention rate for students in almost every demographic remains a challenge both in terms of fulfilling ASU’s chosen Mission and in terms of the resource and financial strain the low retention rate puts on ASU. It is also a huge strain on students who incur significant debt but leave without a degree.

11. Undergraduate enrollment is fairly stable although there have been small declines the last four years. The changing circumstances in higher education require a continued search for new opportunities to grow and sustain undergraduate enrollment with an increase in retention and graduation as a key way to do better for the students and increase enrollment. It was suggested that there should be a ten year target for incoming freshmen class with specific targeting for residents and non-residents; by ethnicity; local Valley vs. all Colorado; and athletes vs. non-athletes.

12. The changes at ASU from the growth of Extended Studies and graduate programs are accepted as necessary but some are uncomfortable with where the changes are taking the traditional undergraduate university.

13. Campus safety planning and actual physical safety are both outstanding and improving. Affirmative Preventive Education related to suicide, domestic violence, sexual assault, stalking, alcohol and drug abuse is ongoing, evolving and a matter of consistent priority for ASU.

14. ASU offers tremendous opportunity for student involvement and leadership which is producing outstanding young leaders. Equally impressive, the diversity on the campus is reflected in the young leadership emerging at ASU.

15. Fairness is difficult to define but it involves both procedural aspects and more subjective perceptions. ASU does very well in many measures of fairness, but needs to take steps to clarify process, define standards and clarify roles. Both students and faculty are asking for more transparency and for clear explanations regarding the way priorities are set.

16. Significant positive steps occurred while I have prepared this report that address faculty and staff concerns related to salaries and salary inequities.

17. The Student Handbook and Student-Athlete Handbook need to be reviewed and updated including clarity around standards and disciplinary process regarding any allegations of sexual assault. The documents should be available as mobile friendly webpages.

18. The Faculty Handbook should also be reviewed and edited again. The parental leave policy should be incorporated into the handbook rather than stand as a separate document. The review and rewriting could form a basis for serious internal debate and discussion by the faculty about what it means to be a colleague and a professional and that the standards coming out of that discussion regarding professionalism, respect and civility should be incorporated in the handbook.

19. The creation of a Women's Center/Office of Inclusive Excellence in the pending Title V grant application has broad support.

20. The four kinds of work study at ASU are important financially and in other ways to the students. Work study opportunities should be expanded and used as a means to connect students with the community whenever possible.

21. Classified employees have valid concerns regarding the reduction in classified positions in favor of exempt positions and a clear University policy should be articulated regarding this issue.

22. Veterans are a significant and underrepresented population on campus and a demographic group that ASU should recruit actively and welcome.

23. The efforts to boost alumni contributions and participation have improved and are receiving increasing support. Since state funding is not going to fully fund the development on campus that is desired and achievable, alumni should be challenged to do much more for the current students.

24. Absence of both a student health clinic and student health insurance is a huge gap in student services that ought to be addressed.

25. Enrollment-based sports have been a very successful draw for new students who might otherwise not consider ASU, but the numbers recruited for some of these sports are unrealistic and not fair to the student-athletes.

26. Gender issues in the faculty are a significant problem that needs to be confronted and resolved. Women of color have had a particularly difficult time advancing in the profession.

27. Female and minority students are very visibly leaders across the campus. LGBT students and faculty are likewise visible and respected. These realities contribute to making the campus welcoming to a diverse student body.

28. The persistent lack of a single African American professor is difficult to reconcile with the goal of inclusive excellence and efforts to invigorate the recruitment of African American and additional Hispanic faculty should be a faculty priority.

29. A number of Hispanic employees at every level express their sense of being disrespected in significant ways.

30. The art, music and theatre departments are important community ties and an important voice for diversity and inclusive excellence on the campus and between the campus and community. There is anxiety on and off campus over how to adequately replace a key department chair whose retirement creates a special challenge for the university.

## **B. Key Additional Recommendations**

1. Governance of a University this large requires multiple methods of communication regarding decisions that are being considered and implementation of decisions already made. The administration needs to be proactive and utilize existing technology to receive and to distribute information. One way to do this is to increase the administration blogs/webpages that document campus discussions and decisions for easy review. It is useful to systematically incorporate presentations (PowerPoints, YouTube) and documents in a structured format that makes it easy for a viewer to review presentations whenever they want to.

2. Invigorate the documented and intended processes for communication and decision-making to avoid business being done on the basis of personal relations with all the problems that brings.

3. Make transparent disclosure of the reasons for decisions and the priorities set.

4. ASU should make every effort to offer students a health care plan and create an on-campus clinic in conjunction with the ASU Nursing Program and the SLV Regional Medical Center.

5. ASU must enter into a Memorandum of Understanding with the SLV Regional Medical Center and take other required steps to comply with HB 15-1220 *Concerning Response to Sexual Assault on Campuses of Colorado's Institutions of Higher Learning*. (I understand this has now been accomplished.)

6. New means of vetting a creative idea to potential benefactors need to be created. For example, a campus crowdsourcing page on the website could be created to let all alumni and others in the ASU community see new proposals and ideas and inviting support for new initiatives at ASU.

7. ASU needs to develop a campus-wide vision of what HSI means that is inclusive in the sense that almost every student will feel drawn to and a beneficiary of the fact ASU is an HSI institution. A frequently heard suggestion was to tie the status to expanded offerings in Spanish, Southwest and Latin American Studies, semester abroad opportunities and perhaps summer internships with companies doing business in Latin America.

8. The Athletic Director and a campus committee should evaluate each enrollment-based DII sport to determine the optimum number of players on the team given the facilities, budget and coaches with a focus on ensuring the player experience is a good one for the students participating.

9. ASU should explore expanding recruitment of veterans and outdoor adventure enthusiasts as good options for expanding enrollment of full-tuition paying undergraduates. (I understand efforts to target recruitment of veterans is commencing the Fall of 2015.)

10. Improvement and expansion to the Rex Activity Center needs to be a priority as its current condition and size is viewed as a major negative and equity issue for current students and potential students including the veterans and outdoor enthusiasts who are desirable targets for recruitment.

11. ASU should make building a prevention culture a keystone of New Student Orientation and a part of everyday campus life by linking the prevention efforts to the ASU core values, the ASU Affirmation, the ASU Declaration of Tolerance, the national Step UP bystander intervention programs and to the Six Pillars of Character from the Josephson Institute.

12. The core curriculum for New Student Orientation should be systematically re-designed linking to the core values of the institution, and should focus on student safety utilizing a committee including community partners including Tu Casa, the Deputy District Attorney and SLV Behavior Health.

13. The website pages and other materials related to prevention and reporting of sexual assault, harassment, stalking and domestic violence should be re-written in a comprehensive manner to ensure easy access to crisis information and accurate information about options for reporting, counseling, medical care to assist a victim or friend of a victim. Outline clear roadmaps showing the options victims have including clear explanations of the steps, the level of confidentiality, and likely way a given pathway will proceed using infographics and charts to show the flow of information and process.

14. The Sexual Harassment and Violence Policy needs to be clarified prior to the start of the fall semester.

15. The community Sexual Assault Response Team together with others the administration deems appropriate should take a look at my recommendations together with the *Virginia Task Force Report on Sexual Violence* and the Oregon University Report and formulate next steps to improve campus prevention and response at ASU.

16. ASU, with assistance from the community Sexual Assault Response Team should design a sexual assault survey described in the White House Report *Not Alone* using the Oregon model. It would be helpful find funds or other rewards to incentivize large numbers to take the survey. The results can be used to evaluate the current preventive measures and available services for victims.

17. ASU should make bystander intervention a key campus culture feature connected to the core ASU values and the Six Pillars of Character. Build upon the solid success of the "1100 Messages of Hope Wall." Bystander intervention can prevent problematic situations including alcohol abuse, hazing, depression, sexual assault, discrimination, anger, eating disorders and academic misconduct.

18. Evaluate the cost of a smartphone safety app for reporting any campus crisis.

19. The Disciplinary procedure related to sexual assault allegations should be addressed in conjunction with legal counsel and specifically:

- a. Make sure a victim understands the consequences of choosing a particular path(s) in choosing to file criminal charges or a formal complaint with the university.
- b. Do not discourage or diminish the option of reporting sexual assault to law enforcement. Victims should be encouraged to explore this option.
- c. Revise the disciplinary code process and procedures for sexual assault allegations including the hearing process and rewrite these provisions in a way that complies with the standards of the DOJ Minimum Standards but also affords due process to the accused.



20. ASU should strongly consider specifying a trained outside investigator and outside hearing officer(s) in internal complaints regarding sexual assault rather than attempt to use employees in these roles.

21. Retention should remain a key focus of internal evaluation both for the health of the University and for the well-being of the students. The new tracking software opens up better opportunities to keep students engaged and for advisors to keep apprised of the progress of the students they advise.

22. ASU should reach out to the community to build more community work study jobs and internships as a means to get needy students more money and job experience and to facilitate potential future job placements.

23. A committee led by the VP for Student Affairs should rewrite the Student Handbook and a committee led by the VP for Student Affairs and the Athletic Director should rewrite Student-Athlete Handbooks.

24. There should be a campus dialogue to explore what people want HSI to mean and to define the steps needed to reach that vision. An expanded view of HSI would be another avenue to attract students who want to learn about and embrace culture, language and history.

25. ASU should require implicit bias and cultural sensitivity training for all employees and record and put online the key elements of the training curriculum for reference and for new hires to view as part of their introduction.

26. The faculty should hold a facilitated retreat to discuss collegiality and professionalism using the core ASU values and Six Pillars as foundations. The discussions should then be used by a faculty committee to guide revisions to the Faculty Handbook around these issues.

27. Consistent with the recommendation of the campus-wide compensation committee, the FY 2015-2016 budget sets aside money to bring faculty and staff base salaries to 72.5% of their peer group average and multi-year goal of salaries at 90% of the peer schools' average and address inversion and compression in the faculty, exempt and classified staff. This first step should be continued as a central part of the budget until the long term goal is reached.

28. The structure and standards for the tenure committee need to be clear and selection of the members of the committee should include consideration of demonstrated ability to act without gender or ethnic bias.

29. It would seem consistent with the ASU Mission for ASU to actively recruit more Native Americans. They have other options at lower cost but changing funding options for tribal members may make ASU appealing. The Southern Ute and Ute

Mountain Ute tribes, the Navajo Nation and Pueblo tribes all have historic ties to the valley.

30. African American students on campus expressed that they were generally pretty happy with their ASU experience. ASU should continue recruiting African American students interested in the quality of the education, the diversity of the student body and the rural experience.

31. The Adams State University Police Department (ASUPD) should publicize the availability of rides at night from ASUPD for students who are uncomfortable and use this service as a means of campus outreach.

32. The Athletic Department needs to clarify the protocol when a concussive event occurs at practice or in a game.

33. The Athletic Director needs to take steps to ensure that each head coach and the conditioning and training staff improve communication and that student-athletes are given the guidance in their training to be safe and hopefully improve performance.

### III. The ASU Mission and Vision

---

In order to focus my inquiries around fairness and safety, I looked to the principles Adams State University holds dear as a framework for my work. ASU has a clearly stated mission. As set out in numerous documents and prominently displayed on its website ASU's Mission Statement is:

The University's mission is to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions. Adams State's vision is to become the University community of choice for diverse and traditionally underrepresented groups and all who value quality education and inclusivity. As one of Colorado's most cost-effective post-secondary institutions, the University maintains its historic commitment to under-served populations, including minorities, first-generation, and low-income students. Adams State is Colorado's first four-year higher education institution to be federally designated a Hispanic Serving Institution (HSI). Since 2000, the University has been awarded a total of \$14.1 million in Title V grants designed to improve capacity and services. Two five-year grants totaling \$6.1 million are currently underway.

The governing body for ASU is the Board of Trustees.<sup>4</sup> Its bylaws similarly set out the mission and goals of ASU with the addition of specific responsibility to provide teacher education and to promote the culture of the region.

**Section 1. Mission and Goals.** The University shall be a general Baccalaureate institution with moderately selective admission standards, offering undergraduate liberal

---

<sup>4</sup> Since July 1, 2003, Adams State University has been governed by its own Board of Trustees. See, C.R.S. § 23-51-101 *et seq.*

arts and sciences, teacher preparation, and business degree programs, a limited number of graduate level programs, and two-year transfer programs with a community college role and mission. In addition, the University has a significant responsibility to provide access to teacher education in rural Colorado, to serve as a regional education provider, and to offer programs, when feasible, that preserve and promote the unique history and culture of the region. The Board will, from time to time, establish and revise its goals and objectives for carrying out its mission.

The Board of Trustees has adopted a clear anti-discrimination employment policy which concludes with the following resolution:

**NOW, THEREFORE, BE IT RESOLVED** that we, the Trustees of Adams State College resolve that the hiring of employees shall be done solely on the basis of merit, and we do hereby request the College to vigorously pursue this policy, accepting as employees those who are qualified by virtue of their training, experience, character, and integrity without regard to race, color, creed, national origin, sex, age, veteran status or disability.

Board of Trustees Policy Manual, Section 2.2: Anti-Discrimination Employment Policy

The Trustees' Policy Manual also includes a lengthy declaration of the ASU's commitment to diversity which reads as follows:

## **Section 2.1: Diversity Policy**

### **RESOLUTION**

**WHEREAS**, diversity is essential to the educational mission of Adams State College in preparing students for successful engagement in the social, political and economic communities in which they live and work,

**WHEREAS**, the focus of the Colorado Commission on Higher Education for 2006-2007 is access to higher education, especially for under-represented students, and

**WHEREAS**, the U. S. Department of Education recognizes the unique history and mission of Adams State College in the San Luis Valley and has conferred on Adams State College the designation as a Hispanic Serving Institution, and

**WHEREAS**, diversity represents the rich breadth of diverse ideas, perspectives and backgrounds, individual and group differences, and sustains open communication and

**WHEREAS**, the United States Supreme Court in *Grutter v. Bollinger et al.*, (2003) affirmed "a compelling interest in obtaining the educational benefits that flow from a diverse student body", and

**WHEREAS**, the effective implementation of policies and practices that affirm diversity at ASC depends to a large extent on the systemic structures that reflect understanding and valuing of the educational benefits of diversity in an academic community, and

**WHEREAS**, the education system has the highest responsibility to teach by precept and example, compliance with the law in spirit and in fact,

**NOW, THEREFORE, BE IT RESOLVED** that we, the Trustees of Adams State College affirm its commitment to the promotion of diversity in the Adams State College community in that diversity is a key element in the intellectual and interpersonal development of Adams State College students. Diversity enhances academic quality, strengthens communities, fosters and promotes citizenship, and strengthens economic prosperity. The administration at the College is mandated to develop and implement a Diversity Action Plan. This plan and its implementation will be reviewed annually.

## **Campus Diversity Action Plan**

The College Administration shall assume the responsibilities required for the development of a comprehensive action plan for diversity, with extensive input from all constituencies in the campus and local communities, and which is consistent with state and federal statutes, executive orders, rules, and this resolution. Current copies of the diversity action plan, approved by the Board of Trustees, shall be kept on file in the President's office. Quotas, "set asides" and/or discriminatory practices must not be included in or inferred from campus diversity plans. The plan will call for Adams State College to promote diversity on its campus by:

1. Enhancing the diversity of the campus community through the recruitment and retention of historically underrepresented diverse populations.
2. Developing specific policies and practices that provide a safe and supportive campus environment for students, faculty, staff and administrators.
3. Diversifying leadership and management at Adams State College.
4. Monitoring and evaluating the achievement of campus-wide diversity strategies through quantitative and qualitative accountability measures.
5. Working with pre-K through 12th grade schools to impact the academic preparation of historically underrepresented students and to provide effective pathways for those students to move from other educational communities, especially community colleges, to the College.
6. Expanding programs and services designed to enroll, retain and graduate non-traditional and historically underrepresented students while also implementing policies and practices that will ensure the academic success of these students.
7. Aligning human resource programs that include hiring, supervising, developing, evaluating, and rewarding faculty, administrators and staff as they engage in diversity initiatives, and to support research and service projects for historically underrepresented faculty that develop their expertise, teaching skills, and academic leadership.
8. Increasing the percentage of underrepresented tenured and tenure-track faculty and expanding opportunities for professionals at all levels to share their expertise and best practices related to diversity across the campus, including the development of curriculum that is inclusive of diversity in content and/or instructional practices.
9. Ensuring that historically underrepresented students at all levels are prepared to enter the workforce by expanding the number of partnerships with business, industry, government, community and other educational entities.
10. Promoting business, community, and cultural development activities designed to support diverse populations.
11. Providing financial and personnel resources to support implementation of an approved diversity plan.

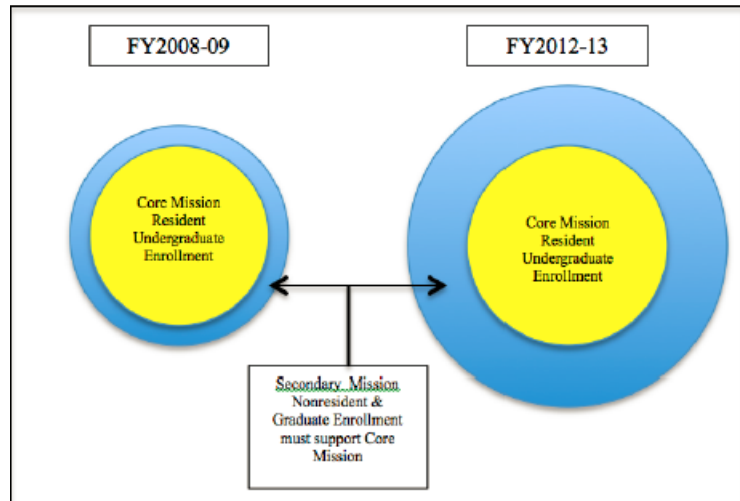
## A. ASU Today

In a very real sense, Adams State University has always embraced its mission. Adams State Normal School was founded in 1921 as a result of the efforts of local legislator and Alamosa Mayor, Billy Adams who saw the future of the San Luis Valley and other rural areas in the West depended upon the development of a good public education system and that required a supply of teachers. A good part of the San Luis Valley had been part of Mexico until 1848. San Luis was founded in 1851 (in accordance with a land grant that preceded the Treaty of Guadalupe Hidalgo) and the other Hispanic plazas soon followed. The population of the San Luis Valley was heavily Hispanic in 1921 as it is today.<sup>5</sup> The Valley had few college graduates in 1921 so almost every student it recruited was a first generation college student.

The struggle to establish Adams State Normal School required perseverance. Adams State University has grown to a full University since those humble beginnings as a result of others continuing to persevere over the years. Today, in spite of the challenges past and present, ASU has a very attractive, student-friendly campus. ASU has an annual budget approaching \$60 million and over 370 employees. Spring 2015 enrollment is 3,470 including 2,503 undergraduates and 967 graduate students with growth since the appointment of Dr. Svaldi and the adoption of a Strategic Plan that is very impressive. The following graphs from the 2014-15 presentation to the Joint Budget Committee show a growth in enrollment consistent with the core mission and the result of success from efforts to build graduate programs and full-pay undergraduate enrollment for financial security, and to support the core mission to serve the underserved and “educating low-income undergraduate resident students of this region.” This success is not without internal questions from those whose departments are not thriving and more generally concerning how the focus can remain on the mission to serve the underserved as graduate programs and Extended Studies become the essential financial drivers for the University. This is a good question to ask and to answer. It is discussed further below, but there is no inherent conflict between expanding graduate programs and Extended Studies on the one hand and providing an exceptional residential undergraduate program in accordance with the core mission.

---

<sup>5</sup> Latter Day Saints and Dutch settlers followed in the late 1870s and 1890s. The railroad arrived in 1878 and Alamosa was founded.



The recent enrollment success is dramatically illustrated in this second graph.

### ASU ENROLLMENT COMPARED TO STATEWIDE AVERAGE

	2008-09	2009-10	2010-11	2011-12	2012-13	% Growth at ASU since 2008-09	% Growth Statewide Average since 2008-09
<i>Resident Undergraduate Enrollment</i>	1,383	1,558	1,612	1,630	1,578	14%	12%
<i>Nonresident Undergraduate Enrollment</i>	262	261	282	338	323	23%	18%
<i>Resident Graduate Enrollment</i>	263	298	336	346	325	24%	5%
<i>Nonresident Graduate Enrollment</i>	11	48	90	146	217	1873%	18%
<i>Total Enrollment</i>	1,919	2,165	2,321	2,460	2,442	27%	12%

## 1. Student Support for Renovations and Growth

A key element in making this possible is the ongoing student support for ASU. In 2008, University leadership realized that state support would not adequately support the Strategic Plan adopted. They realized that renovations and construction needed to make the campus attractive to visit and live on and the technology infrastructure a modern University must have would require a solution not fully funded by the Colorado General Assembly. The University leadership went to the students in March 2008, and obtained overwhelming student support for a student capital fee generating \$1,000,000 annually. This funding source supported the issuance of bonds to finance the renovation of the campus and will continue to maintain it after the debt is paid. This initiative has enabled ASU to complete a five-year \$84 million dollar renovation and new construction project. The renovations are apparent across the campus. The new football stadium and the High Altitude Training Center dome are striking new additions to the campus but they are only a small part of the thoughtful redesign. Elimination of Stadium Drive

through the north campus has created an open space and extends the campus mall north from First Street. Walking around the campus, north and south feel more connected and walking from one end of campus to the other is a pleasure even in the winter. The classrooms and laboratories are now state-of-the-art. Student housing is in good condition and housing occupancy has increased dramatically as has participation in the meal plans offered. There are spaces for students to gather inside and out, with spaces inviting study or reading and spaces inviting conversation and social opportunities. Given the financial difficulties of the past decade, the completion of these construction projects and the growth of student enrollment are remarkable and a good reason for optimism for the future. Adequate and consistent state funding will always be essential to the success of Adams State, but in its absence, ASU has found a way to move forward with its Strategic Plan and strive to meet the core mission. Student support made this possible and the students now have an outstanding physical campus.

## **2. Expanded NCAA Division II Sports**

ASU has a longstanding commitment to both intercollegiate athletics and other outdoor activities. ASU competes in NCAA Division II, Rocky Mountain Athletic Conference. ASU has strategically increased the number of Division II (DII) sports it competes in and one-third of the student body is currently involved in a DII sport. ASU also attracts many students who love the outdoors and the opportunity to participate in adventure sports. There are unlimited outdoor opportunities in the area: cycling, skiing, rafting, fishing, mountaineering, and other activities in the nearby San Juan and Sangre de Cristo ranges of the Rocky Mountains, along with a wide range of intramural sports. Young adults looking for a college today are health conscious and very interested in their own physical fitness even if not involved in competitive sports. The issues related to the expansion of DII sports are discussed below. There are critics who point out that the expansion was intended to help support the University in general and some of the undergraduate academic departments are yet to feel any benefit to them. There are also critics within the athletic teams who feel there is a lack of equity in the distribution of the athletic funds and unfairness to some of the student-athletes.

## **3. Adams State is Living in an Era of Change in Higher Education**

During the tenure of President Svaldi, ASU has weathered a recession after which higher education funding has not recovered, at least not in Colorado. My review of the budgets from 2008 to the present and conversations with those who have struggled to make the budget work for the last decade have left me with a great admiration for the steady leadership Adam State University has enjoyed in these difficult times. ASU has enjoyed a strong Board of Trustees and a Past-President who is incredibly well liked and trusted by every segment of the campus community. Dr. Svaldi is soft-spoken and a good listener. He and his executive team have managed to accomplish a major physical renovation of the campus and sustain enrollment in spite of serious financial pressures. He has kept ASU moving forward in step with its mission.

Just as I began my investigation in September 2014, the University of Denver published a report entitled: *Unsettling Times: Higher Education in an Era of Change*. The document begins with the following statement:

These are unsettling times for colleges and universities. Rising costs, declining affordability, disruptive technologies, for-profit competitors, and other concerns have created a growing sense of unease among academic administrators, trustees, faculty and staff. These concerns are not unfounded. The changes that lie on the educational horizon are likely to be profound.

All of these issues were pointed out to me in my conversations across the campus. From faculty concern over tenure and a commitment to tenure-track employees, to educational innovation and technology-enabled Extended Studies and graduate programs, Adams State University is fully engaged in very significant changes. Dr. Svaldi sought to address these challenges and other known areas of concern by building a financial base for expansion of ASU that recognizes the core mission which is both student oriented and looking to equitably address the needs of the faculty and staff. No one is or should be satisfied with the current state of things, but it is fair to say the steps described above and the current direction in which things are moving are aligned with the ASU's Mission Statement.

#### **4. Anxiety and Concerns**

ASU is dependent on its burgeoning Extended Studies and online graduate programs for growth and to support the underlying undergraduate programs which are at the core of its mission. These changes have created a division between creative optimistic departments which are growing and others which are uncertain of the future and find themselves looking across the campus with a bit of envy and trepidation. Faculty members acknowledge that the expansion of graduate programs and Extended Studies has been a stabilizing factor. There is a strong desire to grow, build, or in some cases, rebuild core undergraduate curriculum. There is some anxiety over the decision-making process, where the available limited resources will next be invested, and there are many competing worthy ideas all of which are consistent with ASU's Mission. This is the context in which my discussions on campus occurred.

## **IV. Governance and Fairness**

---

### **A. Statutory Framework**

A frequent comment to my open-ended questions about fairness on campus was that the individual did not feel he or she had a real opportunity to express his or her views on important campus issues before decisions were made. Some expressed this



wishfully hoping to gain more input in decisions. A few made derisive references to “shared governance.” Others expressed relative satisfaction in the input of various interests on campus.

Since the dissolution of the state college system 2003, Adams State University has been governed by its own Board of Trustees consisting of 9 members appointed by the Governor and non-voting representatives of the faculty and student body. In accordance with the provisions of C.R.S. § 23-51-101 *et seq.*, the Board of Trustees is the governing authority for ASU. In order to carry out its responsibilities, the Board of Trustees establishes policies and delegates substantial authority for operations to the President and his/her administration.

Shared governance in this statutory context means the opportunity to propose ideas and to comment on important issues before the decision is made in a timely manner that allows the proposals and views expressed to be considered and weighed along with other proposals and views. ASU expresses the way this should work pretty clearly in the webpage “Shared Governance at Adams State:” <https://www.adams.edu/shared-governance/>. The President’s cabinet is designated as the primary planning body of ASU. Members of the cabinet are responsible for setting the strategic vision and strategic plan for the University and members are specifically charged with reciprocal communication with the constituents they represent. The membership of the cabinet is found at <http://www.adams.edu/president/newcabinet.php>.

The implementation of the Strategic Plan, budgeting and operational decisions necessarily rests with a smaller group known as the executive council. Participation in the executive council also explicitly carries with it the responsibility to communicate with the member’s constituency both before and after decisions are made. Its current membership is listed at the misnamed webpage [http://www.adams.edu/president/cabinet\\_members.php](http://www.adams.edu/president/cabinet_members.php).

ASU promotes a variety of additional ways for views to reach the administration and Board of Trustees. There is an information technology governance committee with broad representation from across the campus and the academic oversight council consisting of the department chairs. Community for Inclusive Excellence, Leadership, and Opportunity (CIELO) is a campus-wide, open invitation opportunity for any interested stakeholder to further ASU’s Vision and further inclusive excellence.<sup>6</sup> These groups and the Associated Student and Faculty Senate, (AS&F), the Classified Employee Council (CEC), Professional Administrative Staff Council (PASC), Faculty Senate and other representative bodies are logical vehicles for communication to the President and administration. All of these groups have seats on the cabinet and all have direct communication with the President. Of course, Board of Trustee meetings and Cabinet meetings are open to the public.

---

<sup>6</sup> CIELO has a seat on both the Cabinet and the Executive Council.

## 1. Communication Issues

ASU is large enough that it is unrealistic to believe all faculty members will feel represented by the Faculty Senate or that the members of that body will effectively communicate back to all the faculty all the issues coming up and solicit input from fellow faculty. The same would be true of other organizations. This is not necessarily *wrong*. It is just the reality that these individuals will usually express their individual views as to what they believe is best on a given issue and some will carry out their responsibilities regarding communication to and from their constituents better than others. The administration should not rely on representatives in the communication of important information.

The consequence is that many employees, students and faculty feel as though “they” have no voice in the decisions made. Of course, the majority really are not interested in becoming involved in budget decisions unless it is about funding for something in which they have a special interest.

The ASU website sets out the desired relationship when it says there must be “active cooperation” between the various constituent groups. It goes on to say ASU is deeply committed to “promoting effective shared governance by fostering the open and transparent exchange of information and opinion.” This identifies the responsibility the administration has to create an atmosphere for good communication and for initiating communication around matters under discussion or planning.

There are frustrations from the administration point of view as well. When a lot of planning goes into a public forum on budget decision items in order that everyone can consider and make comments at the same presentation, but only a handful of people come, the presenters are left wondering if it was worth all the work that went into it. It often seems to the administration that people did not read what was communicated before complaining they had not received any information on a topic. These are common problems in large organizations of busy people.

A number of people indicated that they perceived decisions were made by a small cadre of people and that the supposed paths to get favorable action on a proposal were blocked before they reached the decision-makers. In particular, faculty expressed a view that their ideas never get past a negative reaction from a department chair or the Vice President for Academic Affairs (VP for Academic Affairs) unless they go around to President Svaldi directly. Almost everyone expressed the view that while it may not be the right way to accomplish things, the best way to get something done was to schedule a meeting with the President and go around the real and perceived obstacles to getting what they want.

When the best means to achieve something is seen as a visit to the President there is a problem with process for decision-making and over time it undermines the sense of equity or fairness even if in a particular instance the decision is viewed as a

good one. In order to strengthen the formal decision-making process, there needs to be clear leadership from the top and down through the Vice-Presidents to the department heads. I address some of the department leadership issues in another section but real leadership in those positions is important. ASU has great leadership in some departments while other departments are struggling around leadership or have imposed leadership from a separate department because internal issues have left the department without an appropriate chair.

In reality, there is a great deal more transparency and opportunity to stay abreast of what is going on and what decisions must be made today than in the past. With emails, webpages and other media sources including social media, everyone on campus receives lots of information and invitations to participate in campus planning. ASU suffers the same information overload that other public and private institutions suffer. The challenge is to provide information in a variety of ways that both gives notice as an email does, and offers materials and presentations for quick reference, reuse and archival purposes, as on the website and on YouTube. Emails get deleted or buried in the flow of new ones. There is a good deal of effort required to do what is necessary to make information more accessible but there is also the potential to improve both reality and perception regarding a common understanding of shared governance.

## **2. Financial Planning is Year-Round**

It does not take long on campus to see the importance of the VP for Finance & Governmental Relations. Preparation of the budget is a yearlong process. Communicating with and responding to the state legislature is an ongoing conversation. With term limits, every year there are new legislators to meet and educate about ASU. There are always “new” questions raised by the legislature and dealing with them is time-consuming, frustrating and hopefully worthwhile.

If there are new projects or expenditures, they will be in the proposed budget. In August 2014, the VP for Finance & Governmental Relations began a blog on the financial issues and planning processes. He has posted sporadic but informative messages on his blog. I have shared with him that even the most cynical of those I spoke with on campus, expressed appreciation for the blog. It is easy to find and allows a reader to review messages over time to track how an issue has progressed. This is very useful even if not regular. I strongly suggest he continue with regular blogs and perhaps other administration figures such as the Human Resources Director, VP of Academic Affairs and even the President could consider their own blogs or other means of regular communication about the issues on campus. A PowerPoint presentation on a proposed budget can be posted in a blog or a video of a presentation can be uploaded to allow those who are unable to attend a meeting, or those who forgot it or those who just didn't go, to view what was said at a later date when it becomes apparent they should have gone to that meeting, or need to understand better the obstacle to

accomplishing something that matters to them. ASU has a very savvy media group and leveraging the technology already available on campus can really improve the perceptions around transparency.

### **Recommendations regarding governance**

1. Increase the administration blogs/webpages that document campus discussions and decisions for easy review. Systematically incorporate presentations (PowerPoints, YouTube) and documents in a systematic way so a viewer can review presentations when they want to.
2. Invigorate the documented and intended processes for communication and decision-making to avoid business being done on the basis of personal relations with all the problems it brings.
3. Make transparent disclosure of the reasons for decisions and the priorities set.

## **V. Campus Safety**

---

I examine the issue of campus safety with a firm belief that prevention of crime is always better than the very best of post-crime treatment, counseling, judicial and/or administrative processes.<sup>7</sup> These post-crime processes are important of course, and are addressed below. In this section I focus on the design and coordination of services to assist and protect students, faculty and staff. There is some overlap with discussions of fairness related to student life, but the emphasis here is on ensuring students are protected and served as they enter and traverse campus life.

### **A. Crisis Planning**

ASU has in place considerable planning for the full range of potential crises that require a planned and swift response. The Adams State University Incident Management Plan establishes an Incident Management Team headed by the VP for Student Affairs. The plan addresses potential natural or man-made catastrophes and epidemics, but it also encompasses core planning for addressing campus safety and training.

---

<sup>7</sup> As I finished this report, the State Of Virginia Task Force on Campus Sexual Violence issued its final report. The recommendations from that Task Force are consistent with my recommendations and with the work already done at ASU. <https://www.scribd.com/doc/266946574/Final-Report-from-Virginia-Task-Force-on-Combating-Campus-Sexual-Violence#download>

The ASU Campus Health and Safety Team meets regularly to discuss the full range of health and safety issues on campus. An example of the thoroughness of the team's work is the document Adams State University *Guidelines for Responding to Disturbing Writing and Behavior*. The team has thought through the responses to incidents but it has focused great effort on prevention, an emphasis I agree with as noted above.

## **B. Day-to-Day Safety Planning**

Adams State has taken a pro-active approach to make the campus environment a healthy place for students to grow and explore. From my first interviews with the Housing Director and Assistant Director, the Director of Counseling Services, the VP for Student Affairs, and the Director of Student Life, it was apparent that considerable thought, planning and actions have been and are being spent to protect the safety and well-being of the students. These individuals know each other well and by both necessity and inclination, they collaborate well in trying to address the myriad of issues students face in their time on campus. They are involved in almost every discussion of issues ranging from student safety and emergency planning to student retention and career planning. Given some of the incredibly negative reports in the national press related to campus safety over the last few years (and during the time I worked on this report), I began this process unsure of what I would learn. As reported below, the campus is a physically safe place. It is generally a "safe" place in a larger sense as well due to the commitment to inclusiveness and to a broader sense of well-being. The student body is an ever-changing community. Keeping a campus safe requires a continual process of education, evaluation and re-education. A positive finding is that there is no sense of complacency around any of these issues.

## **C. The Physical Campus**

### **1. A Physically Safe Place**

The campus and surrounding community are perceived as a safe neighborhood. Law enforcement considers it a low crime area. While walking the campus during the day or at night, it certainly seems safe and statistics support that conclusion. No one indicated feeling uncomfortable during the day. A few students said they were sometimes concerned at night while walking back from the library or the gym. The campus police offer rides to students who want an escort, but this service was not well known by the student groups with whom I spoke. Better publicity regarding this service is needed.<sup>8</sup>

A review of incident reports over the years shows that a number of off-campus incidents predictably began at a bar located near the campus. Both Adams State Police

---

<sup>8</sup>In addition, this is the kind of information that needs to be consolidated with other student information in redesign of web-based materials regarding safety.

(ASUPD) and the City of Alamosa Police (APD) are well aware of this, resulting in an appropriate focus of their attention.

There are several buildings with considerable evening activities including the theatre building and music building, where students and faculty have encountered unauthorized individuals. These buildings do not have keyless entry systems. This would be a step to take in future remodeling. In addition, the ASUPD should have a visible presence in and around these and other heavily-used evening buildings.

## **2. Lighting & Emergency Phones**

Lighting at night is generally quite good along main pathways across the campus. A program of regular maintenance assures the lights stay on. Still, some students thought more lighting along the paths would be good. There are strategically located emergency phones along the main pathways. There is currently no phone at the East Campus. While most students indicated they would look first to their cell phone in an emergency, others would like to see more emergency phones as well.

ASU does not currently have a student smartphone safety application like LiveSafe® which connects to a cloud-based command center. Several people thought it or a similar product would be a good investment and would foster bystander intervention.<sup>9</sup> As the number of apps created for this purpose proliferate, costs are coming down and licensing one of these is an option that should be further explored.

## **3. Cameras**

There are a handful of cameras monitoring key locations on the campus. These do record, and are hopefully both a deterrent to crime and a tool with which to catch a criminal. Live monitoring of the cameras is not generally occurring and given the resources of the campus police, it is unrealistic to think that constant monitoring is either likely to occur or a good use of staff resources. There is no question that additional cameras across the campus would be a good thing and this should be done systematically as funds for this are available. It would also be useful if the ASUPD could remotely view cameras from a mobile device.

## **4. Emergency Alert System**

Students, staff and faculty can register two email accounts and two phone numbers to receive text and email alerts via the e2Campus® emergency alert system. Emergency alerts are also conveyed via Twitter and Facebook as well as the Adams State Mobile website: <http://m.adams.edu/home/>. The number of students, faculty and staff enrolled is surprisingly low. The University is looking at steps it can take to enroll a higher percentage of people across the campus. The highest enrollment this year

---

<sup>9</sup> There are other apps that provide some of the same options like PocketAdvocate® and others that map incidents and facilitate student input like CampusCount®, and still others like Callisto®, an app developed to document incidents, save reports and allows matching between incidents.

occurred around snow days! The relatively low enrollment in this alert system is another indicator that the students, faculty and staff view the campus as a safe place, but given the unpredictability of a serious crisis such as fire or a shooter on campus, it would be better to have nearly unanimous participation. A strong effort to enroll students during New Student Orientation and registration is one strategy to continue pursuing. Faculty and staff should be reminded of the service periodically.

## **5. Fire Safety**

The fire safety procedures are described at length in the *2014 Clery Report*. Most dorms have integrated fire sprinkler and alarm systems as well as fire extinguishers, emergency lighting and exit doors. The residence life staff receives annual training by the Alamosa Fire Department, and fire drills are held once each semester in each residence hall. The entire campus fire system is annually reviewed by an independent fire expert, Simplex-Grinnell. Fire is a continual safety issue on every campus and ASU is diligent in taking recommended precautions to prevent any injury to person.

## **D. Crime Reported on Campus**

In addition to my conversations with the then-Acting Chief and the new Chief of Police, I reviewed September 2014 *Adams State College Campus Safety/Fire Safety Annual Report*,<sup>10</sup> the Clery reports for the previous five years, and the current year's police log. Theft of bicycles and theft in the dormitories, alcohol related disturbances and assaults, possession of marijuana and underage consumption of alcohol top the police contact list for students over the years.

The incidence of reported sexual assaults on the ASU campus is low but steady with three in 2009 and two in 2010, two in 2011, zero in 2012 but rising to four in 2013..<sup>11</sup> The 2014 Clery Report is not complete.

There is consensus that sexual assault is underreported on and off campuses everywhere.<sup>12</sup> Over the last five years, ASU has taken many steps to follow the recommendations of the Department of Education (DOE) to inform and protect students. Nationally these steps have led to an increase in reporting of sexual assaults to both universities and to law enforcement. It would not have surprised me to see more reports

---

<sup>10</sup> This report is filed annually to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, 20 U.S.C. § 1092 (f).

<sup>11</sup> Domestic violence is not a category in the Clery statistics. DV is usually connected to a charge involving assault or harassment. The numbers for simple assault are low. There are DV cases on campus and are currently being tracked and addressed as described elsewhere.

<sup>12</sup> The Rape Abuse and Incest National Network estimates that 68% of sexual assaults are not reported to anyone, citing the Justice Department, National Crime Victimization Survey: 2008-2012.

over the last year not as a sign that more assaults had occurred but as a positive response to the efforts to inform victims and support them to come forward.

My discussions and review of documents from the VP for Student Affairs, Title IX Coordinator and the *2011-2012 Sexual Harassment and Gender Climate Survey among Athletes at ASU*, confirmed that there were additional incidents that did not get formally reported but which occurred on campus. The numbers in this informally reported category were also very low and did not increase over the five year period. The causes of, and problems related to unreported sexual assault are discussed at length below. This knowledge of underreporting of sexual assault does not contradict the general view of the safety of the campus, but it means the reported statistics need to be viewed with an understanding that they are not the whole story.

The ASUPD logs for the past year gives a little more granular look at campus crime. The logs show that the most common crimes on campus this year (and in the past five years) have been bicycle thefts; theft from dorm rooms, cars and locker rooms; underage consumption of alcohol and or marijuana; and hit and run accidents involving parked cars. A significant number of students are transported to detox, some with minor charges and some with no charges. There is one pending sexual assault alleged to have occurred in a dorm involving a non-student; several domestic violence cases, one of which involved stalking; a restraining order violation; an assault and multiple harassment cases also usually involving alcohol. There have also been a significant number of DUIs,<sup>13</sup> several graffiti cases each semester, and several people sent for mental health evaluations. In cross-checking with student housing, it is evident that some of the harassment incidents involved sexual harassment by one individual on multiple occasions, not all of which rose to the level of calling law enforcement. The counseling services and the staff of housing and residential life are well aware of these statistics and they have a proactive approach to prevention and resolution of the minor incidents using restorative justice practices.

Conspicuously and happily absent are incidents involving heroin, prescription drugs or crack cocaine. Given the serious problems with heroin and prescription drugs in the community at present, this is a very positive thing. I am not suggesting these drugs are not present but it is clear that alcohol is the primary problem substance on campus. All in all, the list of crime reported on campus coincides with the expressed views of all on campus - that they find it a safe place.

Finally, in a non-criminal but important category, during the 2014-2015 school years, student housing experienced ten incidences of suicidal ideations. There was a suicide off campus in the previous year which was alluded to by multiple people. The extensive preventative measures regarding suicide awareness on campus are discussed at length below.

---

<sup>13</sup> In addition to the safety and health concerns with DUI charges, the financial consequences for a student who receives a DUI charge are a significant problem for financially strapped students.



## **E. Law Enforcement**

### **1. Campus Police- Seeking a Culture of Service and Protection**

At the time I began this report the Adams State University Police were under the direction of an Interim Chief, Tresa Rupright and there was an active search for a new chief. ASU chose a new chief, Paul Grohowski during the 2014 fall semester. I have spoken with both the interim and new Chief. I have also reviewed the police logs for the last twelve months.

The September 2014 *Clery Report* contains a detailed description of the ASUPD and the department's relationships with other law enforcement agencies. I will only highlight a few important points. The department consists of seven full-time officers. All are POST-certified.<sup>14</sup> While the department gained a chief during this term, it lost one officer who was released. One of the positions is paid for from residence life funds and this officer is dedicated to preventive education in student housing as a housing resource officer. There is also an intern who is working to become a victim's advocate.

Many people across the campus spoke in favor of an on-campus victim's advocate. ASU has intergovernmental agreements for mutual aid with the Alamosa Police Department (APD), the Alamosa Sheriff's Department (ASO), and the Colorado State Patrol (CSP). The ASUPD also has a cooperative agreement with the Alamosa Fire Department and ambulance service. These agencies share a single dispatch center and the same radio frequency. Several people on campus questioned why they should call 911 rather than the ASUPD directly to get emergency assistance. After some discussion of the advantages of a common dispatch and coordination of the law enforcement agencies to address whatever kind of emergency the source of the call was, people realized the current arrangement is the best for campus safety.

Since the University is located within the boundaries of Alamosa, the closest working relationship is with the Alamosa Police Department. Since his arrival, Chief Grohowski has moved swiftly to build closer ties to the APD and its Chief, Duane Oakes. The two departments are now training together monthly, using the same core radio frequency and ASUPD is adopting a similarity of look for its uniforms and vehicles to that of the APD. ASUPD, APD, ASO and CSP joined together to sponsor the very successful Law Enforcement Torch Run last month that had 151 paid runners and began and ended at the campus.

Chief Grohowski also reports he has now finalized a comprehensive set of general guidelines/policies and procedures for the department. He obtained a Colorado POST grant to fund guidelines in addition to training software and mobile data terminals

---

<sup>14</sup> POST stands for the Colorado Peace Officer Standards and Training Board which documents and manages the training and certification of all active peace officers in Colorado law enforcement agencies.

for the officers to utilize in the field. He has taken strong steps toward building a community-oriented, professional campus police force.

The handling of serious crime and in particular sexual assault, domestic violence and stalking were discussed with various people. The closer coordination and cooperation with the APD by Chief Grohowski is a move directly in line with the thoughts I developed as I spoke to people across the campus. Particularly when the allegation is sexual assault, a joint investigation with the Alamosa Police Department and immediate communication with the District Attorney and Tu Casa benefit both the victim and the University. Across the country there are allegations that universities are covering up sexual assault to protect the reputation of the university. A good way to ensure the investigation cannot be characterized in that way (at least when criminal charges are contemplated) is to bring in the APD. The department has asked for a victim advocate and there is strong support on campus for this request.

During the search for a new chief, people across the campus expressed their views on what they wanted in terms of a campus police force. Some expressed a desire to return to a low-key campus security force rather than a full-blown police department. Others felt officers are usually riding around in their cars and not out on foot on the campus. Concern was also raised about the number of traffic tickets written off campus. A few faculty members expressed the belief that the campus officers were never in their building and made limited effort to know staff and faculty. The *2014 Clery Report* describes the ASU police as embracing a philosophy of community policing but the fairly consistent comments I received and the observations on campus over the last five months, reveal this commitment has been more philosophy than action in the past. The new Chief is enthusiastic about changing this commitment to action including bicycle and foot patrol mixed with personal interactions across campus. This will be well-received when implemented and should help officers when they are required to intervene. Events over the last six months across the country support the belief that careful selection of officers and proper training to deal appropriately with people under difficult circumstances is essential to a community's confidence in law enforcement and more broadly in the rule of law.<sup>15</sup>

#### **a. African American Experience and View of ASU Campus Law Enforcement**

Generally, students, faculty and staff had a fairly neutral view of law enforcement on campus. This generally included the African Americans on campus. There were several comments about the former Chief which ranged from support to relief he was

---

<sup>15</sup> In a section below, I describe the power and value of bystander intervention as a prevention tool for students. The same principle should be adapted by police officers to help their fellow officers make better decisions in the heat of the moment. The video of a supervisory police officer in McKinney, Texas screaming profanities, slamming a teenager in a bathing suit to the ground and waving a gun while twelve other officers watched underscores this point. Why did the other officers not intervene to stop their fellow officer from harming innocent teens and destroying his own career?

gone. However, several African Americans on campus expressed the belief they had been watched and made to feel uncomfortable either on the campus or in the community. It should not surprise us that young African American males feel wary of law enforcement wherever they go. There were also several incidents involving professors making statements in class that would be deeply offensive to anyone.<sup>16</sup> It was hard to determine how each of these were addressed. I was able to find documentation that several instructors who students filed complaints against were in fact disciplined including for offensive statements.<sup>17</sup>

Two specific automobile stops in prior years, one on and one off campus, were discussed with me at some length. Given the life experience of the drivers, it is understandable that each believed it to be a profile stop. After lengthy discussion with the officer on the first stop, it is unlikely that the officer knew the age, gender or race of the individual stopped. The second stop almost certainly included an element of profiling. A positive aspect of this incident is that since it occurred, the APD police chief and the campus individual have engaged in a healthy and constructive dialogue about the incident with positive feelings on both sides.

A number of people on campus described an incident on campus several years ago in which several African American were handcuffed and arrested outside Plachy Hall. An officer had been called as a result of a call from staff at the student union. The officer confronted and arrested two students. Students and others who observed what happened, expressed concern/outrage over the way the students were approached and treated and most thought the students' race was a significant factor in how they were treated.<sup>18</sup> After investigation, two students were charged with minor offenses. The officer was a temporary officer and he was not hired for a full-time position. The good news is that ASU addressed this incident with a transparent investigation resulting in appropriate actions to address the students' behavior and to address the manner in which the students were approached by the officer. At the same time, it points out the need to address implicit bias at every level of the campus. ASU and Alamosa may not be Ferguson or McKinney, but racial and ethnic issues are everywhere.

In an ironic footnote to the incident, and a reminder of how a story retold over and over can change in both content and meaning, a younger undergraduate cited the incident as an example of favoritism to student-athletes because the charges against the students were dropped. In fact, two of the students were charged and accepted pleas related to the charges. The post-arrest process at ASU in this case was appropriate and fair for both students and administration, and that is a very positive thing.<sup>19</sup> As outlined later, the African American experience at ASU has many positives

---

<sup>16</sup> What was described were blatantly offensive comments and not "micro-aggressions."

<sup>17</sup> I am describing statements that would be universally viewed as unprofessional, demeaning or outright racial slurs.

<sup>18</sup> This incident was described to me first by the Vice-President for Student Affairs and again by various other student oriented staff, several coaches and by the acting Police Chief among others.

<sup>19</sup> I recommend implicit bias training in another section of this report. The degree to which these incidents (and other incidents involving offense references to African Americans in classrooms) might have been altered by such training is a question we can only answer after such training and seeing over time if behavior is altered.

so the small number of troubling incidents recited to me and the outcomes can be viewed as both positive and cautionary.

## **2. Surrounding Law Enforcement Agencies**

As noted above, I met with the Alamosa Police Chief, the incoming Sheriff and the State Patrol Captain. Each confirmed the general sense that the campus is a safe place. They believe the cooperative agreements between them are generally working. After speaking with all concerned, all parties acknowledged the need to cooperate closely. The close relationship of the new Sheriff Robert Jackson and the new Alamosa Police Chief Duane Oakes is likely to initiate a closer relationship between their agencies and the ASUPD has already sought to be a strong partner with them.

## **3. District Attorney**

Several people on campus expressed negative feelings towards the Office of the District Attorney. In talking about their thoughts, it was clear they were not based on any particular personal experience or anything related to the ASU campus. I met with District Attorney, David Mahonee, and separately with his Chief Deputy, Crista Newmyer-Olsen who leads all sexual assault investigations. Both expressed strong support for preventive education on campus and their desire to ensure appropriate attention to any criminal acts on campus. Crista Newmyer-Olsen volunteered to participate in the review and design of campus programs around sexual assault, domestic violence and stalking issues including design of the New Student Orientation. She already serves on community Sexual Assault Response Team (SART) and is familiar with many of the ongoing campus efforts. Ms. Newmyer-Olsen has a strong record prosecuting sexual assaults including the conviction of a non-student defendant for an off-campus rape of a student several years ago,<sup>20</sup> and her lead role in a currently pending criminal case alleging a sexual assault on campus last year.

The DOE demands that universities act to stop sexual assaults on campus has resulted in the increased use of Title IX processes to address sexual assault internally. The reasons for this are discussed below but the availability of a university disciplinary process with a maximum consequence of expulsion is hardly a good substitute for a criminal prosecution from a community perspective. Initiating and participating in a criminal charge of sexual assault is a difficult path for a victim but victims should understand the law enforcement community does support them and Ms. Newmyer-Olsen has an excellent track record prosecuting these cases and doing so in a manner that is respectful and supportive to victims.

## **4. Twelfth Judicial District Probation Department**

The most frequent citation for ASU students is Minor in Possession of Alcohol (MIP). These cases are handled at the Alamosa Municipal Court which is good for the

---

<sup>20</sup> This case was never reported to ASU by anyone and the perpetrator was never a student.

students. Consequently, the State Court Probation Department encounters ASU students only on more serious matters, the most common of which is DUI. There are a few DUIs each month reflecting the fact that alcohol remains the drug of choice for most students on campus and that education related to drug and alcohol use is a constant need. More serious crimes ranging from theft to assault, possession of various drugs, stalking, harassment and sexual assault have placed students on probation over the years. This fall the only students on probation were involved in DUIs and all were doing well as of the time the Chief Probation Officer, Bill Gurule<sup>21</sup> was interviewed.

## **F. Prevention of Crime on Campus**

### **1. Prevention Efforts Begin Day One at the New Student Orientation**

All incoming students at ASU attend a mandatory New Student Orientation to get them acclimated to the campus. Included in this introduction are presentations related to prevention and education regarding sexual assault, dating violence, domestic violence, and stalking. These presentations have been coordinated by a planning committee with Gregg Elliott as a key person. In scope, the past presentations have covered general topics as recommended in the Office of Violence Against Women document *Minimum Standards for Establishing a Mandatory Prevention and Education Program for all Incoming Students on Campus*<sup>22</sup> and are consistent with the recommendation in the just issued *Virginia Task Force Report on Combatting Campus Sexual Violence* cited earlier. Students come to the campus excited to begin an important new chapter in their lives. New Student Orientation has to address important and mundane topics that the students need to know and things they need to do. It is a challenge to bundle all this information into an orientation in a manner that gets the students squared away and ready for classes and student life. New Student Orientation presentations should be recorded at a live presentation and then made available to students on the ASU website at any time.

The student safety segment of the New Student Orientation described to me covers all the appropriate areas, but those involved in these presentations agree there is room to improve the program. It would make sense for the planning committee to do a formal review of the presentation noting where improvement can occur in light of current thinking on best practices regarding sexual assault, domestic violence, stalking and suicide prevention. The committee could then identify the appropriate presenter for each particular segment. The specific presentations should be outlined and scripted carefully. For example Tu Casa could put together a segment on the choices victims need to make, the challenges they face and how overwhelming and confusing it can be, and the Deputy District Attorney could outline the criminal court process if a victim

---

<sup>21</sup> Bill is an ASU graduate and the third consecutive Chief Probation Officer who graduated from ASU.

<sup>22</sup> <http://www.justice.gov/sites/default/files/ovw/legacy/2008/01/11/campus-minimum-standards-orientation.pdf>

reports the crime to law enforcement. Gregg Elliott could describe the availability of confidential counseling for a victim whether or not the individual chooses to report the assault to anyone.

It was suggested that prevention efforts should be directly linked to the core values and Mission Statement of the University. This makes good sense to me because ASU's core values lead campus members to believe and act in ways that prevents criminal acts and protects victims. The inclusion of a variety of key figures from the President to the VP for Student Affairs to the Assistant District Attorney and community victim services agencies would send a strong message about campus and community expectations and standards for conduct.

It is a reality that many students will not pay close attention during the initial orientation but can go back and review a segment on suicide prevention or domestic violence if and when it becomes personally relevant. The recordings should also be available to be used with a speaker or when a speaker is not available, assuring consistent, comprehensive presentations over time for each succeeding class. The work of this group should be incorporated into necessary revisions of the Student Handbook and Student-Athlete Handbook that I also recommend.

A self-defense class for first-year students has been offered from time to time and may be another concept to offer regularly. A new randomized study at three Canadian universities shows that an enhanced sexual assault resistance program for first-year students in combination with other education and intervention strategies can be effective.<sup>23</sup> This study has just been released but supports the existing steps on the campus as well as the suggestions in this report. It underscores that improving the existing steps to protect students builds upon a lot of good work that has already been put in place.

## **2. Website Enhancement**

The website is the key repository of information about campus safety and because it is mobile-friendly, the likely first choice for searching out emergency information. The relevant webpages across the website should be redesigned to link together and to include comprehensive and consistent information and options. The webpages also need to comply with the new requirements of HB 15-1220 described in the next sub-section. I reviewed websites from many campuses to help me evaluate how to present information best to students. There are some excellent webpages that inform students about the complex choices faced with regard to crimes like sexual assault and stalking. By way of example, I encountered a particularly nice graphic on the Harvard University webpage entitled *Sexual Harassment/Assault Response and*

---

<sup>23</sup> *Efficacy of a Sexual Assault Resistance Program for University Women*, Charlene Y. Senn, Ph.D., Misha Eliasziw, Ph.D., Paula C. Barata, Ph.D., Wilfreda E. Thurston, Ph.D., Ian R. Newby-Clark, Ph.D., H. Lorraine Radtke, Ph.D., and Karen L. Hobden, Ph.D., June 11, New England Journal of Medicine, 2015  
<http://www.nejm.org/doi/full/10.1056/NEJMsa1411131>

Education.<sup>24</sup> The SHARE page is particularly good at describing which choices are truly confidential and which are not and providing information and contacts for outside agencies.



### 3. ASU Sexual Harassment and Violence Policy for Students

Adams State University has adopted a Sexual Harassment and Violence Policy for Students. It is contained in the Student Handbook and a modified version is available across campus on a 4” x 10” bookmark titled “No means No.” The policy as set out on the flyer, differs from the one contained in the Student Handbook on the ASU website. The bookmark is titled “No Means No,” but includes new language defining a standard of “active consent” which is a stronger standard than the “No means No” standard in the Handbook. The “active consent” language is the legal standard adopted in California referenced in the next paragraph. Neither “No Means No” nor “Active Consent,” gives an answer to every question that students will have. Both are good places to start a conversation and pose scenarios. Together they help formulate the kinds of questions that prepare students for circumstances that might happen in their lives. That said, students deserve clarity and the conflict in the online documents and those handed out needs to be corrected. Certainly the standard should be clarified before the New Student Orientation this fall. Although the documentation is not consistent, there were multiple examples of a consistent message concerning the unacceptability of sexual assault, stalking and domestic violence across all areas of the campus over the course of the school year. That message is consistent and persistent.

During the course of this investigation, ASU administrators noted that the California legislation adopted standards which conditions state funding on the adoption of the standard of “active consent” for sexual contact.<sup>25</sup> The requirements only became effective January 1, 2015, but the California legislation is at least one reason for the proposed legislation (HB 15-1296) in Colorado to study this issue. ASU watched the progress of proposed HB 15-1296 entitled *Creation of a Task Force to Study Campus Sexual Assault Policies*. This bill died in the House Committee on Public Health & Human Services. It is very likely to be re-introduced next year.

<sup>24</sup> [http://share.harvard.edu/?utm\\_source=diversity&utm\\_medium=banner&utm\\_campaign=feb\\_outreach](http://share.harvard.edu/?utm_source=diversity&utm_medium=banner&utm_campaign=feb_outreach)

<sup>25</sup> California Codes, Education Code §67386 Adoption of Policy Concerning Sexual Assault, Domestic Violence, Dating Violence, and Stalking

One piece of legislation that has passed this spring is HB 15-1220, entitled *Concerning Response to Sexual Assault on Campuses of Colorado's Institutions of Higher Education*, signed into law May 4, 2015. It requires a state-funded university to have a memorandum of understanding (MOU) with a hospital with a trained Sexual Assault Nurse Examiner (SANE), or a Sexual Assault Forensic Examiner (SAFE), or a medical forensic exam program to ensure ready access to treatment and forensic services for a victim. The Act also requires universities to post detailed information regarding access to treatment and a forensic examination and transportation options on the school website. Finally the Act requires universities to adopt a “plan to ensure that campus health center staff is able to provide appropriate resources and referrals to students regarding medical forensic exams and sexual assault care.” ASU does not have a campus health center as noted elsewhere in the report. This Act does not provide funds for one. The Counseling Center certainly is in compliance with this requirement but the website is not. The Act becomes effective 180 days after the Governor signs it so as a practical matter, the MOU should be accomplished and the website worked on this summer.

#### **4. Prevention in General Including Preventing Suicide, Sexual Assault and Domestic Violence**

There is no crime with greater long term social costs than sexual assault. ASU has low numbers of reported sexual assaults. This is a good thing but, for a myriad of reasons, sexual assault is the most underreported crime leaving victims alone to struggle with very difficult issues. The context of sexual assault on campuses, the risk factors involved and the dynamics of why it is seldom reported are set out in the National Institute of Justice's report, *The Campus Sexual Assault Study*, published in October 2007.<sup>26</sup> This study and others<sup>27</sup> show that students are most vulnerable the first two years of college and in particular at the beginning of the school year when many parties are held. Young adults are risk takers. Overconsumption of alcohol is a huge risk factor. Prior victimization is another significant risk factor. ASU is fortunate not to have social organizations which foster a dangerous, alcohol filled environment, but the risks of sexual assault exist on every campus including ASU.

In speaking with Director of Counseling and Career Services, Gregg Elliott; VP for Student Affairs, Ken Marquez; Assistant Athletic Director, Diane Lee; Title IX Coordinator, Joel Korngut and others across the campus, it was apparent that they and others working in this area are well aware of the studies that have been done and the DOE recommendations for prevention as well as disciplinary responses. ASU has a Sexual Assault Response Team (SART) which has existed at least since 2006 and

---

<sup>26</sup> *The Campus Sexual Assault (CSA) Study*, Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007), Washington, DC: National Institute of Justice, U.S. Department of Justice., <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>

<sup>27</sup> See for example: White House Task Force to Protect Students from Sexual Assault, *NOT ALONE*, April 2014; Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007).. Multiple other sources this author reviewed are listed in the Appendix.



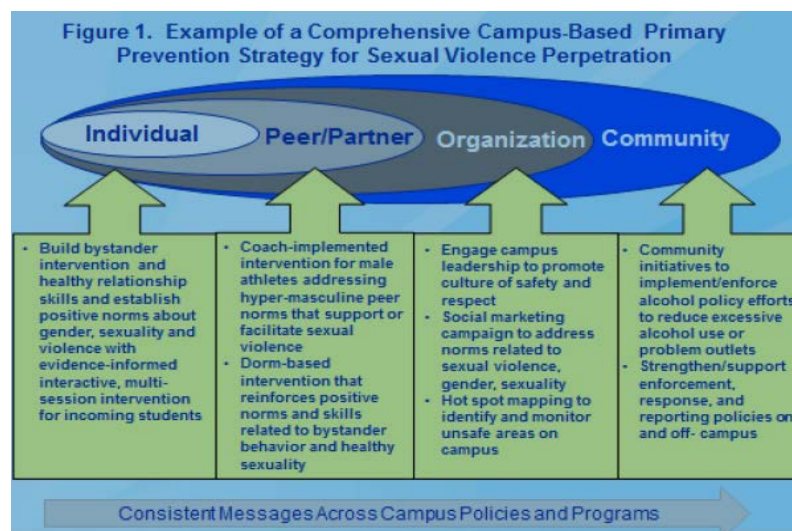
which includes the Assistant District Attorney, Tu Casa, Mental Health (SLV Behavioral Health), Alamosa County Social Services as well as the campus personnel. The team meets quarterly.

There is an active student group called Prevention Awareness Crew (PAC) and a related Suicide Watch Awareness Gang (SWAG). Prevention efforts including these groups are highlighted on the ASU website at: <http://adams.edu/students/ccp/pac.php>

The prevention efforts made on the ASU campus at present are substantial and consistent with published best practices. The low level of crime in general and small numbers of reported sexual assault and domestic violence incidents on campus is not an accident. It reflects the ongoing efforts at building a positive culture.

The strong consistent message regarding suicide prevention with the “1100 Messages of Hope Wall” is an exceptional example of creative and positive approach to creating a community of concern and caring.

Many conversations across the campus included expression of the belief that creating a strong bystander intervention culture would be a good thing. Building a community sense of caring creates an atmosphere where victims of sexual harassment or assault, domestic violence, hazing, bullying or stalking are more likely to seek help, and where bystanders feel comfortable and supported in intervening to prevent bad things. This is a keystone in recommendations in the document *Evidence-based Strategies for the Primary Prevention of Sexual Violence Perpetration*<sup>28</sup> prepared in conjunction with the *White House Task Force to Protect Students from Sexual Assault* (2014).<sup>29</sup> The diagram below from the document depicts a broad approach to attacking not just sexual violence but other danger points for students through building a caring campus-wide culture.



<sup>28</sup> <https://www.notalone.gov/assets/evidence-based-strategies-for-the-prevention-of-sv-perpetration.pdf>

<sup>29</sup> See also, Center for Disease Control and Prevention webpage at: <http://www.cdc.gov/ViolencePrevention/sexualviolence/prevention.html>

In order to build consistent messages across the campus, there need to be building blocks that find common acceptance. A weakness not just in what I observed at ASU, but also in the approaches to safety issues across the country, is the failure to link the various initiatives together and to tie them to core character values few would dispute are admirable. I have mentioned earlier that prevention can and should be tied into the core values of the University. The ASU Mission Statement and the accompanying statement that as a community, ASU values:

- opportunity and access for all
- excellence in teaching and learning
- growth through inclusion of diverse cultures and ideas
- a learning and civic community of trust, respect, and civility
- caring and personal relationships
- innovation, integrity, and ethical leadership
- responsible stewardship

It makes sense to tie the various prevention and bystander intervention efforts directly to these core institutional values from day one on campus and on the website and throughout campus documents. I also could not help but think of the work of the Josephson Institute around character building at every age.<sup>30</sup> Its Character Counts Campaign is endorsed by many K-12 programs, youth sports organizations and colleges and universities. ASU has a large number of students from New Mexico where Character Counts is endorsed by the state Department of Education and incorporated in to the state core curriculum.<sup>31</sup> The Character Counts Campaign focuses on the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.<sup>32</sup> ASU's core values align with the Six Pillars. I cite the Six Pillars and Character Counts because building a campus culture that believes in prevention, empowers bystander intervention and supports victims requires a core set of values to underpin these efforts. Prevention isn't just a matter of a campus group caring about this topic. It is that prevention of sexual harassment and assault, domestic violence, harassment stalking, bullying, etc. is central to the shared core values of any healthy society and to any higher education institution. There are many threads across the campus tying activities to these core ASU values, but there is room to link the various initiatives and the core values together in a cohesive way.

## **5. ASU Counseling Center at the Center of Prevention and Response**

Counseling Services at Adams State University are ranked as outstanding by almost everyone on campus. It is a reputation well-earned. Gregg Elliott is the Director

---

<sup>30</sup> I used the Six Pillars in my judicial work with juvenile delinquents and divorcing families and as a coach over a period of almost thirty years.

<sup>31</sup> <http://www.ped.state.nm.us/Humanities/CharacterEd/index.html>

<sup>32</sup> <https://charactercounts.org/sixpillars.html>

of Counseling Service at ASU. Lis Tomlin joined him this past fall as Assistant Director. Both have a wealth of experience, energy and enthusiasm.

Lis Tomlin came to the campus only this fall and replaced Laurel Carter who had held the Suicide Prevention Specialist/Coordinator position connected to the GLS Suicide Prevention Grant and Continuation Grant<sup>33</sup> Counseling Services received. Lis heads up disability services, and is involved with the state Coalition of Colorado Campus Alcohol and Drug Educators (CADE), from which ASU has received a grant for training motivational interviewing and marijuana prevention. She also has a background in gaming addiction and suicide prevention.

Gregg and Lis have a full-time career coordinator at the career center in the library, a half-time administrative assistant, a half-time extern with a Master's Degree in Counseling, and four half-time graduate assistants paid for by the graduate school.

Gregg Elliott described the mission of the counseling services as including career services, disability services, prevention services as well as traditional counseling. This means that he and his staff are deeply involved in almost all student-oriented planning across the campus. They enjoy strong working relationships with the Housing Staff, with the Director of Student Life, the VP for Student Affairs, the ASUPD and the Athletic Department.

As I spoke to people across the campus, I asked what the person knew about emergency contacts for a suicidal student or to report harassment, domestic violence or sexual assault. Three names were immediately mentioned; Gregg Elliott, VP of Student Affairs, Ken Marquez and Joel Korngut. Gregg was mentioned by name and most people knew him personally. Many gave specific instances in which they had positive experiences dealing with the Gregg and his staff. Occasionally I was told that ASU runs on the basis of personal relationships. In governance discussions, that has a negative side as I described above. When it comes to problem solving with limited funds and urgency to act, the kind of personal presence Counseling Services has is a very good thing.

Gregg and Lis are involved in planning and execution of the New Student Orientation, the contents of the AAA program which seeks to assist students, and guide the continuous education of students regarding suicide prevention, sexual assault awareness, domestic violence, stalking, drug and alcohol issues, etc. They are knowledgeable about all these topics and demonstrated ongoing activities addressing each of these topics on campus during the time this report has been prepared.

An example of their continuing work is their relationship with Suicide Watch Awareness Gang (SWAG) and that group's ongoing activities to publicize suicide awareness and intervention. SWAG initiated the construction in McDaniel Hall during the spring semester of 2014 of the "1100 Messages of Hope Wall," a video SWAG produced entitled "1100 Reasons to Stay Alive and Connected," a flower planting

---

<sup>33</sup> The Garrett Lee Smith Memorial Suicide Prevention Program Grant comes from the Substance Abuse and Mental Health Services Administration and is funded by the Garrett Lee Smith Memorial Act, 42 USC 201 et seq.

similarly named, and ongoing safe “TALK” trainings. The wall is still going strong showing the ongoing nature of work on these topics. Lis was also a key presenter regarding suicide and depression in April 2015 at the ACE LGBT Conference sponsored by HPPE, CIELO and Kindred Spirits. The Suicide Prevention Grant and Extension both highlight strengthening a culture of “help-seeking and reporting.” In April, they sponsored a showing of the new documentary on campus sexual assault, *Hunting Ground* by Kirby Dick.

## **6. Student Housing and Residence Life**

The on-campus student housing varies in age but all has been remodeled and updated with internet access and key card security access. One of the police officers is assigned to security for student housing. I have been in many of the dorm buildings during the past five months and found them to be attractive student housing bustling with activity.

I met several times with the Bruce DeITondo, Director of Auxiliary Services, Housing and Residence Life and his Assistant Director, Mark Pittman. I reviewed the Resident Housing Manual, and met with Residence Directors and the Resident Assistants (RA) for an evening. A great deal of thought and planning has gone on regarding student life issues in general and the student housing experience. The dorms and apartments are at heart of student life since most students are required to live on campus for their first two years. The housing staff is well-trained and knowledgeable about the full range of issues the students face. Bruce and Mark are very involved in campus safety planning and work closely with the counseling services. For example, Counseling and Housing prepare a joint decision-making curriculum to help the students make better decisions. The Director of Auxiliary Services also serves on the Campus Health and Safety Team with the Director of Counseling Services, the HR Director, , the Assistant VP for Enrollment Management, the Chief of Police and the VP for Student Affairs.

Our conversation ranged across all the risks students face including depression, suicide, dating violence, stalking, sexual assault, alcohol and drugs, theft, and roommate conflict. They do regular safety awareness presentations with the campus police officer assigned as a resource officer for the housing units.

There are thirty-one Resident Assistants who are full-time students. They are an impressive group and were anxious to talk about their experiences and perspectives. I spoke with them as a group and a number of them sought me out to speak privately. Of note, they are a diverse group with good balance in gender, race, ethnicity and sexual orientation. RAs receive sixty hours of training before starting including conflict training and mandated restorative justice training in conjunction with the Center for Restorative Justice.<sup>34</sup> They receive ongoing educational programs for them on the full range of

---

<sup>34</sup> One of my first contacts off campus was with Alice Price, one of the founders of the Center for Restorative Programs (CRP) in Alamosa. I knew that she and others at CRP had worked with ASU on a variety of student

student issues. Tu Casa educates the Residence Assistants on domestic violence and sexual assault issues including the resources on and off campus. Gregg Elliott and his staff do the orientation training for the RAs regarding suicide prevention. The SLV Behavioral Health Group provides further training on suicide prevention. RAs were instrumental in the development of SWAG whose activities regarding suicide prevention and prevention of sexual assault are described in the counseling section.

The Housing staff and RAs use an active restorative justice effort in student housing to resolve the low level disputes in a positive teaching moment for all involved. This occurs in matters the police do not respond to, but I also noted in the ASUPD log that there are instances in which police were called and after visiting with staff and the students, no charges were filed because the parties agreed to mediate in their housing unit.

ASU dorms and apartments offer a good value for students and the support they will receive there is excellent. Since most first and second year students are campus residents, campus housing is a critical focal point for efforts to retain each student and a likely spot where RAs and resident directors may spot at-risk individuals.

## **7. Bystander Intervention**

Bystander intervention was discussed with me by a number of people. It is not always possible to see that a friend or acquaintance is about to harm themselves or is at risk of being harmed, but often it is possible. In some highly publicized campus incidents the past few years, bystanders not only did nothing to prevent assaults, they recorded them and posted them online to shame the victim. ASU has encouraged bystander intervention most strongly in connection with suicide prevention but it may well be even more effective with regard to preventing risky behavior resulting in victimization.<sup>35</sup>

The role of alcohol and binge drinking on college campuses creates multiple risks for students and others. Impaired judgments lead to tragic results from automobile fatalities to sexual assault. Realistically, no campus will completely eliminate circumstances where individuals become intoxicated to the point they are vulnerable. Drugs intentionally taken or unknowingly taken can place an individual at great risk. A culture strongly supportive of third party intervention can offer another layer of protection when someone ends up in a vulnerable position. To encourage and support third party intervention, there needs to be institutional support including teaching students strategies for how to do it safely. ASU should build and expand upon the kind of success experienced with the ASU Hope Wall which brings suicide prevention to the

---

initiatives. Gregg Elliott, Director of Student Counseling Services is a member of the Board of Directors of CRP as is the Alamosa Sheriff, Robert Jackson and the State Patrol Captain, George Dingfelder.

<sup>35</sup> In January 2015 ASU began using an online training called "Get Inclusive" which focuses on bystander intervention, Title IX, VAWA and Campus Save.

minds of students every day. American University has a wonderful webpage<sup>36</sup> on the Step UP!<sup>37</sup> bystander intervention program to “intervene in problematic situations including alcohol abuse, hazing, depression, sexual assault, discrimination, anger, eating disorders, academic misconduct, and more.” ASU should fully incorporate and link bystander intervention with the ASU values and campus culture discussions.

## **8. Campus Responses to Incidents: Support for Victims and Options for Victims**

How does the campus respond when there is an incidence of violence? One of the reasons sexual assault is underreported is the incredibly negative, doubting response many victims have historically received when they report the crime. Feelings of shame, self-doubt, fear and confusion often contribute to the hesitation to report or even to talk with someone. Where can victims go? Who should they talk to? How will people respond if they come forward? These are questions that were discussed on campus long before I began talking to people across the campus. In fact, Erin Minks, Senator Mark Udall’s local representative, held a forum on this topic at the start of the school year. She wrote the Chairman of the Board of Trustees indicating the forum produced great concern over “unaddressed sexual assaults,” and concerns with “a systematic lack of protocol for students to report incidents” and a “perceived culture of indifference.” I examined these questions with all I spoke to on campus.

### **a. Victim Choices Explained**

There should be and are a number of avenues for victims to choose in seeking help and deciding whether to report to law enforcement and/or the University. Victims of sexual assault are not all the same. To whom they wish to talk and which step or steps they wish to take or not take must be a choice they have control over, and it may not be clear to them in the immediate aftermath what they feel or what they want to do. Obviously, rebuilding webpages at ASU is a critical part of the presentation of information and choices. The Harvard webpages cited earlier are examples of a thoughtful presentation of the important choice between talking to someone confidentially, such as a counselor or therapist, and reporting to the University Title IX staff or the VP for Student Affairs, or law enforcement where the degree of privacy is diminished or non-existent.

An interesting national page under development that focuses on empowering the victim and connecting victims with law enforcement is the *You have Options* website. <http://www.reportingoptions.org/>. A means for victims and others to anonymously report is also desirable. An example of such a page from the University of Oregon is found at: <http://police.uoregon.edu/anonymous-sexual-assault-report>.

Whether or not a victim wishes to initiate a campus investigation or talk to law enforcement, it is very much in every victim’s interest to find a knowledgeable counselor

---

<sup>36</sup> <http://www.american.edu/ocl/stepup/about.cfm>

<sup>37</sup> <http://stepupprogram.org/>

or advisor. Presentations, handouts, webpages need to be consistent and clear in differentiating the choices available. Clearly stating who can be contacted in complete confidence is one important step to getting more victims to come forward to at least find personal support as they struggle to make sense of what has happened to them. Everyone who deals with a victim needs to be respectful and sensitive and the organization of response options should be “trauma-informed.” When a report is made to University personnel or law enforcement or medical personnel the support and services

There is another element here that is seldom discussed. Every campus has students who come to college as victims who have never reported. In 2013, students put up a large poster in one of the women’s restrooms in McDaniel Hall and people wrote anonymously on it. A striking theme on the poster is the number of students who were sexually assaulted (including victims of incest) prior to coming to ASU. ASU needs to be sensitive to this reality. The campus discussion of sexual assault and prevention should open a door for these victims to talk about what has happened to them could be an important step in their life.

#### **b. Pathways to Formal Complaints and Criminal Actions**

Beyond access to a confidential counselor, campus documentation and presentations need to set out in a comprehensive and consistent format the various options and choices victims of harassment, sexual assault or domestic violence have at their disposal. This should be done at the New Student Orientation and other presentations, in the Student Handbook, the Faculty Handbook and on the ASU website so a victim or a friend can easily find an explanation of the available paths and contact options. Ms. Minks described the situation as a “systematic lack of protocols It might be more accurate to say the protocols are incomplete and unexplained.

At present there are parts of the whole picture on the Title IX webpage, in the Student Handbook and on the PAC webpage. The VP of Student Affairs webpage has direct contact information for VPSA Marquez and direct links to (1) the crisis counseling page, (2) two separate links to the PAC sexual assault prevention page, (3) a concern form (which can be anonymous), (4) the Student Handbook regarding Code of Conduct and Title IX, and (5) a way to file a police report, and (6) contact information for the Director and Assistant Director of Counseling.

The revamping of the website and other documentation and presentations from the New Student Orientation to team meetings to campus forums need to outline clear roadmaps showing the options victims have including clear explanations of the steps, the level of confidentiality, and likely way a given pathway will proceed. Infographics and charts are useful to show the flow of information and process.

All the documentation will need to be revised to comply with the previously described HB 15-1220 Concerning *Response to Sexual Assault on Campuses of Colorado’s institutions of Higher Learning*. It is a perfect time to review and expand the information to make it comprehensive. This could be done in conjunction with or

separately from the New Student Orientation review suggested above. The SART team and others could review my report, the new statute, the University of Oregon 2014 report *Twenty Students Per Week: Final Report of the University Senate Task Force to Address Sexual Violence and Survivor Support*, and the 2015 *Virginia Task Force Report on Combatting Campus Sexual Violence*. As noted earlier in regard to Act, ASU is already in compliance with most of the requirements.

In spite of the shortcomings in the current webpages and documentation, the choices to which a student could speak to report a crime or to seek more information seemed to be generally understood by students, staff and faculty. Almost every person I spoke with could readily identify by name the counselors at the Counseling Center, both the Title IX Coordinators, the VP of Student Affairs, Campus Police contacts, and most knew Tu Casa offers services to sex assault and domestic violence victims. The core message that there are people to talk to is generally well understood.

### **c. Empowerment**

The Counseling Center coordinates training for student volunteers on how to support victims. It is important for those who want to support victims to understand that victims need to be empowered to make their own choice. Sexual assault survivors often suffer from depression and PTSD and are at risk for drug and alcohol abuse.<sup>38</sup> The Counseling Center and its staff understand these things and are well-trained and highly motivated. The Counseling Center provides direct counseling services to victims of crime and they refer and coordinate with Tu Casa and the SLV Behavioral Health Group for additional services as appropriate. Student volunteers in the Prevention Awareness Crew (PAC) receive special training in how to be supportive of victims. When a victim chooses to go first to the VP for Student Affairs or the Title IX Coordinator or the ASUPD, there is immediate cross-referral offered to the counselors and/or Tu Casa. Missing in this picture is a campus health clinic as discussed elsewhere. There is a SANE nurse at the SLV Regional Medical Center across from campus but there is needed (and now legally required) coordination that needs to be firmed up. All in all, however, any victim will have good support if they come forward and regardless of whether they wish to proceed with internal University disciplinary process, report to law enforcement or both or neither. As stated above, in the end empowering the victim to choose what path they want to take is an important step toward their future, even when it can be frustrating.

I was pleased to see that ASU has a strong, sympathetic, respectful approach to supporting victims. I saw examples on some campuses where the victims were described as everything but autonomous adults. The last thing victims need is to be treated as though they will forever be fragile and broken and must be protected from the world. As a judge in a rural area, I have had a unique opportunity to interact with victims of sexual assault, incest and domestic violence over time. Victims who feel empowered and take control of their lives will not let what was done to them define them as a human being. Unfortunately, I have watched some victims allow just that with tragic

---

<sup>38</sup> *Rape and Sexual Assault: A Renewed Call to Action*, White House Council on Women and Girls, 2014.



consequences in their lives. ASU should continue and expand on its current philosophical approach to victim support.

#### **d. Going Home**

There is another issue not raised in the fall forum but deserving of reflection. In reviewing known sexual assault cases, victims almost always withdrew from school and went home or enrolled at another university. Even if ASU offers great support and counseling, it is understandable a student may choose to make a new start. It is important to make sure the victim know that if she/he chooses to stay she/he will have support from counseling and the administration. It is also important that the student feels supported in whatever decision she/he makes regarding school, prosecution, counseling etc.

### **9. Growing Culture of Caring**

I do not agree with the suggestion made in the fall that there is a “perceived culture of indifference” regarding sexual assault or domestic violence. There certainly are a few people who have that perception, but every person I spoke with recognized that keeping every student safe was an important priority on campus and in the community. Last fall, Jon Krakauer published *Missoula: Rape and the Justice System in a College Town* depicting a crass picture of a college town where victims are blamed and men not held accountable. The book and subsequent interviews with law enforcement and others revealed shocking disregard for the victims of rape. The Steubenville Ohio High School rape case in which school officials covered up the crime was also in the news this fall when the school officials and students were indicted by a grand jury. No one I spoke with at ASU or in the community remotely suggested a victim should be blamed or that sexual assault is anything less than a very serious crime.<sup>39</sup>

The ongoing prevention efforts I have described at ASU by the Counseling Service and housing departments are outstanding and these are clearly a priority for both. As recently as April, the Counseling Center hosted a screening on the brand new documentary on campus rape, *Hunting Ground* by Kirby Dick with a follow-up panel including Angela Sillas-Green from Tu Casa, Joel Korngut, Title IX Coordinator, and Dr. Eden Wales-Freedman, Assistant Professor of English.

I have also described existing efforts and recommended steps to build a prevention culture on campus. Efforts at prevention are not limited to one or two presentations or work by only a few individuals or groups. I will cite just two recent examples. Tu Casa also presented a workshop on Sexual Assault on campus on October 2014. Shortly before I began my work on campus, the NCAA released a guide entitled “Addressing Sexual Assault and Interpersonal Violence; Athletics’ Role in Support of Healthy and Safe Campuses.” Associate Athletic Director Diane Lee

---

<sup>39</sup> I do not mean to suggest that in an actual case a victim will not be confronted with questions and looks that make her feel she is being doubted or blamed, even by family and friends, but in the abstract there is no “indifference.”

reviewed key recommendations and documented where ASU stood in a memo. As a follow up, she scheduled an NCAA seminar in January on the subject and shared information with the coaches and student-athletes. These and other ongoing activities across the campus north to south and east to west gave me a consistent message that there really is a culture of caring and concern and that this message is growing. I have described significant measures that should still be taken to strengthen and reinforce the message and culture but it is simply wrong to say there is indifference.

One of the steps ASU can take now to bolster this momentum is to conduct the sexual assault related climate survey described in the White House report *Not Alone* referred to earlier. The University of Oregon conducted this survey in 2014 and their survey instrument, the process and their conclusions are summarized at <http://dynamic.uoregon.edu/jjf/campus/>. Since ASU already has the 2011-12 *Sexual Harassment and Gender Climate among Athletes*<sup>40</sup> survey, it will be possible to look at answers over time to similar questions. Oregon paid students to participate in order to ensure a robust response.

Another good step will be to take advantage of “trauma informed training” for educators and administrators now under development by the Department of Justice Center for Campus Public Safety<sup>41</sup> and Office on Violence Against Women. The Center also offers specific training in Campus Adjudication and Investigation.

## **10. Other Victim Services in the Community**

In addition to the on-campus resources, there are important resources for victims of crimes in the community. I have mentioned Tu Casa several times in this report. They have a thirty year history of serving victims of domestic violence and sexual assault including counseling, guidance through court proceedings and the opportunity to meet with other victims. They are independent of the University. They are located directly across the street west of Richardson Hall, so they are easily found. They are involved closely with Counseling Services and SART making them ideal partners and offer very special experience and expertise to assist victims. Tu Casa has worked with University partners over the years and in October 2014 presented Sexual Assault 101 at the Student Life Center as mentioned above.

The SLV Regional Medical Center is located directly south of the Nielson Library and it has a SANE nurse and emergency medical services. The SLV Behavioral Health Group and private therapists in Alamosa have provided a variety of counseling and medical services for victims and other ASU students. The Alamosa Sheriff’s office has a group of victim advocates as well who are available. The ASUPD has a trained victim advocate who has other responsibilities.

---

<sup>40</sup> The ASU *Sexual Harassment and Gender Climate Survey*, produced in 2011-12, was created by the Office of Equal Opportunity in conjunction with the NCAA.

<sup>41</sup> The Center is funded by the Bureau of Justice Assistance which designs and funds many criminal justice projects.

## **Recommendations regarding prevention**

1. Redesign the New Student Orientation with community partners, recording key elements for the web and for reuse. Link the prevention message to the core values in the presentations and in other prevention messages across the campus.
2. Redesign website pages and other materials related to prevention and reporting in a comprehensive manner to ensure easy access to crisis information and accurate information about options for reporting, counseling, medical care to assist a victim or friend of a victim. Outline clear roadmaps showing the options victims have including clear explanations of the steps, the level of confidentiality, and likely way a given pathway will proceed using infographics and charts to show the flow of information and process.
3. Clarify the Sexual Harassment and Violence Policy.
4. Make bystander intervention a key campus culture feature connected to the core ASU values and the Six Pillars of Character. Build upon the solid success of the “1100 Messages of Hope Wall.” Bystander intervention can prevent problematic situations including alcohol abuse, hazing, depression, sexual assault, discrimination, anger, eating disorders and academic misconduct.
5. Evaluate the cost of a smartphone safety app for reporting any campus crisis.
6. Conduct a sexual assault related climate survey described in the White House report *Not Alone*.
7. Enter an MOU with the SLV Regional Medical Center and take other required steps to comply with HB 15-1220

## **G. Disciplinary Processes and Criminal Charges**

Universities are under federal scrutiny to aggressively address sexual assault on campuses and to provide an internal disciplinary process friendly to victims and free of the public scrutiny. No-one can argue against the need for universities to take a strong stand opposing sexual assault, domestic violence, stalking and other crimes which victimize (mostly) women and a need for universities to do more than just take a stand.

### **1. Ready and Comprehensive Information about Victim Resources**

As already noted, the first and best way to do this is with prevention efforts that build a culture which does not support or tolerate these criminal acts. The second step is to do everything possible to provide victims with multiple options for talking with

someone who has experience with these crimes to help the victim sort out their feelings and make the right decision for them in their next step. When there is strong belief that many victims are not talking to anyone except perhaps a friend, we should rightly worry about the long term consequences for the victim.

A good university disciplinary process starts with good information and ready access to knowledgeable people as described in the preceding sections. The current sources of information and options at ASU were previously described and found to need revision, additions and cohesion. The ASU PAC webpage provides direct contact information for the Counseling Director and Assistant Director but also recommends victims contact Tu Casa as a first option. But we know that there need to be multiple ways in which a victim explores his or her options. Best friends, coaches, advisors, favorite professors have been the first contact in a given case. And as already noted, there is good general understanding of who to refer people to, but ASU falls short in its documentation and webpages by not describing a comprehensive road map with all the alternatives and display it in multiple ways. Assuming these areas will be improved, will help ensure people know their options.

## **2. Disciplinary Roles and Procedures**

It is important to separate the different roles people play in addressing an allegation of sexual assault. Above, I described the excellent work the Counseling Center and PAC do in supporting a victim who comes to them. The role law enforcement plays is quite different. Police investigate if a crime was committed and whether or not it should be charged. The District Attorney determines if there is sufficient evidence to file charges and evaluates her/his ability to gain a conviction and whether or not to offer a lesser plea. There are supportive services like a victim advocate but the investigative role requires an independent look at the evidence.

Over the past five months, there have been crises on numerous campuses around the handling of internal university investigation and prosecution of sexual assault allegations. In good part due to the pressure from the Department of Education (DOE) Office of Civil Rights over the last few years, many universities have been stepping up efforts to address sexual assault on campus and assuming the investigative role law enforcement has traditionally played. Universities have struggled at every stage in this process. The investigation, the process for hearing the matter, who acts as hearing officers and charges of secrecy have tainted almost every case reported. No one is happy. If the result of the internal process does not result in expulsion of the accused, the university is accused of sweeping allegations under the rug and further victimizing the victim. On the other hand, universities have been accused of railroading an accused in sham proceedings in order to protect the reputation of the university, often leading to law suits and expensive settlements.

**a. The April 4, 2011 “Dear Colleague” letter<sup>42</sup> from DOE Office of Civil Rights**

When the choice is to file a disciplinary complaint the University assumes a new role and must process the complaint with a semi-judicial procedure. It undertakes this responsibility with duties to both the accuser and the accused. The ASU Student Handbook sets out a process for general complaints of misconduct including an appeal process and a description of what constitutes “due process.” A separate section entitled “Process for Sexual Assault Hearings” sets out an entirely different process for an allegation of sexual assault. This special process is not a hearing at all in the common understanding of that term. It is the Title VII and Title IX complaint process cut and pasted into the ASU Student Handbook as a special process for sexual assault allegations.

The addition of a special process for sexual harassment and assault is the result of the April 4, 2011 “Dear Colleague” letter from the Department of Education Office of Civil Rights setting out a standard for investigation and hearing of sexual assault allegations. The letter describes the problem of sexual assault on campus and makes many recommendations with which all would concur. However it then sets out standards for the conduct of the investigation and hearing that conflate Title VII and Title IX practices and adopt the Title VII process and standard of proof (preponderance of the evidence) for Title IX sexual assault investigations and hearings.

The current Student Handbook provisions regarding student discipline including allegations regarding a sexual assault need to be rewritten in a manner that will comply with the “Dear Colleague” letter and the 2008 standards proposed by the DOJ *Minimum Standards of Training for Campus Security Personnel and Campus Disciplinary and Judicial Boards*.<sup>43</sup> There are very legitimate concerns regarding some of these recommendations as I note below, but together with the recommendations for the *Mandatory Standards for Establishing a Mandatory Prevention and Education Program for all Incoming Students on Campus*,<sup>44</sup> and the *Minimum Standards for Creating a Coordinated Community Response to Violence Against Women on Campus*<sup>45</sup>, the documents do form a sound foundation for reevaluation and reformation of the entire process at ASU.

Many universities including Harvard University declined to adopt the standard of proof and other procedures that create a secretive investigation. The DOE has sued over one hundred universities as a result. ASU is not Harvard and the potential loss of federal funding controlled by the DOE makes a decision to resist the standards a very high risk venture. Even Harvard has capitulated, leading Elizabeth Bartholet, one of its most prominent law professors and an employment law and civil rights expert to comment on the WSJ Law Blog that “I believe ... that Harvard University will be deeply

---

<sup>42</sup> <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>.

<sup>43</sup> <http://www.justice.gov/sites/default/files/ovw/legacy/2008/01/11/campustrainingstandards-le.pdf>

<sup>44</sup> <http://www.justice.gov/sites/default/files/ovw/legacy/2008/01/11/campus-minimum-standards-orientation.pdf>

<sup>45</sup> <http://www.justice.gov/sites/default/files/ovw/legacy/2008/01/11/standards-for-ccr.pdf>

shamed at the role it played in simply caving to the government's position." The core of her critique is that the DOE Office of Civil Rights views as reflected in the 2011 letter and its ruling against Harvard misinterpret the law. She states:

The federal government's decision that Harvard Law School violated Title IX represents nothing more than the government's flawed view of Title IX law. The Department of Education's Office of Civil Rights, which issued the decision, is not the ultimate decision-maker on law. The courts are responsible for interpreting the law. And I trust that the courts will eventually reject the federal government's current views. The courts' decisions to date, including the U.S. Supreme Court, show a much more balanced approach to sexual harassment, one which recognizes the importance of vindicating the rights of those victimized by wrongful sexual misconduct, while at the same time protecting the rights of those wrongfully accused, and protecting the rights of individual autonomy in romantic relationships.<sup>46</sup>

With that national context in mind, ASU should rewrite its disciplinary policy in a way that will be approved by DOE but maximizes the due process provisions for any investigation and hearing.<sup>47</sup> The 2011 letter requires "adequate, reliable and impartial investigation." The National Center for Campus Public Safety offers training for Title IX and other campus personal regarding investigation and adjudication practices. It would be good to take advantage of this training even if the wiser choice is to have an outsider perform some or all of the tasks.

ASU has used an outside investigator for several Title VII/IX investigations. It may well be the best choice to use an outside investigation for any formal sexual assault investigation. An outside hearing officer or panel would also be a good idea. There will be concerns about the expense of doing it this way but a quick look at the ongoing saga at Columbia University where both the alleged victim and the accused have attacked the process utilized there (three person panel of briefly trained employees). Columbia utilized the recommended DOE procedures. The panel found for the accuser and then the appeal process reversed the decision. Both parties are threatening to sue the Columbia University and the cross-recriminations have dominated the Columbia campus for a year. They would not be the first to sue. There are over thirty pending law suits nationally over the degree of due process required in a campus disciplinary hearing. Universities have won some but have lost or settled others, paying substantial sums to accused students. This is a no win scenario for the University and a nightmare for the students.

The University should consult with the Attorney General and with student participation develop a complete disciplinary code process for sexual assault or harassment allegations that balances the competing rights in such a case. The process needs to ensure a fair and equitable process for both parties. The requirements for secrecy will backfire if the parties leave unhappy but a transparent policy will likely bring

---

<sup>46</sup> <http://blogs.wsj.com/law/2014/12/31/harvard-law-professor-feds-position-on-sexual-assault-policies-is-madness/>

<sup>47</sup> ASU has not named a hearing officer for conduct of a hearing if a disciplinary action for sexual assault is brought under its current policy.

scrutiny from the DOE. The DOE recommended hearings are not public in order to protect the privacy of the students. This sounds good until either party is unhappy. Some schools have told students they may not talk about what was said or what happened compounding the problem. A student recently wore a wire for an investigative television program to her hearing.

Anyone following the university cases across the country has to ask how this is better than reporting the matter to law enforcement? It is not that universities should not act on allegations but seeking to be the preferred or first option for students and leading them to believe it will be handled quietly and quickly and justly is contrary to the experience at the universities that have tried this path.

#### **b. Protective Steps During and After a Disciplinary Case**

The new ASU policy and procedure should include interim protective steps to keep the parties separated on campus while a case is pending and in most instances afterwards as well. This may also be appropriate in a case where a student does not want to proceed with a disciplinary hearing but simply wishes steps to protect her/him from contact with the other party.

### **Recommendations regarding Disciplinary Processes**

1. Make sure a victim understands the consequences of choosing a particular path(s) in choosing to file criminal charges or a formal complaint with the University.
2. Do not discourage or diminish the option of reporting sexual assault to law enforcement. Victims should be encouraged to explore this option.
3. Revise the disciplinary code process and procedures for sexual assault allegations including the hearing process, and rewrite these provisions in a way that complies with the standards of the DOJ Minimum Standards but also affords due process to the accused.
4. Specify a trained outside investigator and outside hearing officer(s) rather than attempt to use employees in these roles.

## **H. Health Care or the Absence Thereof**

Students frequently expressed frustration at the absence of student health care insurance and the lack of a student health care clinic on campus. I discussed these issues with administrators, the nursing instructors and a hospital administrator. No one disagrees that it would be a good thing to provide both a student health care clinic and affordable health care insurance. In the past there was a low cost health insurance

program and for a time there was a student clinic. Access to birth control information, treatment for STDs and treatment for colds and the flu were commonly discussed issues. The current treatment options for students include the nearby Urgent Care Clinic operated by Valley-Wide Health Systems, Inc. and the emergency room at the SLV Regional Medical Center, directly across the street from the Nielsen Library on the ASU campus. Many students who come from the Front Range have health care insurance through their parents, but the Alamosa treatment options are out of network and thus not generally covered. The Nursing Program at ASU expressed great interest in partnering with SLV Regional Medical Center, Valley-Wide Health Systems or some other provider to create an on-campus health clinic. Such a partnership would benefit the nurses who instruct to keep their own certifications and skills current, and it would offer another placement for the nursing student rotations in their training. The hospital has expressed a willingness to explore these issues with ASU. The need to sit down and enter into an MOU relating to sexual assault issues affords a perfect opportunity to explore these options fully.

The absence of health care carries over to the discussions of “equity” and “fairness” since it represents yet another obstacle and cost for students already facing many financial hurdles. There is broad support for having both an insurance program and a health clinic, but for many on campus it may not be the highest priority. To this author it should be on the list of significant shortcomings in the services for students at present.

The good health news at ASU is that it has avoided wide-spread use of heroin that is plaguing many parts of the state, including Alamosa. Alcohol and marijuana are the drugs of choice. The process for addressing them is described in an earlier section. The Counseling Center, Housing and the VPSA are all watchful and available to intervene to help students who become problem users.

### **Recommendations regarding Student Health Issues**

1. Explore both a campus health clinic and health insurance program.

## **I. Safety Issues for Athletes**

Since 2007, ASU has taken a number of positive steps to protect student – athletes. The Athletic Department adopted a Coaches Code of Conduct, a Student-Athlete Handbook, an anti-hazing policy, a pregnancy policy<sup>48</sup> and eliminated the use of vans by all teams except golf. There is universal respect for the Athletic Director, Larry Mortensen and his Assistant Athletic Director, Diane Lee. In conversations with both of them it is instantly clear they think about the well-being of the student-athletes all the time and in most instances discussed areas of concern with me before I raised them. The Code of Conduct focuses on the role coaches play as a role model. It prohibits

---

<sup>48</sup> ASU *Intercollegiate Athletics Pregnancy Policy*.



“conduct that is verbally or physically threatening or abusive, belligerent or harassing.”<sup>49</sup> It is also clear that the Athletic Department seeks to align its policies and procedures with the University as a whole including working closely with the VP for Student Affairs, counseling services and student life.

At the beginning of each year the Athletic Director meets with every team to review the Code of Conduct for Student-Athletes and go over policies against hazing, the ban on amorous relations between a coach and student-athlete, and review the different processes if a student-athlete is accused of a crime or simply an internal team discipline issue. Pregnancy is discussed as both a health and safety issue and while the Student-Athlete Handbook is not explicit, ASU has adopted a student-athlete pregnancy policy guaranteeing students on scholarship do not lose their scholarship as a result of pregnancy pursuant to NCAA bylaw 15.3.4.3.

Every coach I met with expressed very clearly their commitment to the fact that the student-athletes are students first. Each of the coaches knew the graduation and retention numbers for the student-athletes they coach. Even the newest coaches were knowledgeable concerning the resources on campus for students from counseling services and the VP for Student Affairs to the Title IX Coordinator and campus police. I discuss the equity issues around athletes in the section of this document related to fairness, but the strongest advocacy around the student-athlete issues came from coaches.

The coaches were fully aligned with the need to protect their players and athletes and to mentor them into healthy adults. They understand that student-athletes are always going to receive a degree of scrutiny and that the opportunity to represent ASU in competition comes with responsibility to do so in a way that reflects well on the University. Most of the coaches had their own team rules and goals. I reviewed these team documents. There were differences reflecting coaching styles, but there were no team-related materials that were contrary to the general values promoted by the institution and no documents that I perceived would be offensive to any individual or to ASU’s commitment to diversity or inclusiveness. This does not mean there were no complaints about homophobic comments inside sports teams as discussed in the next section but it does mean there is clear policy and uniform support for all students from the coaches I met with.

ASU has a state-of-the-art weight and training room with professional staff for its DII teams. However, with the increase in DII sports at ASU, the staff is spread thin. The Adams State University Athletic Training Handbook contains policies and procedures for access to the weight room and training staff and addressing protocols regarding issues such as pregnancy and concussion. The Handbook includes a Sexual Harassment Policy. It provides that a certified athletic trainer (CAT) will be present at home and away events in the sports where injuries are most likely to occur.

---

<sup>49</sup> The materials I reviewed and conversations suggested two coaches had issues related to this over the last five years and both are no longer employed at ASU. The faculty might consider including this language in the Faculty Handbook given the disputes and allegations of “bullying” conveyed to me.

After meeting with coaches and the Athletic Director, I made a short-list of health and safety concerns expressed for the student-athletes.

## **1. Discipline and Risk Factors for Student-Athletes**

In some conversations, student-athletes were portrayed to me as a group which posed a risk to the safety of others. Some student-athletes have expressed to me and in surveys, the belief they have a target on their back. Unfortunately, incidents across the country have shown examples of unacceptable criminal behavior by some student-athletes often in the context of parties with teammates. In the absence of fraternities and sororities, team parties are looked at as next highest risky place for young women to go. For teams that have strict rules “in-season” but do not set the same standards in the “off-season” regarding alcohol, there are going to be parties. The question is how will people conduct themselves? Coaches are very aware of the risks and are concerned for the well-being of their student-athletes and for the other students with whom their student-athletes socialize. No-one wants to see someone they coach and mentor become a victim or accused of a crime. At the same time, coaches cannot and should not be in every part of student-athletes life. Some wise coaches encouraged their student-athletes to get involved in other activities across the campus. Coaches like to think that participating in athletics will build character that will benefit the student-athlete throughout her/his life.

In that context, I considered the second-hand reports about several incidents involving members of several of the sports teams and reviewed the 2011-2012 *Sexual Harassment and Gender Climate among Athletes* report. I also looked at the materials from the VP for Student Affairs, Title IX Coordinator, ASUPD, Housing and the internal list of the Athletic Department regarding student-athlete discipline. The best documentation was kept by the Athletic Department. It was evident that conduct of student-athletes, coaches and trainers is closely monitored. I am sure protecting ASU’s status in the NCAA is a strong reason for the close monitoring but protecting student-athletes is an equally strong reason.

As I looked at all the documentation, there was no evidence that student-athletes were involved in more incidents than other students. At the same time, student-athletes were involved in several very serious incidents over the last five years. Looking at the incidents and consequences, several points stood out:

1. All incidents involving student-athletes that involved sexual assault, stalking, harassment were reported to the VP for Student Affairs and Title IX Coordinator and resolved in the same process as for any other student.
2. There were several incidents involving coaches violating the Amorous Relations Policy. Those coaches all either left voluntarily or were discharged. Assistant coaches receiving DUI charges were suspended.

3. Instances of coaches being abusive with language or physically to student-athletes were directly addressed and at least one coach lost a job in part for this conduct.
4. Student-athletes were consistently disciplined, including removed from team for being cited for minor in possession, shop-lifting, and harassment.
5. Student-athletes who began to experience mental health issues were appropriately referred to counseling and put on the Students of Concern watch list.
6. No case stood out as representing an example of favoritism to a student-athlete. To the contrary, the punishments were more severe than they would have been for other students.
7. Several instances were cited to me where it was felt a coach sought to bend the academic rules for one of their team. In both instances that were specific enough for me to inquire about, the end result was the Athletic Director and coaches upheld the academic determinations of eligibility.

## **2. Teams and Bystander Intervention**

Many student-athletes hang out with teammates, which is only to be expected. Coaches want to build team bonds. Student-athletes train together and often live together. I previously mentioned the importance of bystander intervention as one tool to prevent sexual assault and other crimes. Teammates are taught to have one another's back. It is important to make sure that does not mean stand by and watch a teammate commit a crime and then lie to help them avoid consequences. It means stepping up to help the person make a better decision and intervening directly or indirectly to the extent necessary to stop an assault and protect the at-risk individual. The bystander intervention training and culture I have advocated for the campus as a whole would serve student-athletes well. Coaches I discussed this idea with were very supportive. The coaches had far more direct knowledge about the personal lives and interactions of the student-athletes than the faculty had about most of the students in their classes. The coaches related firsthand stories of how they have dealt with harassment, stalking and breakups involving their student-athletes. They support anything that will help student-athletes make better decisions and make them better individuals.

## **3. Student-Athlete Safety in Training and Competition**

There are some specific safety concerns regarding student-athletes that were mentioned to me and discussed in literature that need to be monitored including concussive injury, other injuries, weight training, eating disorders, medical care when

sick or injured, hazing and misuse or overuse of pain killers. Competitive athletic events involve physical risks for which the University has responsibilities.

**a. Concussion**

Concussive head injuries are in the news a great deal as a result of the law suit by former NFL football players suffering long term dementia and related issues due to repeated concussions. College athletes need coaches and trainers fully attuned to the problem of concussions and who absolutely prioritize medical care to ensure any concussive injury is properly treated. This also requires a firm protocol preventing an injured player returning to the field or court. ASU has a post-concussion/mild traumatic brain injury protocol and care for practice and play policy in place. The policy needs clarification that once the determination or suspicion is made a concussive injury has occurred, no student-athlete will be allowed to reenter or continue with a game or practice or competition until the CAT and/or doctor clears the student-athlete to practice and or compete per the protocol. While football has received the press, soccer players, basketball players and lacrosse players are also victims of concussive head injuries at significant rates.

**b. Training and Weight Room Access**

ASU competes in nineteen NCAA DII sports. One-third of the undergraduates participate in these programs. I describe the limited resources for many of the sports as a fairness and equity issue in another part of this report. There are seven trainers, five of whom are graduate assistants. Student-athletes in the enrollment based sports complained about limited access to the weight room and trainers, as did their coaches. With the number of student-athletes on campus, it is not surprising there are issues in this area. It was put to me as both a safety and equity issue.

**c. Hazing**

Hazing was not raised as with me as an issue at ASU by anyone. It has not been reported in any of the Clery reports I reviewed, but the internal Athletic Department documentation showed one complaint of what seemed to be internal team hazing, and online Facebook harassment or “bullying” by various members of a team toward one another. There was also a report of animosity between some members of two teams. Each of these incidents resulted in discipline of the students involved.

Coaches I spoke with acknowledged a strong anti-hazing policy at ASU and denied any ongoing hazing in his/her teams. Multiple people told me that when Larry Mortensen became Athletic Director, he made it clear that the University policy against hazing meant what it said. One campus police officer said that hazing was prevalent when the officer started but confirmed the belief that Larry Mortensen had put a stop to it. It is a very good thing to hear that hazing is not tolerated at ASU. It is an example of carrying out the value statement in action. Given the prevalence of hazing at high schools and many universities, it is a message that needs to be clearly stated over and over to new students and new coaches. In 2012, Humboldt State University had a major

hazing investigation into two athletic teams. Hazing on the women's soccer team at the University of New Mexico resulted in two players hospitalized this past fall.<sup>50</sup> In sum, ASU is doing a good job in preventing hazing and should continue to emphasize this. As noted, an anti-hazing policy aligns with the University core values.

**d. Transportation**

Travel from Alamosa to competitions across the region and country poses another significant risk. For years, ASU vans could be seen leaving and coming back to town at all hours. Over the years, there were accidents and a lot of close calls. Currently, transportation for all but golf is provided with contract buses avoiding the risks of students and coaches driving unfamiliar vehicles long distances in bad weather. For the rare instance a team uses a van, only trained coaches can drive and there are time limits.

**e. Eating Disorders and Depression**

Several coaches acknowledged they have had experience with student-athletes with eating disorders or suffering depression (or both). Coaches did not indicate any widespread problem but acknowledged that they need to be watchful for this all too common problem with college students in general. They indicated they referred student-athletes to the counseling service when they encounter this and monitor the student-athletes.

**f. Painkillers**

The use of large amounts of painkillers including Toradol by professional athletes and DI athletes, including the large Colorado DI schools, has been subject of national attention. ASU recently responded to public information requests with a statement from Diane Lee, Associate Athletic Director that ASU does not administer Toradol or similar painkillers. The abuse of painkillers to gain a competitive edge is contrary to the health and safety of the student-athletes. It is good to see that ASU is not following the lead of the DI schools and professionals and that these procedures coordinate with the new drug testing procedures.

**g. Drug Testing and Drug Education**

ASU adopted an athletic drug testing protocol for random drug testing based on reasonable suspicion for the coming year. The protocol is detailed including appeal issues. It provides for mandatory drug education to prevent abuse and misuse as well as for the testing and discipline of student-athletes.

---

<sup>50</sup> Hazing is not limited to the athletes. Last year alone there was a good deal of publicity around serious hazing in the band program at the Ohio State University.

#### **h. Grade Checks**

This is not really a safety issue and it is not worthy of more than a brief comment. The coaches and professors had very mixed views of the way in which grade checks are currently done. Many would like to see it online and standardized. Some professors like the chance to talk with a student. In the long term it should certainly be online, but the suggestions of some that this is a big problem area was not supported by most.

#### **Recommendations regarding sports safety:**

1. Clarify the protocol when a concussive event occurs at practice or in a game.
2. The Athletic Director needs to take steps to ensure that each head coach and the conditioning and training staff improve communication and that student-athletes are given the guidance in their training to be safe and hopefully improve performance.

### **J. Technology Enabled Bullying and Shaming**

I was surprised that there was very little mention of cyber-bullying or stalking in my conversations. There was mention of hateful emails but no examples of posting private pictures as a way to shame. The Facebook harassment mentioned earlier was the only time something of this nature was mentioned. I suspect there is more online harassment than was revealed to me, but the fact that it was not brought to me as a serious concern supports my conclusion that the positive prevention work on campus is affecting campus culture in a positive way.

Looking at events across the country there have been many instances of social media abuse and universities are having a difficult time figuring out how to address it. The anonymous app, Yik Yak, is used at ASU. In one ongoing case at University of Mary Washington, Yik Yak threats ranging from harassment to threats to rape specific individuals resulted from a complaint concerning a misogynist chant by a rugby team. One of the individuals being harassed was murdered and whether there is a link or not is still under investigation. This is another area where the University must stay vigilant since it only takes one person to start a chain-reaction of bad things. Earlier I described the nightmare at Columbia University over a university disciplinary hearing. Over the course of the last year both students and their supporters have used twitter, Facebook, YouTube and good old paper flyers to attack one another with protected free speech but which no-one outside the campus would consider healthy for anyone. ASU should be prepared for the worst but hopefully build the campus culture that just says no to this kind of thing.

### **K. Safety Conclusions**

I have made a number of recommendations some of which require urgent action. Even so, my conclusion is that ASU is a very safe campus. This conclusion specifically

includes being safe for women, students of color and LGBT students.<sup>51</sup> I do not mean that the campus is free of discrimination, but it is a physically safe place for all. Beyond that, I observed people on campus generally feeling comfortable being and expressing themselves; so the campus is safe in the sense that most people feel free to be themselves.

## VI. Fairness

---

What does it mean to try to measure fairness? Do people feel they are treated fairly? Are we talking about objectivity or impartiality? Or are we talking about fair-mindedness? Or rules and procedures that allow opportunity to present one's case to a neutral arbiter? Or do we mean equity in the sense of the legal principle for the use of discretion to soften a harsh result or reach a conclusion perceived to be "fair." Or do we mean equality or social justice? Or do we simply mean an equal opportunity to apply for something or compete? Or does fairness mean to even out the playing field in the sense of distributive justice? There would not be a consensus on campus any more than in our society about this although most people on and off campus would support the notions of procedural fairness, rule of law and the means and opportunity to compete on the basis of merit rather than some other standard.

I examine "fairness" at ASU in a world which cries out that "life is not fair." Most universities see themselves as special places where there is more equity and opportunity than in the world around us, where the free exchange of ideas is encouraged and not punished, and where barriers can be broken down. Of course, the campus does not exist in a vacuum. Most students come to the University focused on getting an education and making a good life for themselves. Students, faculty and staff alike bring to the campus with biases, expectations, and life experiences shaped in part by race, class, gender, ethnicity and sexual orientation. ASU also lives with the outside expectations of legislators, alumni and the community as well as the needs and wants of faculty, staff and students.

At the beginning of this report, I set out the declared Mission Statement of the University. ASU declares and embraces this mission to serve the underserved portions of the population including rural communities, first-generation college students and its role as a pre-eminent Hispanic Serving Institution. In this report, I look at "fairness" in context of that mission. ASU chooses to serve a core target group that faces multiple barriers to individual student success. Barriers are overcome by facing them not by ignoring them. ASU proudly focuses on the personal journeys of its students and proclaims, "Great Stories Begin Here." I spoke with students who will certainly be the

---

<sup>51</sup> I have not set out a special section in regard to safety for LGBT or students of color because I did not hear a single person talk about a hate crime or hate speech in a context that made people describe the circumstance as unsafe. In the next section on fairness I discuss the climate in more detail including offensive speech and other "micro-aggressions."

subject of one of the alumni vignettes telling their “Great Story!” At the same time, everyone on campus recognizes the high number of students who do not continue. If the goal is to provide what some educators call a transformative path to upward mobility<sup>52</sup> or social mobility and economic stability, the large numbers who do not continue to graduation is a troubling indicator that ASU falls short of fulfilling its mission. There have been and continue to be many efforts to try and address the reasons why students do not continue. Looking at the obstacles many students face and the efforts to overcome those obstacles is one focus of this section.

ASU also declares diversity and inclusiveness as important values. Consequently, I looked to see if there are resources and support for the diverse interests around the campus and are the efforts by all respected and valued and thus included. I looked to see if all the various subgroups on campus feel they have a place to thrive and grow and even feel appreciated. When there is diversity there will be conflicting beliefs and values, and the free exchange of ideas includes the right to express views that may be hurtful to some. Abortion, same sex marriage, the Israeli-Palestinian conflict, or display of a Confederate flag or Mexican flag all can bring out toxic and divisive confrontation and concerted efforts to stifle or silence those on the other side. Creating an environment where different views can be expressed strongly and passionately but with civility and safety is a challenge all universities face. Ideally, a good liberal arts education opens us up to new insight into oneself and the world around us. Academic freedom and respect for the First Amendment rights of others are important values on campus and in a liberal democracy. With these thoughts in mind I look at some specific aspects, programs and challenges at ASU.

## **A. Fairness as a Measure of Well-being and Healthy Campus**

### **1. Walking and Talking the Campus**

I have already observed that walking the ASU campus is a good experience. People say “hello.” They open doors for one another. They make eye contact. They laugh; there is a sense of well-being. There is visible ethnic and racial diversity and the bits of conversation that you catch as you pass by, reveal the kinds of healthy college life one would expect and want. Talking with students, they are almost all upbeat. This is consistent with the results of the focus groups conducted by Noel-Levitz® as summarized in the *Enrollment Growth Research Report 2011*.

The image and perceptions of Adams State College identified by internal audiences were remarkably consistent. The college was described as friendly, student-oriented, affordable, and accessible, and the home of numerous strong academic programs in areas such as education, business, and nursing.

---

<sup>52</sup> For example, see: <http://news.fullerton.edu/2014sp/msclip-tvtransformative-ocr.asp>



The Noel-Levitz® report also reported students did view ASU as diverse and a great place for first generation students. Students like the opportunities for student involvement and leadership and the variety of sports available. These conclusions are consistent with the 2014 CIELO *Campus Climate Report* and with the information provided to me in interviews and by observation. ASU seeks to be a “welcoming learning and social community.”<sup>53</sup> From the student point of view, ASU is doing a good deal right in this regard.

The 2014 CIELO *Campus Climate Report (CCCR)* indicated strong student satisfaction and “broad awareness of what is meant by diversity and inclusive excellence.” I agree with the CIELO *Report’s* conclusion that students are more positive than faculty about diversity and inclusiveness. The Millennials are an optimistic generation. That comes with youth. My generation thought racism and poverty would be eradicated in our lifetime.

Walking around the campus I looked at the many posters, signs and fliers to see what the campus activities and life look like and who is advocating or promoting activities or ideas. I was also looking for anything that would be controversial, malicious, hateful or which targeted an individual or group. Over the five months I spent walking around, I never encountered any sign or flier promoting hate. To the contrary, there were a series of events on campus showing strong support for diversity and inclusiveness and offering many opportunities for students to participate and become leaders. On the surface, there is nothing that jumps out at one walking the campus that makes one uncomfortable. To the contrary, the campus is a positive place.

## **2. Tensions Underneath the Surface**

The CIELO *Campus Climate Report* also points out there are groups on campus that feel “less optimistic about the current campus climate and prospects for improvement.” The CCCR specifically identified Hispanic faculty, staff and students as less optimistic. It concluded LGBT faculty, staff and students cited “high levels of gender and sexual orientation discrimination,” and female faculty, staff and students as “more critical of ASU’s campus climate by comparison to male respondents.” Finally the survey cited male faculty, staff and students were “more likely to report discrimination and were acutely aware of ideological, philosophical, and religious repression.”

My interviews and meetings with groups support each of these points to varying degrees. Fairness includes a number of issues brought to my attention that were not within the scope of the CCCR, Noel-Levitz® report or other previous campus surveys. I discuss some issues with focus on students, staff and faculty for their specific views on fairness. Other issues such as being an HSI institution are discussed as a single campus-wide issue. In discussing the concerns raised and my observations, it is important to keep in mind that all but a few of those I interviewed shared a strong affection for ASU. One expression of that love is the desire to improve the institution.

---

<sup>53</sup> Description by Dr. Ed Crowther of a goal of Dr. Svaldi in his January 23, 2013, MLK day presentation entitled, “*Out of the Mountain of Despair, A Stone of Hope.*”

That said, those spoken to hold some different ideas as to what would improve the University and what would harm it. That should not surprise us. A free exchange of ideas and healthy debate is desirable on campus. Unfortunately, I did not really hear many good stories about healthy give and take discussions.

The most surprising and troubling theme was the degree of unhappiness among many (not all) Hispanic employees at every level in the University. While one can say the gender related issues on campus are the subject of a lot of discussion, the undercurrent of unhappiness of a significant core of the campus community is not discussed often and it needs to be explored and addressed as discussed below.

### **3. The Importance of ASU as a Hispanic Serving Institution**

#### **a. Federal Title V Definition**

I stated in my introduction that ASU has always been a Hispanic Serving Institution (HSI) since Hispanics have always constituted a large percentage of the rural and first generation population for which ASU was founded to serve. The designation as a “Hispanic Serving Institution” by the U.S. Department of Education adds important financial resources to assist ASU in reaching its declared mission and expressing its stated values. The designation is granted to non-profit colleges and universities where the total Hispanic enrollment constitutes a minimum of 25% of the enrollment at the undergraduate level. 40% of the first-year class in the fall of 2014 was Hispanic and an additional 12% of other races/ethnicities.<sup>54</sup> (32.5% of the entire student body identifies as Hispanic.)<sup>55</sup>

As an HSI institution, ASU is eligible to apply for and receive special funding under the Higher Education Act of 1965, Title V, Part A.<sup>56</sup> In the period from 2000 to the present; ASU has received more than \$17.7 million dollars in Title V funding. Meeting the criteria above makes the grant possible, but the grants serve the needs of all low income students on the campus. In talking with people on campus, most understood that the designation brought grant funding to ASU. Some were familiar with one or more of the programs described below. No-one thought being an HSI institution was anything but a good thing, but some wondered if ASU should not make being HSI more than just a designation and source of funding. One person framed this as ASU trying to be Hispanic-serving not just Hispanic enrolled.

#### **b. Title V Grants and Related Grants**

As noted, ASU is eligible for and receives substantial federal grants because of its HSI status. The grants are notable both because of the financial benefit to the University, but also because they clearly further ASU’s Mission and are aimed at

---

<sup>54</sup> The growth of mixed-race Americans is an important and positive trend that is purposefully ignored in an effort to protect perceived vested interests. ASU has many students with one Hispanic and one white parent and those numbers will increase exponentially in the next generation.

<sup>55</sup> September 19, 2014 Press Release, <http://www.adams.edu/news/sept1426.php>.

<sup>56</sup> Higher Education Act of 1965, Title V, 20 U.S.C. § 501 et seq.

helping the low income, Hispanic or otherwise, core of the student body to achieve motivation to graduate. One way ASU continues to try to address its low student retention rate is by reaching out to San Luis Valley secondary schools (and some outside the Valley) to prepare students for college and by providing resources and support for the students on campus. The Title V grants are an important source of funds for these efforts and these funds have also substantially upgraded the campus. With the core mission in mind, I looked at the larger grants ASU currently has and grants ASU has applied for and how these relate to the mission.

In 2010-2015, ASU received a five-year Title V institutional grant which has focused on issues of access, student success and retention. The Student Success Center is a focus of the grant. It supports advising, career services, college readiness, and the Grizzly Testing and Learning Center. The Center includes a computer study area. The grant also supports the Developmental Math Initiative to improve students' performance in mathematics which is a recognized obstacle to retention and graduation for many students. This grant also supports faculty workshops on best practices for instructing the at-risk students ASU embraces in its mission Statement. The grant also supports the Hilos Culturales Summer Institute,<sup>57</sup> the ASU Equity Retreat, inclusive excellence workshops and new faculty orientation. This grant has funded two technology enhanced classrooms each year in the five year grant. Mike Nicholson is current project director and Andréa Benton-Maestas, is the Title V Grant Activities Director

In 2011, ASU was awarded a \$3.6 million grant to be the central Science, Technology, Engineering, and Mathematics (STEM) resource in southern Colorado, providing improved STEM instruction and outreach. Funds from this grant built the new observatory on campus, renovated the Zacheis Planetarium, and purchased the X-ray Diffractometer and a touch-screen system for the Edward M. Ryan Geological Museum. It is also funding the new greenhouse. The grant is supported by a staff of three led by Project Director Marcella Garcia and project director Cindy Bervig. At ASU, the grant made possible the STEM Center which opened in 2013 in Porter Hall, a place where students can study, find peer led team learning, individual tutoring, receive supplemental instruction and interact with faculty in a less formal setting. The idea is to create a community of people supporting one another as they pursue a degree in STEM. The aim is to help Hispanics and other low-income students to succeed in STEM and with a concrete goal of increasing the number of Hispanic STEM graduates to fifteen or more. Efforts to support STEM students are not limited to the grant activities. For example, the faculty provides lunchtime talks in science and engineering with free pizza. A number of these presentations can be viewed online from the ASU website. These presentations are well-attended.

In 2014, ASU received a five-year grant of \$2,838,865 under the Department of Education's Promoting Post-baccalaureate Opportunities for Hispanic Americans Grant (PPOHA). The grant is intended to help Hispanics and other low-income students to

---

<sup>57</sup> Hilos Culturales explores the cultural richness of the San Luis Valley and includes a class and lecture series as well as a summer program. Past lectures are accessible on the ASU website.

achieve a master's degree. These funds support the graduate support center, mentorship, incentive stipends and graduate assistantships. Lillian Gomez is Director of the program and Dr. Melissa Freeman is Activity Director and Director of the GSC. Anna Torello serves as the Project Specialist on this and the institutional grant.

In 2014, ASU also received a five-year HSI grant of \$841,470 in a cooperative project with the University of New Mexico-Taos and New Mexico Highlands University (Title V Cooperative Grant). The project is titled "UNIDOS: Building Pathways to Access and Opportunity for the Upper Rio Grande Region." These three HSI institutions are jointly seeking to increase enrollment and success and increase distance learning opportunities in the region. Lillian Gomez is the ASU Activity Director for the grant.

In 2014, ASU also received a \$210,449 Title II grant from the Colorado Department of Education funded by the Elementary and Secondary Education Act, designed to improve teachers' knowledge of, comfort with, and attitudes towards STEM for K-5 teachers in ten school districts within the San Luis Valley.

ASU also has a \$2.9 million grant through the Public Education & Business Coalition Boettcher Teacher Residency Program. This program supports teachers to obtain a Master's Degree in Education with an alternative teaching license and an endorsement for the culturally and linguistically diverse. ASU graduates make up a large percentage of the teachers in the K-12 systems in the San Luis Valley. It is a painful irony that these past students are sending so many unprepared students back to their alma mater. The Title V outreach programs to stimulate young students for STEM and the residency program try to address the deficiencies everyone recognizes in the K-12 preparation by improving the teaching and engaging the young students.

ASU has two pending Title V Grants. The first is an institutional grant request for \$2.5 million over five years entitled *Conexiones*. It is focused on reducing remediation and improving math success, providing integrated appreciative advising strategies aligned with career pathways, and building student engagement with campus and professional development around inclusion and equity.

The second application entitled *Caminos* is a cooperative grant application with UNM Taos. This grant application extends some of the activities in the existing cooperative grant to support post-secondary education in the Upper Rio Grande region in New Mexico and the San Luis Valley using distance technology innovations including the latest in interactive tools, video, threaded discussions and collaborative tools. The grant will train faculty in the development of online/hybrid instruction techniques, create evidence-based academic support services for the online students, and improvements to the distance-technology infrastructure.

There are other grants closely connected to the Title V initiatives including the College Assistance Migrant Program (CAMP) funded by a Title IV grant. CAMP recruits

first generations college students from migrant families. It is administered by Pete Gomez, an ASU alumnus who was himself in the CAMP program in the 1970s!<sup>58</sup>

ASU also receives TRIO Strengthening Institutions grants under Title IV<sup>59</sup> student assistance programs focused on low income students and first-generation students. One of the programs is Upward Bound which seeks brings high school and younger students to ASU to familiarize them with the campus life by spending time in the dorms, taking classes and eating in the cafeteria. The TRIO grants also support the Student Support Service (\$255,504/yr. x 5 years, 2010-15), and the Upward Bound Program (\$476,915/year for 5 years, 2013-18). Upward Bound seeks to ensure 114 participating students are college ready with an emphasis on English, mathematics, science, reading and writing. The Student Support Services offer one-on-one support to students as they struggle with the many obstacles to success they face using the SSS Milestones of Success model. Tutoring, counseling, academic advising and life skills workshops are examples of what this grant provides. Morgan Dokson is Director of Student Support Services.

The Department of Defense (DOD) has also contributed to the Title V STEM effort with an overlapping 2014 grant for a robotic lab for undergraduate research and for K-12 programs to inspire interest in STEM. A second DOD grant was just awarded for undergraduate STEM research.

Finally, the National Endowment for the Humanities has awarded ASU a \$10,000 grant, a six-part PBS documentary series on Latino America history to enable ASU to partner with community groups to present programs on social, political and cultural history. Carol Smith, Niesen Library Director is in charge of this grant.

### **c. A Broader Vision of HSI**

Obviously, these grants are vital to the University and directly further ASU's Mission. At the same time, many across the campus struggled to see a broader vision of what it means to be an HSI institution. It opens doors to funding. Is that enough? Some think so. A few puzzled over whether it was favoring one group on campus and did not feel included.

I agree with CIELO and others who think ASU can do better to leverage this status and the history of the University in way which makes ASU unique and attractive to many students. The Strategic Plan embraces promoting and celebrating the history and culture of the San Luis Valley. HSI ought to signify a school whose special ties to the Hispanic history, culture and language of the San Luis Valley and northern New Mexico make ASU a special place for Hispanic students, but also a special, welcoming place for the Anglo, African American, Asian and Native American students who choose ASU. This notion is best embraced on campus by the Cultural Awareness and Student Achievement Center<sup>60</sup> (CASA) program. It is a small but growing community within the

---

<sup>58</sup> It was then called the ALMA program. ASU lost the grant for many years but has now regained it.

<sup>59</sup> Title IV Part A, Higher Education Act of 1965, 20 U.S.C. §1070a-11, et seq.

<sup>60</sup> Centro de Conocimiento Cultural para el Éxito Estudiantil.

college community that embraces inclusiveness of all within a traditional Hispanic cultural setting. The CASA Center Coordinator is Oneyda Maestas.

CASA has also given a number of students who live off campus a good campus “home” which better connects them to the student life and activities. Many students from the San Luis Valley cannot afford to live on campus because of finances and/or because they have family responsibilities that require they return home. This group of students is at great risk of being overwhelmed and feeling disconnected. CASA meets a real need for these students. As good as CASA is and as great as it might become, its’ meager financial support<sup>61</sup> is symbolic of the question we started with: What does it mean to be an HSI institution?

While there are many on campus who suggested this broader cultural connotation for HSI, there are some real contradictions on the campus. Where there were three Spanish professors a decade ago, ASU now has only a single Spanish professor. One position was eliminated and one is unfilled following the economic crisis. There are many departments who want to grow now and there will be hard choices regarding priorities. If bolstering offerings supportive of ASU as a HSI leader in terms of culture, history and language, do you start with language or somewhere else?

It was surprising to me that there was not a student outcry and demand for more in terms of Spanish language and student cultural exchanges. I suggest a deeper conversation with students on campus about the relationship between language and culture and whether a language requirement would be a good addition to the graduation requirements at ASU, as there is at most liberal arts institutions. As someone who hired many people over the last forty years, fluency in Spanish is a big plus in the workplace anywhere in the country. It also is the gateway to an expanded connection to Hispanic culture for all students.

Of course, ASU does have some strong cultural threads--hilos as it were—across the campus. El Mariachi Corazon del Valle, Semillas de la Tierra, El Parnaso, The San Luis Valley lifeways series, Hilos Culturales offers luncheons, retreats and faculty lectures which all contribute to the ASU culture in strong and consistent ways. Mariachi Corazon del Valle and El Grupo Folklórico Semillas de la Tierra have enjoyed long community support and many graduates of both still live in the area. They are treasures as are the murals on the stairways in Richardson and the new mural in McDaniel Hall which celebrates the United Farmworkers strike in Center Colorado in 1971.<sup>62</sup>

---

<sup>61</sup> CASA is not the only student activity that is meagerly funded, but then almost everything on campus is short on funding.

<sup>62</sup> The mural was completed in May 2015 by alumnus and local artist, Carlos Martínez and Zeb Palmer.



The recent addition of a Latino Studies Minor is another positive step with its dual focus on the southwest and Latin America. At one time, ASU had a vibrant exchange program with the Universidad Popular Autonoma del Estado de Puebla. ASU offers students the opportunity to spend a semester at other universities in the United States but there are few opportunities to study abroad at ASU. The cost of such semesters abroad is obviously an obstacle, but setting up the framework and exploring money sources to support the program seems like a good step to round out choices for ASU students to enrich their college experience and is certainly aligned with an expanded view of HSI.

Recommendation: There should be a campus dialogue to explore what people want HSI to mean and to define the steps needed to reach that vision. An expanded view of HSI would be another avenue to attract students who want to learn about and embrace culture, language and history.

#### **4. The Allocation of Limited Resources**

There are many worthy proposals for the new President and the Board of Trustees to consider in developing ASU's next strategic plan. These choices were put to me in terms of fairness to this or that interest on campus. This goes back to my first question about what is meant by "fairness." In making strategic choices for the University, the focus is usually going to be on the long term interest of the institution not what is fair to a particular interest. There are hard choices to be made. Strategic planning helps an institution steer a consistent course and allows all parts of the campus to make the case for their priorities. A process that is perceived of as fair because it gives due consideration to all competing proposals and ideas makes it easier for everyone to accept (not necessarily agree with) the plan developed. In order to look at the future, I looked at what has been done in the last decade. I looked at the question of investment and resource allocation through the lens of ASU's Mission Statement and the strategic plans adopted in this timeframe.

**a. 2008 to the Present**

Dr. Svaldi led the creation of the Strategic Plan 2006-2009 and the Strategic Plan 2010-13. Key aspects of these plans include building financial stability, student-centered initiatives to boost and retain student enrollment and success, improvement of the physical campus and promoting and celebrating the history and culture of the San Luis Valley. There has been substantial improvement to the campus as a result of these efforts. The failure to radically impact retention and graduation rates is a large disappointment given how much effort has gone and continues to go into this problem. I have already described many activities consistent with these strategic plans.

There are different perspectives on how equitably the limited new resources have been spent and on particular initiatives including the increase in the number of Division II sports offered. The expansion of graduate programs and the related University status have been largely successful, but not for all elements on campus. Extended Studies has become a large and successful force on the campus. Looking back it is clear that there has been an effort to encourage growth in many areas of the campus and strategic investments that have benefited many students and programs.

**b. Budget Planning and Setting Priorities**

As I complete this report, two new Title V grants are being submitted and the FY 15-16 budget has been announced. As is always the case, there are compromises and parts of the budget that will disappoint one or another group on campus. I elsewhere encourage stronger process in governance to better ensure everyone feels their voice is heard. During the five months I spent walking the campus I observed the advocacy and negotiations and frustrations and uncertainty felt in many quarters. It was difficult to gauge which of many worthy proposals were likely to actually be funded. The process is not as transparent as one would like or expect. Still, the short-list of priorities that was finally considered was familiar. People had spoken to me about virtually everything on the list. It did not include some things that were put to me as important to them, but the short list is just that, an incomplete list of priorities.

The proposal for a Women's Center has morphed into a proposal in the new Title V grant for an "Office of Inclusive Excellence." The budget includes commitment of real money to begin to address the worst compression issues with staff and to bring all faculty and staff base salaries to at least to 72.5% of the CUPA peer average this year, with the continuing multi-year goal of 90% of peer average. These were major issues people talked to me about and it is good to be able to acknowledge that several of the most spoken about concerns on campus were prioritized. A raise in undergraduate tuition is not what I heard anyone wanted to do, but in the end the Trustees looked at how they could finally address the salary issues on campus instead of just talking about them. People will like or dislike some of the priorities but as flawed a process as I observed, the budget decisions show that the issues were understood and the administration and Trustees took steps that will be generally well-received.



### c. Capital Construction

In March 2008, the student body approved a student capital fee to be used to pay off bond financing for capital improvements across the campus and to maintain the improvements after completion. The students overwhelmingly supported this step even though it increased their student fees. Refurbishing the existing dorms and the construction of the new Rex Stadium and Residence Hall were first on the project list and both have been accomplished. Below is a spreadsheet summarizing the building renovations on campus since that historic step and showing the source of funds for each project. Title V and other federal funding described earlier, together with funding from the Historical Society and private donors contributed to these steps.

<i>Building Name</i>	<i>Occupancy Type</i>	<i>Date Built</i>	<i>Funding Source</i>	<i>Comments</i>
<i>Education and Social Sciences</i>	<i>Academic</i>	<i>1967</i>	<i>Bond Proceeds</i>	<i>Complete Remodel to address ADA, life safety issues, mechanical system, technology, program utilization</i>
<i>Leon Memorial</i>	<i>Academic - Music Performance</i>	<i>1968</i>	<i>Bond Proceeds</i>	<i>Replace seating, upgrade sound system and acoustic treatments</i>
<i>Music Education</i>	<i>Academic</i>	<i>1957</i>	<i>Bond Proceeds</i>	<i>Complete Remodel to address ADA, life safety issues, mechanical system, technology, program utilization</i>
<i>Observatory-Planetarium</i>	<i>Laboratory</i>	<i>1964</i>	<i>Federal grant with ASU reserve match (25%)</i>	<i>Replace seating, upgrade 1964 star scope projector</i>
<i>Rex Stadium</i>	<i>Athletics</i>	<i>1949</i>	<i>Bond Proceeds</i>	<i>Upgrade seating capacity, install artificial turf to expand usability</i>
<i>Rex Student Activity Center</i>	<i>Recreation</i>	<i>1939</i>	<i>State Historical Grant w/ ASU reserve match (25%)</i>	<i>Repair original stucco finish</i>
<i>College Center</i>	<i>Assembly</i>	<i>1960</i>	<i>Food Service capital outlay agreement w/ ASU Reserves</i>	<i>upgrade dining facilities</i>
<i>Coronado Hall</i>	<i>Dorms</i>	<i>1968</i>	<i>Bond Proceeds</i>	<i>Complete Remodel to address ADA, life safety issues, mechanical system</i>
<i>Girault Hall</i>	<i>Dorms</i>	<i>1957</i>	<i>Bond Proceeds</i>	<i>Complete Remodel to address ADA, life safety issues, mechanical system</i>
<i>Community Partnership (old art building)</i>	<i>Classroom/Office</i>	<i>1956</i>	<i>Federal grant with ASU reserve match (25%)</i>	<i>Remodel abandoned building within academic quad</i>
<i>Richardson Nursing Simulation Lab</i>	<i>Academic</i>	<i>2009</i>	<i>Federal grant with ASU reserve match (25%)</i>	<i>Build a state of the art simulation lab to augment clinical placement</i>
<i>Residences at Rex, North Campus Green</i>	<i>Apartments</i>	<i>2010</i>	<i>Bond Proceeds</i>	<i>New Apartments and restaurant</i>
<i>Softball Field</i>	<i>Athletics</i>	<i>2010</i>	<i>Bond Proceeds</i>	<i>To address Title IX compliance issue</i>
<i>Baseball Field</i>	<i>Athletics</i>	<i>2012</i>	<i>Bond Proceeds</i>	<i>New sport - 54 rostered athletes</i>
<i>Soccer/Lacrosse Field</i>	<i>Athletics</i>	<i>2012</i>	<i>Bond Proceeds</i>	<i>New sports - 163 rostered athletes</i>
<i>High Altitude Center</i>	<i>Athletics</i>	<i>2013</i>	<i>Bond Proceeds</i>	<i>Primary use - indoor track in place of Plachy Hall track value engineered out the Plachy Hall state capital project</i>

With the added renovation of Richardson Hall in 2014-2015, these changes have vastly improved the campus from north to south with major improvement to the main educational buildings, dorms, athletic facilities and the central plaza. There are certainly many who would have spent less on athletic fields and the stadium in particular. Given the strategic decision to increase sports in order to increase undergraduate enrollment, the construction of the additional fields was a necessity. The stadium was viewed by the Trustees as a signature building on campus.

The outstanding quality of the campus facilities is a huge plus for student recruitment and for student life. The transformation has benefited the working environment of everyone on campus. In addition, the East Campus adds additional space and provides a good home for the growing HPPE program, and \$5.8 million

renovation for that building is in the final planning stages. ASU has also begun a changeover to a VOIP phone system with the new system part of the Richardson renovations in final stages with VOIP included in the East Campus renovations to come as well.

The single loudest complaint about the current facilities revolved around the Rex Student Activity Center located in the original ASU gym.<sup>63</sup> It was renovated over a decade ago into a student activity center with a weight room, exercise equipment and places for aerobic exercise classes. The equipment is well-worn and the numbers of students wanting to work out there continues to grow. Students today want to be fit and they are used to having good facilities to do so. AS&F, other students and ASU staff all think improvement to the Rex should be a high priority. I received conflicting stories as to whether the original plans for use of the new student fees included a climbing wall some believe was to go in the old field house since the track team was getting its new High Altitude Center dome. Whatever the original plans, the decision was made to put the climbing wall in the Rex. Money was a key factor. As the many new DII sports were added, the Athletic Department has put the field house to good use. Planned improvements to the Rex were pushed back. The suggestion this was in part due in part to cost overruns on the stadium is disputed.<sup>64</sup> The climbing wall is a big hit but it further reduced the space in the Rex. The expansion of DII sports as a strategy to increase undergraduate enrollment worked. ASU is also a great place for a multitude of outdoor activities that are not DII sports. Improving and emphasizing the opportunities for outdoor activities and adventure sports in the San Luis Valley could be another successful strategy to attract undergraduate students. Having an outstanding student activity center to work out in is essential to such a strategy. It is also one of the first facilities potential students look at on the campus. Addition to and improvement of the Rex is a good step both for equity to existing students and as a means to recruit. Additional funding for adventure sports and other outdoor oriented activities is also needed.

## **5. Fairness in the Traditional Context of Favoritism, Discrimination**

As one would expect, there were statements made that various groups benefit from favoritism. I expected to hear and did hear some say student-athletes are favored in one way or another. There were specific public suggestions before I began that student-athletes get breaks on parking tickets, housing preferences and even that a few professors go out of their way to help student-athletes. There are also a number of people who feel athletics is favored in budgeting and in access to key donors via the Grizzly Club. I will address these but I want to note that none of these even begin to raise the kind of concern that I would have if I were hearing that LGBT students were being bullied or ostracized or that there is ongoing conflict between Hispanic and Black students or that sexual harassment is rampant on a particular sports team.

---

<sup>63</sup> The Rex was constructed with Works Progress Administration (WPA) funding in 1938-1939.

<sup>64</sup> I was told that the decision to delay improvement to the Rex was made by the Trustees over the objection of the administration.

### **a. Traffic Tickets**

I obtained a list of traffic ticket appeals to the Campus Parking Appeals Committee including the outcomes of the appeals and a list of instances in which the VPSA or police adjusted parking tickets. There was no evidence to support any favoritism to anyone in particular in the way parking ticket appeals were handled. The number of adjustments to tickets has decreased over the last few years. Typical examples of why a ticket was ripped up are (1) a car broke down over night in a lot where a car was authorized at night but not in the day. (2) a car got a flat tire and could not be moved resulting in four tickets and student did not have the money to get it fixed. Two of four tickets were cancelled. (3) a family visited the campus with a potential student and they parked in the wrong place. (4) a faculty member forgot his/her parking pass. (5) unloading at the theatre for a production. All appeals by anyone simply claiming they forgot or did not read the signs were denied.

Student-athletes were not any more likely to get relief than anyone else from the Parking Appeal Committee or anyone else. There was simply no evidence of favoritism to anyone in the granting of relief. I was a little taken back that so many people did appeal and that there was a committee to address most of these but after understanding the financial problems of students today, I understand that the ticket can be more than an inconvenience.

### **b. Athletic Budget Issues**

The perception that athletics is favored in the budget is present in many quarters for different reasons. As already noted, students feel the Rex Activity Center facility is not adequate. A few indicated that the denial of general access to the new weight room and even the dome is not "fair." Some faculty members point to the capital expenditures on athletic facilities during almost a decade while pay issues and staff cutbacks for faculty and for staff remain unaddressed. A number of people just think athletics are too influential and take too much of the budget at ASU and in American universities in general.

ASU doubled down on student-athletes as a means to increase and sustain undergraduate enrollment. It is a conscious strategy aimed to stabilize the University and enable the University to address the faculty and staff issues and beyond that, to look at expansion of undergraduate offerings. One can understand the reasoning and still feel this was ill-advised and not fair. Most people acknowledged that the plan to grow athletics by adding enrollment-based DII sports has boosted enrollment and added some needed tuition and room and board revenue from the undergraduate side. Some did wonder whether there were not and are not other ways to do this. If the stabilization and growth of enrollment had translated into new faculty positions this would not be as big a complaint. The view was expressed that now with enrollment stabilized, the delayed faculty and staff issues time has come. To a great degree, the developments

and decisions in the last five months including the new budget show administration and Trustees agree with that assessment.

**i. Enrollment-Based Sports**

The perception that athletics are better funded than other parts of campus is not uniformly true. A look at the CUPA salary studies show that with the exception of track and field (including cross country), coach salaries are lower in percentage than faculty salaries and the budgets for most of the teams are far below what other schools are providing in general budgets and scholarships. The new enrollment-based sports are operating on shoestring budgets and while there are new fields for them, the practice spaces are not really good for the number of individuals and teams trying to share them. Several coaches worried that the student-athletes were not being treated fairly with such large teams and that they did not feel good recruiting so many student-athletes for their teams.

The strategy to build undergraduate enrollment by offering additional sports to attract students who want athletic competition as part of their college experience has been successful in terms of numbers. Coaches and student-athletes, however, raised many concerns that ASU has too much of a good thing. It is time for the University to do a careful evaluation of the size of each program. Recruiting students in numbers so large that only a small portion will ever get to play is not fair to students. It is one thing at a DI school where the student-athlete gets a large scholarship and free education regardless of whether or not she/he plays. It is not the same when students are getting no financial incentive or the small stipends most of the enrollment-based sports offer. It is time to re-evaluate the cost-benefit to the University and to the student-athletes involved to find the right numbers for each sport.

Student-athletes and other students involved in University organizations have an expectation of reasonable financial support. I have suggested that adventure sports and student organizations like CASA need additional funding. So too, enrollment-based sports deserve a reasonable baseline support. Whether it is housing and food service issues for sports teams required to stay on campus over a holiday, or traveling costs for a club to attend a national conference, ASU students too often find themselves having to fund these things for themselves or club sponsors or coaches are paying.

**ii. Some Sports are Favored (and that is ok)**

I received comments from some student-athletes and one coach complaining that there are sports that are clearly favored at ASU. My reaction when I saw student comments to this effect was to wonder how they expected anything else. After pondering the comments made to me and in other documents on campus, I concluded that the real complaint was not that there are some better funded sports, but that some of the enrollment-based sports teams feel short-changed. Specific issues range from access to trainers, the weight room, and travel and training budgets. I discussed some of this as a safety issue and it is certainly perceived as an equity issue.

The decision to fund certain sports at a higher level based upon community and alumni interest and success in bringing good publicity to ASU is perfectly rational. Even the priority programs, however, have budgets that make it hard for them to compete. Track and cross country are obviously the most successful at competing on the national stage and they are rewarded for that success in their budgets. I have watched the rise of ASU as a national track and cross country power over the last forty years. It started with programs less well-funded than any of the current enrollment-based sports and that should be an incentive to dream and then to build as track and cross-country have done.

At the end of the day, once a student-athlete is on the campus, the whole campus needs to support that individual and help them graduate and grow. Some of the athletic teams have much higher graduation rates than the student body as a whole. Others are only slightly above the average. None are below it but with the exception of a few teams, there is a lot of room for improvement in graduation rates for most teams as there is for the campus as a whole. Beyond the baseline support for any athletic program offered, there is no appealing argument to allocate additional resources to athletics until the many unmet needs in the academic side of the University are fully addressed.

### **iii. Lessons from a Team and a Coach**

The men's basketball program was a subject numerous people wanted to tell me about. This is a program that has expectations of success and entertainment. In order to do so, coaches have become reliant upon junior college transfers who come to the campus to play ball and complete their degrees. I heard very unflattering things said about some of the past players and the actions of the coach on behalf of some of the players. The former coach was criticized for trying to get his players better housing and not following the rules in doing so as well as trying to interfere with disciplinary actions in the dorms. He has left to work at a DI school, and an Alamosa native has been named the new head coach. He will face the same problems some of which are described here.

While the coach has left, it is useful to look at some of the issues the last few years as they could occur with any team and any coach. RAs described problems with student-athletes in the dorms in past years (not in 2014-15). The problems described by the RAs ranged from small to serious.<sup>65</sup> The attempts by the coach to intervene to help the student-athletes only made the relationship with the Housing staff worse. The result was the coach sought other housing for his student-athletes this past year which made sense, but highlights the outsider status of some of these particular student-athletes. At the root of the problem is the large number of transfer students. The other sports teams strive to bring the student-athletes in as first-year students. They are part

---

<sup>65</sup> There were equally difficult challenges with some members of the Lacrosse team in past years but neither their former coach nor the current coach tried to intervene in the way the former basketball coach did. The new Lacrosse coach has improved team attitude considerably.

of a class and even when they spend much time with teammates and focused on the team, they inherently become connected to the University and other students. The former coach was a passionate advocate for his student-athletes. He expressed frustration at the difficulties his student-athletes face. He asked: "Once the student-athlete enrolls, does the University community not owe that student-athlete the same support and mentoring and wish for success as any other student?" Even if you do not believe the way the teams are recruited is a good one, that issue should be separated from the obligation to support the student-athlete once he/she is here.

Conversations in the community and on campus (not the RA conversations) sometimes labeled all the young men on this team with a broad brush that had racial overtones. Many of the young men who transfer are first-generation college students from low income families and are African Americans. Helping them find a place for their own personal growth and education culminating in graduating is the same goal as for every incoming first-year. The graduation rates shown to me for this team were far better than suggested to me by some people. Athletic Director Larry Mortenson has given a lot of time and thought to the issues of this team and worked hard to help the former coach help his student-athletes to succeed both on the court and in the classroom. The new coach enters the job with a familiarity with ASU, the team and the issues the team and its players have faced. Just as other teams (and departments) have recovered from bad places over the years, this program can do the same with effort and with support.

#### **iv. Grizzly Club**

The Grizzly Club calls itself the "team behind our teams." It has been a very successful community tie and source of tremendous support for the athletic programs at ASU for many years. The corporate connections and donor connections it has have been instrumental in getting funding for teams and facilities beyond the budgeted amounts. The finances are now run separately through the Adams State Foundation but Grizzly Club controls its own finances.

Given how many worthy ideas there are at ASU, it is no wonder that some look at the support the Grizzly Club has with a degree of envy. The theatre, arts and music departments all have their own benefactors but it is fair to say the athletic programs have a huge fundraising advantage and continuity over time through the Grizzly Club.

It took years of personal effort and commitment to build some of these relationships for the University and for the athletic department. It is certainly a model to build around for other campus funding purposes but it would be hard to replicate outside athletics and perhaps the arts. The Foundation and the Grizzly Club both see protecting their key donors from daily solicitations as important for good reasons. At the same time there needs to be a better way to take a new idea and find the right funding for it. In thinking about the problem, a crowdsourcing type approach that floats ideas and offers participation broadly to alumni and other ASU supporters makes sense to me. This reaches the known donors without threatening Foundation and Grizzly Club

ties to them but it also reaches out to people who have never given to either the Foundation or the Grizzly Club.

## **6. Fairness in the Sense of Outreach and Assistance to the Disabled**

Disability Services on campus are headed by Lis Tomlin, Assistant Director of Counseling and Coordinator of Disability Services. ASU has a number of students with a wide variety of disabilities. Lis and the counseling staff are there to help students be independent, encourage self-determination and to provide resources and advocacy when necessary. A welcoming, inclusive environment for those with a variety of disabilities is certainly within the mission of the University and required by law.<sup>66</sup>

There are students facing a wide variety of challenges. The challenges may be a learning disability, a physical disability or a mental health issue. Assisting these students involves challenges including getting from one side of campus to the other, peer note-taking, testing center accommodations and required support in doing each.

After talking with Lis and reviewing student contacts with the VPSA and with Joel Korngut, it appears that ASU is working hard to meet the needs of these students. The complaints that I saw were resolved with successful outcomes. It would be good to try and track student success and identify reoccurring obstacles to success.

## **7. Veterans' Center and Veterans' Club**

There are between 250-275 undergraduate veterans on campus in a given semester. Many other veterans are enrolled through Extended Studies. This is obviously a significant number of students. While ASU has always had large numbers of veterans since WWII, a clear focus on this group has been lacking until recently. In 2010, a group of undergraduate veterans approached President Svaldi and pointed out the large number of veterans at the University and the specific problems and needs they bring. Today, one of those students, Matthew Martinez, has graduated and is serving as the Veterans and Military Affairs Coordinator at the ASU Veterans' Center (temporarily located in McCurry hall while the Richardson Renovations are completed).

The Veterans' Center is only in its second year in its new home. The club has existed for five years. The Center is partly sponsored by the Campus Compact of the Mountain West which is an organization focused on aligning campus and community through service learning and civic engagement. In addition there is a two-year AmeriCorps Vista position that has low pay but offers educational benefits making it ideal for a graduate student who has exhausted his GI Bill.

Issues related to veterans on campus include housing and occasional transportation to the Veterans' Health Clinic in Alamosa or the Veterans' Hospital in Denver. Some veterans suffer from PTSD or other related mental health issues. Most

---

<sup>66</sup> Americans with Disabilities Act, 42 USCA §1201 et seq.

veterans come to ASU focused on getting their education as quickly as possible to move on into the workplace. The GI Bill provided tuition plus \$1100 per month but is time limited. No current veterans are engaged in DII sports but most like to stay fit and engaged in outdoor and other athletic endeavors including the leadership programs. Improvements to the REX and additional resources for non-DII athletes are concerns and strong desires for veterans. Veterans are older and like most non-traditional students living in a dormitory with 18 and 19 year olds is not appealing. At the same time, housing focused on veterans might be appealing and cost effective for some of them. The Veterans' Center is exploring veteran specific housing as an option for veterans. Access to the counseling services and the local mental health services are also important.

ASU has many attributes that are attractive to veterans. Small class sizes and the ability to get in the classes to graduate in less than four years are appealing. A rural outdoor-oriented community with opportunities for many outdoor activities is also appealing. Matthew and his staff believe ASU can be successful recruiting more veterans if some resources are put into recruiting during the summer at military bases. This seems like a natural fit with the other efforts to bolster undergraduate enrollment. Veterans bring their GI Bill benefits and offer another form of diversity into the campus mix. It is also worth noting that many of the veterans coming to ASU are female.

### **Recommendations:**

(1) The Veterans' group has already asked the Board of Trustees to consider allowing in-state tuition for any veteran. This strikes me as a great recruiting tool and a win-win for the University and the veterans.

(2) Expand recruiting efforts for veterans especially during the summer months when many are ending their time in the service and are deciding where to pursue their educations.

(3) Consider a dorm floor dedicated to veterans.

## **8. Compensation and Employment: Classified and Exempt Employee Issues**

Employment related issues were raised to me by a number of those with whom I spoke. The members of the Classified Employees Council who met with me, and other employees who sought me out, expressed a variety of concerns. With Cost of Living Adjustment (COLA) wage increases the last several years and the 1% across the board and 1% discretionary merit (pay for performance) pay increases just announced for July 1, 2015,<sup>67</sup> it will be three years in a row classified employees have received a pay increase.<sup>68</sup> This is certainly welcome and well-received. There remain other issues that

---

<sup>67</sup> <https://www.colorado.gov/pacific/sites/default/files/Instructions%20FY%2015-16%20ATB%20&%20Merit.pdf>

<sup>68</sup> The changes in compensation plans for classified employees over the last few years is easy to track at the Colorado Division of Human Resources website: <https://www.colorado.gov/pacific/dhr/compensationplans>



the 1% ATB COLA and 1% Pay for Performance (P4P) will not address that were brought up repeatedly by employees individually and by Colorado WINS.

**a. Classified and Exempt Jobs**

Numerous classified employees expressed the perception that as a classified job becomes vacant it is changed to an exempt position resulting in a decline in the number of classified employees. The IT group was a frequently cited example of this. Several employees suggested that it seemed as though the University is trying to eliminate classified employees. There is considerable confusion around this and the complaints below that additional communication and transparency can help address. Another contributing factor is that a number of the new jobs on the campus have grant funding or cash funding which makes the positions exempt but the job duties may be very comparable to classified positions. Additional effort to clarify the differences between classified and exempt jobs and to apply the differences consistently across the campus would be helpful.

**b. Fair Opportunity to Apply for Jobs**

A number of employees stated they feel stuck in jobs they may or may not like but which offer no opportunity for advancement. They enjoy working at ASU and consequently, many said they were looking for lateral moves or a move to a different part of campus either for a change or to a place where opportunity to advance was perceived to be better. Classified positions are subject to requirements for specific job posting and a defined process to fill an empty position. Employees said exempt positions are not always advertised and that it seemed that when a new exempt position is created the person getting the job is already selected. For a classified or exempt employee hoping to move laterally or move upward this can be frustrating. The posting of all jobs to get competitive applications would answer at least some of these concerns.

**c. Compression, Inversion and Realignment**

The successive pay increases are welcome but do not address inversion and compression. Classified employees' base salaries are adjusted on a statewide basis but frustration was expressed around the issue of compression resulting from the years with no COLA and the change from the old state "step" system to the current broadband P4P system. A number of the classified employees seemed unaware that the change to P4P was not just at ASU but applied to state employees in general. An example of the kind of problems that exist described to me was that a new hire custodian started at a pay comparable to a multi-year veteran.<sup>69</sup> These kind of wage differences are bound to cause problems in morale and a sense that one is not appreciated. As described earlier, the FY 2015-2016 budget contains \$200,000 set aside for salary adjustments for faculty and staff. The effort to hire new classified employees (and new faculty) at equitable base salaries is a good thing. If new employees start at the bottom of a range they too will soon become unhappy and trapped. So it is reasonable to start new classified

---

<sup>69</sup> I do not believe the specific example cited to me in a meeting was in fact true but it illustrates the kind of concern raised and to a great extent acknowledged.

employees at a higher rate in the appropriate range but this leaves the task of addressing the older employees now compressed. The \$200,000 will begin the process of addressing this. If and when the pay adjustments are completed, all classified employees will be better off. The fact that the discussion of this issue which I first heard in September has changed to concrete action in order to change the situation is a step forward that certainly will help morale but the amount of money available will not go very far especially if some is used to refill a vacancy. The multi-year commitment on these issues is necessary to resolve this.

Facilities and grounds personnel expressed multiple frustrations including not being respected by the faculty and not being included or offered a chance to contribute ideas in discussions concerning their work. The facilities employees pointed out that the campus has activities every night and that their schedules become very full. Event management is complicated and puts a lot of strain on the facilities staff. The supervisors complained that they are expected to be at many events and they do not get overtime for these evening and weekend activities<sup>70</sup>. One custodian said that people used to try and help clean up and not leave a mess but now that does not happen. A large number of the facility and ground personnel are Hispanic. Several quietly expressed that they feel disrespected as individuals, as Hispanics, and on the basis of their educational levels.

Exempt employees have their own concerns. There are no mandatory evaluations and whether reviews are done depends upon under whom the exempt employee works. Several exempt employees felt stuck in their positions and they were concerned that saying anything could jeopardize their position since they are without the procedural protections of classified employees. They also expressed the same frustration classified employees had that openings were not always advertised.

My former employment with the courts did provide me with a good awareness of these issues. In an expanding economy new hires must be paid more than earlier hires were during depressed times. This creates a problem that occurs over and over. If there is not a periodic and systematic approach to realign salaries equitably this can become a toxic issue in the workplace. Similarly, there needs to be periodic reclassification for the employees whose responsibilities have grown far beyond those in their assigned classification. I spoke about these issues with Tracy Rogers, Director of Human Resources as well as with other administration figures. Ms. Rogers understands the issues and is on the committee working to address them. As already noted, \$200,000 is set aside in the 2015-2016 budget to begin addressing compression and other salary issues for all staff as well as faculty.

A concerted effort to look at salary equity across job classifications has been ongoing since President Svaldi was appointed. Throughout the period of severe financial difficulty, ASU has continued to review CUPA comparisons with various comparison samples for every class of employee targeting those paid less than 75% of the group average. There has been an effort to determine whose salaries need to be

---

<sup>70</sup> They do get compensatory time off. In some instances there is supplemental compensation offered.

adjusted first and to figure out a plan to get there. For example a review of the 2013-14 AHES salary comparison using 477 institutions<sup>71</sup> shows almost all ASU administrators, faculty and coaches have salaries ranging from the low 70% to the low 80% as a percentage of the median for the job classification. There were a couple of outliers-one employee at 35% and one professor at 56.5% of the group median. It is reasonable for employees to expect that these issues will be fully addressed in the next couple years and periodically thereafter through proactive actions by Human Resources. The 2015-2016 budget begins an adjustment process that may take years to complete but a process has begun.

#### **d. Office of Human Resources**

The Human Resources Office and the Office of Equal Opportunity are two important resources for employees. I will address faculty perspectives below but the staff perspective was fairly negative towards both offices. The role of HR Director is not easy. In fact she bears multiple roles that sometimes seem in conflict. Employees definitely saw HR as an arm of administration. In talking with employees, I sought to differentiate between the role HR plays in making sure employees know their benefits and the procedures to take for common employee issues like pregnancy, changes of family status, and the role HR plays when there is a dispute between an employee and supervisor or a disciplinary action against an employee. A number of employees did not express confidence that the information they were receiving about their benefits was always accurate, and many expressed the feeling that they were treated as though their questions were a bother. Other employees expressed satisfaction with their interactions with one or more of the HR employees. There is room for a lot of improvement in the relationship between HR and classified and exempt employees. I recommend elsewhere that HR initiate implicit bias training across campus and that effort could be coupled with a more general outreach to make employees more comfortable and confident in the advice they receive from HR.

The Human Resources office is small considering how many employees ASU has. HR Director Tracy Rogers is knowledgeable and quickly identified the issues percolating on campus in our conversations. She expressed the desire that their office be viewed as friendly place to learn one's benefits and rights and get accurate information and advice. They need to reach out to employees to make that a reality.

### **9. The Office of Equal Opportunity**

Joel Korngut was the Affirmative Action Officer in 2014-15, (Title IX<sup>72</sup> Coordinator and Title VII<sup>73</sup> Coordinator) which encompasses various forms of employment discrimination as well as gender-based discrimination and harassment. In the fall of

---

<sup>71</sup> The survey referenced here was among the materials the compensation committee reviewed from [www.cupahr.org](http://www.cupahr.org) but the committee ultimately used a more selective and representative peer group for comparison. Therefore, the numbers cited here are not numbers ultimately used by the committee. They are used here simply for general point made.

<sup>72</sup> Higher Education Act of 1965, Education Amendments of 1972, Title IX, 20 U.S.C. § 901 et seq.

<sup>73</sup> Higher Education Act of 1965, Title VII, 20 U.S.C. § 701 et seq.

2014, Erica Romero was named Deputy Title IX Coordinator. I met with both of them several times and spoke to one or the other on other occasions. They provided me with as much information about the general nature of past and pending cases as they could without revealing any confidential information. Mr. Korngut has now retired and an active search for a replacement is ongoing.

Employees expressed mixed views about the Office of Equal Opportunity. Many liked Mr. Korngut personally and found him helpful and knowledgeable. Others expressed a lack of confidence in filing a complaint regarding discrimination or harassment for a variety of reasons including the time the investigations seemed to take and perceived negative outcomes of which they have heard. The addition of Erica Romero as a deputy investigator was a step taken to ensure that if someone felt uncomfortable talking to a man or to Joel Korngut in particular, that person would have a younger female option. The raw number of complaints filed since Erica Romero was added as a deputy did not increase in any way that would validate the suggestion that people were not willing to talk to Joel Korngut, but over time the numbers may change. The fact that Erica Romero is only part-time in the position and has many other responsibilities may play a part. To the extent the concerns are to have a female coordinator available, Erica Romero meets that request. To the extent she works with Joel Korngut, there undoubtedly are some who are not satisfied that her appointment addresses the problem they perceive.

That fact is underscored by a complaint filed that the University chose to have handled by an outside investigator because that complainant was not comfortable with Joel Korngut or Erica Romero. I am familiar enough with the circumstances to say the decision to have an outside investigator was a sound move by the University in that instance. In fact, with the many responsibilities of the Title VII and Title IX Coordinator and the low number of complaints actually filed, utilizing an outside contract investigator may be a viable long-term solution regardless of the internal staff. This should be analyzed after the selection of the new title IX and Title VII coordinator. I repeatedly heard the complaint that at ASU everything is based on who you know. I discussed this in the earlier section on governance. When there are significant numbers of individuals who feel that way, any inside person will be subject to having their determination in an investigation discounted by some on the basis of relationships on the campus. These cases are hard enough and with the intentional lack of transparency (intended to protect privacy), the broader community never knows if a particular determination seems correct or not. Depending on who a person knows and talks to, they may receive totally different points of view and there is no way to fact check.

The Coordinators have plenty of educational work on the campus to keep two people very busy. Title VII and Title IX both contemplate that effort to mediate and resolve disputes is an advantageous approach when feasible. On a campus where students are utilizing restorative justice for their disputes, more emphasis on problem solving is a logical path. This requires the Title VII and IX Coordinators be well-trained and accomplished in this role. If done successfully, it would reduce even further the number of cases requiring formal action.

When a complainant prefers a formal investigation, it makes good sense to utilize a trained outside investigator. There are law firms that specialize in this service. The cost of this is obviously a factor but so too is the level of dissatisfaction an extended internal process takes and the negativity it can create.

The actual number of complaints filed concerning employment discrimination or sexual harassment in the last few years is not large in number. The conversations I had with classified and exempt employees were focused more on job opportunities, compression and complaints of not being treated fairly as summarized above. I would not necessarily expect an employee to talk about being sexually harassed or discriminated against in a group meeting, but many employees sought to talk to me personally and only one individual raised either as a specific issue for them.

## **10. Faculty Salary Promotion, Recruitment and Retention**

### **a. Salary Equity Issues**

Faculty salary levels have been a concern for a long time, probably from the day the school opened. The 1997 Evaluation Report from an evaluation team for the Commission of Institutions of Higher Education<sup>74</sup> identified key issues for the faculty: low salaries, lack of professional development planning for faculty and staff, a need for a coherent plan to enhance diversity among faculty, and Title IX compliance. Each of these problems persists today in spite of multiple efforts to address them.

The faculty suffered a similar freeze to other employees following the 2008 recession. In addition some positions were eliminated and frozen as vacancies. It is important to note that adjustments recommended in the 2006 CUPA study were implemented in spite of the 2008 recession. The 2014 across-the-board raise and just announced 2.5% salary increase for faculty and exempt staff (starting January 1, 2016) are welcome and deserved. In addition, the recently adopted FY 15-16 budget sets aside \$200,000 to specifically address the worst disparities in salaries in comparison to peers. The campus-wide compensation committee redefined the the CUPA peer group. It commenced the most recent CUPA Salary Survey in 2012 and this process was well along the way when I began my report. A new survey was circulated in February of this year to verify actual current salaries. The faculty committee members who spoke to me indicated a good level of comfort and confidence in the comparison group selected and the goal of getting everyone to 90% of the average for the comparison group over time. The immediate recommendation was to bring the faculty and staff base salaries to a minimum of 72.5% of their peer group average and address inversion and compression in the faculty, exempt and classified staff as appropriate. This effort addresses the same issue for all employee groups. Almost everyone agrees that a reasonable multi-year goal is to raise the base salary for every employee to 90% of the peer average or better. This goal has been stated for twenty years. The hard work of the campus-wide compensation committee has now received positive action from the Board of Trustees and commitment of money to address at least the worst discrepancies in salaries.

---

<sup>74</sup> The 1997 Report is cited in the 2006 Self Study Report on the ASU website.

The goal for FY 15-16 described above addresses the worst inequities first. The spreadsheet prepared by the ASU Compensation Committee illustrates the costs to bring salaries up to the CUPA peers.<sup>75</sup>

Adams State University FY15-16						
CUPA Salary Study Summary						
Estimated Costs Associated with bringing Salaries up to CUPA Peers						
Employee Type	100% of CUPA Ave.	90% of CUPA Ave.	80% of CUPA Ave.	75% of CUPA Ave.	72.5% of CUPA Ave.	70% of CUPA Ave.
Faculty	1,296,203	675,351	177,123	44,843	16,165	7,462
Administration*	611,709	344,790	142,858	85,178	69,237	56,856
Pro. Staff	723,074	357,526	128,282	66,858	47,489	30,492
Total Cost	2,630,986	1,377,667	448,263	196,879	132,891	94,810
*Administration = Director and above.						
Note:						
These numbers are estimates. These do not reflect each individual position calculation.						
For example if there are two individuals who both are Assistant Professors in English						
and one is at a salary \$10K above the average and the other is \$10K below the average,						
they would wash in this estimate. The position by position analysis is still underway.						

These financial issues are longstanding. A lot has been said about them over many years and in many reports. The actual commitment of funds to begin the path to 90% and to eliminate any salary disparity that is not justified is sure to be a welcome step. If the commitment of funds for adjustments to bring all to 90% becomes a standard element of future budgets until the 90% is reached, the step taken in the FY 15-16 budget will be a milestone.

### **b. Global Salary Equity and the Choice to Teach**

There were several members of the faculty who complained in broader terms about the low salaries for academic fields today and wondered whether they had erred in choosing to be an academic. There were a few who questioned whether staying at ASU was a good career choice since salaries at ASU will never be at the top of the comparison groups. Neither of these complaints was made expecting that this report or anything the Board of Trustees can do would change these facts. In a period when a number of long serving faculty members have retired and new faces have arrived in a time of financial stress, it is not surprising that some will not find ASU a good fit for them and look to move on.

On the other hand, the vast majority of the faculty made clear they enjoy the teaching atmosphere and the students at ASU very much. Many said they understood salaries here will never be at the top of the profession but being part of ASU and part of its mission to serve the underserved are important to them. Getting to live in the San Luis Valley was also mentioned. All the professionals who live the San Luis Valley make

<sup>75</sup> ASU Compensation Committee CUPA Salary Summary; Cost to bring Salaries to CUPA Peers 2015.

similar tradeoffs. Lawyers, doctors, accountants, administrators who choose to live in rural areas like the San Luis Valley all make the same choice for mostly the same reasons. All in all, faculty members describe ASU as a personally rewarding place to work and choose to be part of ASU and the San Luis Valley community.

Another theme emerged around the changing nature of a University today. In particular, the push for expanding online classes troubled a number of people. They expressed their discomfort with being asked to teach online classes and that they did not find them rewarding in the same sense that a classroom is. They wistfully wanted the quiet academia of past eras. Teaching extra online classes offers a way to boost salary but it is different and demanding. Below I speak to challenges and opportunities of Extended Studies and other online classes. For those who are uncomfortable or just not really interested in doing it, there was a degree of anxiety over these sea changes in higher education.

On the other hand, others on campus were enthusiastic about teaching online both in undergraduate and graduate programs. There are some fairly entrepreneurial attitudes about the boundless possibilities with graduate programs in particular. The optimists view these new opportunities as a great way to strengthen ASU while preserving the core mission as illustrated in the graphic at the beginning of this report. Some of the opportunities and the challenges are described a bit below.

The increasing use of adjunct professors for Extended Studies and on campus is seen by some as one element in a growing threat to the traditional tenure track model. Nationally the debate includes arguments not voiced to me at ASU but which propose that expanding use of “adjuncts and their lowly status and compensation institutionalize disincentives to quality education, threaten academic freedom and shared governance...,”<sup>76</sup> in significant ways. This is an issue on campuses across the country. It offers financial flexibility and no long term commitment from the University. For those wanting to pursue a tenure track this trend is unsettling. Several of the adjuncts sought me out to discuss their concerns related to pay, relationship to the University, the faculty, their role (really the absence of a role) in governance and course structure and control. There is a need to think about the long term use of adjuncts and the issues raised about their role. The recent formation of a adjunct faculty organization is a positive step.

The status of librarians and their pay is another issue that concerned a number of people on campus. Librarians hold faculty status at 11 of 14 Colorado public institutions. This affords more than status. It also relates to compensation, tenure eligibility and participation in University governance.<sup>77</sup> Library Director Carol Smith proposed faculty status for librarians in 2014 and the issue remains a topic of interest on

---

<sup>76</sup> *Overuse and Abuse of Adjunct Faculty Members Threaten Core Academic Values*, Richard Moser, The Chronicle of Higher Education, January 13, 2014

<sup>77</sup> Association of College and Research Libraries Standards for Faculty Status for Academic Librarians, <http://www.ala.org/acrl/standards/standardsfaculty>

the campus as it is on many campuses. I understand this might be one of the subjects if the Faculty Handbook is reviewed as I recommend.

**c. Gender Bias and Glass Ceilings**

**i. Progress and Frustration**

There are really two stories to tell with regard to the faculty regarding gender issues. The first story is the continuing progress in gender equity and transformation that is ongoing. One of the advantages of having someone come in from the outside is the ability to see from a distance. I first visited the campus in 1969. ASU has changed a good deal since then and women have been a driving force in the changes to the University. Today women are in important positions on the campus at every level. The Human Resources Director is a woman. The head librarian is a woman. There are seven (of thirteen) female departmental chairs. The recently created position of Assistant Vice President for Academic Affairs is held by Professor Margaret Doell.<sup>78</sup> There are many ongoing activities on campus focused on women's rights, minorities and diversity in general. Professor Carol Guerrero Murphy serves as Liaison for Diversity and Inclusion and she is a strong and tireless voice in this regard across the campus. And finally, the appointment of Dr. Beverlee McClure as the tenth President of Adams State is an unmistakable message that the march to complete gender equality at Adams State is ongoing.

Many students and faculty members were also excited about the growth of the Women's Study Program and the prospect of an Office of Inclusive Excellence<sup>79</sup> on the campus. Funding for the Office of Inclusive Excellence is a center-piece in the pending new five-year Title V grant proposal that is very likely to be approved.

The second story is more cautionary. Appointment of the new President and the rise of other women into leadership have not come without struggle against both open and implicit bias. Given the important leadership roles of women described above, I was surprised by the level of frustration and even anger expressed to me by some female faculty and staff. There are many strong female advocates on campus for women's issues as already noted and there are also many male supporters within the faculty. In spite of this, it seems that gender tensions and bias remains a significant issue and one concerning which there is not as much constructive dialogue as I expected to find. In fact, it seemed at times as though people were talking to themselves and really wanted to keep it that way.

---

<sup>78</sup> Professor Claire van der Plos replaced Professor Doell as Chair of the Art Department when Professor Doell became Assistant Vice President for Academic Affairs following her return from her prestigious American Council of Education (ACE) fellowship.

<sup>79</sup> Over the last five months I heard debate over whether to propose a Women's Center or something broader and inclusive but containing the core support elements one associates with a Women's Center. The grant proposal settled on the broader definition.



The legal profession was almost completely a male occupation when I began practicing. There were four women in my law school class. The legal profession continues to struggle with gender bias and with professional workplace structure that disadvantages women with children, but there is a much more constructive dialogue going on in the legal world than I found at ASU.<sup>80</sup> I have thought about why one profession is doing so much better than another at confronting and discussing gender bias. There are a couple of points that occurred to me. First, the judicial appointment process has enabled women to fill judicial positions at every level in the state. These positions have power and influence and make change easier.<sup>81</sup> Secondly, there is greater mobility in the legal profession. An attorney can open her own office or move to one with better flex hours or maternity policies, partnership policies or simply a more welcome and collegial attitude. Women lawyers have choices and firms that want to recruit the best lawyers are forced to change or lose out. In academia, moves are more difficult and leadership positions have been harder to achieve until recently. Academics can't really change departments to one that is more accommodating or progressive or flexible and moving to a new school is harder than changing law firms. Implicit bias is certainly a factor across the campus (and everywhere else) so training regarding this would provide everyone with a better common vocabulary and understanding may help initiate more constructive conversations.

At the end of the day, change is inevitable. ASU should look to be a leader both to be on the right side of history but also because doing so creates an opportunity to recruit quality women (and people of color and LGBT). ASU cannot pay the highest salaries but it already offers other good reasons to come to ASU described already. If you add a welcoming and equitable working environment for women (and minorities), the opportunity to attract outstanding new faculty will increase. There is a need for leadership that requires resolution of the concrete employment related issues described in this report throughout the University. This includes foundation level "second wave" economic demands for salary equality where disparity exists and for resolution of other issues including tenure. Given the strong women leadership at ASU today, there is every reason to be positive about the present and optimistic about the future for women at ASU.

## **ii. Tenure Track**

Multiple faculty members of both genders and various political views expressed the belief it is harder for a woman to be promoted along the tenure track in some departments and that persistently over time the tenure committee has denied women and granted tenure to men under similar circumstances. The endorsement and championing of a candidate by their department chair was not enough to obtain tenure in some instances. One long time faculty member stated she just gave up because it was so hurtful. Similarly, many faculty members suggested that the path to become a full professor or chair simply takes longer and requires more from women. While writing

---

<sup>80</sup> I am a member of the Colorado Chief Justice's Commission on the Legal Profession and issues related to gender are one of the central discussions ongoing over time.

<sup>81</sup> Two of the last three Colorado Chief Justices have been women including current Chief Justice Nancy Rice.

this report I came across a series of articles in the Times Higher Education, a UK publication, describing the problems of women getting post-doctoral work published and the prevalence of sexist peer review as part of the problem.<sup>82</sup>

I did not review documentation regarding specific tenure recommendations over the past five years. Not every candidate will receive tenure. As several department chairs told me, the best practice is to let faculty members who are not going to make tenure go in the first years. This makes good sense but if the tenure committee is overruling the department chair recommendation, there is a problem in terms of expectations created and questions as to the criteria applied to the application. When you look at the CUPA information it is readily seen that promotion and tenure involve substantial long term financial commitment by the University. Making good choices on promotion and tenure is critical to the economic well-being of the University as well as the academic strength of each department. When I heard no-one express confidence that tenure decisions are made on the basis of clear and fair criteria, there is a problem that needs to be addressed both as an equitable and legal duty to the women applicants and in the best interest of the University.

It is worth noting that Wisconsin,<sup>83</sup> once a liberal bastion, is examining the elimination of tenure in higher education. The push is certainly political but the same financial pressures discussed in the Denver University Report and which have driven many decisions at ASU are also at play. This is a time for tenured faculty to lead in positive ways and help bring the faculty together.

### **Recommendation regarding tenure:**

I recommend a hard look at the structure of tenure review and that it be restructured to ensure fair consideration of all applicants based on clear criteria.

### **iii. All Departments are Not Alike**

The atmosphere differed substantially in different buildings and on different floors. I had conversations where gender was not viewed as a major issue in a department and other conversations where it was a primary issue. Clearly the relationships and confidence between colleagues in these departments is very different than the relationships in other departments. In some departments the disputes are deeply personal. In others, gender, ethnicity and political/social world-views all are creating friction.

At the end of the day, the promotion and tenure issue embraced multiple departments and should be viewed as an ongoing campus-wide issue. I recommend comprehensive implicit bias training on campus related to gender, race, and ethnicity. I think good training on implicit bias could be a good opening for a better faculty conversation than exists today. I also recommend that the CUPA-based adjustments to salaries address any gender discrepancies that the data collection revealed. Two faculty

---

<sup>82</sup> See [timeshighereducation.co.uk](http://timeshighereducation.co.uk) April 30, 2015 for one of the articles.

<sup>83</sup> *Why Wisconsin Matters to You*, Nicholas Hillman, Inside Higher Education, June 5, 2015

members in the same job and experience level should be paid the same absent a vetted performance based reward. I understand this is agreed to by those making the adjustment decisions. It will be another positive step.

The departments that are struggling need to step back and look at the departments that seem to have found a better path forward. What are they doing differently? In some departments the issues have become so personal that it is impossible to get past the personal animosities. The implicit bias training is not going to get past those personal issues, which is why I also recommend a professional retreat.

#### **d. Minority Faculty Recruitment and Retention**

Recruitment and retention of Hispanic and African American professors was a topic of concern to many faculty, administrators, staff and students. It is not a new concern. This was identified as an issue in the 1997 Evaluation Report for the Commission of Institutions of Higher Education and the 2006 Self-Evaluation mentioned earlier. It is still an issue today. ASU has worked hard to recruit minority faculty including efforts to modify the search practices and to include a diversity advocate on each search committee, diversity statements in position descriptions, more targeted advertising and evaluation rubrics that include an assessment of diversity-related activities. These are strong, sincere steps and it is easy to see the progress in the area of women on the faculty. It is hard to see progress in terms of Hispanic or African American faculty.

ASU should be appealing to minority faculty for many of the reasons it is attractive to students. The ASU mission will resonate for many. Teaching small classes with many brown and black faces offers a special opportunity to teach in a University that is racially and ethnically diverse. Demographics tell us this is the future and at ASU it is already here. The setting is breathtaking and campus is gorgeous. As I suggested regarding gender, building a welcoming and inviting atmosphere that minority professors find stimulating and inviting can help ASU become a destination of choice. I see there have been efforts at recruitment but they have not succeeded. If potential recruits have the same conversations with current faculty that I had, those conversations would not make ASU a top choice. I repeat that in my mind, the opportunity to be a very attractive campus for minority professors is there for the taking, but the current faculty needs to have a frank and open internal discussion to get there. As Dr. King said, "The time is always right to do what is right." And the time could not be more right to recruit more African American and Hispanic faculty of both genders.

The need to mentor all new faculties including minority faculty led to the creation of CIELO Connections. In all my discussions with faculty about the internal issues, department heads, role as advisor etc., the mentor program was not mentioned to me. It shows that as much as I may think I learned over the last five months there is much that I did not learn about (and probably much I am showing I got wrong), but the concept of the mentor program is excellent and could be part of the way conversations grow

around all the faculty issued. Mentoring does not come easily to everyone of course, so learning to be a good mentor is another skill for faculty to acquire. It may also be that the formal mentorship program would be better off affiliated with the VP for Academic Affairs indicating it is a matter of importance to the administration.

### **i. Hispanic Faculty**

In 2006, the University proudly asserted good progress with Hispanic recruitment but nearly a decade later, it is difficult to be as optimistic. In fact, the lowest morale in the faculty and staff was clearly among Hispanics. Several of the conversations I had with Hispanic faculty showed the same sense of devaluation described in the *CIELO 2014 Campus Climate Report*. Some felt there was a harder path for them to reach tenure or full professorship much like the complaint from female faculty. Of course, those feelings were not unanimous as I had conversations with other Hispanic professors who expressed much greater personal satisfaction and sense of being equally valued in their department. Both groups still see ASU is an attractive place for Hispanic professionals. There have been fewer difficulties recruiting Hispanic professionals in part because there are so many Hispanic graduates who are from the San Luis Valley and want to stay and work at Adams State. This is a special and valuable link between the Valley communities and the University. Still, the number of Hispanic professors is not close to proportional to the enrollment. An undercurrent of feeling of disrespect was explicitly expressed to me by faculty as it was by some staff. Grounds staff and janitors described some faculty and others who just ignore them. The Hispanic faculty described feeling that other faculty did not think of them as equals and looked down on their backgrounds and degrees. The *CIELO Report* findings suggest there is a definite class and cultural aspect to this. One professor stated that a colleague from out of the Valley makes unthinking statements about the Valley and its culture that were hurtful and showed a callous disrespect for Hispanic culture. Another was told his degree from ASU was less than the degree from the university which the colleague studied!

People will always say and do stupid things but when they do there needs to be appropriate reaction or they will continue to repeat the behavior. Social media has made it possible to see many people at their worst and unmask racism and sexism that otherwise has been discretely tucked away. This is a good thing, but if the goal is to change people's thinking shaming and humiliating people is not necessarily the best way to proceed. Changing behavior and changing the way people think through understanding are both essential to building a healthier culture on campus and beyond.

The implicit bias training I recommended earlier encompasses gender, ethnicity and race since all are problematic for our society as a whole and unsurprisingly for ASU as well. For ASU to become an institution of choice for minority and women faculty requires some soul-searching by all concerned. There can be little argument with the suggestion that for ASU to become a pre-eminent HSI institution, it needs to have a strong Hispanic faculty. Ignoring the turnover and unhappiness of some who are teaching will not make things better.

## **ii. African American Faculty and Coaches**

There are a number of African American coaches, but no African American professors or instructors. This is a difficult issue because everyone agrees it would be very good for a campus that proudly asserts it values diversity and inclusiveness to have more minority faculty. The number of African American students continues to increase and a number of them are choosing Adams State for all the reasons other students choose to come to a university with small classes taught by full professors located in a beautiful place and a chance to be a participant in a variety of student activities. If these qualities are attracting student, they can attract faculty as well. It is true that African American academicians have many offers to choose from and efforts to recruit to ASU have simply been unsuccessful. Coming to a small rural community with few African Americans living in the community will not appeal to everyone. At the same time, the experiences of the African American coaches and the other African Americans living in Alamosa and the Valley have been described in very positive terms; not perfect, not without some negative experiences but in sum, good experiences. Larry Joe Hunt, the women's basketball coach, has been through good and bad experiences since he came to ASU as a student and stayed to coach and teach in Valley schools and at ASU. He would be a valuable recruiting consultant.<sup>84</sup>

There is a great opportunity at ASU for African American professors. Many potential recruits will identify with ASU's Mission. I have suggested above the steps that would make ASU an institution of choice for women and Hispanics and the steps to take regarding African American faculty are really the same but harder, since the next recruit will be the first. Perhaps, that is the way to recruit: Be the first. Make a change. ASU is preparing students for a world of great diversity. Every ASU student will benefit from resolving this missing piece in the faculty.

During the time I have been on campus working on this report an endless series of incidents involving law enforcement and young African American men has led to a growing national discussion of race and hopefully to the rekindling of the civil rights movement. ASU is a much safer and more welcoming place for young African American men and women and for African American faculty than many other communities.

## **iii. Women of Color**

If women have had to struggle for acceptance on the ASU faculty, women of color have had to struggle significantly harder and with less success.<sup>85</sup> The number of female Hispanic professors who have left under unpleasant circumstances is significant. One professor named six, several of whom had been employed for significant periods of time. I know there is a story for each and there certainly would be a justification put forth concerning the particular circumstances leading to their departure/dismissal that may

---

<sup>84</sup> Larry Joe Hunt challenged the faculty on the recruitment question at a meeting of faculty and the athletic department last year. Some faculty were still bristling and felt he was unfair given the efforts to recruit they felt had been made.

<sup>85</sup> See discussion below on talking about race referencing Kimberlé Crenshaw's work on intersectionality.

(or may not) be valid, but when there are so few women of color and so many of them leave under a cloud, it is reasonable to look to a broader set of circumstances that led to failure. The University needs to look carefully at the climate and take steps to better select and support women of color who are hired. Mandatory training on implicit bias is a good place to start but mentoring and other support from fellow faculty is something every new professor or instructor needs and should receive.

Several women of color on campus separately made a sharp point expressing they did not always feel the support of white female feminists on campus. Two said their worst experiences on campus involved working with white women who claimed to support them. I am sure the women spoken of would be deeply chagrined to know of these feelings. On the other hand, well-intended efforts by white supporters have been subject of bemusement throughout the civil rights movement. It is another illustration of why implicit bias training is a wonderful tool for self-reflection and closer understanding.

ASU spends a lot of time thinking about how to support its undergraduate students who are struggling. The faculty needs to think about how to support one another including those one disagrees with. With the elimination of deans, the role of department chair carries with it many functions a dean used to provide including the role of mentor and support for new faculty. How to best support minority and women and minority women is a conversation the VP for Academic Affairs needs to give great attention to. Having a good support system in place and working will be a strong selling point when recruiting. That said, the first order of business is to look to the well-being of the women of color who are on the faculty so they too do not leave under a cloud. The mentorship program is one possibility but really it requires a broader discussion and determination of steps to improve the climate for women of color. The effort and here needs to be led from the top of the administration.

That there are issues around race and gender at Adams State should not come as a surprise. The good news is that the ASU mission attracts people who want to have diversity and be inclusive. There is certainly a strong desire on many people's part to do better. The fact that people of various viewpoints across the campus saw these issues pretty clearly is a good thing. Just as talking about faculty salaries for years did not resolve the issue, talking about minority recruitment endlessly is not good enough.

#### **iv. LGBT Faculty**

A female professor commented that being LGBT is much less problematic as a faculty member than being a woman. I do not know if everyone would agree with that but there are a number of LGBT professors and none of them talked to me about their sexual orientation as a career problem in the way women generally viewed gender as a barrier. That would not have been true not so long ago. If the problems with minority recruitment and retention have been stubbornly resistant to change, the climate at Adams State (and elsewhere) regarding sexual orientation has evolved at a remarkable pace. That does not mean that LGBT faculty, students and staff do not face barriers on

the campus and off, but the changes on and off the campus over the last decade in particular make Adams State a pretty welcoming place for LGBT faculty. In fact, the gay and lesbian faculty and students I spoke with were some of the most upbeat and positive individuals on campus.

The broader Valley community has similarly evolved and with numerous prominent LGBT community leaders and professionals. An LGBT native of Alamosa and former ASU student told me she recommends ASU all the time to friends in Denver. She also pointed out that Alamosa is considered a pretty LGBT-friendly place to live if you are happy with the quiet rural lifestyle. ASU and the Valley are not right for everyone, LGBT or otherwise, but there is reason to promote ASU as indeed inclusive and improvingly so. The ACE conference held in April 2015 was a huge success and highlighted the progress and challenges for LGBT athletes and more generally for LGBT individuals across the county and at ASU. The turnout was impressive and the quality of the various presentations and insight and leadership were exceptional.

### **Recommendations regarding race, gender, sexual orientation:**

1. Implicit bias training<sup>86</sup> should be required for all employees of the University starting with faculty and administration.
2. Early, clear, candid counsel to tenure-track faculty on what they are doing right and what they should work on together with frank evaluations. It does not benefit a professor or the University to stay years only to be denied tenure.
3. Evaluation of how better to recruit and retain African American and Hispanic faculty with special attention to ensure support for women of color.

## **11. Faculty Conflict, Professionalism & Civility**

Without a doubt, the most difficult conversations on the campus concerned faculty conflicts and anxiety. The faculty is in transition with a series of retirements of longstanding faculty members almost complete. The arrival of the new President, Dr. Beverlee McClure surely will bring additional change. I referenced the difficulties higher education described in the Denver University Report at the start of this report. The changing landscape has affected ASU unequally with some departments thriving and growing and others shrinking. The vast majority of faculty members with whom I spoke expressed great affection for ASU, satisfaction with their role teaching and appreciation for the continuing growth of the University. What I did not expect to have to discuss was disruptive internal faculty drama.

---

<sup>86</sup> The Colorado Courts require implicit bias training and cultural sensitivity training for all employees so I have familiarity with these programs. The HR Director and former HR Director (now Chief of Staff) for the Colorado Courts have offered to assist ASU as consultants.

I did not begin my conversations with the faculty believing everyone would be best friends or that everyone works well with others. I worked in a large governmental institution for over thirty years so I expected there would be both open and not-so-open conflicts, and personal issues interfering with the educational goals. This is simply to be expected. What surprised me was how poorly ASU and some faculty members are doing at addressing these conflicts. The conflicts were not being ignored and specific efforts to constructively resolve each of the conflicts were described to me. Some took place while I was conducting interviews. These efforts were ineffective.

The behaviors described to me would be unacceptable in other public or private environments. The conflicts were clearly interfering with the operations of the departments involved and often created problems beyond one department. As an outsider, the dysfunction was shocking and disheartening. A positive was the willingness of most of those involved to talk about it and their recognition that it should stop. A negative was the fact the protagonists could not find a way to do so on their own or with substantial interventions.<sup>87</sup> The drama between faculty members was such that students and professional staff brought it up as something on the campus that troubles them.

A couple of examples illustrate the problems. One department does not hold staff meetings because members of the department are uncomfortable being in the same room. A professor is not assigned to teach any classes. Some people on campus characterized the treatment of the professor as a public shaming. Faculty were sharply divided on whether or not it was warranted by the events that led to it. In another part of campus, students told me they love their major but were baffled and put off by the way the professors are rude and insult one another.

For purposes of this report, I have considered what steps could be taken that have not been done already to prevent and better intervene in future similar conflicts.<sup>88</sup> It was suggested to me that a contributor to the problem was the elimination of deans on campus and the assignment of many of the functions of the dean to department heads. This seems to be at least partially true. The VP for Academic Affairs is too removed to see and intervene early. Not every department chair has good people skills nor have they been trained in how to address some of these matters. The Human Resources Department is small, very busy and removed from the academic conflicts.

There are three things that emerged in my discussions. Firstly, since the role of department chair now requires a higher level of personnel management, there should be some management training for department chairs that might help the situation both in terms of skills and in terms of chairs having other chairs with whom to talk. Secondly, the ability to manage people and lead should be more explicitly considered in selection

---

<sup>87</sup> In at least two instances, the interventions occurred far down the road and this may be one reason the interventions were unsuccessful.

<sup>88</sup> It would not be beneficial to anyone for me to detail the disputes or participants. There are ongoing efforts to resolve each of them and there has been more than sufficient shaming and name-calling already.



of a chair. Thirdly, it may be useful to bring someone like Michael Josephson<sup>89</sup> to speak on ethics and professionalism followed by a retreat for the faculty to reflect on this.

Diversity and Inclusiveness are specifically discussed in another section, but diversity will mean there are going to be different viewpoints. Students watch and listen to how their professors speak about and treat one another. Civility is gone from American politics. It is important to insist on it on the campus.<sup>90</sup>

The Value Statement of ASU states that members of the ASU community value:

- opportunity and access for all
- excellence in teaching and learning
- growth through inclusion of diverse cultures and ideas
- a learning and **civic community of trust, respect, and civility**
- **caring and personal relationships**
- innovation, integrity, and ethical leadership

These align with the Mission and Vision Statements. They also align with the Six Pillars from the Josephson Institute. I highlighted the references to *caring and personal relations and a community of trust, respect and civility* because these need reinforcement. When students are negatively affected and comment, they are seeing a disconnect between the values of the institution and the way it acts.

## 12. Education and Business Departments

### a. Education

ASU was founded in good part to create a pool of teachers for southern Colorado. The Board of Trustees bylaws quoted in full earlier state “the University has a significant responsibility to provide access to teacher education in rural Colorado.” Graduating teachers and providing them with professional development training has been a central role and obligation of ASU since the beginning and has tied the school districts of rural Colorado and ASU together. Valley districts are recruiting teachers from far away states at this moment in part because there are not a sufficient number of new teachers coming out of ASU to fill vacant positions.

Since 2010 the department has been under the extended temporary direction of Dr. Edward Crowther who is the chair of the Department of History, Anthropology, Political Science and Philosophy. This arrangement was crisis driven and by all accounts prevented a catastrophic accreditation problem. Now the Education Department has emerged from the 2010 crisis but numerous people suggested that it was time to stabilize the department with an education professor as chair. It was evident

---

<sup>89</sup> <http://josephsoninstitute.org/pdf/MichaelBioPage.pdf>

<sup>90</sup> I naturally think of the strong disagreements on the United States Supreme Court. Justice Scalia and Justice Ginsburg disagree about almost every important legal principle but they are friends outside their chambers and they act with civility to one another even in the heat of arguments.

that this step will almost certainly require bringing someone in to take this role and there are always risks in doing so as well as the funding for the position. The Trustees and administration have chosen to continue with this arrangement indefinitely in order to focus on other priorities. I understand this choice but many on campus and in the broader valley teacher community are anxious about the long-term plan. The resolution of disruptive faculty conflict is an obstacle to doing all this, but as already noted, the internal conflicts at ASU would not be tolerated elsewhere and should not be at ASU.

## **b. Business**

The Business School was also mentioned to me by a number of people in both flattering and unflattering ways. Several members of the faculty suggested the Department caters to student-athletes. A student suggested that student-athletes were favored in class and given breaks, particularly by one professor. On the other hand, a number of other students expressed very positive feelings about the atmosphere at the Business School. Clearly there is a line between supporting a student and giving them breaks others do not receive. The Department needs to discuss this internally and ensure all students are, and feel they are treated equally in the classroom.

The successful online masters program was praised to me by several individuals on campus and in the community. The various economic development ties between the Business School and local economic development staff also brought thanks and praise to the Department and the valley communities have many graduates of the Business School who strongly support it.

Finally, the Department was cited by a number of campus individuals as a bastion of a “good old boy” mentality with several third-party and one first-party examples given to me. I did speak with several people at the Business School and the Department Chair. The employees I spoke with directly denied this is an accurate depiction of the Department. I note that one of the professors, Liz Thomas-Hensley received a Presidential Teacher Award in 2014. There clearly are a lot of positives including enrollment, graduate programs and peer acknowledgements.

Business is a popular major and a positive attraction in recruiting students. It is also important to economic well-being of valley businesses. I recommend both internal discussions within the Business school around the allegations of perceived preferences and gender issues as well as continuing review of these by the administration. I did not interview or survey all the employees or students and so I look at what I was told and observed and conclude that more thorough review is prudent. Any department receiving the kind of criticisms voiced to me should take a hard look at how people perceive it and why, and act to change things that are causing these perceptions. I do recognize that the Business School proudly presents a world-view that differs substantially from the one presented in other academic areas. That does not alter the need to review these issues closely.

### **13. Extended Studies and Graduate Programs: On Campus vs Online**

The state financial crisis resulted in serious budget problems for the University. The incredibly creative and successful ways in which ASU has not only survived but grown during these difficult financial times needs to be fully appreciated. Numerous faculty members indicated that in the worst of the cutbacks everyone grew together and accepted there were sacrifices to be made. Not all parts of the campus have suffered in the recession. The extended studies programs have grown. Online graduate programs in business and counseling have thrived and brought substantial additional income in to those departments. The growth and financial rewards of successful graduate programs in some departments makes the lack of growth in other departments more obvious.

#### **a. Extended Studies**

The evolution of Extended Studies at ASU is apparent as you look at its new home in Richardson with a cube farm that makes you think “wow.” The Extended Studies program at ASU offers a variety of ways to gain undergraduate and graduate credits. It offers undergraduate classes in twenty-three disciplines and a multitude of undergraduate majors and degrees. It offers some classes which do not count for degrees, but most do. There are some print-based correspondence courses. Most classes are open enrollment self-paced online correspondence using Blackboard software or one of ninety-eight online semester-based classes where the instructor sets out the schedule and deadlines for work in the typical school format. These also use Blackboard software. Extended Studies is headed by Walter Roybal, Assistant Vice President for Extended Studies Academics and Judy Phillips, Assistant Vice President for Extended Studies Operations.

This summer the first print-based MBA Extended Studies' students will graduate. Prisoners in several states have enrolled seeking AA or BA degrees with twelve receiving degrees last year and another thirteen last month. There are students who are on active military duty and some of them are seeking to ultimately get their degree through Extended Studies. I described earlier the large number of veterans on campus and the opportunities to recruit more to the campus. Some soldiers start online while on active duty and then come to campus or start at the campus and finish online.

Another important part of the Extended Studies program involves its contracts with various school districts to provide professional development for educators. ASU partners with a number of professional development programs around the country to provide a wide variety of classes from which to choose. High school students are another group who participate in an early college program online or a dual enrollment program or even a college in high school program that utilizes high school teachers to teach college level credit classes.

## **b. Online Graduate Programs**

As mentioned earlier, the Business School has developed its own print-based master's program in conjunction with Extended Studies. The majority of classes are taught by on-campus business school professors and the courses are tightly controlled for topic and quality by the business school.

The Counseling Department has its own online master's program that has been an incredible success. It is not run through extended studies. It is growing and the faculty and staff in the department are beaming with pride and working together to grow this program. Another example of online success that does not seem likely at first glance is the Master's Degree in Music. The Music Department is growing this program and finding great success.

The Masters in Teacher Education program has thrived with its partnership with the Boetcher Foundation and the Public Education and Business Coalition through a DOE Teacher Quality Partnership grant previously described.

## **c. Creativity and Challenges**

It is interesting to see how technology is transforming education and how creative and innovative some on the campus have been. There are definitely haves and have-nots in this to date. There are certainly some departments who will thrive in the online world and others who struggle. This worries some of those who are not seeing a future for their department online. On the other hand, the degree of creativity that has been shown in a short time cautions us not to draw too many firm conclusions. Where one person sees no way to make Extended Studies work, another finds a way to do so. It is really too early to be certain of anything except Extended Studies and online graduate programs are great growth areas for ASU and ones which are financially beneficial to the institution.

As the graduate programs have grown and become important financially to the University, there have been questions raised concerning how to keep the emphasis on ASU's Mission regarding first generation students. I did not see evidence that this was an issue at an administrative level. Certainly, those running graduate programs will be focused on those programs, but there are certainly many people whose clear focus on the struggle to retain students and help them reach a degree and succeed. The fact that those efforts continue to fall short is not related to Extended Studies or graduate programs. In fact, I heard discussions focused on trying to help those in financial stress stay in ASU by leaving to work but continuing with online classes to either reach graduation or just to keep their degree going until they could return to the campus. I could see the emergence of a hybrid program with one semester on campus and one off working as a viable way to help students keep going. Developing a partnership with businesses to help these students get the best of both the online offerings and campus life might be a strategy to retain students and help them graduate.

In January, Chronicle of Higher Education published an article, *Confessions of a Fixer*,<sup>91</sup> alleging the author had taken ASU Extended Studies classes on behalf of Division I athletes who needed credits to get into universities across the country. This created a firestorm and raised questions about the integrity of the Extended Studies programs, security at the Grizzly Testing Center and more general questions about who controls what classes are offered and who teaches and monitors them. Several faculty members contacted me when this happened and previously unarticulated concerns about Extended Studies classes.

The initial University press release was badly received on campus, but as I was told, it was prudent to say little until all the facts were explored. Ultimately, many of the statements in the article were shown to be untrue or misleading. The class involved was one ASU does not accept for credit, but one which the Colorado Department of Higher Education wanted offered as a two-part class.<sup>92</sup> Security around online tests is an important issue and with correspondence classes there will always be someone who gets around the security provisions, but ASU had in place the same security that other institutions are using. Best of all, it is clear that no ASU student-athlete or coach was in any way involved.

The discussions that followed the article brought out concerns across campus about how the Extended Studies program is related to the rest of the campus. The relationship between Extended Studies and different departments varied from very little relationship to working well together. There is no debate that Extended Studies will continue to grow and play an important role for the institution. It is time to look at the structure and administration of the programs and determine the best structure for ASU. Large institutions like CSU treat Extended Studies as a separate entity, totally separating it from the campus community. ASU is neither large enough to do that nor did anyone think that would be a good model for ASU. The recent events afford an opportunity to further explore opportunities for ASU in Extended Studies that have not been explored and to set clear standards and governance for the future.

### **Recommendation:**

Evaluate the best structure and administration of the Extended Studies programs and determine the best structure for ASU.

## **14. Students First**

ASU has an active Student Life & Recreation component headed by Aaron Miltenberger, the Director, Jeni Carter, the Assistant Director, and Curt Howell, Associate Director of Recreation and Wellness. Their stated goal is to provide students with programs and services “that positively influence your learning and personal development.” In talking with Aaron, it is instantly clear that he sees himself as an internal institutional voice for students on issues across the campus. While another

---

<sup>91</sup> <http://chronicle.com/article/Confessions-of-a-Fixer/150891/#>

<sup>92</sup> The class is a two-semester math class accepted by some schools as college credit for students who are going to be teachers. As noted, ASU only offers it because they were asked to continue doing so.

section of this report is titled “Diversity and Inclusiveness,” no place on campus is structurally tasked with providing this more than Student Life. Aaron and Jeni are involved in planning for almost all student activities, support for the many clubs, SIGs (Student interest groups), and all things student.

**a. Student Tuition, Fees and Debt**

Students and advocates for students inside and outside the administration and Board of Trustees spoke passionately about the tuition hikes Adams State has enacted over the past few years. The majority of undergraduate students are receiving substantial aid and many are trying to work while in school. At first glance, the tuition hikes seem relatively small and in comparison with other state or private schools, ASU is still a tremendous bargain. However, the ASU mission inevitably means it has students who are financially struggling. Money problems have been identified as a key reason students drop out. This has been recognized for a long time. Previous strategic planning has focused on expense. The current draft of the 2015-2020 Strategic Plan states:

Goal 4: Access & Affordability  
Adams State University will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels and delivery models.

In spite of the acknowledged hardship for students today, the Trustees confirmed another tuition raise of 5.6% for resident undergraduate students for FY 15-16. (room, board and tuition together only rise 4%). The current increase is hard but it and the past increases are in line with a five-year plan ASU prepared in 2010. In 2010 the *Higher Education Flexibility to Improve the Financial Position of State Institutions of Higher Education Bill* passed and was signed into law. (SB. 10-1003).<sup>93</sup> The Act amended the tuition setting provisions for state institutions and essentially required ASU to adopt a five-year Financial Accountability Plan (FAP). The Trustees have made hard choices trying to improve ASU for the students and for those who work there. Without the tuition raises and the student fees, ASU would not have been able to take some of the steps forward that are described in this report. With the additional funds from the raises, ASU is edging toward a number of key improvements for students, including budget priorities like the ASU remains very attractive to students with the package for room, board and tuition still well below many other choices and the education and campus considerably more attractive than other schools with similar tuition. ASU does not have a large endowment and scholarships and fellowships are also low. ASU has the best faculty to student ratio in its peer group.<sup>94</sup> Students came forward with the 2008 vote to increase fees that have transformed the campus. Now they are instrumental to funding the CUPA survey salary adjustments. They are doing their part (and more) to make ASU with far fewer complaints than others.

---

<sup>93</sup> SB 10-03 amended provisions of C.R.S. § 23-5-130.5. Additional amendments were made in SB 14-01.

<sup>94</sup> Budget Book Data Comparison 2013.

A small positive for students in the new budget is that there will no longer be a course specific fee for non-credit math and English for full-time students.

**b. Pell Grants<sup>95</sup>**

The cost of attendance at ASU continues to increase as just noted. Given the limited amount of funding from the State of Colorado, the University is increasingly dependent upon tuition, federal grants and gifts. Most ASU students rely heavily on a Pell Grant. While Pell Grants have risen in the past few years, they still cover only part of a student's expenses. That was not always the case. Forty years ago a Pell Grant covered more than 75% of all the costs of attending a public four-year college or University.<sup>96</sup> The current grants total around 30% of the cost. In addition, students used to be able to use Pell money for summer sessions. This was particularly good for someone trying to get through as quickly as possible to minimize borrowing. The ending of summer Pell money has hurt many ASU students and it handicapped summer enrollment at ASU. There is nothing fair or equitable about the way students today are forced to take on debt that will haunt them for years. It would be nice to think someone in Washington or Denver would lead the charge to bring Pell and other programs back to where they were twenty years ago but that is unlikely.<sup>97</sup> Other strategies to help students are needed.

**c. Work Study<sup>98</sup>**

It is hard to accept that it was easier for low-income students to attend ASU forty-years ago than it is today, but that is the reality. The University continues to work to increase other revenue to reduce the reliance on tuition. The availability of work study on campus is an important way students can both make additional money and ideally gain work experience that will be of value. More people wish to participate in work study than there are jobs available. Wages are not less than the federal minimum wage. Jobs can be on campus but at least 7% must be for off-campus community service jobs. ASU offers four kinds of work study with grants in the amount of \$2000. (Some universities offer up to \$6000). There is federally funded work study, state funded work study and two institutional programs. One is considered a resource for students and awarded in the same way as the state and federal funds. The second campus employment is treated like any private employment and is treated as income for the student for tax purposes.

The federal work study grant allocation (FWS) has remained unchanged for a long time. It is \$289,320 and employs around 290 students. The state work study

---

<sup>95</sup> Pell grants are entitlement grants not loans and are authorized by the Higher Education Act of 1965, 20 USCA §§1001 et seq.

<sup>96</sup> "The Real College Barrier for the Working Poor" Sara Goldrick-Rab, *Inside Higher Ed.*, December 10, 2013.

<sup>97</sup> Critics have pointed out that Pell grants are now available to many more people than originally targeted in the 1965 Act. Broadening the number of people eligible has helped additional students but the most needy have lost tremendously in the process.

<sup>98</sup> Work Study Program is available through the Higher Education Act of 1965, as amended, Title IV, Part C; 42 U. S. C. 2751-2756b.

allocations have remained fairly stable at approximately \$400,000+ over the past five years and employ around 325 students. The institutional work study allocation has remained at \$60,000 over the past five years and employs approximately 25-30 students annually. The institutional campus employment has a budget somewhere around \$200,000 and employs around 100 individuals.

In working on this report I observed common complaints across the country by student-athletes that they had been promised work study when recruited, but then found they could not get a work study job. ASU coaches all told me they carefully say that a student-athlete is eligible to apply but must compete for the job without special consideration. The importance of accurate representations to all prospective students is obvious.

Several students told me how much they enjoy their jobs. Others bemoaned the fact they had not found one. Maximizing the number of students with work study jobs is important to the students and clearly would help keep students able to stay in school.

ASU told the Joint Budget Committee that it plans to allocate more of the federal work study money and state grant money to help low income students hurt by the rise in fees and tuition. This sounds reasonable but I did not see anyone receiving work study who did not need it. The goal should be a job for every needy student who wants one. Since jobs in non-profits and schools are also eligible, work study offers an opportunity to build the community/ASU ties in support of the ASU Strategic Plan Goal 5: Community Relations, and Goal 2: Student Success. It also aligns with the community-focused recommendations in the CIELO *Campus Climate Report*. Off campus work study may also lead to internships and even permanent jobs. I believe outreach to the community may find willing partners to contribute to ASU by supplementing the work study grants and thus adding to dollars in students pockets.

#### **d. Developmental Classes**

Retention issues are discussed below, but many people cited the requirement for the 095 and 099 remedial, math and English non-credit classes as a huge impediment to success. I spoke with students who are doing well in credit classes but have yet to pass the general education math requirement in particular. The decade old study on this issue is discouraging to say the least. Some on the faculty felt this was a huge psychological barrier for students who arrive with a low ACT math score and are required to take the ACCUPLACER math test only to learn they must take developmental math classes that gain them no credit towards a degree. One student described how this is a bad start for a lot of unprepared first-year students. Several people pointed out the high percentage of minority students in these remedial classes. The fact that there are so many students who come to ASU unprepared in math and English is a reality. I would say “shocking,” but this sad state of K-12 preparation of students has gone on too long to be called shocking. It is simply the reality that students who want to attend college are not adequately prepared and that math skills are a huge issue for many students who will do well in many other classes.



The need for the English proficiency was not really debated and student success with developmental English is less a problem academically than in terms of hours spent which made the student fall behind graduation tracking. The 095, 097, 099 developmental math class sequence is another story. The general education graduation requirement is for a 100 level math class. The repeated failure of so many students in the developmental class and the 100 level classes is the source of a lot of soul searching in the math department.<sup>99</sup>

Dr. Nehring described an effort to revamp the developmental math curriculum to offer a non-algebra math class that would still provide the math necessary for business and social sciences. These efforts deserve a lot of support and need to be prioritized as they have a good prospect of significantly helping the retention of students. There are no quick fixes so long as students are unprepared by the secondary schools. For many first-generation and low income students, the last thing they need is to start college with a failure.<sup>100</sup> The proposal from Dr. Nehring to revise the math classes seems like a reasonable step. There are already grant-funded programs bringing some of the highest risk students to campus early. These students would be a prime target for early assistance to master the remedial standard. The grants that bring them refer to work on mathematics. If additional time or a math-based target group is needed, that should be included in a future grant so students can focus on the math skill needed to go right into a 100 level credit class and succeed. This would ease anxiety, boost self-esteem and start the first-year students off on a good footing. A lot of attention is and has been spent by ASU on these issues. I suspect some reading this are saying that this is exactly what they have been trying to do. I recognize that is true but this is a big contributor to retention issues and continued effort is necessary until the problem is overcome.

#### **e. Advisors**

I discussed the role of being a student advisor with members of the faculty. ASU relies upon faculty advisors once a student chooses a major. A number of schools now use professional advising staff for students. The role of advisor is an important one and in which not all professors excel and one for which they receive little training. It is not evaluated and plays no part in a professor's path to tenure.

There are really two aspects to it. Providing accurate degree tracking information is the first aspect. Failing to take a required class offered only once a year can mean a student has to stay another semester. Arguably full-time advisors are better at this. However, the acquisition Ellucian Degree Works<sup>101</sup> application approved for FY 15-16, will provide a tool for student and advisor to monitor degree progress and requirements. It lets the student and advisor see clearly where the student is on their degree plan. It

---

<sup>99</sup> Math 104 requires an ACT score of 19 or higher or an ACCUPLACER Score of 85 or completion of Math 099. See Mathematics Placement Policy <https://www.adams.edu/academics/math/placement.php>

<sup>100</sup> I heard stories of students who failed the remedial course at ASU only to take a transferable 100 level course at Trinidad and transfer the credits to ASU.

<sup>101</sup> ASU already used Ellucian's Banner Enterprise Resource Planner.

shows what a transfer or change of major will mean. Once trained,<sup>102</sup> faculty should be pleased to have help in making sure class planning and degree planning advice is accurate. It should also free time for professors to interact with the students they advise and know them better. The opportunity to get to know professors personally is repeatedly mentioned by current students and graduates as one of the best and most influential aspect of an ASU education. The role of advisor may not aid the path to tenure but when a professor retires, he/she is more likely to remember the students taught than the class taught. Strengthening the advisor and mentor role is rewarding for student and the professor. A conversation with a good advisor may make the difference between staying in school and dropping out. Consider the students struggling with developmental classes in math and English. The right advisor/mentor may be the difference between staying the course and dropping out.

#### **f. Retention**

Student retention at ASU has been a discouraging problem for many years. It was cited in the 1997 Evaluation Report and 2006 Self-Study mentioned earlier. Advocates pointed out students have to borrow substantial sums of money even if they receive Pell Grants and scholarships in order to survive while in school. Dropping out twenty years ago did not leave a student hugely in debt and without a degree. Everyone I spoke to on campus is aware of this issue. Many people have worked to try and increase retention over many years. ASU currently gives this issue high priority and has spent a good deal of time trying to analyze how to attain better retention of students. The PowerPoint presented to the Trustees in December 2014 summarized the data and laid out strategies to try and improve. Tracking individual student progress and giving the student the ability to do the same is good. The Ellucian software acquisition is one of the strategies laid out in the presentation.

ASU tried to increase the minimum hours to fifteen per semester for FY 2015-2016, but reversed course before the end of the 2015 spring semester. I heard the complaints about this from a variety of students. Students who work, or have families or are in a DII sport each have good reasons for wanting to take fewer hours. The core reasoning behind promoting the increase is beneficial to both students and the University. The comparison of student debt incurred over a four year versus a five year path to graduation reduces the debt load for the student substantially as illustrated in the ASU Financial Action Plan.<sup>103</sup> With the new degree planning software and good counseling, hopefully students will see the benefit of taking more hours when they can.

Looking at all the grants and the heavy focus on trying to help the students succeed in school and reach a degree, it is sobering to see how little real progress has occurred. There are wonderful individual success stories and small percentage gains, but everyone wants to do better. I wish I could say that in my review I have found some great insight to how to do better. I did not. I did hear from students the great importance to some of a mentor. Several graduates made a point of talking about a professor or

---

<sup>102</sup> The technical training sessions on the software should be combined with a discuss the role of advisor and how to be better at it.

<sup>103</sup> See Tables 14 and 15, FAP 2012-16.

coach who kept them focused and got them interested in graduate school or made them believe in themselves or taught them to keep trying even when things are not going your way. The Title V grants describe the many challenges the ASU students face and ASU has strategies trying to address all of them. If I try to say what will make the biggest difference, I would say a good mentor and good work study job/internship would be the most likely ways to help more students to stay and complete their degrees. While always trying to find a broad institutional change that will make a huge difference for many, it is still the personal interactions and attention that help one student at a time that make the difference for many.

### **g. Underfunded Activities**

I have already observed that almost every activity on campus has a good case that it is underfunded. That said, there are student activities and groups that are essentially self-funding because of the lack of institutional support and do not have the kind of access to funding the athletic programs receive via the Grizzly Club. Several groups described trying to get funding to attend national conferences and ultimately Dr. Svaldi found them the funding, but one student said it seems like they have to beg every year. She asked why funding for known expenses couldn't be covered every year. There are trips for students to conferences of organizations like HACU and US Hispanic Leadership Institute that have obvious ties (and potential funding) to the HSI status. For example, funding CASA adequately to grow its membership and activities would support a richer and inclusive understanding of HSI. The diversity and inclusiveness at CASA is real in a world that talks a lot about these ideas with little to show for the talk. It seems like a good strategy to build an organization that is a real-life model of inclusive excellence.

The second example I want to cite is the ALP Apprenticeship program that provides outstanding leadership opportunities tied to outdoor adventure and to stewardship of the land. This is a program that could attract students from across the country. The new climbing wall is a plus at the Rex but as discussed under facilities, recruitment of students interested in staying fit and being outdoors requires better facilities. This is a matter of meeting the fair expectations of the students here and as an amenity, to attract fit and outdoor active recruits. Further renovation and expansion of the Rex and new equipment for it was the single loudest complaint about the campus facilities. It should be a priority.

Over times the many clubs on campus will be more or less active depending on the students involved at any given time. Politics, environmental issues, social issues can take front and center and engage large numbers one year and small numbers the next. Student Life needs to be able to adjust to help the groups that are active and involved as the year progresses. A shared pot for this purpose would help fund the group trip to a conference that had not been foreseen or to help meet an unforeseen expense due to growth of a club or other activity. AS&F has a shared fund of this kind but groups struggling with funding never talked about this fund and described other

ways they sought to acquire needed funds. This may be a communication issue or a matter of fund shortages.

## 15. Diversity and Inclusiveness

### a. ASU has a Consistent Message and Activities that Demonstrate Diversity

ASU proudly declares its Mission is “to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions.” Its Vision is “To become the University community of choice for diverse and historically underserved groups and all who value quality education and inclusivity.” In its *Campus Climate Survey*, CIELO defined both diversity and inclusive excellence as follows:

**Diversity** - The belief that healthy communities embrace a multiplicity of cultural and social differences and respect the variety of human attributes manifested in individuals.

**Inclusive Excellence** - Recognition that ASU's success depends on valuing, engaging, and including the rich diversity of students, faculty, and staff.<sup>104</sup>

These are useful definitions clearly in sync with the mission and values of the University. ASU has always had many first generation students, many low income students and a large Hispanic population. Approximately 32.6 % of the undergraduates are Hispanic. Another 12% identify as mixed or other ethnicity/race (and looking at millennial couples today, that percentage will skyrocket in the next generation.) This includes a significant number of African Americans and individuals who identify as mixed race, and small numbers who identify as Asian Americans, Hawaiian and Native American. ASU has a relatively ethnically/racially diverse student body.

Of course, that is only one way of measuring diversity. As this report illustrates, ASU has a large number of veterans. Gender is another obvious way to divide the campus. There are significant numbers who identify as LGBT. Two students identified as transgender this past year. There are many older non-traditional students. There are students who live at home and commute. Others lump and identify student-athletes as a group although they would self-identify by their team. Graduate students are another identifiable group. The Extended Studies students are another group to consider and several of them expressed the desire to be more a part the campus even if remotely. Artists, filmmakers, musicians, actors, and geeks are active identifiable groups. Religion on a public campus is correctly a matter of personal choice, but ASU by the selection of the communities it serves includes significant numbers of Roman Catholics and Latter Day Saints. Both communities have long connection to the University. While Millennials

---

<sup>104</sup> As I have thought about this definition over the last five months, I wonder if it is too narrow. I think it perhaps should include the content of courses as well. For example, in a class on early Kant, including a reading from a well-respected peer of his who he cited like Emilie Du Châtelet, represents inclusive excellence to me.

are less religious than previous, it is important to acknowledge many students come to campus with strong beliefs that are important to them.

The Center for Student Inclusivity states it wants “to promote the diverse cultural experiences of each member of the Adams State community.” It goes to say it supports “the intellectual, social and cultural development of students by offering opportunities for open dialogue concerning race, class, ethnicity, gender, nationality, sexual orientation and disabilities in a safe and supportive environment.” The depressingly repeated headlines describing race-based violence from Trayvon Martin to the Charleston shooting at Emmanuel AME cry out for such open dialogue. There are many activities on campus that demonstrate commitment to diverse values and some are described below. On the other hand, dialogue on hard issues was hard to find. Our country is fond of talking about talking about race without talking about race. If it were easier to have this conversation, it would have occurred. On campus I did hear references to intersectionality theory<sup>105</sup> and “white privilege.” The latter expression sometimes comes across as either an accusation or confession rather than a descriptor of place. In thinking about how to help the Center and others to initiate an *inclusive* conversation about race, class and gender I thought of Claude Steele who would make a great speaker and whose book *Whistling Vivaldi* approaches these issues in a way that is easy for everyone to understand and invites personal stories like those Steele tells. Over time the conversation hopefully can broaden to Kimberlé Crenshaw, Michael Omi and other writers on critical race theory, but outside a classroom the conversation has to begin on a more personal level or the conversation will always be among a small likeminded group. An “open dialogue” requires space to tolerate and respect disagreement. People very rarely change their mind about important things in a meeting or discussion, but people do think about and change their positions over time.

There are many examples of actions across the campus that are inclusive in every sense and which successfully broaden the perspectives of students, faculty and community. A review of documents, seminars, theatre productions, speakers and other activities across campus and over the course of years shows consistent actions over time across campus promoting diversity and inclusiveness and challenging all to think about values. This is an area where Adams State University can be proud of a consistent message among students, in student activities and in faculty activities. It is true that many of the same people are involved in activities and drive the creation of some of them, but the number and variety of people should not be underestimated. There have been challenging speakers every year. There are faculty-led activities and student-led activities that highlight diversity and inclusion or both. Historically, the theatre department has produced challenging plays addressing multiple social issues for at least the past forty-five years I have lived in Alamosa. The recent production of *Pain, Love and Self-Medication* illustrates the kind of timely, poignant productions the campus and the community have come to expect. In 2014, the New Student

---

<sup>105</sup> For example, the CIELO Campus Culture Report mentions this concept popularized by Kimberlé Crenshaw, well-known African American feminist, law professor and civil rights expert. In addition to her own writings, she is editor of the important anthology, *Critical Race Theory*, 1996, The New Press.

Orientation began with a dynamic presentation that embraced diversity presented by Dr. Mario Rivas and Tom Brown.

The faculty lecture series, the science lunch lectures, the Lifeways lectures and other speakers like, Efran Efrati and Maya Wind (Israeli settlements in the West Bank), Tina Meier (cyberbullying), Justin Tade (Silvery minnow in the San Luis Valley), Pat Griffin (*LGBT Inclusion in Athletics: Successes and Ongoing Challenges*) illustrate the diversity of the offerings. Women's Day activities, Model UN, Martin Luther King Day activities, Cesar Chavez Week, and the ACE Conference to name a few, were all engaging and stimulating.

The ASU 2020 draft Strategic Plan Sub-Goal 5-4 relates to the deepening campus connection to the surrounding community. When you drop by the nursing home and see CAMP director and ASU graduate Pete Gomez singing corridos for the seniors, or attend a funeral and listen to graduate Freddy Jacquez playing at the funeral mass, or attend a wedding and follow alumni Herman and Patricia Martínez <sup>106</sup> as they lead the Marcha, you see the fruit of cultural connections between ASU and the Valley community begun when each of them were students in the 1960s. Those working on these issues today can be encouraged by witnessing the fruit of similar efforts for the last forty years.

Most employees, faculty, students and administrators shared a commitment to the University's Mission and Vision. Different individuals view how they contribute to ASU's Mission differently. Some embrace it passionately and are strong advocates for one or more or many aspects of diversity. Others are satisfied to do their job at the campus and feel that is their way of contributing.

An interesting comparison on the CIELO *Campus Climate Report* was a chart indicating 95% of the people responding in all three groups (faculty, student, and staff) said they were either accepting or an advocate for diverse perspective. 4% said they tolerated diverse perspectives and <1 % (probably one person) said he/she denied diverse perspectives. At the same time, the very same responders saw the campus community as much less welcoming to diverse perspective with the students more positive and the faculty the least positive. Since there was good faculty participation, these results are a bit inconsistent with one another but consistent with conversations. We tend see ourselves in a better light than we see others. The truth is probably somewhere in between.

## **b. Perceptions**

For all the good examples of diversity and inclusiveness above, there is more to do to improve diversity and inclusiveness. The CIELO *Campus Climate Report* found there are "low levels of satisfaction with existing campus climate at ASU for persons of specific racial, ethnic, social class, gender and sexual backgrounds." I have already

---

<sup>106</sup> Herman and Patricia Martínez are staff for the Hilos Culturales 2015 summer institute and have long times to ASU and the cultural arts at ASU.

discussed this in the context of the employment issues. I do think “low levels of satisfaction” overstates the feelings of those I spoke with but my interviews supported the finding in the CCCR that staff at the University is less satisfied with efforts to promote inclusive excellence in the workplace. It is clear that more attention should be paid to staff attitudes as described in the earlier section. The Climate Survey suggests class as well as race/ethnicity or other status is important to this dissatisfaction. The janitorial staff complaints were harsh regarding the way some of the faculty treat them. Education and class identification are certainly part of this picture but there is no excuse for what used to be called good manners.

The fact that some (not all or even most) Hispanic staff and faculty do not feel fully respected, equally valued or listened to goes to heart of the University. These feelings were recognizably strong for natives of the San Luis Valley. I concluded that some of these feelings came with them to the campus and some of them grew out of their experiences on campus. Several members of the faculty gave very specific examples of their ideas not being respected or considered, of being excluded from discussions, or put down in ways that seemed tied to their ethnicity. As suggested earlier, there needs to be real discussion and reflection within the faculty around these issues. Neither these questions nor the gender issues described will go away.

When you consider the numbers of Hispanic students over many years and the significant number of Hispanic faculty and staff, the undercurrent of unhappiness is particularly disheartening. The Title V-funded Hilos Culturales faculty retreats held each summer are a great example of a concrete and consistent effort over time to address cultural sensitivity and build cultural connection between the faculty and the San Luis Valley. Everyone who has participated expressed they were very happy with having done so. It is a great program, but it leaves work to be done. My recommendation for mandatory training in recognizing unconscious bias is one step to try and improve on these issues. An interesting starting point for a discussion of the feelings of the Hispanic staff and faculty might be Professor Saenz’s faculty lecture, “The Black Legend and Hispanic History.”

### **c. Women**

I have already described the gender issues at ASU in the context of the faculty. Staff comments were much more focused on job inequities as already described, than on gender bias although some certainly felt it. Women students who sought to talk to me or who were in the groups like the RAs were strong, clear thinking, optimistic and pretty pragmatic. They had clear ideas on what would make ASU better. It is a great time to be a woman at ASU, as a student, employee or faculty. There is a new woman President. Women’s Studies are growing. Student-athletes have an array of sports. Safety for the women on campus is a priority. The complaint that old white men rule Richardson was not entirely true six months ago, but the arrival of Dr. McClure and the new role for Assistant VPAA, Margaret Doell changes the conversation.

Of course, a new President and Vice-President do not instantly resolve the tenure track and promotion issues for faculty or bring pay parity to staff. They do not

address why Georgia O’Keeffe and Frida Kahlo are the only women painters of whom most of us can think. An interesting illustration of less understood aspects of historical gender bias is presented in the very interesting faculty lecture *Invisible Sexism: Eradicating What We Don’t See* presented by Dr. Stephanie Hilwig which directly addresses the unseen.<sup>107</sup> Still, it is a great time to be a woman at ASU.

#### **d. LGBT**

I described the community and campus environment for LGBT in the faculty discussion. I think the conversations at the ACE conference were excellent in terms of the continuing challenges faced by LGBT in the country and on campus are. The optimism and enthusiasm as well as the obvious campus leadership around LGBT issues, leads me to conclude ASU is a pretty welcoming place for LGBT.

I pointed out earlier in the report that I did not encounter anything on campus in terms of writing or advocacy that was hostile to LGBT. I did see in the review of the materials that there were complaints about anti-gay slurs on several sports teams and squads. All the coaches were supportive of LGBT student-athletes. It was apparent that there are many openly gay women student-athletes but not so many openly gay male student-athletes. Coaches of the all-male sports were quick to say they watch for boorish and offensive statements but it is highly likely that locker rooms, playing fields and dorm rooms have a fair amount of the kind of vulgar anti-gay talk that comes from young men insecure in their own sexuality. Addressing this requires persistence and sometimes courage.

#### **e. African American Students**

The African Americans on campus were discussed some in the safety section of this report and in the faculty section. In meeting with leadership of the Black Student Union it was clear that the students were pretty happy with the campus environment. They were clear that this does not mean they are not sometimes lonely or miss a broader African American culture that they may have grown up in. In employment on campus they sometimes feel a bit isolated and left out of things. At the same time, several described the many good experiences they have had with small classes and caring professors, getting to know a lot of Hispanic and White students, and the opportunity to be seen as an individual and given some opportunity to be a leader. If the University can recruit a few African American professors the environment will be even better. Forty years ago, the assumption was any African American on campus was there to play a sport. Now is it fair to say that many are at ASU because it is a great small university that gives them opportunity to get a good education, blossom and lead.

#### **f. Native Americans Students**

I conclude with the observation that there are very few Native Americans on campus. There have been times in the past when that was not so. Those that are on

---

<sup>107</sup> An article illustrating Dr. Hilwig’s point is *Reviving the Female Canon*, theatlantic.com, May 13, 2015.



campus expressed more alienation than any other group identified. They definitely did not feel included except at CASA and several described comments by professors that were insensitive at best. It would be good to have a larger number of Native Americans on campus and looking to the changes in special funding for Native Americans now occurring, may give more students an incentive to come to ASU. CASA is probably the best place to build stronger support for Native Americans on campus. The things told to me were the kinds of behavior a cultural sensitivity training addresses. In spite of the negatives, the students I spoke with were generally comfortable with the community and the campus and the strong Hispanic population was a plus as is the small town. It would enrich the campus to welcome more Navajo, Ute and students from the pueblos.

## **VII. Conclusion**

---

At the outset of this report, I indicated that I would use the Mission and Vision as a framework for evaluating fairness and safety. The process has been challenging but also invigorating. I am definitely an optimist so I look at the positive steps to improve ASU that have occurred, but I think I am also a realist and a pragmatist. ASU is not an island and it chooses to serve a student body that comes with substantial barriers to success. Faculty, staff and students, alike bring to campus their own problems and biases. ASU is not perfect but it is a place that welcomes and values diversity and where people with many backgrounds and interests can feel valued and included.

While I have made numerous suggestions regarding safety and the handling of disciplinary matters in particular, the overall picture is hopefully clear that ASU has a safe campus and a healthy, ongoing process to improve campus culture around prevention. The ASU staff that works with the students directly on these matters is outstanding and committed to making ASU safer and more inviting for all. If I make one recommendation that stands out in terms of a change it would be to strongly link the safety and prevention effort to the ASU core values and Character Counts.

Evaluating fairness is a more difficult task but by framing the inquiry in terms of the Mission, Vision and Strategic Plan I sought to evaluate in terms of the principles and goals the University has set for itself. Because the goals are lofty and the obstacles are substantial, there are many student related areas where ASU can feel good about the effort and intentions and not so good about the end-result retention problems and debt load for the students. As I have suggested, utilizing extended studies and other efforts to stay connected, reconnect and re-enroll those who leave may be a successful long term strategy.

If I had done the report a year ago, it would have been much more difficult to be positive about the salary related issues. An improved economy and a successful enrollment plan has enabled the first step to resolve this longstanding problem. It is important that funds be used to achieve the 90% goal every year to maintain the good will and energy that flows from that.

There is great need and wonderful opportunity to define ASU as a HSI institution in a manner that makes ASU extra-attractive for all students and in which the students and staff can feel part of something that is unique and enriching.

There are so many positives about the faculty and the staff at ASU. From groundskeepers to VPs there is an enthusiasm for the Mission and their jobs. The faculty dysfunctions I describe unfairly diminish the great teaching also described to me, but these issues cry out for leadership to say enough.

Finally, my recommendation for implicit bias training will require a lot of effort and time but I strongly recommend this take place. In my own experience, I have seen even badly done cultural competency programs lead to positive day-to-day change. Every person on campus needs to feel valued and respected if the goal of inclusive excellence is to be fulfilled.

ASU should be proud but not satisfied with its current "place" as it enters a new era with new leadership and worthy ambitions. ASU continues to pursue a very worthy mission and deserves support from those within and without the institution.

## Appendix of References

### Adams State University Materials

“Campus Safety/ Fire Safety Report,” September 2014 (Clery Report)  
2011-12 Sexual Harassment and Gender Climate Among Athletes Survey Summary  
Academic Appeal Procedure  
Adams State Foundation Memorandum of Understanding with Associated Alumni of Adams State University  
Adams State Foundation Memorandum of Understanding with Grizzly Club  
Adams State Foundation Strategic Plan  
ALP Apprenticeship Field Handbook  
Assorted forms for living off campus, meal plan exemption etc.  
Athletic Department Disciplinary Incident Summary over 5 years  
Athletic Department Amorous Relationships Policy  
Board of Trustees Bylaws  
Board of Trustees Trustee Policy Manual  
Brochure Decision-Making Workshop materials, ASU Office of Housing and Residential Life and Counseling and Career Center, 2014  
C.A.M.P.  
Campus Culture Advisory Group at Adams State University letter to Dr. Svaldi dated June 25, 2014  
Campus Culture Roundtable, “Analysis of the 6 Foundational Elements of a Successful Campus Culture,” October 14, 2014  
Classified Employees Council Constitution and Bylaws  
College Student Employment Service Program Supervisor Handbook  
Colorado Wins Brochure  
Counseling Center Client Graph  
Dr. Svaldi *2011-12 Progress Report*  
*Enrollment Growth Research Report 2011*, Noel-Levitz  
Faculty and Staff Convocation: August 2014  
Faculty Handbook (revised August 2013)  
Faculty Parental Leave Policy (approved October 8, 2010)  
Financial Data  
    FY07-FY11 CUPA Data  
    FY10-FY13 Balance Sheet - All Funds  
    FY12-FY13 Financial accountability Plan Spreadsheet  
    FY12-FY16 Financial Accountability Plan  
    FY13-FY14 Financial Accountability Plan and March 2013 Amendments  
    FY14-FY15 Joint Budget Committee Hearing ASU Response  
    FY14-FY15 Budget Detail Final

FY14-FY15 Budget Summary  
FY15-FY16 Budget Detail & Summary  
FY15 Budget Action Items  
FY15 Budget Service Fee Allocation  
FY15-FY16 E-Team Worksheet dated Oct 21  
FY16 Budget Requests Summarized  
Compensation Committee CUPA Peer Group IPEDS Revenue Analysis 2015  
Compensation Committee CUPA Salary Summary; Cost to bring Salaries to CUPA Peers 2015  
CUPA Admin, Pro Staff Faculty Comparison Group  
CUPA Admin, pro Staff, Faculty AAUB IIB  
Financial Accountability Plan 2010  
Frozen Positions List  
HB 14-1319 Funding Allocation Model Expert Team, Final Recommendations, 9/24/2014  
Guidelines for Conflict Resolution  
Guidelines for Responding to Disturbing Writing and Behavior  
Hazing Policy  
Higher Learning Commission letter of January 28, 2015 re *Chronical of Higher Education* article.  
Incident Management Plan  
Intercollegiate Athletics Pregnancy Policy  
Memorandum of Understanding between Student Life & Recreation, Associated Students and Faculty  
and the Chief Financial Officer and the Office of the President  
PASC Salary & Benefits Committee PowerPoint, April 25, 2014  
Persistence Study, September, 2014  
Personnel Board Rules and Personnel Director's Administrative Procedures  
Professional Personnel Handbook (amended August 29, 2008)  
Remediation Persistence Study 1999-2005  
Retention Data: Fall to Fall Retention by athletics, housing, etc  
Retention Data: Fall to Fall Retention by demographics etc.  
Retention Update PowerPoint, December, 2014 Presentation to the Trustees  
Rex Policy Manual  
School Of Business Survival Guide  
Self-Study Report 2006  
Sexual Harassment/Violence Policy for Students  
Shared Governance Survey 2015  
Strategic Plan 2006-2009  
Strategic Plan 2010-2013  
Strategic Plan 2020 (draft)  
Student Athlete Title IX Survey  
Student Complaints to VPSA (2003-present)  
Student Handbook  
Student-Athlete Handbook  
Suicide Prevention Project/ Program Narrative and Grant Continuation Request

Suicide Prevention Work and Accomplishments 2005-present  
Team Rules and materials from the varsity sports teams  
Violence in the Workplace Policy, April 2012  
Voided Tickets Chart  
Voided tickets history

## **Materials from Other Universities**

*2015 Legislative Report on the Postsecondary Progress and Success of High School Graduates*, Colorado Department of Higher Education, March 13, 2015

“Addressing Sexual Assault and interpersonal Violence: Athletics’ Role in Support of Healthy and Safe Campuses,” NCAA , Deborah Wilson, Ph.D., primary author, September 2014

Assorted website materials from Colgate University, Mesa State University, Colorado State University, Mesa State University

“Twenty Students Per Week: Final Report of the University Senate Task Force to Address Sexual Violence and Survivor Support,” October 22, 2014, University of Oregon (also companion summary pdf slide presentation)

### **Colorado State University**

Student Conduct Code  
Faculty Manual  
Policies related to Students Rights and Responsibilities  
Student Athlete Handbook  
Student-Athlete Advisory Committee  
Conflict Resolution (mediation, restorative justice, conflict coaching): <http://conflictresolution.colostate.edu/>

### **Colorado State University at Pueblo**

Student handbook  
Code of Student Conduct  
Sexual Misconduct Policy

### **Stanford University**

Student Handbook  
Student –Athlete Handbook

## **Statutes and Other Legal Resources**

Americans with Disabilities Act, 42 USCA §1201 et seq.

C.R.S. § 23-51-101, *et seq.*

California Codes, Education Code §67386 Adoption of Policy Concerning Sexual Assault, Domestic Violence and Stalking 2014, effective January 1, 2015

Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99

HB 15-1220, Concerning Response to Sexual Assault on Campuses of Colorado's Institutions of Higher Education. (C.R.S. §23-5-143, 2015)

Higher Education Act of 1965, 20 U.S.C. § 1101(a)

Higher Education Act of 1965, Title V, 20 U.S.C. § 501 et seq.

Higher Education Act of 1965, Education Amendments of 1972, Title IX, 20 U.S.C. § 901 et seq.

Higher Education Act of 1965, Title VII, 20 U.S.C. § 701 et seq.

Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, 20 U.S.C. § 1092 (f)

Violence Against Women Act of 1994, 42 U.S.C. §§13701-14040 (Title IV, 40001-40703 of the Violent Crime Control and Law Enforcement Act of 1994) Re-enacted in 2000, 2005 and 2013)

## **Other Materials**

*The Campus Sexual Assault (CSA) Study*, Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007), Washington, DC: National Institute of Justice, U.S. Department of Justice <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>

*Checklist for Campus Sexual Misconduct Policies*, United State Department of Justice, Office on Violence Against Women

Chart relating Title IX and the Clery Act coverage and mandatory reporting requirements

College Navigator for Adams State University, National Center for Educational Statistics, <http://nces.edu>

“College Women’s Experiences with Physically Forced, Alcohol- or Other Drug-Enabled, and Drug-Facilitated Sexual Assault Before and Since Entering College,” C.P. Krebs, C. H. Lindquist, T. D. Warner, B. S. Fisher, and S.L. Martin, (2009), *Journal of American College Health*, 57(6), 639-647

*Dear Colleague Letter* dated April 4, 2011, Office of Civil Rights, U.S. Department of Education (available at <http://www.ed.gov/ocr/letters/colleague-201104.html>).

*Establishing Prevention Programming: Strategic Planning for Campuses*, United States Department of Justice, Office on Violence Against Women

*Evidence-Based Strategies for the Primary Prevention of Sexual Violence Perpetration*, White House Task Force to protect Students from Sexual Assault, April 2014: <https://www.notalone.gov/assets/evidence-based-strategies-for-the-prevention-of-sv-perpetration.pdf>

*Extent, Nature, and Consequences of Intimate Partner Violence*, (July 2000), The Centers for Disease Control and Prevention and The National Institute of Justice

Extra Pay Differential Guidelines, Office of the State Court Administrator, Colorado

*Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program*, United States Department of Justice, Office on Violence Against Women (CFDA 16.525)

*The Handbook for Campus Safety and Security Reporting*, United States Department of Education, February 2011

*Millennials in Adulthood*, Pew Research Center, Social and Demographic Trends March 7, 2014

*Minimum Standards for Establishing a Mandatory Prevention and Education Program for all Incoming Students on Campus*, United States Department of Justice, Office on Violence Against Women

*Model Standards for Academic, Social, Emotional, and Character Development; Critical Educational Outcomes*, Josephson Institute <http://charactercounts.org/pdf/Model-Standards.pdf>

*Not Alone, The First Report of the White House Task Force to protect Students from Sexual Assault*, April 2014

*Overuse and Abuse of Adjunct Faculty Members Threaten Core Academic Values*, Richard Moser, The Chronicle of higher Education, January 13, 2014

*The Rising Cost of Not Going to College*, Pew Research Center, Social and Demographic Trends February 11, 2014

*Questions and Answers on Title IX and Sexual Violence*, Office of Civil Rights, United States Department of Education

“Unsettling Times: Higher Education in an Era of Change,” Report of the University of Denver Strategic Issues Panel, September 2014

Virginia Task Force on Combating Campus Sexual Violence (2015)

*Why Wisconsin Matters to You*, Nicholas Hillman, Inside Higher Education, June 5, 2015

## **Other Web-based Articles and Materials**

“Brown University Shuts Down Date Rape investigation after Botched Lab Results,” Huffington Post, March 6, 2015, [http://www.huffingtonpost.com/2015/03/05/brown-university-date-rape\\_n\\_6793926.html](http://www.huffingtonpost.com/2015/03/05/brown-university-date-rape_n_6793926.html)

Clery Center for Security on Campus, <http://clerycenter.org/>

NCAA Guide: “Addressing Sexual Assault and interpersonal Violence; Athletics’ Role in Support of Healthy and Safe Campuses” <http://www.ncaa.org/sites/default/files/Sexual-Violence-Prevention.pdf>



# **Safety and Fairness at ASU: A Study – Executive Team Action Plan**

## **Student Services**

Student Handbook revisions – I have already begun working on the revisions suggested in the report. Working with Jen Stoughten to create a handbook that will link you from the Table of Content to the specific section in the handbook.

Policies Revisions are already taking place and should be updated by the start of the Fall term.

Phone Service Live Safe option

Page 9 - #9 – We have been exploring recruitment for Veterans and E-Team approved base funding for this to begin in the Fall of 2015.

Page 9 #10 – Great suggestion, little opportunity to realize the revenue to accomplish much until the capital fee rate caps out in 2018 and there is surplus revenue above existing debt service.

Page 9 - #10 – We would love to improve and expand the Rex Activity Center however being an auxiliary building, funding is always going to be a factor in making that happen. Also it now has Historic Value from a past grant and any improvements will need to channel through those guidelines as well.

Page 9- #11 – This year's New Student Orientation will have a component of prevention within its curriculum. Title IX and Police Safety are the two within this year's program. It is also very important to make transition, onboarding and connection a large part of NSO but we will have a much better presence in this year's program.

Page 9- #11 – This year's New Student Orientation will have a component of prevention within its curriculum. Title IX and Police Safety are the two within this year's program. It is also very important to make transition, onboarding and connection a large part of NSO but we will have a much better presence in this year's program.

Page 9 - #12 – We currently have an excellent partnership with Tu Casa and SLV Behavior Health. We are connected through multiple MOUs and partnerships as well as posting those organizations within our documents on campus involving student safety.

Page 9 - #13 – We have hired a new Title IX/EOE Director within the next month and it will be that persons role to create a website and maintain materials and documentation related to training of a safe reporting network across campus. This will be on-going however should have a great start by December 2015.

Page 25 – D. Crime Reported on Campus – Paragraph 1 - He suggests that “DUI's top the police contact list for students over the years.” This is not a crime we track so I had Chief Grohowski

pull the list of DUIs from the last 3 years in Alamosa and I crossed referenced those names with our students.

In 2013 there were 7 total DUI contacts and 2 were ASU students

In 2014 there were 7 total DUI contacts and 2 were ASU students

In 2015 there were 5 total DUI contacts and none were ASU students

Page 25 – D. Crime Reported on Campus – Paragraph 2 - He does not have accurate sexual assault statistics reported. We had 2 in 2011, zero in 2012 and 4 in 2013. The 2014 stats have not been released yet so rather than saying there was one we need to wait until those Clery stats are submitted in October.

Page 28 – Under AA Experience and View he states in the third paragraph the states “The officer confronted, maced...” This is not true. The officer did not mace anyone. He pulled his Taser out and pointed it at the student but never used it. I interviewed every student in this case and no one was maced.

Page 39 - Bystander Intervention – We use a program that every employee and student is required to do called “Get Inclusive.” It covers bystander Intervention extensively.

### **Action Plan for Athletics**

The new position of Assistant Athletic Director for Academic Affairs (funded by N CAA DII Strategic Alliance Matching Grant) will be working with the campus advisors and utilizing the new tracking software with a main goal of improving retention and graduation rates amongst student-athletes

ASU has adopted a department wide Drug Testing Policy to be implemented in 2015-16. To date, in the RMAC only CSU-Pueblo has a department wide policy.

The 2011-12 Sexual Harassment and Gender Climate Survey among Student-Athletes was developed by the ASU Athletic Department, approved by the Title IX officer and implemented as an annual review of the Athletic Department. The 2011-12 survey was completed by 386 student-athletes, it was reviewed and the data evaluated by the Department of Psychology with the report being developed and returned to the Athletic Department in 2013. The data from the 2014-15 survey is now being entered and tabulated by the Athletic Department this summer.

Annually at the request of the Athletic Department the Title IX officer has done a presentation to all student-athletes regarding Title IX, sexual harassment and sexual discrimination. Due to the position not currently being filled, work is underway to develop a presentation that the Associate AD will present to all student-athletes and Athletic department staff.

Since January 2015 the SWA has attended two seminars regarding Domestic Violence and Sexual Assault. The first by the NCAA and the second a three day seminar by a private company ATIXA. The latter seminar qualified our SWA as an on campus investigator.

Documentation forms are issued to each coach and submitted annually to the AD to track all discipline of student-athletes

### **Action Plan for Human Resources**

The major areas requiring action form Human Resources are Salary administration, Implicit Bias Training, creating a student health insurance plan, and improving the general perception of Human Resources.

Salary Administration. We have completed corrections for Faculty (\$136,428) and Administration (\$56,817) bringing employees up to 72.5% of average and addressing the compression concerns (mainly in the faculty.) We will need to continue providing COLA as well and additional funding if we are going to reach 90% of our peer group. I will continue to participate in the CUPA salary survey, including conducting periodic CUPA Job description audits to ensure positions are properly assigned CUPA comparison jobs. The balance of the funds are available to address compression issues for classified staff. We will consult with the Department of Personnel and Administration (DPA) to ensure compliance with state compensation rules and convene a sub-committee to develop a compression policy and then evaluate the classified data and determine appropriate corrections. (As an aside, we do not have recruitment issues for our classified positions, and our applicant pools are adequate.) As long as DPA continues to recommend range movements, COLA and performance awards as they have been structured over the last two years, we will experience a move towards mid-point across the classified system.

Implicit Bias Training. Judge Kuenhold has provided contact information to me regarding implicit bias/Cultural Competency training that the court system uses and has indicated that they would probably be willing to allow me to participate in one of the trainings as well as share their information with us. He indicated that they might also be able to provide so consulting to assist us in designing specific programs. I will need to get training for myself as well as some back up, develop the training material and integrate it into new employee orientation along with other mandatory training. Historically we have not be able to concentrate on or provide systematic straining opportunities and have referred departments to off campus resources. As demands for training are increasing we may need to evaluate staffing and job responsibilities in order to make training a priority.

Student Health Insurance. The ACA has dramatically changed the way health insurance is made available. For example children are allowed to remain on parents health insurance until they turn 26, regardless of dependency. Also, with the expansion of Medicaid and the creation of the marketplace there are significant options available to students. I would also question our ability

to manage, fund and provide a student health plan that was compliant with ACA without significant investment in time and money.

Perception of Human Resources Office. We will continue to communicate the various roles of human resources and will work to expand our communications to minimize confusion and dissatisfaction

Other observations/recommendations that involve HR :

- Classified employees have valid concerns regarding the reduction in classified positions in favor of exempt positions and a clear University policy should be articulated regarding this issue.
  - Process is anytime a position is vacated or created we review the job duties and make a determination if the position should be in the classified system or should be exempted under the statute. We utilize the statute, the state rules as well as the state's technical assistance to guide our determination.
  - There is no intent to systematically eliminate classified positions. However, there is a systematic approach to applying the statute, which is going to result in the exemption of more of the computing positions as they become vacant.
  - We will continue to communicate the differences between exempt positions and classified positions.
  - Provide statute
  - Evaluate statistics
- #25 page 11 ASU should require implicit bias and cultural sensitivity training for all employees and record and put online the key elements of the training curriculum for reference and for new hires to view as part of their introduction.
  - ASU should require implicit bias and cultural sensitivity training for all employees. This training should be made available for reference as well as incorporated into new employee orientation.
  - Follow up with court trainer and see if we can adapt their training. What train the trainer, as recommended by Judge Kuenhold
- #27 page 11 The FY2015-16 budget sets aside money to address both compression and equitable adjustments towards the goal of salaries at 90% of the peer schools. This first step should be continued as a central part of the budget until the goal is reached.
  - Give the compensation committee plan here. Highlight the need to properly review and classify jobs against CUPA periodically. Also necessity of COLA.
- Page 74 #8 Compensation and Employment: Classified and Exempt Employee Issues
  - Section a. Classified and Exempt Jobs
    - State statute
    - Process is anytime a position is vacated or created we review the job duties and make a determination if the position should be in the classified system or

should be exempted under the statute. We utilize the statute, the state rules as well as the states technical assistance to guide our determination.

- There is no intent to systematically eliminate classified positons. However, there is a systematic approach to applying the statute, which is going to result in the exemption of more of the computing positions as they become vacant.
  - We will continue to communicate the differences between exempt positions and classified positons.
- Section b. page 75 Fair Opportunity to Apply for Jobs
    - We will continue to fill classified vacancies according to State Rules.
    - We will continue to fill Exempt professional positions pursuant to the Professional handbook. We will work to communicate better when we have opportunities.
  - Section c. Page 75 Compression, Inversion and Realignment
    - We do have compression within the custodial staff. The years of salary survey adjustments without COLA created compression within the classifications. ie. Custodians hired between 2-9 years are making the same salary. I do have one Custodian I that makes more than his supervisor because the I is a long term employee and the II was hired in at the base of the range and not a promotion.
    - We need to get clarification from the state on our latitude in addressing compression as well as the allowable definition of compression.
    - After we get that clarification we need to convene a committee to evaluate the salary data to identify compression and create a policy to correct it.
    - We then need to evaluate our hiring (hire at the base) and our promotion (12.5% or base of new range, whichever is more) policies to determine if they are appropriate.
    - We will continue to monitor hours for FLSA compliance and ensure that OT is being approved and accrued appropriately.
  - Exempt employee concerns regarding evaluations.
    - With the President's support and endorsement a task force was formed and will work together to clarify existing handbook language requiring evaluations and work towards a plan to ensure all exempt professionals are properly and uniformly evaluated.

- Section d. Office of Human Resources
  - We will continue to communicate the various roles of human resources and will work to expand our communications to minimize confusion and dissatisfaction.
  - Suggestions on effective outreach?

## **Action Plan for Academics**

### **Primary Issues directly Related to Academics**

1. Items II.A.15, II.B.2, and II.B.3 relate to Communication & Transparency
  - a) Emphasize the responsibility of Chairs to communicate back to their departments at Academic Council retreat
  - b) Emphasize the responsibility of AC and faculty senate representatives on Cabinet to communicate back to their respective groups
  - c) Evaluate the interest of people receiving Academic Affairs Communication updates. Possibilities include:
    - E-newsletter
    - Blog
    - All faculty campus meeting(s)
  
2. Item II.B.25 relates to Gender Bias/Glass Ceilings
  - a) The report seems to indicate this as campus wide and not unique to Academics and recommends that HR initiate implicit bias training across campus. The Office of Academic Affairs will work in partnership with the HR office to engage the faculty in implicit bias training.
  - b) This could include encouraging faculty participation in ASU equity retreat, CIELO sponsored workshops & activities related to equity
  
3. Items II.A.26 and II.A.28 relates to Faculty Diversity
  - a) Recommendations:
    - Formally structure the faculty mentoring program to pair new faculty with appropriate mentors
    - Publicize existing groups at the start of each academic year to ensure faculty are aware of the resources available to them (Women in Higher Education group, LGBTQ+ group, CIELO, etc.) and ensure that calendars are up to date and easy to find; use Google groups and calendar to facilitate this better
  
  - b) Support the Diversity Liaison in continuing:
    - to develop the language in position descriptions, targeted advertising, and search rubrics to encourage diverse hires
    - to include an Advocacy advocate on all faculty search committees

4. Items II.A.18, II.B.26, and II.B.28 relate to Faculty Governance
  - a) The modification of the Faculty Handbook follows the procedures outlined in the faculty senate bylaws.
    - The office of Academic Affairs will identify & communicate suggested topics from the report for handbook changes to the Faculty Senate President
    - The topics include: civility, respect, professionalism, tenure committee make-up and procedures, requiring discipline specific criteria for RTP.
5. While there were not any specific recommendations regarding retention for faculty. The office of academic affairs will
  - a) Continue being the lead on the QIP (Quality Improvement Project)
    - Analyze data
    - Ensure that Degree Maps are up to date
    - Continue to promote and refine use of Supplemental Instruction
    - Continue to specify 'Advising Weeks' for registration and promote Appreciative Advising with faculty
  - b) Send appropriate faculty & staff for Appreciative Advising training
  - c) Request retention plans & reports for each academic department
  - d) If Degree Works is purchased train faculty to use it effectively for more than just course selection

### **Action Plan for CIELO**

Because Dr. Kuenhold used the (recently crafted and approved) ASU Mission and Vision statements as the framework for his report, issues that concern diversity and inclusion are threaded throughout the report. In some cases I have combined my responses to his recommendations and analyses where relevant.

Noting also that Judge Kuenhold based his diversity and equity concerns around both the mission and the BOT's Diversity Policy "Campus Diversity Action Plan," which I reviewed closely in this document but have not seen before, I find that the BOT would want to know that the CIELO strategic plan and action priorities (which is now under revision for the new ASU Strategic Plan 2020) address every one of those recommendations.

The challenge is finding the institutional support for the work of CIELO and the Office of Diversity and Inclusion—currently a cadre of service/equity minded practitioners (volunteers) and a half-time faculty transition position. We hope that by the time the BOT meets, we will have learned that the next Title V Institutional grant will support this office and CIELO's efforts.

Overall, Dr. Kuenhold points out areas for concern and for our successes that support the necessity and the impacts of the ongoing work of CIELO to directly and specifically attempt to

increase our understanding of what it means to be an H.S.I. and how that must impact all of our policies and practices.

Dr. Kuenhold's primary recommendation to require Implicit Bias training of all employees certainly has merit. The Community for Inclusive Excellence and the grant supported activities related to CIELO have never had mandatory trainings of any sort, so this is worth consideration and discussion at the Executive Council and cabinet. Commitment from the Executive Team as well as involvement from Human Resources would be necessary to achieve mandatory trainings.

However, as Judge Kuenhold writes, "Changing behavior and changing the way people think through understandings are both essential to building a healthier culture on campus and beyond [with respect to cultural sensitivity]" (10.c.2 page 84). Judge Kuenhold's footnote on Implicit Bias training also says "cultural sensitivity training" (89). Such trainings aren't like a small pox vaccine; we all "reset" to the paradigms we are raised with, and continual participation in efforts that include research, readings, communication training, cultural education, and in fact each the many items listed in the Board of Trustees Diversity Policy "Campus Diversity Action Plan," which unfortunately I had not seen previously.

## II. Executive Summary of Findings and Conclusions

#7. While it may appear that the language for the ASU mission, only recently crafted and adopted, the efforts of over a decade of Title V diversity work through CELT/CIELO resulted in the strong voices around diversity in our earlier Strategic Planning process. For ASU to be acknowledged for its hard work and action in support of its mission to serve historically underserved students is positive.

#8. This comment is echoed in B#7 and B#24. The University engages in frequent and often extensive dialogue about what it means to be an HIS. Interestingly, later in the report, Judge Kuenhold identifies the many opportunities hosted on and off campus to promote these conversations. The fact that many of these activities are grant supported does not speak poorly of ASU's commitment to our role as an H.S.I., but of our determination to locate and utilize funds in support of that mission.

The fact that multiple grants align well with the mission, which align with our designation as an HSI, is not accidental; the grant applications are created through broad engagement of stakeholders.

However, ASU must do much more to make this identity understood as an asset to faculty, administrators and staff, and to help students, too, to understand it as a value added, a reason to come here. CIELO leads substantial programming and facilitates those opportunities that increase the visibility and centrality of this identity and that nurtures what really requires a broad, campus-wide shift in beliefs about our students and our mission.



18. This project is underway, and the faculty leave policy has already been incorporated into the handbook (its omission was clerical only). A sub-committee of CIELO with Aaron Abeyta and Stephanie Hilwig has been developing language that would explicitly value civility and collegiality (as it currently does), but also cultural responsiveness and inclusive practices in the classroom.

19. Throughout the report, the conflation of the Women's Center and an Office of Inclusive Excellence is confusing. However, the Office of IE is working with Student Affairs Aaron Miltenberger and VP for Student Affairs Ken Marquez in taking steps to create both a Women's Center and a Men's Center or a Gender Resources Center.

#26, 27, 28 Each of these represents a complex of problems around recruitment, mentoring, retention, and promotion among faculty with each of these aspects being systematically addressed by CIELO/the Liaison for Diversity and Inclusion through 1) A workshop series facilitated by VP for Diversity from CU Anschutz Brenda Allen (*Difference Matters*); 2) recent advances in our search procedures and materials (posted on the HR web-site) to explicitly recruit, evaluate, and support candidates with backgrounds working with diverse student populations, or whose own identities contribute to bringing diverse perspectives to their disciplines. My intention is to expand these resources for staff this year as written into the Title V Institutional Grant application; 3) Providing (for the third year, now) a workshop during New Faculty Orientation informing about our institutional identity as an H.S.I. and our student demographics, teaching inclusive communication techniques, and providing faculty opportunity to participate in CIELO activities; 4) see 18 above, working with the handbook to make sure participation in diversity training is valued as is demonstrated cultural responsiveness and awareness in the classroom; and 5) extending the kind of training I have provided to search committees, creating a pool of diversity advocates for search committee representation, to retention and promotion committees as one step toward opening dialogue with senators and chairs around the obstacles for retaining and promoting women and faculty of color with our current system. Last week in discussion at a meeting with Colorado Chief Diversity Officers (CDO4CO), someone suggested the problems are not with the evaluation tools, but "with the evaluators," supporting the Judge's recommendation for mandatory (or at least increased) participation in diversity training.

29. This is evidence of a culture of operationalized privilege among faculty and supervisors.

## B. Additional Recommendations

#7 Curriculum: The General Education revitalization task force seeks to increase opportunities for students to engage in collaborative, globally and work-force relevant, and culturally diverse course work. The presence currently of the Latino Studies Minor, Lifeways course, and Women's Studies is a beginning, but given financial aid restrictions such offerings need to

“count” towards degrees and general education requirements if we wish to increase student participation.

#7 and 24: Over the next few days I am drafting at Dr. McClure’s request statement defining what it means to be an HSI. Given the multiple times Judge Kuenhold recommends ASU holding campus-wide dialogues on this, CIELO could be instrumental in testing draft statements with stakeholders campus wide perhaps through discussion forums.

#26: Perhaps next summer’s equity retreats can frame some of the cultural training around the core ASU values. Good fit. CIELO this year is hosting a “Courageous Conversations on Short Readings” series in addition to Kindred Spirits.

#28 See above.

## VI. Fairness

Page 57 – 58: See General Education Revitalization Task Force Initiative beginning fall 2016.

Page 59: Again, this is about a complex of issues including a lack of understanding of assumptions we make about culture, value, and privilege. Along with the efforts to create significant institutional change in attitudes, policies, and practices, some additional efforts to address this unhappiness include Raging Studios; “Courageous Conversations Short Readings Series”; increased participation in the CIELO Steering Committee by Hispanic/Chicano faculty; continued retreats where support builds; necessity to establish a permanent office focused on these issues.

Page 63: Re “Language.” I recommend the development of a Heritage Language Program; traditional Spanish literature and grammar degrees have an important place in the university, but to address the concerns Judge Kuenhold raises, Heritage Language programs, which value the cultural capital that southwest students bring, is required.

Page 64: The campus dialogue again to explore what people want our being an HSI to mean. Yes, underway.

Page 66: See above. I think this is factually incorrect. These are not the same projects; one is not replacing the other.

## 10. c.i and ii Gender Bias and Glass Ceilings

Responses to this are above. Multiple efforts are underway and need institutional support (time/OEO/Office of Diversity) to support revisions to policies and practices as well as to reducing the amount of (implicit) gender bias.

Although Judge Kuenhold did not review the tenure recommendations over the past five years, CIELO and various individuals have: The statistics regarding tenure and promotion of women, women of color, and men of color, support the claims Judge Kuenhold reports on.

Page 84 – 86 are addressed above.

Page 90 Addressed above.

#### 14. Students First

CIELO and Student Life are already increasing our collaboration to connect over the “Diversity and Inclusiveness” center. While CASA is essential for creating a homelike place and sustaining cultural traditions and contexts, we need to build the centrality and visibility of our being an HIS through a central Student Diversity and Inclusiveness Center as well as throughout the fabric of curriculum and co-curriculum.

I thank Dr. Kuenhold for his consistent and persistent support of ASU’s identity as an HSI and all that impacts with regard to inclusive excellence, and his recognition of the efforts already underway.

CIELO intends to increase the information we have gained from the 2014 Campus Climate Survey this year, continually developing action priorities. We look forward to seeing the impacts of campus-wide diversity work in the 2016 Campus Climate Survey.



## Campus News for Adams State University Employees

# ASU Police Department upgrades fleet

The ASU Police Department recently replaced its aging, high-mileage police cars with new or newer AWD SUVs and FWD cars. The cars are emblazoned with the ASUPD logo and painted in the black and white theme adopted by other SLV police agencies.

“This gives ease of recognition and helps create a sense of unity among the ASU PD, Alamosa Police Department, and Alamosa County Sheriff’s Office,” explained ASU Chief of Police. The vehicles all include the newly acquired AEDs (see item above).



---

### **Author: jmwaecht**

Assistant to the President for Communications Editor/Designer of alumni magazine – A-Stater

[View all posts by jmwaecht](#)

---

jmwaecht / 10/29/2015 / Latest News



# Watching Adams

Great Transparency Begins Here

## CUPA Data Reveals Longstanding Pay Inequities at Adams State

BY WATCHING ADAMS STAFF – 10/26/15

Many advocated for Dr. Beverlee McClure to become president of Adams State University (ASU). During her candidate presentations, she seemed a real people-person and very smart. So her defensive response to some staff and faculty inquiring with ASU Human Resources about pay issues is surprising. They're just acting like normal people.

Faculty and staff all appreciated the lift in pay towards 72.5% of CUPA – (College and University Professional Association for Human Resources) – which is the national peer group average (PGA) of their position. What has raised eyebrows is that **some staff already above this target** (<https://watchingadams.files.wordpress.com/2015/09/administrative-cupa-evaluation-2015.pdf>) received further boosts in pay. For example, the Strength & Conditioning Coordinator for ASU Athletics, previously at 82.2% of PGA with \$40,812, was just given a \$5,000 raise to \$45,816, or 92.3% PGA. While it is a noble goal for all employees to be at around 100% of their PGA, these disproportionate adjustments raise concerns of favoritism and opaque compensation policy. How was this decision, and others like it, made?

If we are “in this boat together” as we are so often told, if we are to “pull together,” it would seem sensible that those with considerable salaries relative to CUPA do not receive further increases so that others at the bottom of the pile could receive equitable pay adjustments. Let's not forget that 72.5% of CUPA still leaves ASU employees more than 25% below their peers. And in most classrooms, a 72.5% is a C- grade. Surely ASU can do better by its own workforce.

Other problems emerge, such as pay disparities that seem to persist despite a 2014-2015 Compensation Committee tasked with addressing such issues. For example, the ASU Bookstore Director, holding a Bachelors in Marketing Management, makes \$63,552, or 104.1% of other bookstore directors on average. Meanwhile, the Instructional and Outreach Librarian, having earned a Masters in Library Science, makes \$37,236, or 71.6% of other librarians in this position. Most ASU librarians make between 72-76% of their peers at other university libraries. Is the ASU Bookstore director somehow more spectacular than most? Conversely, are the ASU librarians somehow insufficient? ASU's own CUPA compensation data would imply this.

A number of athletics and administrative positions pay well above 100% of their peers even as most faculty and staff make less than 80%. Some examples include:

Assoc AD/Head Coach Men's & Women's Cross Country and Track & Field:  
\$102,048, **173.8%**

Assoc Coach Men's & Women's Track & Field: \$61,200, **146.9%**

CS Manager Networking & Telecommunication: \$73,104, **139.3%**

Foundation Executive Director: \$58,368, **124.6%**

Director of Student Business Services: \$88,260, **124.6%**

Financial Aid Student Loan Counselor/Default Prevention Manager:  
\$47,052, **119.6%**

Athletic Director: \$125,448 or **116.3%**

Citation of “merit” have been made to justify striking disparities in pay; at least 24 administrative positions are already above 100% of their peers, some well above 120%. **Only two faculty positions (<https://watchingadams.files.wordpress.com/2015/09/faculty-cupa-evaluation-2015.pdf>)** pay above 100% – both are in Clinical Counseling and Applied Psychology. Why should that be? Do most other faculty at ASU work 25% less than their colleagues at similar universities? Are they 25% less qualified? And in terms of the public interest, what business do Colorado taxpayers have in paying any state employee more than 110% of the national average for their position – particularly given ASU’s own budget shortfalls and aspirations to remain an affordable institution for low-resource student populations?

Upon reflection, Dr. McClure surely realizes the complaints HR receives are a natural human response to pay disparity which should be understood and not condemned. People should not be blamed for wanting what an external and apparently unbiased research organization such as CUPA says is their due.

Watching Adams understands that the disparity in pay is not HR’s fault, that it simply implements the Board of Trustee’s will. We also understand that Dr. McClure took her position when many of these compensation decisions had already been made. But are we not supposed to strive to do better by our most important resource – our people? To that end, Dr. McClure could advocate that ASU does in fact “pull together” and that top-tier earners don’t continue to be paid in excess of their peers at the expense of those who earn substantially less than they are due.

To be sure, ASU employees appreciate the 2015 bump in pay, last made in 2008. Many employees also believe that Dr. McClure has her university’s best interests at heart and her campus very much supports her.

From: Ana Guevara (anaguevara@adams.edu)  
Sent: Tue 9/08/15 3:39 PM  
To: dledonne@adams.edu

Mr. Ledonne,

I have received your request to meet with me regarding your allegations of bias in the search committee and flaws in the search process for the position in Mass Communications that was conducted in 2014/2015.

It is my understanding that Mr. Korngut fully investigated your claims and that the case had been closed.

Additionally, I understand that you are not presently an employee or student of ASU. My time is funded for assisting those groups specifically. Unfortunately, given the information I have, I am unable to schedule and appointment with you.

If I misunderstand the situation please feel free to clarify further.

Sincerely,

--

Ana Maria Guevara  
Director of Title IX and EOE  
Adams State University

From: dledonne@adams.edu  
Sent: Tue 9/08/15 3:52 PM  
To: Ana Guevara (anaguevara@adams.edu)

Hi Ana:

This was not my understanding. This issue remains unresolved and I am attempting to have the matter addressed in full using the procedures outlined by the university.

I have Mr. Korngut on the record on May 21st, 2015 as stating that there were indeed flaws in this search process. I provided him with a list of specific errors and omissions from the scoresheets I have obtained under Colorado Open Records Act. He identified several areas of concern with me at that time and indicated he would follow up further.

I last met with Mr. Korngut on June 3rd, 2015 and he made clear to me that he still had at least one follow-up interview to conduct with a faculty member who was not on campus, that he would ensure my case remained active during the transition to the new EOE director, and personally advised me to "be persistent" with this issue, as I intend to do. You may wish to confer with Mr. Korngut on these matters further to fully assess this situation.



Please let me know if there is any additional information you may require prior to our meeting or, alternatively, with whom I should address this unresolved allegation if not your office.

Thank you.

Danny Ledonne, MFA  
danny.ledonne@gmail.com | 719.480.2507  
Skype: DannyLedonne | emberwildeproductions.com

From: Ana Guevara (anaguevara@adams.edu)  
Sent: Thu 9/17/15 10:14 AM  
To: danny.ledonne@gmail.com

Mr. Ledonne,

I have reviewed your file. Joel Korngut concluded that no discrimination occurred and that no bias existed in the search process. With that finding the office of Title IX and EOE's role in this matter has ended.

I am sorry, but I will not be scheduling an appointment with you.

--

Ana Maria Guevara  
Director of Title IX and EOE  
Adams State University  
719-587-8213

From: danny.ledonne@gmail.com  
Sent: Mon 9/14/15 3:48 PM  
To: Tracy Rogers (tracy\_rogers@adams.edu); Kevin Daniel (ksdaniel@adams.edu)  
Hi Tracy and Kevin:

On Friday afternoon of last week, I found that my Adams State account dledonne@adams.edu has been disabled. I contacted Patty with Computing Services and she informed me that Tracy had instructed this account to be disabled. I was not aware of this change and am concerned about the problems it has created for at least two reasons:

As the vice-chair of the Contingent Faculty and Instructor Council, I have been administering this site using this account.

As the director of the Southern Colorado Film Festival, I have also been administering this site using this account.

As these are ongoing functions at Adams State, I am requesting to have my account re-enabled as soon as possible so I may perform these duties as necessary. I have updates to perform on the film festival site regularly and am currently working with Phil Ray Jack on CFIC matters as part of my duties in office.

Further, though I am not teaching any coursework this semester, it may indeed be the case that I will be teaching in the future. I made clear in my communications with Shannon back in May that I have a number of ongoing commitments that require the use of this account, which is why I did not complete the Clearance Form and Check-out Process at that time.

I am not sure why this account was terminated without any communication or notification to me, but this is an issue with which I would appreciate your attention to at your nearest opportunity. If you have any additional information or questions about this request, please contact me. Thank you.

Danny Ledonne, MFA  
danny.ledonne@gmail.com | 719.480.2507  
Skype: DannyLedonne | emberwildeproductions.com

From: tracy\_rogers@adams.edu  
Date: Fri, 18 Sep 2015 16:48:31 -0600  
Subject: Re: dledonne@adams.edu: Account access temporarily disabled by an administrator  
To: danny.ledonne@gmail.com  
CC: ksdaniel@adams.edu

Danny,  
I am frustrated with your request. You were notified that you needed to complete the checkout process and that you needed to contact computing services to check out. You knew your employment was ending, and you did express your "ongoing commitments" yet rather than follow the process and properly check out and transition from your adams.edu account you chose to ignore it.  
Tracy

From: danny.ledonne@gmail.com  
Sent: Fri 9/18/15 5:03 PM  
To: Tracy Rogers (tracy\_rogers@adams.edu)  
Cc: Kevin Daniel (ksdaniel@adams.edu)  
1 attachment (43.4 KB)  
Ledonne Clearance Form and Check-out Process.pdf

Hi Tracy:

I apologize for any frustration this issue may have caused. As you might imagine, I too am concerned about the lack of communication in this regard. I communicated these commitments to Shannon Heersink upon receiving the Clearance Form and Check-out Process email. I am not sure why this was not communicated more fully prior to my account being disabled. I was not made aware that this would happen, nor was this in any way indicated either by Shannon or by anyone in Computing Services.

I did not ignore this transition process nor made any intention of doing so. I returned all keys in my possession to Facilities, vacated my office, and returned any other relevant materials as directed. I specifically inquired about the ASU email account in my exchange with Shannon and there was no indication in her response that the account would be disabled.

I also inquired with Shannon as to any transitional process that may be more appropriate given the ongoing commitments I have with my Adams.edu account, noting that there is no due date on the Clearance Form and Check-out Process form. I did not receive a response to this email. I have attached our previous correspondence in full here.

Thank you for your attention to this matter. Please let me know if there is anything else I can do to assist in restoring this account.

Danny Ledonne, MFA  
danny.ledonne@gmail.com | 719.480.2507  
Skype: DannyLedonne | emberwildeproductions.com

From: Tracy Rogers (tracy\_rogers@adams.edu) You moved this message to its current location.  
Sent: Mon 9/21/15 10:41 AM  
To: danny.ledonne@gmail.com  
Cc: ksdaniel@adams.edu

Danny,

The communications were clear that you needed to complete the checkout process and contact computing services. You did not do this. Once your final pay was processed we asked that accounts be disabled. You are no longer an ASU Employee and no longer entitled an ASU e-mail.

Tracy

From: Danny Ledonne (danny.ledonne@gmail.com)

Sent: Mon 9/21/15 1:43 PM

To: Tracy Rogers (tracy\_rogers@adams.edu)

Cc: Kevin Daniel (ksdaniel@adams.edu)

Hi Tracy:

Thank you for your prompt response.

You may not be aware that I did speak with Chris Olance about my concerns regarding my ASU email account, but it seems to me that we are focusing an inordinate amount of time on previous communications (or lack thereof). I have demonstrated that I made a good faith effort to address the reasons why the checkout process was not appropriate in my case to Shannon Heersink, but clearly this is not an area of agreement for us. So rather than focusing on that further and invoking the closure of my account as some punitive measure for perceived deficits in prior communication, I suggest we adopt a forward-looking approach and attempt to solve the problem at hand.

I am completing my service as vice-chair for Contingent Faculty and Instructor Council, but no longer receive emails from our own mailing list because my email has been terminated. I am also attempting to promote and produce the third annual Southern Colorado Film Festival through ASU Community Partnerships but no longer have access to my ASU account for ongoing web maintenance through ASU's Wordpress platform (which I also use for CFIC). These are genuine problems created by the termination of my ASU account. As the HR Director, I am looking to your expertise and assistance in helping me to solve them, not to sustain them.

As you are no doubt aware, many faculty and staff have expressed unflattering views of the HR Office. Judge Kuenhold's Safety and Fairness report stated on p.77 that "[Tracy Rogers] expressed the desire that their office be viewed as friendly place to learn one's benefits and rights and get accurate information and advice." The Executive Team Action Plan responded by stating, "We will continue to communicate the various roles of human resources and will work to expand our communications to minimize confusion and dissatisfaction." These are worthy aspirations.

I believe this is an opportunity to "expand communications" and "minimize confusion and dissatisfaction" in my circumstance. I do not understand the basis upon which you would take a "frustrated" and inflexible tone to my request, rather than viewing this in an accommodating, customer service-oriented mindset. Is the HR Office here to serve the campus community or obstruct it? I would hope the former. I am asking for your help in solving a problem so I can fulfill my service obligations within the Adams State University community, as has been encouraged of me by Board Chairman Salazar in a 6/9/15 email stating "I would encourage you to continue to be a part of the University community."

Please help me in re-activating my ASU account. Thank you.

---

From: Mark Schoenecker < mwschoen@adams.edu>  
Sent: Monday, August 24, 2015 9:44 AM  
Subject: how goes it?  
To: Danny Ledonne < danny.ledonne@gmail.com>

Hey man,

Sorry I haven't been in touch, but I'm afraid things are still a bit up in the air with your status with me. I'm having a heck of a time getting an audience with the president to approve stuff. What I've heard, but can't confirm yet, is that I am not going to be getting the extra \$10K Mumper promised me.

I have an hour scheduled meeting with her on Wednesday, at which point I'll be getting clarification for sure. What I'm waiting on with her is approval to move forward with getting the personal services waiver completed by Tracey in HR. I've put it in for \$10K, as in years past. I have a whole stack of projects just waiting for that.

My bad, dude. Being in limbo sucks... We're both there, right?

If you feel like chatting, give me a shout or stop by... I've been hoping to share better news, and get going on few things.

--

Mark Schoenecker  
Creative Relations  
Adams State University  
719-587-7696

On Mon, Aug 24, 2015 at 11:18 AM, <danny.ledonne@gmail.com> wrote:  
Hi Mark:

Good hearing from you and hope you are doing well. I submitted an invoice for July's videos with President McClure that I hope you are still able to process under current circumstances.

If I understand you correctly, you have the standard \$10k annual budget approved for media production but not the additional \$10k?

I have been thinking of a few short and long term ideas for video and photography projects but have been holding off for now given the amount of structural transition I am seeing across campus. Let me know how things go and happy to join you in a meeting if necessary.

Limbo has become the new norm for me in the past year or two. Listen to this one sometime:  
<http://youtu.be/wHclv7mrQrs>

Danny Ledonne, MFA  
danny.ledonne@gmail.com | 719.480.2507  
Skype: DannyLedonne | emberwildeproductions.com

On Mon, Aug 24, 2015 at 10:47 AM -0700, "Mark Schoenecker" <mwschoen@adams.edu> wrote:

That invoice will be processed... just not sure what the final PO structure will be. Thanks for your patience.

And yes, that seems to be right on for money part, which I find extremely disappointing. May change on Wednesday, but I'm not holding my breathe.

Mark Schoenecker  
Creative Relations  
Adams State University  
www.adams.edu  
719-587-7696

# Watching Adams

Great Transparency Begins Here

## ASU Violates Colorado Wage Act Again... and Again...

BY WATCHING ADAMS STAFF – 10/12/15

After nearly two months' wait, many adjunct instructors at Adams State University (ASU) are receiving their first pay checks – the lucky ones, anyway. This delay in payment may violate the **Colorado Wage Act** (<https://www.colorado.gov/pacific/cdle/wagelaw>), which stipulates that state employees must be paid within 10 days of their last defined 30-day pay period.



(<https://www.colorado.gov/pacific/cdle/wagelaw>)

This is not an isolated incident. Rather, this seems to be a common practice at ASU. It has been going on for many years, with former President David Svaldi's knowledge, despite repeated complaints.

"When this happened last semester, the business office offered me an emergency loan to get me through," said one instructor. "Think how bizarre that is; they can lend me money, but they can't yet pay me money they owe me."

Some adjuncts have had difficulty paying rent on time. "It's embarrassing," says one, "though fortunately my landlord has been understanding. He's an alumni. He knows how ASU works."

"My first semester teaching was in the fall of 2011" recalled a former adjunct. "I didn't receive my paycheck for this course until February 2012. I began to think 'ASC' stood for 'Always Slow Checks.' And I didn't realize Adams State was breaking the law until much more recently."

Why does it take so long to get paid? Alicia Harmon, Human Relations Administrative Assistant, said, "the system is complex".

Once the administration has the completed hiring paperwork (W-4 form, I-9 form, a PERA form, photocopy of a driver's license and Social Security card), a Personnel Contract Recommendation (PCR) form is generated, completed by the employee and submitted. This form then needs to be signed by the faculty department chair, the senior administrative officer, the budget director, the affirmative action

officer, and an official in Human Resources – all located in different offices across campus. Once the form is processed, a contract for employment is generated, which then goes to the President for their signature. It is returned to HR and finally mailed out to the employee.

The process is supposed to take about two weeks. But too often, it doesn't work that way. According to Harmon, HR has its own internal tracking system but it does not track progress through other offices. If any detail is out of order, the whole process comes to a halt. With so many officials involved and only one mistake necessary to cause a stoppage, delays happen often.

Many top administrators are paid well above that of faculty and staff (Human Resources Director Tracy Rogers will make almost \$85,000 this year). Yet when their convoluted and mistake-prone process repeatedly fails, there is no internal penalty or corrective action. Only adjuncts (who earn between \$1,500 and \$3,000 per class, per semester) pay the price. Many adjuncts fall below the poverty line and qualify for public assistance.

“When I asked why ASU perpetuates this inefficient and wasteful process, I was told that ‘this is the way the system is’ – end of discussion,” said one long-time instructor. “If you say much more, you get a bad name. I worry about being branded as a trouble-maker, and maybe they won't rehire me.” Absent any opportunity for tenure or collective representation at ASU, it is also unlikely that adjuncts will **file a grievance with the Colorado Department of Labor (<https://www.colorado.gov/pacific/cdle/complaint-forms>)**. The fines for each violation ranges from \$250 to \$7,500 per incident.

That former-President David Svaldi allowed this illegal practice to continue for years is concerning enough, but the most recent contracts are signed by President Beverlee McClure. She is new to the job and may not be aware of her officers' failure to comply with the law, but we are confident that once this situation is brought to her attention, she will seek a more efficient process – or perhaps more efficient administrators.



# Watching Adams

Great Transparency Begins Here

## ASU Sets Privacy Trap for Employees Wanting Public Information

By Watching Adams Staff – 10/12/15

Adams State University's (ASU) administration has claimed for years that employee pay hovered on average about 30% below that of peer universities, but the data was never made public. The College and University Professional Association (CUPA) salary calculation data is now available on the **ASU Human Resources website (<https://www.adams.edu/administration/hr/new.php>)**. But if anyone wants to view it, there's a significant catch: they must first identify themselves to ASU Human Resources and thereby forfeit their privacy.

A preliminary review of this data has found that while most ASU faculty and staff make less than 80% of their peers at other institutions, approximately 24 administrative positions are paid at 100% or above of their peers, some at 120% or even greater. A forthcoming article at Watching Adams will analyze the data in much greater detail. **Download the CUPA Evaluation Data anonymously here (<https://watchingadams.org/documents/>)**. For more on the delayed release of this data, see **ASU HR Violates Colorado Open Records Act (<https://watchingadams.org/news/asu-hr-violates-colorado-open-records-act/>)**.

However, unlike other publicly-available information on the **ASU website (<http://adams.edu/>)**, visitors have to first identify themselves with their university email credentials before gaining access to the compensation data. One attempt to access the data with an outside email account prompted HR to require the individual to use their ASU email, instead. So not only is the data kept behind a security wall away from public review, but that security wall is actively being monitored.


The screenshot shows the Adams State University website's Human Resources page. At the top left is the university logo with the tagline "Great Stories Begin Here". The top navigation bar includes links for Diversity, News, Events, One Stop, Directory, Faculty/Staff, and a search box. Below this is a secondary navigation bar with categories: About, Academics, Admissions, Athletics, Distance Learning, and Student Life. The main content area is titled "HOME > ADMINISTRATION & RESOURCES > HUMAN RESOURCES". A large blue arrow points to the "Compensation Committee Report" headline. Below it are links for "Classified Employee Wellness Programs", including "Real Appeal Program Video", "REAL Appeal Program Sign-UP", "Weight Watcher WellNess Discount", and "CafeWell". Further down are "2015-2016 Classified Employee Compensation Information" links: "2015-2016 Employee Across-the-Board and Merit Pay Increases", "2015-2016 Salary Calculator", and "FY 2015-2016 Benefits Guide". Other sections include "Holiday Schedule" and "Anthem Security Information" with links for "Credit Monitoring and Identity Theft Letter", "Credit Protection FAQ", "Credit Protection Press Release", and "Anthem Member Notice". On the right side, there is a sidebar with "Campus Safety & Emergency Management" and "ASU Organizational Chart". Below that is a "Human Resources" section with links for "Staff Contact Info", "What's New", "Benefits", "Employment", "Performance Management", "Forms and Publications", "Resources/Helpful Links", "Search Procedures", and "FAQs". At the bottom of the sidebar are "Related Resources" and three buttons: "Apply", "Visit", and "Inquire".

<https://www.adams.edu/administration/hr/new.php>

1) The Compensation Committee Report appears as a headline, not a clickable link. Perhaps this was never intended to be clicked on, or it was hastily put together without conforming to the website's style guide, possibly from **a long-overdue CORA request** (<https://watchingadams.org/news/asu-hr-violates-colorado-open-records-act/>).



Please re-enter your password



**Danny Ledonne**  
dledonne@adams.edu

**Sign in**

[Need help?](#)

[Sign in with a different account](#)

2) In order to access the documents on the ASU HR website, visitors must then input their ASU login credentials... Assuming they have them.



## You need permission

Want in? Ask the owner for access, or switch to an account with permission. [Learn more](#)

You are signed in as **danny.ledonne@gmail.com**.

[Request access](#)

[Switch accounts](#)



3) Once logged in, the public document's "permission" must be individually requested from HR.

There are two issues here. The first is that these disparities in compensation relative to ASU's peers are likely to raise some serious questions about equity, particularly among the underpaid faculty and staff who strive to put in 100% of their effort for a mere 72.5% of their position's average pay. They may also wonder about the widening income gap between different classes of ASU employee; even in times of budgetary shortfall, many administrators are being paid well above their peers at other institutions. This is after a 2014-2015 Compensation Committee was convened to address pay equity. These are the results.

The first issue gives rise to the second. In order to quell the predictable ire that such disparities raise, ASU HR appears to be actively monitoring the access channels to this purportedly-public information, capturing the identities of curious employees whom administrators may suspect as potential dissidents.

This is a moral and constitutional matter of substantial concern.

Is it legal to insist employees relinquish their right to privacy in order to access public information? And even if it is, is it ethical given the institutional mission and values that ASU administration claims to uphold?

Watching Adams has posted all available compensation data and many other relevant **ASU documents on this website (<https://watchingadams.org/documents/>)**, available for anonymous download. The public has a right to this information. And a right to their privacy.

**UPDATED 10/20/15: The formatting and access of this page on the ASU HR website (<https://www.adams.edu/administration/hr/new.php>) has been revised to allow for public access to this data. Watching Adams appreciates the administration's responsiveness to this issue of individual privacy and access to public information.**



# Watching Adams

Great Transparency Begins Here

## ASU HR Violates Colorado Open Records Act

BY WATCHING ADAMS STAFF – 10/12/15

ALAMOSA, CO – When a student turns in a paper late, they will likely receive reduced credit – if the paper is accepted at all. Yet for Adams State University (ASU) Human Resources, a legal filing for public documents was delivered approximately 40 business days late.

The **Colorado Open Records Act (<http://www.coloradoattorneygeneral.gov/node/1761>)** (CORA) requires that any request for public information be made available within three working days. Or, if there are extenuating circumstances – which must be declared before the end of the third day, the Public Information Officer may extend the deadline by another seven working days.

In the case of a recent request for College and University Professional Association (CUPA) salary calculation data, it took ASU HR 68 calendar days to fulfill an employee request – approximately 40 working days longer than permitted by law. The request was filed on July 31st, 2015 and fulfilled on October 8th, 2015. Some additional requested information has not yet been provided.

When the data was finally released, it was posted on the **ASU HR website (<https://www.adams.edu/administration/hr/new.php>)** behind a password-protected page that requires users to identify themselves. See **ASU Sets Privacy Trap for Employees Wanting Public Information (<https://watchingadams.org/news/asu-sets-privacy-trap-for-employees-wanting-public-information/>)** for more on this. Watching Adams has made the data publicly available for anonymous download **here (<https://watchingadams.org/documents/>)**.

Watching Adams has contacted the Colorado State Attorney General's Office to inquire on legal enforcement of CORA request response requirements and will update readers as more information becomes available.



Beverlee McClure 10/13/15  
To: Danny Ledonne Cc: Paul Grohowski

Danny:

It has come to my attention that you attended the September 17, 2015 President's Cabinet Meeting. You are not an employee of Adams State University. As such, you will not be allowed to attend President's Cabinet or any other administrative meetings of Adams State University.

Administrative meetings, such as Executive Council, President's Cabinet, Faculty Senate, etc. are not subject to Open Meetings and are for University employees only.

Dr. Beverlee J. McClure  
President  
Adams State University | Office of the President  
208 Edgemont Boulevard, Suite 2180 | Alamosa, CO 81101 | 719.587.7341  
President's Office | Board of Trustees | Like Us on Facebook

danny.ledonne@gmail.com 10/13/15  
To: Beverlee McClure Cc: Paul Grohowski

Hi Dr. McClure:

Thank you for your notification.

As a point of clarification, there may be administrative meetings at which I would be an invited guest or presenter based on previous institutional knowledge and expertise in my field. What is the university's official position regarding outside individuals attending administrative meetings as invited guests or presenters?

Thanks again!

Danny Ledonne, MFA  
danny.ledonne@gmail.com | 719.480.2507  
Skype: DannyLedonne | emberwildeproductions.com

---

From: Beverlee McClure <bmcclure@adams.edu>  
Sent: Tuesday, October 13, 2015 1:56 PM  
Subject: Re: Attendance at Administrative Meetings  
To: Danny Ledonne <danny.ledonne@gmail.com>

Danny:

With the many talented and experienced faculty and staff on campus, I don't think your "previous institutional knowledge and expertise" is needed. I will review on a case-by-case basis if, however, the issue arises.

Dr. Beverlee J. McClure  
President

Adams State University | Office of the President  
208 Edgemont Boulevard, Suite 2180 | Alamosa, CO 81101 | 719.587.7341  
President's Office | Board of Trustees | Like Us on Facebook

From: Danny Ledonne (danny.ledonne@gmail.com)  
Sent: Wed 10/14/15 7:01 AM  
To: Beverlee McClure (bmcclore@adams.edu)

Hi Dr. McClure:

I would like to seek clarification on two points concerning attendance at administrative meetings.

1. You have indicated that non-employees are not permitted to attend "administrative meetings" and go on to cite the following examples: "Executive Council, President's Cabinet, Faculty Senate, etc." In the interest of clarity, I am requesting a complete and comprehensive list of all groups and committees you consider to fall under the classification of "administrative meetings" at Adams State University.
2. Further, I am requesting a citation of the specific policy or statute(s) upon which you are making the determination as to what constitutes an "administrative meeting" which non-employees are not permitted to attend.

Thank you for your attention to this matter.

Danny Ledonne, MFA  
danny.ledonne@gmail.com | 719.480.2507  
Skype: DannyLedonne | emberwildeproductions.com



October 14, 2015

VIA: HAND DELIVERY

Mr. Danny Ledonne  
918 Ross Avenue  
Alamosa, CO 81101

Dear Mr. Ledonne:

In the interest of Adams State University, you are hereby prohibited from being on Adams State University property. This action has been taken because your alleged behavior is deemed to be detrimental to the well-being of the institution and/or incompatible with the function of the University. Your presence on campus presents a concern to the campus community; is disruptive and/or you have been previously warned that such behavior will not be tolerated.

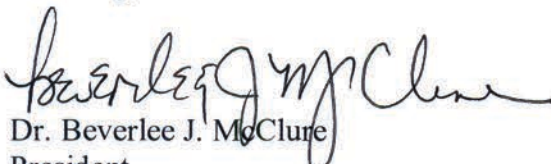
The prohibition is for an indefinite period of time. **Your presence on any property owned or operated by Adams State University will result in your immediate arrest for trespass.**

You are also advised that you may not return to campus including any campus facilities until a decision is made to any appeal. The appeal must be in writing and must be made within ten days of the receipt of this notice. Your appeal may be sent to the following address:

Jessica C. Salazar  
Assistant Attorney General  
Colorado Department of Law  
State Services Section, Education Unit  
Ralph L. Carr Colorado Judicial Center  
1300 Broadway, 6th Floor  
Denver, Colorado 80203

If you have any questions, please contact Ms. Salazar at 720-508-6173.

Sincerely,



Dr. Beverlee J. McClure  
President

cc: Adams State University Board of Trustees  
Chief Paul Grohowski, Adams State University Police Department



October 27th, 2015

VIA: ELECTRONIC MAIL

Kurt Cary  
Associate Department Chair, Teacher Education Department  
McDaniel Hall 256, Adams State University  
Alamosa, CO 81101

Dear Kurt Cary:

Today I received a phone call from Jessica Salazar, Assistant Attorney General. She informed me that the letter delivered to me on October 14<sup>th</sup> from Dr. Beverlee J. McClure, President of Adams State University, mistakenly identified her office as the designated entity for this appeal. I have been directed to submit an appeal to your office, instead. I have attached the original letter here for your review.

I understand from the October 14<sup>th</sup> letter that I am prohibited from setting foot onto any ASU property “for an indefinite period of time.” The stated reason for this notice is “because [my] alleged behavior is deemed to be detrimental to the well-being of the institution and/or incompatible with the function of the University. [My] presence on campus presents a concern to the campus community; is disruptive and/or [I] have been previously warned that such behavior will not be tolerated.” I understand that stepping onto ASU property “will result in [my] immediate arrest for trespass.”

This letter presents several fundamental problems which I will outline here.

Firstly, the letter nowhere describes the “alleged behavior” in question, nor does it specify which of the several unrelated reasons stated is/are the cause for banning me from the ASU campus. The notion that my “presence presents a concern to the campus community” itself does not justify being banned from campus but rather could be an opportunity for actual dialogue – as I have repeatedly requested meetings and mediation to resolve longstanding concerns outlined previously. No evidence or examples are cited as to what “disruptive behavior” I have exhibited and I have not been issued any previous warnings to this effect.

The conclusion by Mr. Ken Marquez of the Campus Health and Safety (CHS) team states: “*The CHS Committee received information. The team determined that Ken Marquez would speak to Danny Ledonne. Ken Marquez met with Danny on June 12, 2015. In consultation with the Campus Health and Safety committee we do not find an actionable threat at this time*” [emphasis added]. No further communication has been presented to me, orally or in writing, that is contrary to this finding.

Secondly, there is a striking conflict of interest inherent in this appeals process given that it must be addressed to Kurt Cary, a faculty member at ASU serving as Interim Vice President of Finance and Government Relations. I do not believe an appeal could be impartially handled by an employee who reports to the very same university president who issued the ban. In order for this appeal to give even the appearance of due process, it must be conducted by a neutral third party. And on the matter of due process, I have had none; this order banning me from the ASU campus has been issued without prior notice nor have I had the opportunity to respond to the allegations prior to the ban being issued. Additionally, the allegations against me are vague and do not state the nature of the alleged objectionable behavior which is the purported cause of my being banned from campus.

Thirdly, nowhere in Dr. McClure’s letter does she establish a basis for her authority to ban me from campus. Quite frankly, Dr. McClure has exceeded her authority. Only a judicial officer has the authority to ban a person from a public space and this must be done in accordance with due proceedings and impartiality.

Lastly, this no trespass letter does not cite any specific policy or statutory violations. More troubling still, the President's Cabinet meeting on October 14<sup>th</sup> included the first reading of a Persona Non Grata (PNG) policy. Based on the timing of being banned from campus, the passage of this PNG policy is a clear effort by the ASU administration to attempt to charge me with policy violations ex post-facto. In a campus-wide email on October 20<sup>th</sup>, Dr. McClure maintained that the PNG policy “would never [be] issue[d]... as retaliation.” but the timing of this policy and the issuance of this no trespass order clearly demonstrate otherwise; the subsequent issuance of a PNG would be a veiled effort to retroactively justify this no trespass order.

Thus, I do not believe this campus-wide ban stands as legally substantive on its own merits. I will now explain why I believe it is in the best interest of Adams State University for President McClure to rescind this order banning me from campus as soon as possible.

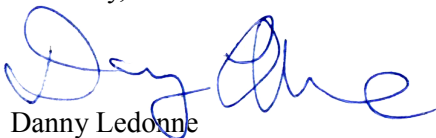
Since its issuance, this no trespass order has been a source of controversy and concern on the ASU campus. The timing of its release suggests that the no trespass order and subsequent PNG policy were issued in retaliatory response to the ongoing publication of documents and articles on my website, WatchingAdams.org – rather than in response to any behavior I am “alleged” to have exhibited on campus (which I rarely visit since no longer being employed by ASU). This has raised strong objection on the grounds of protected First Amendment speech and matters of academic freedom. Many faculty, staff, and alumni have become vocally critical of this decision and it has been widely publicized on social media among academics and by multiple articles appearing in Westword and The College Fix. Any honest assessment of the circumstances suggest my First Amendment rights are being chilled.

I do not believe it is in the university's best interest to uphold this order banning me from campus. It sets a highly worrisome precedent for anyone – faculty, staff, students, alumni, or members of the general public – who choose to critique public officials, their policies or their practices. Whatever the campus community feels about my views or their medium of expression is not the issue. The fact is, I have presented no threat to ASU. Publishing compensation data and compliance violations by university personnel cannot be construed as a threat to campus safety. If ASU wishes for these matters to be resolved, I propose instead that the institution strive to improve upon its own employee relations and compensation equity. As a public entity, ASU should not only feel comfortable opening its proceedings to the public, it should feel obligated to do so as part of its ongoing efforts to serve Colorado taxpayers. Banning the messenger is not the solution to the problem.

To summarize, I have not been presented with evidence to sustain the allegations made by this order. I have not issued any statements that express an intent to cause physical harm, nor do I have any history of violent behavior (or any criminal record whatsoever). It is true that I am dissatisfied with many aspects of administrative policy, procedure and practices at ASU but that has been expressed in a civil and peaceful manner in my own publications, as is my right as a matter of public interest concerning a state-funded institution.

This no trespass order does not contain any citation of policy or specific allegations. I do not believe it is in Adams State University's best interest to court further public controversy by upholding this legally tenuous ban nor does it serve the core mission of an institution of higher learning to issue retaliatory policies in response to Constitutionally-protected free expression.

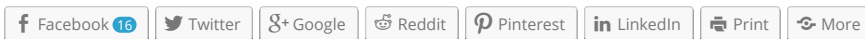
Sincerely,



Danny Ledonne



Share this:



## What Does It Take to Get Barred from Adams State University? Not Much

By [Peter Bonilla](#) November 3, 2015

At Adams State University (ASU) in Colorado, a controversy has been brewing over the questionable use of a hastily-enacted *persona non grata* policy against former faculty member Danny Ledonne, whose only offense, as best we can tell, seems to have been establishing himself as a critic of certain ASU policies and practices.

Here's how the Denver-based weekly newspaper *Westword* [described his efforts](#) in an October 19 article:

Ledonne worked part-time at ASU, teaching up to three courses a semester, from 2011 until 2014, then one year as a full-time visiting professor, with full benefits; his contract wasn't renewed last spring. Since then he's launched a watchdog website, [Watching Adams](#), that explores publicly available salary data and compensation issues, and accuses the university of violating the Colorado Wage Act by making adjuncts wait until the end of the semester, or longer, to get paid for their work.

Ledonne says it's been difficult to get university officials to comply with open records requests, but the data he's dug up is startling. "While most ASU faculty and staff make less than 80 percent of their peers at other institutions, approximately 24 administrative positions are paid at 100 percent or above of their peers, some at 120 percent or even greater," the website reports.

*Watching Adams'* first posts appeared on October 12. Yet on October 14, ASU police chief Paul Grehowski hand-delivered a [trespass notice](#) to Ledonne at his home. The notice warned:

⇒ Navigate

### FIRE's Latest

Fordham University Named One of America's 10 Worst Colleges for Free Speech After Banning Students for Justice in Palestine

February 22, 2017

FIRE Announces America's 10 Worst Colleges for Free Speech: 2017

February 22, 2017

FIRE on the road: Fun, games, and a 'badass free speech warrior' in Chicago

February 21, 2017

Get to know new FIRE staffers: Arch Fellow Alec Schoenfeld

February 21, 2017

New First Amendment Library feature: Overview essays and Roberts Court page

February 20, 2017

Get to Know New FIRE Staffers: Parr Paresky, Chief Research Officer to President and CEO

February 17, 2017

More Questions than Answers in Orange Coast College Recording Scandal

February 17, 2017

Your presence on campus presents a concern to the campus community; is disruptive and/or you have been previously warned that such behavior will not be tolerated.

The prohibition is for an indefinite period of time. **Your presence on any property owned or operated by Adams State University will result in your immediate arrest for trespass.** [Emphasis in original.]

Naturally, the timing of the trespass notice raised concerns for potential retaliation against Ledonne based on his activism. Not helping is the fact that ASU's [new persona non grata policy](#) was only established on October 13—one day before it was cited against Ledonne. (Incidentally, the policy language appears to be lifted from the policy at Fort Lewis College, another Colorado institution—a fact given away by the statement that “[t]he individual in violation of the terms of the PNG may be arrested by a Fort Lewis College Police Officer for trespass.”)

ASU, meanwhile, has both denied retaliating against Ledonne and at the same time dramatically escalated matters, accusing him of presenting a safety threat to the campus. In a statement the university provided to *Westword* for an [October 27 follow-up article](#), ASU declared: “Mr. Ledonne’s persona non grata status was not issued in response to his website, but for safety reasons.” ASU president Beverlee McClure repeated this line in an [all-campus email](#) sent to the ASU community on October 20, stating, “Persona non grata status is designed to protect the safety of our campus. We would never issue this as retaliation.”

Based on the available facts, this is highly questionable at best. To say that one might be a thorn in the side of a campus administration is vastly different from asserting that such a person is necessarily a threat to the safety of the campus. ASU presents no evidence whatsoever of its claim that barring Ledonne from campus is necessary to ensure the safety of the campus, and we can see no reason to take ASU at its word. By all appearances, ASU has joined the [ranks of institutions around the country citing bogus safety concerns](#) to [stifle expression](#) and [silence critics](#).

And, rather amazingly, Grohowski seemed to confirm just that impression [in an all-campus email](#) sent October 28. In his email, the police chief presents a number of “facts” pertaining to Ledonne’s employment and his relations with the administration. Ledonne responds to the charges one by one at *Watching Adams* [here](#).

It’s not for me to referee their factual disputes, nor do I have the facts at hand that would allow me to do so. I must, however, draw attention to the final paragraph of Grohowski’s dispatch, which is remarkable in its forthrightness about ASU’s willingness to use the threat of force to maintain order, even when no threat to order exists. Grohowski writes:

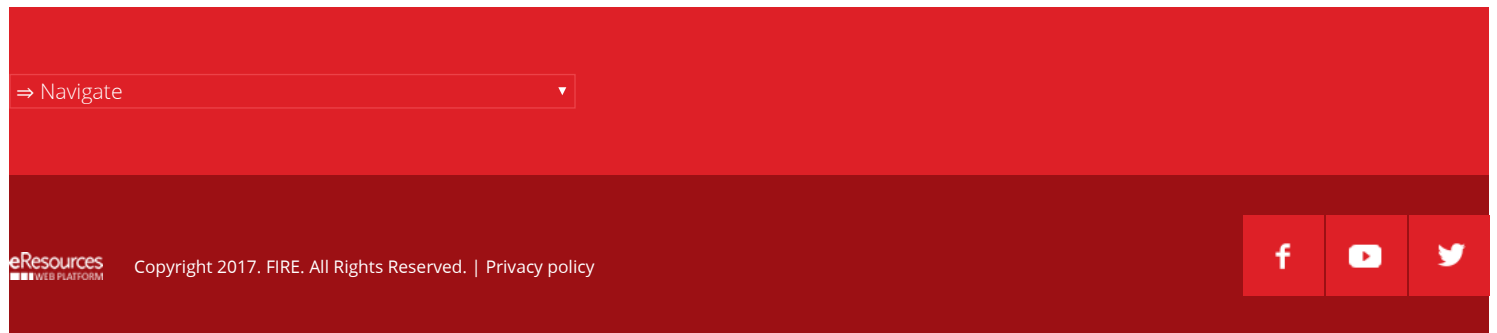
My decision and recommendation to disallow this or any person access to our campus is based on the needs and safety of the ASU community which clearly outweighs the special interests of the singular. In this post-Columbine, hypersensitive world of mass shootings and violence on college campus’ nationwide, it is my duty to balance the free speech and individual rights against the public safety of the many. As your Chief of Police it is my duty to assure the sense of safety, security and comfort to all who attend and work here at Adams State University. Although, Mr. Ledonne’s behavior has not yet breached the realm of violation of our laws, my recommendation to ban him from campus is sound, rational and errs on the side of public safety.

Though we’ve seen this kind of safety-at-any-cost mindset on display at many universities before, rarely have we seen it so explicitly embraced as a matter of institutional practice. Grohowski, like too many others have done before him, cites a past school shooting to justify taking action against an individual who poses no apparent threat to ASU—proclaiming hypersensitivity as a virtue, no less. Even more remarkable is the last sentence, in which

Grohowski admits that Ledonne's actions have been fully law-abiding, before stating that ASU was justified in banishing him from campus under threat of arrest anyway.

ASU's *persona non grata* policy specifically applies only to non-university individuals. But if ASU is willing to go to such extremes to remove a campus critic, why shouldn't we expect that it would disregard the rights of its students and faculty in similar situations? We've [seen it happen plenty of times before](#), after all. Suffice it to say, students and faculty at ASU shouldn't be taking the statements on Ledonne's trespassing as guarantees of their safety, but as signals of just how fraught the environment for free speech at ASU can be.

Schools: [Adams State University](#)



November 9, 2015

Beverlee J. McClure  
President  
Adams State University  
208 Edgemont Boulevard  
Alamos, Colorado 81102

Dear President McClure:

We are the Presidents of the Colorado Conference of the American Association of University Professors and we are writing you about your university's treatment of Danny Ledonne. While we recognize that Mr. Ledonne is a former faculty member there, we believe that your school's actions with respect to him affect the conditions under which current faculty can exercise their academic freedom.

As you know, Mr. Ledonne recently received a notice from the university's chief of police, signed by you, barring him from campus. That order mentioned alleged behavior, but did not specify what that behavior was. We have since learned from Mr. Ledonne that this communication was sent as part of a hastily adopted "persona non grata" policy, passed into effect shortly before you sent him that letter.

We have a number of concerns about these actions. First, we find it remarkable that any campus would need a "persona non grata" policy. Existing laws are more than sufficient to deal with anybody engaging in disruptive behavior and disorderly conduct. The fact that your letter did not even bother to suggest what disruptive behavior Mr. Ledonne engaged in strongly suggests that whatever it was would not have met the standards requiring prosecution under existing law.

Second, we are deeply concerned that Mr. Ledonne's due process rights as a former professor and a citizen have been grossly violated. It is a basic right of citizenship that you should be informed of the charges against you. Not only that, by barring him from campus, you have sanctioned him without a hearing. Yes, he has the right to appeal this sanction to Denver, but we agree with Mr. Ledonne's statement in *Westword* that it is impossible to adequately appeal that sanction without understanding why the sanction arose in the first place.

Lastly, and most importantly from our point of view, we believe that your alarming treatment of Mr. Ledonne and the persona non grata policy that enabled that treatment will have a chilling effect on the free speech rights and academic freedom of current faculty members. Universities and other institutions of higher learning carry a greater responsibility for safeguarding the principles and practices that sustain freedom of speech and scholarly inquiry than practically any other organization in a democratic society. Discharging this fundamental responsibility requires a very highly level of toleration for verbal, written, and representational expression as well as respect for due process, even under circumstances that may otherwise seem disturbing to some students, faculty, and administrators. Why would any faculty member feel safe in engaging in any form of protected speech when they know that they could be immediately barred from

campus (in essence, forced to abandon their professional duties) without a hearing or even forewarning?

In fact, we believe the very existence of a persona non grata policy is antithetical to the core principles of academic freedom and shared governance that sustain American public colleges and universities. The fact that you chose to apply it to a former faculty member first only reinforces that impression. We believe that this practice not only runs counter to the practice of good university governance. We think it's fundamentally un-American.

As representatives of the organization that has created and developed the ideas of academic freedom and shared governance over the last hundred years, we are willing to work with you to create campus policies that are more respectful of these principles. Should you choose to ignore our offer, our next step will be to inform possibly concerned Adams State faculty members about your decision and to pass what we have learned about Mr. Ledonne's treatment on to higher ranking officers of the AAUP to see if they think this deserves further investigation.

We look forward to reading your response to this letter,



Stephen Mumme  
Co-President, AAUP Colorado Conference  
Professor of Political Science Colorado State University – Fort Collins



Jonathan Rees  
Co-President, AAUP Colorado Conference  
Professor of History  
Colorado State University - Pueblo

Tough Loss



— Page 6

# Valley Courier

Ride to Christmas Town



— Page 10

Alamosa • Antonito • Blanca • Center • Creede • Crestone • Del Norte • Fort Garland • Hooper • La Jara • Manassa • Mosca • Moffat • Monte Vista • Romeo • Saguache • Sanford • San Luis • South Fork

## ASU cites safety concerns for barring Ledonne from campus

By DAVID GILBERT *Courier staff writer*

This is the first part in a series.

ALAMOSA Danny Ledonne, a former Adams State University adjunct professor who has spent more than a year contesting what he calls a problematic hiring process that left him out of a job, is now contesting the university's declaration of him as persona non grata a legal designation that prohibits him from setting foot on campus.

Ledonne alleges that the declaration, issued on October 14, was retaliation for a website he created, WatchingAdams.org, that posts university records such as salary data, and articles alleging corruption in the university's administration. The website published its first article on October 11, three days before the persona non grata order.

ASU President Dr. Beverlee McClure sees it differently. McClure said that campus officials have compiled a list of events and behaviors that added up to a picture of a dangerous individual who represented a safety threat to the campus community. "When we issued the persona non grata, it's a pattern of behavior over two years, particularly that began when he was not selected for a faculty position," said McClure. "A group of faculty, his peers, determined he was not qualified for the position and that's why he was not selected. That began before I came on board, but that's when he began to harass the institution and harass the former president. With me as the new president, he has a new target. You've seen a lot of that harassment on the blogs he has, and the media he's putting out where he's trying to put out a lot of personal information against me and the former president, but more particularly about the institution and trying to harm the university and their mission. Again, because he didn't get a job he wanted."

Ledonne challenged McClure's characterization of the events.

"I've never harassed anyone," Ledonne said. "All I've ever done is requested meetings. I have not put out any personal information about Beverlee McClure... Just to be clear, the very initial concern for all of this stems from ongoing hiring issues they have still not addressed."

Ledonne said that he and Joel Korngut, the former director of the university's Office of Equal Opportunity, identified "multiple problems [and] flaws in the search process" that led to Ledonne being passed over for a fulltime faculty position, and that Korngut encouraged Ledonne to "be persistent."

"I have done so, and I have done so in a civil manner," Ledonne said.

McClure said Ledonne has been less than civil.

"There were patterns of behavior that happened along with the creation of that website, that when we put it all together and looked at the timeline, targeting us and other community members, we took that and went to the Attorney General's office," McClure said. "This was an issue about safety. The persona non grata is not about the website he still has access to all the information he wants. In fact, he regularly communicates with our Human Resources office. He still has access to all that information. The only thing he doesn't have access to is our students on campus or our classrooms. For the past year, he's been attending employee meetings as a non-employee, which is what brought him to my attention."

Ledonne said the only meetings he attended after he was no longer an employee were an employee meeting he was invited to and a Faculty Senate meeting in September.

McClure said the university's list of instances, events, and behaviors by Ledonne demonstrate that he is a potential threat to campus safety. McClure offered to release the list if Ledonne would approve. Ledonne refused, saying he has not had a chance to privately review the allegations with campus administration.



"The personal attacks and the terrorism against me and the previous president and individuals on campus we're all under a veil of silence because of the legal matters of that," McClure said.

"The pattern of behavior really left us with no choice," McClure said. "I spent the last 10 years in the private sector, and I would see these violent acts on campuses, and in retrospect, people would look back and see a pattern of behavior, and I would say as a businessperson, 'why didn't they see that? Why didn't they do something?' I found myself in that situation of looking at a pattern of behavior , and going to legal counsel and saying, 'you know what, we may be wrong on this, but it's better to be wrong on the side of safety.'"

Ledonne took umbrage being characterized as a violent person.

"I'm not a threat to anyone's safety," Ledonne said. " I've never been in a physical fight with anyone in my life. I've never had any criminal activity, any activity associated with violent behavior."

In the face of mounting press attention, ASU police chief Paul Grohowski sent out an email to campus staff and others on October 28, outlining some of the charges against Ledonne, including that Ledonne filed two complaints to the university's Office of Equal Opportunity. Ledonne said OEO complaints are supposed to be confidential.

"We did not breach confidentiality by mentioning the findings of the Office of Equal Opportunity, because we did not mention the details of those findings , other than the high-level details we're allowed to release," McClure said.

Grohowski's email also mentioned a video game Ledonne created in 2005, called Super Columbine Massacre RPG! The game, about the killing of 12 students and a teacher at a Denver-area high school in 1999, made headlines. Ledonne said the game is an exploration of the moral and social issues surrounding the massacre, told through the medium of a video game.

"In the game, you win by shooting students," McClure said. "Tell me how exactly that really is good policy or practice or shows what he claims it to be. The game is about shooting students."

McClure said that while declarations of persona non grata are not yet part of university policy, the institution was well within its rights.

"The pattern of behavior and threats and safety does give us the right to say he is a threat to our staff and students, and we acted in accordance with that," said McClure. "If we're wrong about this, I'll say that we were wrong on the side of safety. If people say 'he's a local guy, and I'd bet my life on it,' well, maybe, but I'm not going to bet the lives of 3,000 people on our campus."

**DECLARATION OF SERGEANT BLAKE WHITE, COLORADO STATE  
PATROL, PURSUANT TO 28 U.S.C. §1746**

Sgt. Blake White hereby declares,

1. I am over the age of 18 and have personal knowledge of the matters set forth below.
2. I am a Sergeant in the Colorado State Patrol, based in Lakewood, Colorado.
3. The Colorado State Patrol is a state-wide law enforcement agency. Among other duties, the Colorado State Patrol enforces traffic laws on Colorado state highways, guards the state capitol and the Governor of Colorado and has statewide general law enforcement jurisdiction in cooperation with local law enforcement.
4. I have been asked whether an individual, Danny Ledonne appears on any Colorado State Patrol "watch-list." I am not aware of the source of this inquiry or why the question is being asked.
5. I can confirm that the Colorado State Patrol does not have any "watch-list" or any intelligence gathering "list." Thus, Mr. Ledonne does not appear on any Colorado State Patrol "watch-list."

Pursuant to 28 U.S.C. §1746, I declare under penalty of perjury of the laws of the United States that the foregoing is true and correct.

March 14, 2016



Sergeant Blake White

From: Office of the President <bmcclure@adams.edu>  
Date: Tuesday, November 17, 2015  
Subject: Message from President McClure...  
To: [ALL STUDENTS]

Dear Students:

We are committed to ensuring a safe learning environment. We were forced, after much deliberation and discussion, to bar Mr. Danny Ledonne from campus. This persona non grata order puts the safety and security of the entire Adams State community first.

Mr. Ledonne is not an employee of the University. After an unsuccessful application for employment with the University, his behavior went from disappointment to levels that raised significant concern among individual faculty members and other members of the Adams State community.

This behavior includes direct and indirect threats against individuals and the campus as a whole. Sadly, in this day and age when mass violence on campuses and elsewhere is becoming an all too frequent occurrence we must act with the greatest degree of caution to safeguard this entire community.

Mr. Ledonne's repeated specific actions and statements left us no choice but to prevent his access to this campus. Safety and security is not an academic exercise. I will not waver in my determination to safeguard every single person who is part of our Adams State community--students, faculty, staff and guests.

While some may say that Mr. Ledonne doesn't "mean his threats," this does not relieve him of the responsibility for his actions. Just as when you are going through security at the airport, you cannot make a joke or imply a threat and still be allowed to get on a plane, the same is true with a campus. You cannot make faculty, staff, or students feel threatened by actions or words and still be allowed access. In fact, we had an external, independent review verify that administration took the appropriate action as a response to the pattern of behavior exhibited by Mr. Ledonne.

I will be appearing before the Faculty Senate and AS&F to discuss this matter. The administration is being as open and transparent as we can under the law. It is unfortunate that misinformation has led some to believe this is about "free speech" versus safety.

I thank you for your understanding of this very serious situation.

Sincerely,  
President McClure

# Watching Adams

Great Transparency Begins Here

## The Charge of “Sexism”: A Means of Suppressing Free Speech

WATCHING ADAMS COMMENTARY – 12/7/15

Twice now, in the span of a single week, President McClure has leveled the highly charged accusation of sexism against two males at Adams State University (ASU). One was a professor, one a student.

On November 18, 2015, during an emergency Faculty Senate meeting, President McClure pulled out a confidential email from a respected, tenured, male professor (who was present in the audience) and all but explicitly branded it as a sexist communication:

**President McClure:** So, the friendly fire is what has really stunned me the most and I really want to also give you another example of what friendly fire looks like. And this is from one of **our male professors** and I find this kind of interesting. One of these is trying to help me, uh, and this is what they would like me to do. They would like for me to meet with Danny to tell him that, something like, ‘A few administrators misinformed the president,’ that’s me by the way, ‘That led her to a bad decision banning me, being a good leader, she figured it out, fixed it and we’re all good.’ You think these students and these folks in here would think that?

The other thing that they suggest that I do is to send you an e-mail and tell you that, because I’m new to the job, and because I received misinformed advice, and then it goes on to talk about signatures that I should, again, apologize to Danny Ledonne and perhaps even shake his hand in public. I don’t have the option of doing that and to be able to sit here and look you in the eye with any integrity or to look the students in the eye and tell them the same thing – that I’m here, and one of my number one jobs is to keep you safe. And that’s the hardest thing. It’s interesting, nationwide that we have affordability and safety and affordability used to be the number one concern and now it’s safety and that’s a sad, sad fact.

On Friday our Board’s going to address the issue of affordability and they’re going to vote on and I don’t know if this is what, and approve a guaranteed tuition policy for our students. Something we think that will be not only a great recruitment tool but will also be an incentive to help them complete their education. In case we all forgot, that’s what we’re here for. And that’s what has been the most disturbing to me are the hits that I’ve taken and I find it interesting that communicating and listening and valuing shared governance, um, there’s been some push-back **and I’m trying not to believe it’s because you**

**have your first woman president but again, for me to get advice for me to tell you that I'm new and I'm sorry I just misunderstood, I just misunderstood the safety issues. I have to tell you that, um, as I told someone, my head almost exploded when I read that e-mail.**

On November 23, 2015, when speaking to AS&F students, President McClure accused a widely recognized and respected student leader, AS&F Senator Nicholas Spencer, of also making sexist comments, this time *explicitly*. Here's the exchange:

**Senator Spencer:** So last year there was a threat to campus and there was no – week or half a week – and they identified him as a threat and there was no PNG [Persona Non Grata] needed; there was a restraining order issued, there was an email sent out, and then there was no further issues from that point on. How come we didn't take that route and now we're taking a PNG route where basically it's just, "Oh, you can't come here, by the way".

**President McClure:** Well, so first of all, I wasn't here a year ago, so I have no idea what you're talking about. But I will tell you that a PNG is issued for non-employees, non-students. So I'm not sure if the person you're referring to is an employee or a student. **I will also tell you when you talk about restraining orders, that I will tell you the truth I find that to be a very sexist comment.** And the reason I do, is because so often women are forced to do that and through the court system and to stand on their own. And one of the things we want to say about Adams State University is you don't stand on your own. We're here as a group, we're here as a campus.

First, let's consider whether either of the charges levied were appropriate. Sexism is defined by Merriam-Webster as "behavior, conditions, or attitudes that foster stereotypes of social roles based on sex; and as "prejudice or discrimination based on sex; especially discrimination against women."

President McClure chose not to share the context of the professor's email communication with those in attendance at the emergency Faculty Senate meeting. Nor did she choose to quote directly from it. Rather, she characterized it as "friendly fire" and mockingly paraphrased it, without the author's permission and with the clear intent to publicly humiliate him in front of 80 people. She did so after earlier explicitly pointing out that she *had* asked for permission from a student to share excerpts from *their* email correspondence.

The professor's lengthy email was written at 11:00 pm, after an 18-hour day during which he and another faculty member met intensively for a total of 10 hours with Kurt Cary to promote understanding and forge a positive outcome regarding the PNG against Mr. Ledonne. The purpose of the communication was to reflect on the day's productive dialogue with McClure's interim VP and included such comments as:

I feel like we made a lot of progress today and I'm very hopeful about how this will all turn out.

And:

I just wanted to share some ideas that might be helpful. Combined, [redacted] and I spent nearly 10 hours with Kurt today, plus we both spent many additional hours on our own working toward the best for ASU. One thing that was very obvious is that most of that time was spent on PR / communication / messaging / framing / understanding people: students, public, faculty, staff, those who felt threatened, and Danny. Kurt really impressed me with his sincere desire and dedication to achieving the best

outcome. However, he himself said the PR part isn't his strength. [Redacted] and I worked hard to brainstorm ways to approach the various people who have a stake in this situation and then turn those ideas into concrete suggestions. I'm sure most of them were shared with you.

The reader can be the judge – does this strike you as dismissive male elitism? Was the author fostering stereotypical gender roles, or was he simply reaching out to a new university president to offer faculty support and – yes – guidance on an issue of concern to many in a respectful, deferential, collegial manner? I vote for the latter.

I also vote for a president who – rather than seeking to shame others in public – would seek instead to understand, would opt instead to discuss any concerns she may have over a communication privately with the individual in question. This is a president who may verbally promote an open door, open communication policy, but with actions like this, who would actually take her up on it? For those who criticize Watching Adams and those who elect to write under the protection of anonymity, is this not sufficient justification for doing so?

In the case of the student, Nicholas Spencer, he was openly accused of sexism for simply asking why the university chose not to utilize an established, widely recognized, and commonly used legal procedure. The question is a legitimate one and the student body would have benefited from an answer not laced with unnecessarily charged language. And just take a moment – take a step back – and think about the fact that she spoke this way to a *student!* Had a professor in a classroom used the same accusatory language towards a student, repercussions would probably have been felt.

In both instances, McClure was careful to accuse the individual's *comments* of being sexist, not the commenter himself, but the implication is clear and the result is chilling. She is, in effect, employing the highly charged label of sexism as a speech silencer for at least half of her constituency. In doing such, she is not alone; her tactics reflect dangerous national trends. Noted feminists such as Daphne Patai (*What Price Utopia? Essays on Ideological Policing, Feminism, and Academic Affairs, 2008*) decry the decline of academic freedom and free speech in higher education due to the increasing politicization and conformist pressures coming from feminists and other identity groups. Inclusivity is a noble goal, but it is also far too often used as a cudgel to silence diversity of opinion.

That diversity of opinion manifested itself privately after the Faculty Senate meeting. Comments made by female attendees to the male professor who was called out by President McClure included, "I apologize on behalf of my entire gender" and "It makes me sick to be a woman."

President McClure has stated repeatedly that Danny Ledonne's situation is not about academic freedom, that because he continues to have access to data and continues to publish his website, academic freedom is alive and well at Adams State. In her comments to AS&F students, she stated:

And when we talk about freedom of speech, I can assure you that just because right now someone is banned from this campus, it certainly has not stopped freedom of speech. There's still information, open records, any of those requests, we by law have and will answer. And you can see that of all the blogs, and all the misinformation, and the tweets, and the social media that's out there, freedom of speech hasn't at all – at all – been stopped. In fact, the only thing that's been stopped is the access to people who were made to feel unsafe, and made to feel uncomfortable, because if – when you sit in my chair, you do not have any excuse to not listen, and more importantly not to act.

In making such comments, she is missing the larger truths. Many recognize that Danny's banishment from campus and the incessant public assaults on his personal character have far more to do with his outspoken nature and nothing at all to do with campus safety. As such, his individual treatment has had a chilling effect on the free speech of all faculty, staff, and students at Adams State. Freely wielding the charge of sexism and lobbing at any male who dares to express a contrary view has much the same chilling effect, and is precisely the effect she desires. When Grohowski, with the backing of ASU administration, stated that "it is my duty to balance the free speech and individual rights against the public safety of the many", the chill cuts straight through to the bone. McClure may declare that there are no academic freedom issues, no freedom of speech limitations at play, but the bracing winds tell a far different tale.

McClure's tactic of lobbing unsubstantiated charges of sexism underscores an alarming national trend towards a victimhood mentality in modern feminism. This trend was recently skewered by Ella Whelan, staff writer for Spiked ("**Why I'm Not a Feminist (<http://www.spiked-online.com/newsite/article/why-im-not-a-feminist>)**"):

Feminists believe that women should be protected from certain aspects of public life, including speech. Women can't and shouldn't deal with certain types of speech deemed sexist or offensive, feminists argue. Feminists do not want to engage in aspects of life they disagree with. Instead, they want to silence what they don't like through censorship and criminalisation. Feminists believe that women need protection from words.

Finally, contemporary feminists do not believe that women are independent, free-thinking individuals. Feminists promote a cliquy, sisterhood mentality, but not through a collective and positive sharing of ideas. They're the kind of group you'd encounter at school who would shun you if you weren't wearing the right kind of hairband. Today's feminism is opposed to criticism and nuance, refusing to allow women to form their own opinions or challenge preconceived ideas. And feminists call for the state to intervene when they want an opposing view silenced, and launch Twitter wars against dissenting views.

Many feminists are actively distancing themselves from feminist activities and organizations for this very reason. One should be able to criticize a woman without being labeled an anti-feminist. One should be able to criticize aspects of feminism without being labeled a Phyllis Schlafly. One should not be encouraged to attend a meeting to unquestioningly support a university president simply because she is a woman, as recently happened at ASU. To do so is misguided feminism at best; at worst it suppresses independent thought.

McClure has gone well beyond proclaiming herself a victim of male faculty and student sexism to using it as a tool for attacking and silencing them. In this she is also not alone. A recent article in *The Atlantic*, "**The Coddling of the American Mind (<http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>)**", notes, "The recent collegiate trend of uncovering allegedly racist, sexist, classist, or otherwise discriminatory microaggressions doesn't *incidentally* teach students to focus on small or accidental slights. Its *purpose* is to get students to focus on them and then relabel the people who have made such remarks as aggressors."

Who is the true aggressor here?

President McClure's charges of sexism are a cheap shot, an easy out. It is far easier – and baser – to attack a person's character than to tackle their ideas. As our university president, as the person we've placed in a position of trust and power, we look to her to establish the intellectual tone of the campus. But rather than emphasize the importance of free inquiry and tolerant debate in the quest for new knowledge, she has silenced us all with labels. And the effect is truly chilling.

So when President McClure states that ASU has no free speech issues, forgive those of us who beg to differ but feel they can only do so under cover of anonymity.

Oh yeah, this was written by a woman.





# Adams State Officials Cite 'Terrorism,' Columbine Concerns in Banning Ex-Prof

BY ALAN PRENDERGAST

TUESDAY, NOVEMBER 10, 2015 AT 9:56 A.M.



Former film and video instructor Danny Ledonne claims his banishment from the Adams State University campus stems from his criticism of pay practices.

*Facebook*



**The rhetoric has been heating up — in fact, it's just about gone nuclear — in the bizarre dispute between Adams State University officials and a former professor who's been prohibited from setting foot on the Alamosa campus, under threat of arrest.**

Danny Ledonne claims that his banishment is in response to a website he started that's critical of ASU policies and its shabby treatment of part-time instructors. But ASU president Beverlee McClure insists that Ledonne is "a threat to our staff and students" and has accused him of "harassment" and even

"terrorism against me and the previous president," according to [a recent interview](#) she gave to the *Alamosa Valley Courier*.

Ledonne, who denies any wrongdoing, tells *Westword* that the Equal Employment Opportunity Commission is investigating the situation, which has "now escalated to the point where I have been banned from campus and accused of engaging in terrorism."

As we [first reported](#) last month, McClure had the ASU police chief hand-deliver a letter to Ledonne, a former film instructor, informing him that his presence on the campus "presents a concern to the campus community" and would no longer be tolerated. The letter didn't specify what alleged behavior had prompted the ban, which came as Ledonne was preparing to coordinate the Southern Colorado Film Festival on campus; he was the festival director. He's been on campus a few times since his contract ended last spring, collecting records and attending some meetings. The letter arrived just days after Ledonne launched a watchdog website, [Watching Adams](#), that explores publicly available salary data and compensation issues and accuses the university of violating the Colorado Wage Act by making adjuncts wait until the end of the semester, or longer, to get paid for their work.

#### RELATED STORIES

[Adams State Bans From Campus Ex-Prof Who Criticized Pay Scale](#)

[Adams State President Insists Campus Ban of Critic Not Retaliation](#)

[Danny Ledonne: ACLU Sues Adams State Over Ban of Former Prof](#)

The case has since attracted attention from several academic websites and blogs, which tend to view Ledonne's situation as an example of how perilous it can be for adjunct faculty to speak out against low pay and administrative abuses. But McClure has denied that the action was retaliatory; an [e-mailed statement](#) to *Westword* from her office described Ledonne as "a disgruntled, unsuccessful job applicant" who was banned from campus "for safety reasons."

And what were those reasons? Two weeks ago, ASU police chief Paul Grohowski took the unusual step of sending [a campus-wide e-mail](#) alleging that

Ledonne "has made numerous members of faculty and staff uncomfortable by his actions, words and behaviors." While conceding that Ledonne's behavior (whatever it was – the letter, like McClure's original order of banishment, is lacking in specifics) hadn't broken any laws, Grohowski also pointed out that the professor had, more than a decade ago, "created a post-Columbine video game that recreates the horror of the Columbine HS shooting massacre.





Police Chief Paul Grohowski, center, and other members of the Adams State force.

[Adams.edu](http://Adams.edu)

"In this post-Columbine, hypersensitive world of mass shootings and violence on college campus' [sic] nationwide, it is my duty to balance the free speech and individual rights against the public safety of the many," Grohowski explained.

In a **lengthy response** to Grohowski's letter posted on his website, Ledonne claims that the chief "has almost everything either factually incorrect or simply backwards." He defended the game he designed, *Super Columbine Massacre RPG!*, as an effort to provoke public discussion over video games, media culture and violence; he eventually made a documentary about the controversies the game generated. The only person he could recall making "uncomfortable" was someone he exchanged messages with on Facebook who, he later learned, was a member of a former ASU president's family. He defied university officials to produce any proof that he'd ever made threats or acted in a violent or irrational manner.

Then came President McClure's broadsides in the local newspaper. She described Ledonne's blog postings as "harassment" and claimed that he was "trying to put out a lot of personal information against me and the former president" and "trying to harm the university and their mission." Then she dropped the T-word – terrorism – while insisting that she was under a "veil of silence" because of legal concerns and really couldn't elaborate.

## UPCOMING EVENTS

Colorado Rockies vs. San Francisco Giants

Fri., Apr. 21, 6:40pm

Colorado Rockies vs. Washington Nation...

Mon., Apr. 24, 6:40pm

Colorado Rockies vs. Arizona Diamondba...

Fri., May 5, 6:40pm

Colorado Rockies vs. Chicago Cubs

Mon., May 8, 6:40pm

All of which has left Ledonne denying that he's gotten personal. Or violent. Or engaged in some kind of "pattern of behavior and threats" that would justify the president's avowed security concerns.

The dispute seems far from over. So are the questions about who's more irresponsible on the free-speech front in Alamosa these days. On Monday, the ASU board of trustees issued a letter in support of McClure's action; it basically urged faculty and students to move on, stating that the issue "has become a distraction from the work of

the university."

At the same time, the state conference of the American Association of University Professors has released a letter to McClure expressing concerns over the way the president is using the university's "hastily adopted 'persona non grata' policy."

"Why would any faculty member feel safe in engaging in any form of protected speech when they know that they could be immediately barred from campus (in essence, forced to abandon their professional duties) without a hearing or even forewarning?" the AAUP asks. "In fact, we believe the very existence of a persona non grata policy is antithetical to the core principles of academic freedom and shared governance that sustain American public colleges and universities...we think it's fundamentally un-American."



Alan Prendergast has been a staff writer for *Westword* since 1995 and teaches journalism at Colorado College. His stories about the justice system, historic crimes, high-security prisons and death by misadventure have won numerous awards and appeared in a wide range of magazines and anthologies.

CONTACT:  Alan Prendergast FOLLOW:  @alanprend  Westword

 Westword

READ MORE:  NEWS  EDUCATION  NEWS

 5 COMMENTS

# Adams State announces Guaranteed Tuition

(11-20-2015)



Adams State University announces a new Guaranteed Tuition program for undergraduate students enrolled in on-campus classes, according to President Beverlee J. McClure. The Board of Trustees for Adams State unanimously approved the program at a special meeting, Nov. 20.

"This is a historic moment for Adams State University and sets an example for other institutions to follow," said Arnold Salazar, chair of the Adams State Trustees. "This shows we are committed to making education affordable and assuring students graduate with less debt."

Beginning with the fall 2016 semester, undergraduate students enrolled in on-campus classes will be guaranteed no tuition increases through their fourth consecutive academic year of enrollment. Adams State is the first and only institution in Colorado to offer guaranteed tuition to on-campus undergraduate students.

"Our goals for this program are, first, to make college more affordable and allow students and their families to better plan for expenses," McClure explained. "Also, by guaranteeing tuition for four years, this encourages students to stay enrolled full-time and to complete their degrees within four years."

Adams State Student Trustee and Vice President for External Affairs with AS&F [student government], Azarel Madrigal, said "This is great news. Students have expressed exactly this concern about cost at AS&F meetings."

Adams State's full-time tuition window, which charges a flat rate for 12 to 20 credits a semester, also gives incentive to complete at least 15 credits a semester, which is necessary to graduate within four years.

Guaranteed Tuition is available to all undergraduate students enrolled on-campus, both in-state and out-of-state, including full and part-time, new and transfer students. Details are available online at the link below, or through the One Stop Student Services Center, 719-587-7306.

[Guaranteed Tuition FAQ](http://www.adams.edu/administration/business/guaranteed-tuition.php) (<http://www.adams.edu/administration/business/guaranteed-tuition.php>)

[Our Affordability Ranking](http://www.adams.edu/news/jan1612.php) (<http://www.adams.edu/news/jan1612.php>)

[Admission Information](http://www.adams.edu/admissions/index.php) (<http://www.adams.edu/admissions/index.php>)

[Apply Online](http://www.adams.edu/admissions/apply_online.php) ([http://www.adams.edu/admissions/apply\\_online.php](http://www.adams.edu/admissions/apply_online.php))

By Julie Waechter



1.2K people like this. Be the first of your friends.

**Rating Action: Moody's downgrades Adams State University (CO)'s to A3; outlook negative**

Global Credit Research - 26 Jan 2016

New York, January 26, 2016 -- Summary Rating Rationale

Moody's Investors Service has downgraded to A3 from A2 the rating on Adams State University's (ASU) \$52 million of rated debt. We have also affirmed the university's Aa2 enhanced intercept ratings. The outlook on the underlying rating is negative and the enhanced rating is stable.

The downgrade to A3 reflects ASU's ongoing operating deficits, thin debt service coverage and weakened liquidity. ASU's mission to remain sensitive to tuition and fee pricing restrains its ability contain expenses and to grow healthy reserves. The A3 rating acknowledges the university's good strategic positioning as a designated Hispanic Serving, public university in southern Colorado, with consistent growth in net tuition revenue, but with limited available resources for future strategic investment. Offsetting challenges include stiff competition for students, high reliance of potentially volatile net tuition revenue, limited state support, and a large unfunded pension liability.

The Aa2 enhanced rating and stable outlook are derived from the structure and mechanics of the Enhancement Program (the Colorado State Intercept Act), which is based on the State of Colorado's current rating and outlook.

**Rating Outlook**

The negative outlook reflects uncertainty in the university's ability to successfully balance operating performance in the face of variable state operating support and declining enrollment. A high need student population and ongoing tuition increases, as well as a planned guaranteed tuition pricing program, could potentially hinder longer term enrollment growth and intensify top line pressure.

The stable outlook for the enhanced rating is based on the state's current stable long-term outlook.

**Factors that Could Lead to an Upgrade**

**Underlying rating:**

Sustained improvement in cash flow leading to strengthened debt service coverage

Successful execution of enrollment and pricing strategy resulting in stabilized enrollment and consecutive years of revenue growth outpacing expenditure growth

Material improvements in available reserves and liquidity

**Enhanced rating:**

Upgrade of the State of Colorado rating

**Factors that Could Lead to a Downgrade**

**Underlying rating:**

Material ongoing declines in enrollment, further pressuring operating performance

Weaker than expected operating performance requiring use of available reserves and material decline in liquidity

**Enhanced rating:**

Deterioration in credit quality of the State of Colorado rating

**Legal Security**

ASU's parity outstanding bonds, which include the Series 2009A, 2009B, 2009C, 2012 and 2015 (2015 not rated) bonds are on parity and payable from the Net Revenues (Gross Revenue less Maintenance and Operation Expenses) from facilities, including substantially all auxiliary facilities. The pledge also includes 10% of the university's tuition revenues. The bonds are further secured by a pledge of a portion of the College Service Fee, a mandatory student fee of \$420 per full time student per academic term. There is also a pledge of Capital Construction Debt Service Fee that is scheduled to increase annually until it is capped at \$97 per student per credit hour in calendar year 2018. In FY 2015, together the college service fee and capital construction fee totaled \$4.1 million.

The FY 2015 pledged revenues of \$6.5 million cover parity debt service of \$4.4 million by 1.5 times. ASU has a 1.0 times rate covenant.

All of ASU's revenue bonds benefit from the presence of the Colorado Higher Education Enhancement Program (intercept) rating, which is categorized as an unlimited advance. If the university fails to provide sufficient funds, the paying agent is required to notify the state treasurer on the business day immediately prior to the debt service payment date. The treasurer is then required to remit funds to the paying agent, in immediately available funds of the state, the amount necessary to make the debt service payment. Please see our report dated October 22, 2008 for more detail on this program rating.

**Use of Proceeds**

Not applicable.

**Obligor Profile**

**Related Issuers**

Adams State University, CO

Board of Trustee for Adams State College, CO

**Related Research**

**Rating Update: Adams State University, CO: Update - Moody's downgrades Adams State University (CO)'s to A3; outlook negative**

**Rating Update: Moody's revises underlying rating outlook to negative, affirms Adams State University's (CO) underlying A2, and Aa2 enhanced ratings**

**Rating Action: Moody's revises underlying rating outlook to negative, affirms Adams State University's (CO) underlying A2, and Aa2 enhanced ratings**

**New Issue: MOODY'S ASSIGNS Aa2 ENHANCED RATING AND A2 UNDERLYING RATING TO ADAMS STATE COLLEGE'S (CO) \$12.5 MILLION OF SERIES 2012 INSTITUTIONAL ENTERPRISE REVENUE BONDS; OUTLOOK FOR BOTH ENHANCED AND UNDERLYING RATING IS STABLE**

**Rating Action: MOODY'S ASSIGNS Aa2 ENHANCED RATING AND A2 UNDERLYING RATING TO ADAMS STATE COLLEGE'S (CO) \$12.5 MILLION OF SERIES 2012 INSTITUTIONAL ENTERPRISE REVENUE BONDS; OUTLOOK FOR BOTH ENHANCED AND UNDERLYING RATING IS STABLE**

Adams State University is a small regional public university located in Alamosa, Colorado, serving students of the San Luis Valley and designated as a Hispanic Serving Institution. ASU was founded in 1921 as a normal school and has grown to serve a mix of undergraduate, graduate and distance learning programs, with an enrollment of 3,799 FTE for the first half of FY 2016. Fiscal year 2015 operating revenue totaled \$53 million.

#### Methodology

The principal methodology used in the underlying rating was Global Higher Education published in November 2015. The principal methodology used in the enhanced rating was State Aid Intercept Programs and Financings: Pre and Post Default published in July 2013. Please see the Credit Policy page on [www.moodys.com](http://www.moodys.com) for a copy of these methodologies.

#### Regulatory Disclosures

For ratings issued on a program, series or category/class of debt, this announcement provides certain regulatory disclosures in relation to each rating of a subsequently issued bond or note of the same series or category/class of debt or pursuant to a program for which the ratings are derived exclusively from existing ratings in accordance with Moody's rating practices. For ratings issued on a support provider, this announcement provides certain regulatory disclosures in relation to the credit rating action on the support provider and in relation to each particular credit rating action for securities that derive their credit ratings from the support provider's credit rating. For provisional ratings, this announcement provides certain regulatory disclosures in relation to the provisional rating assigned, and in relation to a definitive rating that may be assigned subsequent to the final issuance of the debt, in each case where the transaction structure and terms have not changed prior to the assignment of the definitive rating in a manner that would have affected the rating. For further information please see the ratings tab on the issuer/entity page for the respective issuer on [www.moodys.com](http://www.moodys.com).

Regulatory disclosures contained in this press release apply to the credit rating and, if applicable, the related rating outlook or rating review.

Please see [www.moodys.com](http://www.moodys.com) for any updates on changes to the lead rating analyst and to the Moody's legal entity that has issued the rating.

Please see the ratings tab on the issuer/entity page on [www.moodys.com](http://www.moodys.com) for additional regulatory disclosures for each credit rating.

Mary Cooney  
Lead Analyst  
Higher Education  
Moody's Investors Service, Inc.  
7 World Trade Center  
250 Greenwich Street  
New York 10007  
US  
JOURNALISTS: 212-553-0376  
SUBSCRIBERS: 212-553-1653

Eva Bogaty  
Additional Contact  
Higher Education  
JOURNALISTS: 212-553-0376  
SUBSCRIBERS: 212-553-1653

Releasing Office:  
Moody's Investors Service, Inc.  
250 Greenwich Street  
New York, NY 10007  
U.S.A  
JOURNALISTS: 212-553-0376  
SUBSCRIBERS: 212-553-1653



© 2017 Moody's Corporation, Moody's Investors Service, Inc., Moody's Analytics, Inc. and/or their licensors and affiliates (collectively, "MOODY'S"). All rights reserved.

CREDIT RATINGS ISSUED BY MOODY'S INVESTORS SERVICE, INC. AND ITS RATINGS AFFILIATES ("MIS") ARE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES, AND MOODY'S PUBLICATIONS MAY INCLUDE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES. MOODY'S DEFINES CREDIT RISK AS THE RISK THAT AN ENTITY MAY NOT MEET ITS CONTRACTUAL, FINANCIAL OBLIGATIONS AS THEY COME DUE AND ANY ESTIMATED FINANCIAL LOSS IN THE EVENT OF DEFAULT. CREDIT RATINGS DO NOT ADDRESS ANY OTHER RISK, INCLUDING BUT NOT LIMITED TO: LIQUIDITY RISK, MARKET VALUE RISK, OR PRICE VOLATILITY. CREDIT RATINGS AND MOODY'S OPINIONS INCLUDED IN MOODY'S PUBLICATIONS ARE NOT STATEMENTS OF CURRENT OR HISTORICAL FACT. MOODY'S PUBLICATIONS MAY ALSO INCLUDE QUANTITATIVE MODEL-BASED ESTIMATES OF CREDIT RISK AND RELATED OPINIONS OR COMMENTARY PUBLISHED BY MOODY'S ANALYTICS, INC. CREDIT RATINGS AND MOODY'S PUBLICATIONS DO NOT CONSTITUTE OR PROVIDE INVESTMENT OR FINANCIAL ADVICE, AND CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT AND DO NOT PROVIDE RECOMMENDATIONS TO PURCHASE, SELL, OR HOLD PARTICULAR SECURITIES. NEITHER CREDIT RATINGS NOR MOODY'S PUBLICATIONS COMMENT ON THE SUITABILITY OF AN INVESTMENT FOR ANY PARTICULAR INVESTOR. MOODY'S ISSUES ITS CREDIT RATINGS AND PUBLISHES MOODY'S PUBLICATIONS WITH THE EXPECTATION AND UNDERSTANDING THAT EACH INVESTOR WILL, WITH DUE CARE, MAKE ITS OWN STUDY AND EVALUATION OF EACH SECURITY THAT IS UNDER CONSIDERATION FOR PURCHASE, HOLDING, OR SALE.

MOODY'S CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT INTENDED FOR USE BY RETAIL INVESTORS AND IT WOULD BE RECKLESS AND INAPPROPRIATE FOR RETAIL INVESTORS TO USE MOODY'S CREDIT RATINGS OR MOODY'S PUBLICATIONS WHEN MAKING AN INVESTMENT DECISION. IF IN DOUBT YOU SHOULD CONTACT YOUR FINANCIAL OR OTHER PROFESSIONAL ADVISER.

ALL INFORMATION CONTAINED HEREIN IS PROTECTED BY LAW, INCLUDING BUT NOT LIMITED TO, COPYRIGHT LAW, AND NONE OF SUCH INFORMATION MAY BE COPIED OR OTHERWISE REPRODUCED, REPACKAGED, FURTHER TRANSMITTED, TRANSFERRED, DISSEMINATED, REDISTRIBUTED OR RESOLD, OR STORED FOR SUBSEQUENT USE FOR ANY SUCH PURPOSE, IN WHOLE OR IN PART, IN ANY FORM OR MANNER OR BY ANY MEANS WHATSOEVER, BY ANY PERSON WITHOUT MOODY'S PRIOR WRITTEN CONSENT.

All information contained herein is obtained by MOODY'S from sources believed by it to be accurate and reliable. Because of the possibility of human or mechanical error as well as other factors, however, all information contained herein is provided "AS IS" without warranty of any kind. MOODY'S adopts all necessary measures so that the information it uses in assigning a credit rating is of sufficient quality and from sources MOODY'S considers to be reliable including, when appropriate, independent third-party sources. However, MOODY'S is not an auditor and cannot in every instance independently verify or validate information received in the rating process or in preparing the Moody's publications.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability to any person or entity for any indirect, special, consequential, or incidental losses or damages whatsoever arising from or in connection with the information contained herein or the use of or inability to use any such information, even if MOODY'S or any of its directors, officers, employees, agents,



representatives, licensors or suppliers is advised in advance of the possibility of such losses or damages, including but not limited to: (a) any loss of present or prospective profits or (b) any loss or damage arising where the relevant financial instrument is not the subject of a particular credit rating assigned by MOODY'S.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability for any direct or compensatory losses or damages caused to any person or entity, including but not limited to by any negligence (but excluding fraud, willful misconduct or any other type of liability that, for the avoidance of doubt, by law cannot be excluded) on the part of, or any contingency within or beyond the control of, MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers, arising from or in connection with the information contained herein or the use of or inability to use any such information.

NO WARRANTY, EXPRESS OR IMPLIED, AS TO THE ACCURACY, TIMELINESS, COMPLETENESS, MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE OF ANY SUCH RATING OR OTHER OPINION OR INFORMATION IS GIVEN OR MADE BY MOODY'S IN ANY FORM OR MANNER WHATSOEVER.

Moody's Investors Service, Inc., a wholly-owned credit rating agency subsidiary of Moody's Corporation ("MCO"), hereby discloses that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by Moody's Investors Service, Inc. have, prior to assignment of any rating, agreed to pay to Moody's Investors Service, Inc. for appraisal and rating services rendered by it fees ranging from \$1,500 to approximately \$2,500,000. MCO and MIS also maintain policies and procedures to address the independence of MIS's ratings and rating processes. Information regarding certain affiliations that may exist between directors of MCO and rated entities, and between entities who hold ratings from MIS and have also publicly reported to the SEC an ownership interest in MCO of more than 5%, is posted annually at [www.moody.com](http://www.moody.com) under the heading "Investor Relations — Corporate Governance — Director and Shareholder Affiliation Policy."

Additional terms for Australia only: Any publication into Australia of this document is pursuant to the Australian Financial Services License of MOODY'S affiliate, Moody's Investors Service Pty Limited ABN 61 003 399 657AFSL 336969 and/or Moody's Analytics Australia Pty Ltd ABN 94 105 136 972 AFSL 383569 (as applicable). This document is intended to be provided only to "wholesale clients" within the meaning of section 761G of the Corporations Act 2001. By continuing to access this document from within Australia, you represent to MOODY'S that you are, or are accessing the document as a representative of, a "wholesale client" and that neither you nor the entity you represent will directly or indirectly disseminate this document or its contents to "retail clients" within the meaning of section 761G of the Corporations Act 2001. MOODY'S credit rating is an opinion as to the creditworthiness of a debt obligation of the issuer, not on the equity securities of the issuer or any form of security that is available to retail investors. It would be reckless and inappropriate for retail investors to use MOODY'S credit ratings or publications when making an investment decision. If in doubt you should contact your financial or other professional adviser.

Additional terms for Japan only: Moody's Japan K.K. ("MJKK") is a wholly-owned credit rating agency subsidiary of Moody's Group Japan G.K., which is wholly-owned by Moody's Overseas Holdings Inc., a wholly-owned subsidiary of MCO. Moody's SF Japan K.K. ("MSFJ") is a wholly-owned credit rating agency subsidiary of MJKK. MSFJ is not a Nationally Recognized Statistical Rating Organization ("NRSRO"). Therefore, credit ratings assigned by MSFJ are Non-NRSRO Credit Ratings. Non-NRSRO Credit Ratings are assigned by an entity that is not a NRSRO and, consequently, the rated obligation will not qualify for certain types of treatment under U.S. laws. MJKK and MSFJ are credit rating agencies registered with the Japan Financial Services Agency and their registration numbers are FSA Commissioner (Ratings) No. 2 and 3 respectively.

MJKK or MSFJ (as applicable) hereby disclose that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by MJKK or MSFJ (as applicable) have, prior to assignment of any rating, agreed to pay to MJKK or MSFJ (as applicable) for appraisal and rating services rendered by it fees ranging from JPY200,000 to approximately JPY350,000,000.

MJKK and MSFJ also maintain policies and procedures to address Japanese regulatory requirements.

## Moody's Integrity Hotline

### EU

001-800-506-1440

### Japan

KDDI: 00-539-111 then 888-320-1668

NTT: 0034-811-001 then 888-320-1668

### Outside of the EU and Japan

1-866-330-MDYS (6397)

Browse By

[Home](#)

[Research & Ratings](#)

[Products & Solutions](#)

[News & Events](#)

[Careers](#)

Contact Us

[Help & Support](#)

[Contact Us](#)

[Submit a Complaint](#)

Terms & Conditions

[Terms of Use](#)

[Privacy Policy](#)

[Proprietary Rights](#)

# Adams State Well-Positioned to Improve Debt Rating

(01-27-2016)



Stressing that the university is poised for improvement in its debt rating, leaders of Adams State University today cited deficiencies in state funding, combined with a suspension of state support for capital construction for campus renovations, as influencers of ASU's recently revised debt rating.

Moody's, in changing the rating of the university's \$52 million of rated debt from A2 to A3, acknowledged the university's good strategic positioning as a designated Hispanic Serving, public university in southern Colorado, with consistent growth in net tuition revenue, according to Kurt Cary, ASU's Vice President for Finance and Administration. Moody's also affirmed the university's Aa2 enhanced intercept rating is stable, based on the State of Colorado's current rating and outlook.

"Thanks to the energetic support of our Trustees, faculty, students and alumni, we're taking the steps needed to boost our debt rating in the coming months," said President Beverlee J. McClure, specifically citing the university's landmark guaranteed tuition rate that will help boost enrollment.

"Like other Colorado public institutions, we still grapple with the challenges of state funding cuts instituted between fiscal years 2008-09 and 2013-14," she said. "During that time, the state also suspended funding for capital construction and maintenance. Therefore, to stay competitive and create a more attractive, student-centered campus, we took the prudent and necessary step to independently finance a number of renovation and construction projects over the last decade."

Heather Heersink, ASU's Assistant Vice President for Finance and Administration, explained the university mitigated this year's enrollment decrease by cutting expenses. While much of the cuts were to one-time expenditures, revenues are expected to balance the budget next year due to anticipated increased enrollment and improved student retention, she added.

## About the Guaranteed Tuition Program:

**Adams State is the first and only institution in Colorado to offer guaranteed tuition to undergraduate students.** Beginning with the fall 2016 semester, undergraduate students enrolled in on-campus classes will be guaranteed no tuition increases through their fourth consecutive academic year of enrollment. Students can achieve more savings by enrolling in 15 or more credit hours a semester, because Adams State's full-time tuition window charges a flat rate for 12 to 20 credits. Students must complete an average of 15 credits each semester to graduate within four years.

[Details about Guaranteed Tuition at Adams State \(http://www.adams.edu/news/nov1524.php\)](http://www.adams.edu/news/nov1524.php)



Be the first of your friends to like this.

# Watching Adams

Great Transparency Begins Here

## Other Universities Abandoned Guaranteed Tuition – Here's Why

BY WATCHING ADAMS STAFF – 3/14/16

Though Adams State University (ASU) has touted itself as being the first in Colorado to offer Guaranteed Tuition, many other campuses have tried this program with lackluster results. While universities claim these programs may boost enrollment, retention and graduation, longitudinal data suggests otherwise. In addition, such programs have led to ballooning revenue shortages and other financial problems. Consequently, several universities have abandoned their guaranteed tuition programs.



A recent ASU Grizzly Video student talk show called **Couch Talk** (<https://www.youtube.com/watch?v=XUdOddDpE9c>) interviewed ASU students about guaranteed tuition. Derek “Cappuccino” Brown, the show’s host, stated, “How do you feel about guaranteed tuition? I love it. I’m also graduating.” Brown goes on to interview many ASU students who are not aware of this program. However, several students were aware of this program spoke positively of it. Brown summarized the program by stating, “basically whatever your tuition is next year, it won’t go up or down from there.” Upon hearing this, students react enthusiastically and state their intentions to return next year.

At the February 29th Faculty Senate meeting, ASU President Beverlee McClure explained that ASU’s guaranteed tuition program will introduce an annual 5% increase beginning in fall 2016 with a locked in rate of 2.5% every year thereafter. A student who drops out and re-enrolls will be eligible for the previous year’s rate. President McClure emphasized that this model will be evaluated in the next 10 years to measure its effectiveness.

In our previous report, **Guaranteed Tuition a Guaranteed Distraction** (<https://watchingadams.org/news/guaranteed-tuition-a-guaranteed-distraction/>), we investigated how the introduction of this policy at ASU involved few of those tasked with actually implementing it and some of the initial concerns with the design of the policy, such as the misleading nature of the 2.5% annual increase (not a fixed amount, as many students believe) and the campus fees remaining variable.

In her recent article, **Guaranteed Tuition Plans Pose Greater Risk Than Potential Benefit** (<http://www.popecenter.org/commentaries/article.html?id=3335>) from the John William Pope Center for Higher Education Policy, Stephanie Keaveney observes, “By enrolling in guaranteed tuition programs, students and their families essentially take a gamble, which may or may not pay off. Students who choose a guaranteed program agree to pay a surcharge—often ranging from 5-15 percent over standard tuition—on the assumption that standard tuition will rise beyond that in the ensuing four years. However, if state legislators invest more in higher education, or if the student doesn’t earn a degree, guaranteed plans can cost students much more than standard tuition.”

Given that **ASU students have among the lowest degree completion rates in the state** (<https://watchingadams.org/news/asu-lowest-graduation-rate-among-top-10-affordable-co-schools/>), this should be of particular concern to Adams State. But what about the prospect of guaranteed tuition policies retaining more students? Keaveney tracks the implementation of guaranteed tuition policies at Western Oregon University and University of Kansas. Though guaranteed tuition may seem to improve retention and graduation rates at first glance, the data doesn’t bear these results over time.

In these cases, Keaveney found, “While first-to-second year retention rates remained much higher at the University of Kansas than the national average, the introduction of guaranteed tuition in 2008 doesn’t seem to have had a measurable impact. After an initial increase peaking in 2009, the Western Oregon University retention rates have declined steadily.” In another case, Keaveney wrote, “Universities also assert that by putting a four-year limit on tuition guarantees, students will be incentivized to complete their degrees during that period. However, despite a slight trend upward, four-year completion rates at Illinois public universities don’t appear to have been greatly affected by the introduction of tuition guarantees.”

Since 2006, University of Colorado Boulder **has offered guaranteed tuition for out-of-state students** (<http://www.colorado.edu/pba/budget/tuitionfees/guarantee.html>). Though the Board of Regents considered implementing guaranteed tuition for in-state students in 2011, this proposal was not enacted for in-state tuition during this time. A **review of data** (<http://www.colorado.edu/pba/records/gradrt/res.htm>) comparing in-state and out-of-state students at CU Boulder shows no measurable difference in four and six year graduation rates between those students with guaranteed tuition and those without it.

Additionally, several universities who offered tuition guarantees abandoned them because much of the revenue that a state-funded university incurs is beyond its control – making the lack of a variable tuition rate untenable given the need to control costs. Keaveney gives two examples: “At the very least, schools that freely choose to start tuition guarantee programs may also choose to end them in case of financial hardship. Some schools that turned to tuition savings programs because of the touted benefits realized that they are not always the most prudent option. The University System of Georgia discontinued its guaranteed tuition program in 2009 after just three years, citing decreased budget flexibility and necessitated budget reductions as factors in the decision. Similarly, Central Michigan University ended its program in 2008 because of diminished state funding.”

In the case of the University of North Carolina, **a guaranteed tuition cap was lifted in 2010** (<http://www.popecenter.org/commentaries/article.html?id=2403>) after the recession forced schools to collect additional revenue in light of diminished state support. The additional tuition increase on top of the existing 6.5% cap? A staggering 23%.

In the most dramatic example, the the Illinois University System has been in a budget crisis after their state-mandated guaranteed tuition law prevented them from covering costs. Keaveney writes, "Illinois's 12 public universities have struggled to maintain operations while waiting out the crisis; however, because of the guaranteed tuition law, administrators are not legally allowed to raise rates on current students to cover short-term operational needs." Consequently, **Chicago State University ended their current semester early (<http://www.chicagotribune.com/news/local/breaking/ct-chicago-state-budget-crisis-20160223-story.html>)** due to fiscal insolvency.

Based on the experiences of these and other schools, guaranteed tuition policies have yet to yield any promising results. **A 2014 study of college affordability policies ([https://watchingadams.files.wordpress.com/2016/03/tuition\\_paper.pdf](https://watchingadams.files.wordpress.com/2016/03/tuition_paper.pdf))** by the National Association of Student Financial Aid Administrators concluded, "we are not aware of any rigorous studies of this approach to tuition pricing in affecting persistence and graduation." While guaranteed tuition has been tried, no clear evidence of successful outcomes are readily apparent.

Just as **Moody's listed ASU's guaranteed tuition program ([https://www.moodyys.com/research/Moodys-downgrades-Adams-State-University-COs-to-A3-outlook-negative--PR\\_903084770](https://www.moodyys.com/research/Moodys-downgrades-Adams-State-University-COs-to-A3-outlook-negative--PR_903084770))** as one reason for recently downgrading ASU's credit rating, the **investors service recently downgraded three universities in Illinois (<https://www.washingtonpost.com/news/grade-point/wp/2016/02/25/illinois-budget-battle-leads-moodys-to-downgrade-several-state-universities/>)** due in part to their guaranteed tuition policies. It should come as no surprise to any university that creditors look unfavorably on a fixed tuition income with variable state support and escalating operational costs.

Whether guaranteed tuition at Adams State will be successful remains to be seen, but the lessons learned from many other universities suggest otherwise.

**Adams State University Quick Facts for Spring 2016 on 24-FEB-2016, compared with Spring 2015 on 25-FEB-2015.**

**Undergraduate Only**

**By Class:**

Class	Head Count Spring 2015	Head Count Spring 2016	Net Change	SCH Spring 2015	SCH Spring 2016	Net Change
Seniors	531	466	-12.24%	6878	6229	-9.44%
Juniors	352	394	11.93%	4798	5401	12.57%
Sophomores	408	365	-10.54%	5704	4960	-13.04%
Freshmen	450	444	-1.33%	6409	6211	-3.09%

**By Residency:**

Status	Head Count Spring 2015	Head Count Spring 2016	Net Change	SCH Spring 2015	SCH Spring 2016	Net Change
Colorado Residents	1462	1392	-4.79%	19521	18546	-4.99%
Non-Residents	308	300	-2.60%	4430	4364	-1.49%

**By Student Type:**

Student Type	Head Count Spring 2015	Head Count Spring 2016	Net Change	SCH Spring 2015	SCH Spring 2016	Net Change
First Time Students	17	21	23.53%	208	263	26.44%
Transfer Students	55	65	18.18%	663	737	11.16%
First Time Other Students	4	1	-75.00%	22	13	-40.91%
Continuing Students	1607	1524	-5.16%	22161	21103	-4.77%
Re-admitted Students	31	31	0.00%	335	262	-21.79%
Internal Transfer Students	31	32	3.23%	438	446	1.83%
High School Students	25	18	-28.00%	124	86	-30.65%

**Total Headcount and SCH:**

TOTAL	Head Count Spring 2015	Head Count Spring 2016	Net Change	SCH Spring 2015	SCH Spring 2016	Net Change
All Students	1770	1692	-4.41%	23951	22910	-4.35%

<b>Adams State University Enrollment Statistics for Fall 2016 on 07-SEP-2016, compared with Fall 2015 on 09-SEP-2015.</b>			
<b>Undergraduate Only</b>			
<b>By Class</b>			
<b>Class</b>	<b>Head Count Fall 2015</b>	<b>Head Count Fall 2016</b>	<b>Net Change</b>
Seniors	420	411	-2.14%
Juniors	414	377	-8.94%
Sophomores	358	365	1.96%
Freshmen	686	676	-1.46%
<b>By Residency</b>			
<b>Status</b>	<b>Head Count Fall 2015</b>	<b>Head Count Fall 2016</b>	<b>Net Change</b>
Colorado Residents	1587	1527	-3.78%
Non-Residents	334	334	0.00%
<b>By Student Type</b>			
<b>Student Type</b>	<b>Head Count Fall 2015</b>	<b>Head Count Fall 2016</b>	<b>Net Change</b>
First Time Students	462	469	1.52%
Transfer Students	187	181	-3.21%
First Time Other Students	2	1	-50.00%
Continuing Students	1139	1094	-3.95%
Re-admitted Students	61	34	-44.26%
Internal Transfer Students	27	31	14.81%
High School Students	43	50	16.28%
<b>TOTAL</b>			
<b>All Students</b>	<b>Head Count Fall 2015</b>	<b>Head Count Fall 2016</b>	<b>Net Change</b>
All Students	1921	1861	-3.12%



# Ledonne v. Adams State University

## ACLU Case No. 2015-19

---

### Description:

The ACLU of Colorado filed suit on behalf of Danny Ledonne, a former professor who was banned by school officials from the Adams State University campus in Alamosa, CO after he created a website criticizing various university administration practices.

From May 2011 to June 2015, Ledonne taught in the Mass Communications program and performed video production work for Adams State University. In September 2015, after his employment at the university had ended, he launched [WatchingAdams.org \(http://watchingadams.org/\)](http://watchingadams.org/), a website that “provides ongoing coverage of critical news and information about Adams State University, a public institution of higher education in southern Colorado.” The website includes public compensation data and interviews with former students, faculty, and staff.

On October 12th, Ledonne posted a series of articles criticizing the pay disparity between faculty and the administration and alleging that the university had violated the Colorado Wage Act by not making timely payments to adjunct professors. Two days later, University President Beverlee McClure issued a “No Trespass Order” to Ledonne, delivered at his residence by campus police chief Paul Grohowski. The order declared that for “an indefinite period of time,” Ledonne was prohibited from being on Adams State University property and that his presence on campus “would result in his immediate arrest for trespass.”

The ACLU complaint, filed in Federal District Court, cites a 1973 Colorado Supreme Court decision finding that “a non-student’s right to access Colorado public university functions and facilities which are otherwise open to the public-at-large, is a valuable property or liberty interest entitled to constitutional protection.” According to the Court, access to a public university cannot be denied without first providing adequate notice of charges, reasonable opportunity to prepare to meet the charges, an orderly hearing, and a fair and impartial decision.

Ledonne operates a video production business, Emberwilde Productions, and many of his professional obligations require him to attend and film events on the Adams State campus, which is open to the public. For instance, he has served as the Director of the Southern Colorado Film Festival at Adams State. He was unable to attend the 2015 Festival because of the campus ban, which was issued just one day before the festival began.

The ACLU has asked the Court to immediately stop Adams State University from enforcing the campus ban, as well as to rule that Ledonne's constitutional right to free speech and due process were violated.

---

[Return to Search Menu \(http://aclu-co.org/in-the-courts/\)](http://aclu-co.org/in-the-courts/)

## ADMINISTRATION

# Adams State's President Says Her University Is Accreditor's 'Whipping Boy'

By *Eric Kelderman* | MARCH 09, 2016

**T**he president of Adams State University lashed out this week at the institution's accrediting agency after the agency's recent decision to put the university on probation.

The president, Beverlee J. McClure, said in an open letter to the Higher Learning Commission that the Colorado institution was "left feeling like HLC's whipping boy, with none of the benefits of HLC membership."

Adams State came under the accreditor's scrutiny after a 2014 article in *The Chronicle* raised



Beverlee J. McClure is president of Adams State U., in Colorado. In a strongly worded letter this week, she suggests that the Higher Learning Commission's decision to place Adams State on probation, after investigating problems revealed in a Chronicle report, was meant "to make some sort of political statement."

questions about whether some of the university's distance-education courses were not rigorous enough and were being used by athletes at other institutions to raise their grade-point averages.

The accreditor's board decided last month that the university had not met the accrediting standard for institutional integrity and might be violating Education Department rules for correspondence courses and distance education.

But Ms. McClure, who began her tenure as president in July, said in her letter that the accreditor's decision "seems like a calculated move to undermine the university."

"We have obviously been chosen by the HLC to make some sort of political statement," Ms. McClure wrote.

In an interview with *The Chronicle*, Ms. McClure said the accreditor seemed to be taking a hard line on Adams State to make itself look good for the Education Department. Instead, she said, accreditation should be a "two-way street," with the accreditor serving not just as a regulatory agency but also an advocate for its member institutions, helping them to meet the standards.

## **Troubled History**

This isn't the first time the university has gotten attention from its accreditor over online courses. The commission previously inquired about the programs after *The Chronicle* reported in 2012 about compressed courses offered by Adams State; Cloud County Community College, in Kansas; and Western Oklahoma State College.

At the time, the accreditor took no action against Adams State or Cloud, but it placed Western Oklahoma on probation, in April 2013. That sanction was lifted in June 2015, according to information from the commission's website.

After *The Chronicle's* 2014 article was published, Adams State responded by freezing enrollment in its correspondence courses. The accreditor then decided early last year that a team of reviewers should visit the college in September.

While much of the visiting team's report notes progress and actions taken to deal with the threat to academic integrity, the reviewers also found significant problems.

In particular, the site review raised concerns that some of the university's online courses might not meet the Education Department's requirement for "regular and substantive interaction between the student and the instructor."

Looking at more than 60 online courses, the reviewers found that several required only one discussion post from the student, and some had no requirement for posting in an online discussion.

In addition, the reviewers found that many of the online courses were treated by instructors as self-paced, "with no set due dates for assignments."

Several individual sections of online courses enrolled 450 to 600 students each, the reviewers found. "This heavy student-to-faculty loading calls into question the academic integrity of the courses and quality of instruction," the commission wrote.

A January letter from the accreditor after the visit made clear that the university was at risk for some sanction. "Because the team found that one or more core components are not met, the board will consider imposing the sanction of probation," the commission wrote.

## **Plea for a Meeting**

Despite that letter, and the extensive findings by the reviewers, Ms. McClure said she was surprised by the accreditor's decision to put the university on probation, since just a small portion of the institution's courses were in question.

In her letter this week, she went on to list several other reasons she felt the sanction was unfair.

Before the accreditor's reviewers visited the campus, the Colorado Department of Higher Education reviewed the university's practices, as did the Western Interstate Commission for Higher Education, she noted.

Neither group found any major problems, though neither was charged with ensuring compliance with federal regulations or accreditation standards.

The accreditor also identified problems outside the concerns raised by *The Chronicle's* articles, Ms. McClure said.

The commission, however, made clear in its earlier messages that the on-site review would encompass "all commission criteria for accreditation, assumed practices, and requirements for federal compliance," according to a letter from the commission to the university last June.

Ms. McClure also said much of the accreditor's concerns could have been answered if she had just had an opportunity to discuss the issues with the commission's board or president before the board voted.

Ms. McClure said she had been told she could address the board members for five minutes during their deliberations, then was told she could not meet with them.

John Hausaman, a spokesman for the commission, said in an email that its rules would not have allowed Ms. McClure to "interact or engage in discussion on institutional matters" with board members, as such rules are meant to preserve

the autonomy of the decision-making process. The commission's board meetings allow for public comment only "on matters of policy, procedure, and other potential action items," he wrote.

Finally, Ms. McClure noted in her letter that she had not been at Adams State when the problems were revealed.

Adams State is committed to fixing the problems, she wrote, but the probation "unfairly punishes the new leadership team for findings that occurred prior to their arrival."

The accreditor should review all of the documents that the university has prepared and allow her to talk to the board, Ms. McClure wrote.

"I believe this will lead to a reversal of this onerous decision," she said, "to impact an entire university for concerns that have been corrected for a small percentage of online courses."

*Eric Kelderman writes about money and accountability in higher education, including such areas as state policy, accreditation, and legal affairs. You can find him on Twitter @etkeld, or email him at [eric.kelderman@chronicle.com](mailto:eric.kelderman@chronicle.com).*



**COLORADO OFFICE  
OF THE STATE  
AUDITOR**

**A REQUEST FOR PROPOSAL  
FOR A PERFORMANCE AUDIT OF  
ADAMS STATE UNIVERSITY  
AND  
WESTERN STATE COLORADO UNIVERSITY**

**March 23, 2016**



## **TABLE OF CONTENTS**

**SECTION I: Administrative Information**

**SECTION II: Information That Must Be Included in Proposal**

**SECTION III: Proposal Evaluation Process**

**SECTION IV: Supplemental Information**

## SECTION I

### ADMINISTRATIVE INFORMATION

#### A. ISSUING OFFICE

This request for proposal (RFP) is issued by the Office of the Colorado State Auditor (OSA). The terms State Auditor, OSA, State, and State of Colorado are used interchangeably. As an agency within the Legislative Branch, the OSA and this solicitation are exempt from the State Procurement Code and State Procurement Rules. *All communications regarding this RFP should take place directly with the OSA's assigned contract monitor listed in this RFP.*

#### B. BACKGROUND INFORMATION

The OSA is soliciting proposals to conduct a performance audit of Adams State University (Adams) and Western State Colorado University (Western). This audit is being conducted pursuant to Section 2-3-103, C.R.S., which authorizes the State Auditor to conduct audits of all departments, institutions, and agencies of state government. (Note: See Subsection C on page 17 of this RFP for discussion about conducting this project as a performance evaluation or study, as opposed to a performance audit.)

State higher education institutions' operations are funded largely through student tuition and fees. However, revenues from student tuition and fees typically cover only a portion of what each institution spends in operating funds to educate students. The difference is made up from other operating revenue sources, such as federal and state grants and contracts, and nonoperating revenue sources, such as Federal Pell Grants, gifts and donations, and state appropriations for capital projects.

The impetus for conducting this performance audit is the growing trend of operating losses that Adams and Western have experienced over the last five fiscal years. The OSA contracts for the universities' annual financial statement audits, and based on the information in these annual audits, the State Auditor would like to use this performance audit to explore the factors driving these financial trends and, more importantly, what each university is doing in response.

#### **Adams State University**

Located in Alamosa, Colorado, Adams State University (Adams), formerly named Adams State College, is an institution of higher education of the State of Colorado [Section 23-51-101, C.R.S.]. House Bill 12-1080 officially changed the institution's name to Adams State University.

Adams is a liberal arts university with graduate programs in Teacher Education, Business, Counseling, and Art. State statute [Section 23-51-101, C.R.S.] provides that

Adams shall be a general baccalaureate institution with moderately selective admission standards. Adams is a regional educational provider approved to offer limited professional programs, Hispanic programs, undergraduate education degrees, masters' level programs, Ph.D. level programs, and two-year transfer programs with a community college role and mission, except for vocational education programs.

Exhibit 1 provides trend data from Adams' audited Statements of Revenues, Expenses, and Changes in Net Position. In particular, when the state appropriation for capital construction projects is removed, Adams went from an increase in net position of approximately \$700,000 in Fiscal Year 2011 to a decrease in net position of approximately \$7.0 million in Fiscal Year 2015, a 1,115 percent change increasing the loss. Adams' Fiscal Year 2015 Financial and Compliance Audit included a finding and recommendation related to this issue. (Note: The audit can be accessed through the web links in Section IV—Supplemental Information of this RFP.)

# Crossing the Mighty Mississippi and racial and gender barriers

(09-07-2016)

**Gilmer carries the torch for academic inclusion to Adams State**

**Article by Linda Relyea**



From the humid and hot Mississippi Delta to the Rio Grande Land of Cool Sunshine, Dr. Chris Gilmer brings a wealth of experience, expertise and innovation to his recently accepted position as the Adams State University Vice President for Academic Affairs.

Since July, when first arriving on campus, Gilmer has a favorable impression of his new environment. "I enjoy my colleagues and my students very much. Everyone is extremely student-centered."

He comes to Adams State from Alcorn State University, Vicksburg Campus, where he served as Executive Director of the campus, Director of Online Education for the three-campus system, and Professor of English. He was also the chief operating officer of the Vicksburg Campus and a system-wide administrator working to enhance student success and to close achievement gaps for first-generation and other historically-underserved students.

"As a first-generation college student myself, I understand the importance of building a culture of higher education within a family and I understand the economic security a college degree can bring to an individual and for the whole family," Gilmer said. He values the many sacrifices his parents and grandparents made to create opportunities for him, and he tries to pay it forward. A lifetime Mississippian prior to his recent move, Gilmer has followed in his mother's footsteps and advocated for racial and gender equality and for safety and equity for LGBTQ people, especially in rural geographical areas.

## **HBCU to HSI**

Alcorn State is the oldest public land grant Historically Black College and University (HBCU) in America. Adams State is the first Hispanic Serving Institution (HSI) Gilmer has served. "Adams State is the oldest HSI in Colorado and we are fully committed to fulfilling our mission to all students, especially those who have encountered extra challenges along the way."

Although Gilmer was content and happy at Alcorn State University, he saw an "opportunity to grow" at Adams State. "Adams State was a deliberate choice because of its attention to equity and inclusion in a rural setting serving historically underserved students. I appreciated an opportunity to work at a place where my skill set might be useful to the mission and agenda of this specific institution."

Before serving at Alcorn State University, while working at Walden University in Minneapolis, Minn., Gilmer served on the provost's accreditation team and co-chaired the subcommittee on mission. Walden received a 10-year reaffirmation from the Higher Learning Commission, and he has been active in reaccreditation efforts at two other institutions.

In both the short-term and the long-term, Gilmer and his team will focus on Adams State's Higher Learning Commission (HLC) accreditation. "The president and I take very seriously the importance of accreditation and are working closely with all departments on campus to properly prepare for the HLC visit and to maintain our accreditation."

## **Extensive knowledge and experience**

Currently the lead author of a textbook integrating the teaching of reading and writing at the college level, one of the most promising pedagogical advances in developmental education, Gilmer is an expert in developmental education, particularly as it applies to first-generation, historically-underserved, and underprepared students. He will apply this knowledge to Adams State's developmental education curriculum. "I want to make sure Adams State's curriculum utilizes all available assets for students." He also supports the Essential Learning Task Force's general education program review and is excited that it is being conducted through the "lens of equity and inclusion." He believes Adams State has the chance to be a national role model for other institutions by taking this innovative approach.

Gilmer expanded the Research Alliance on Improving Schools in Mississippi—a collaboration among the U.S. Department of Education, Florida State University, five rural school districts, area universities, and other partners to serve as a bridge to higher education for first-generation, minority, and other historically-underserved students.

Although the two regions served by Alcorn and Adams differ greatly in geography and environmental conditions – they both share a challenge of isolation and economic struggle within the demographics of their location. Gilmer understands the challenges rural school districts face and will reach out across the San Luis Valley to support superintendents, principals and public school teachers as they work toward improving preparation for students interested in a college education.

Challenges facing many higher education institutions across the nation include diminishing resources from state and federal levels as well as a trend among parents and students to question the importance of a college education. "Adams State provides an education focused on the

student's need to succeed in the workplace and graduate school. A higher education degree leads to more earning potential and more economic power and security for families."

Gilmer will work with all the members of the president's executive team and the campus community to diversify funding streams. He has experience acquiring grants including leading teams that secured \$75 million in competitive grants. Gilmer and Adams State President Beverlee McClure have plans to establish the National Center for Historically Underserved Students, a nationwide effort to provide additional resources across all historically underserved populations and to further establish Adams State as a servant leader among universities nationwide. "This is still in the planning stages, and we are excited to convene the first national think tank in November."

Prior to and concurrent with his work at Alcorn, Gilmer chaired the Department of Undergraduate Writing in Walden University's College of Undergraduate Studies. He also has experience as a tenured faculty member, faculty development director, departmental chair, and senior grant writer within the HBCU system.

Gilmer believes Adams State's "extremely well-qualified and highly committed" faculty and staff will mean continued success for students and the institution. "As long as their commitment is here, our excellent service to students and the community will always be here. Adams State is not a tier-one research or private university. We are a public teaching university with faculty and staff who understand that role and are committed to it."

Gilmer's private sector leadership includes serving as president of his own successful consulting firm and a senior consultant to the U.S. Department of Education's Comprehensive Center and Regional Educational Lab networks providing training and technical assistance nationwide. He served as the inaugural chair of a national network of technical assistance centers for the U.S. Department of Health and Human Services (DHHS) serving all states and U.S. jurisdictions with 200 employees and a \$25 million budget.

## Remembering and offering advice

Throughout his education and academic career, Gilmer appreciated the mentors who took the time to encourage and support him. He continues to follow the advice of a respected mentor who said: "Never let one person form your opinion of someone else. Everyone forms an opinion of everyone we meet. The key is to keep an open mind, to always expect the best from people, and to form your own opinion and give others space to form their own opinion of you. Trust is something you must earn."

Gilmer's scholarly and creative agenda includes publication of nonfiction alongside Nobel and Pulitzer Prize-winners and children's literature. Gilmer believes Richard Bach's Jonathan Livingstone Seagull is a good inspirational read for students. "More than anything, Jonathan wanted to soar and everyone told him his wings were not meant for soaring. I encourage students to read this short book. The metaphor is really obvious: all students can soar, contrary to any image someone might try to impose on them."

The first in his family to attend college and graduate with a higher education degree, Gilmer earned a Ph.D. from the University of Southern Mississippi; a master's degree from Mississippi College; and a bachelor's degree from the University of Southern Mississippi.



Like



6 people like this. Be the first of your friends.

# ACLU Wins \$100K Settlement for Former Adams State Professor Who Was Banned from Campus after Criticizing the University

DENVER – Adams State University has agreed to rescind a “No Trespass Order” banning Danny Ledonne, a former professor who publicly criticized administration practices, from its Alamosa, CO campus and to pay \$100,000 to settle a lawsuit filed by the ACLU of Colorado based on claims that the university violated Ledonne’s free speech and due process rights.

“The ACLU of Colorado brought this suit to vindicate Danny Ledonne’s First Amendment rights and his right to due process of law,” said ACLU of Colorado Legal Director Mark Silverstein. “By summarily banning Danny from a public campus and falsely labeling him a security threat, without providing any opportunity to rebut the false allegations, the university deprived him of due process and unjustifiably retaliated against him for his constitutionally-protected criticism of university practices.”

From May 2011 to June 2015, Ledonne taught in the Mass Communications program and performed video production work for Adams State University. In September 2015, after his employment at the university had ended, he launched WatchingAdams.org. On October 12th, Ledonne posted a series of articles on the site criticizing the pay disparity between faculty and the administration and alleging that the university had violated the Colorado Wage Act by not making timely payments to adjunct professors.

Two days later, University President Beverlee McClure issued a “No Trespass Order” to Ledonne. The order declared that for “an indefinite period of time,” Ledonne was prohibited from being on Adams State University property and that his presence on campus “would result in his immediate arrest for trespass.”

In an attempt to justify the ban, university officials, including McClure, made multiple unsubstantiated public claims that Ledonne had engaged in “harassment,” “direct and indirect threats,” and “terrorism.”

“Throughout the course of the litigation, Adams State University was not able to produce a single piece of evidence that Danny Ledonne ever engaged in any threats of violence, direct or indirect, toward anyone or anything at the university,” said Silverstein. “The University had no legitimate basis for banning Mr. Ledonne from campus, nor did university officials have any factual basis for the stigmatizing and derogatory characterizations of Mr. Ledonne that they communicated to the university community and the public.”

The ACLU of Colorado filed suit in February challenging the campus ban. As depositions were about to begin, the parties participated in a mediation before a former federal judge that resulted in a settlement agreement, which was finalized and signed last week.

“We hope that, as a result of this lawsuit, Adams State University recognizes that the public areas of its campus are a valuable cultural and educational resource not just for ASU faculty, staff, and students, but also to the residents of the greater San Luis Valley,” said ACLU cooperating attorney Reid Neureiter of Wheeler Trigg O’Donnell LLP, who represented Ledonne on a pro bono basis. “We also expect that Adams State will take appropriate steps in the future to ensure that any person subject to being barred from campus will receive fair notice and a reasonable opportunity to challenge the decision before an impartial decision-maker.”

“I sought this legal action to challenge the university’s heavy-handed attempt to discourage me and others who disagree with the administration from speaking out. I could not have done so without the incredible support and assistance of the ACLU of Colorado, and the pro bono lawyers from Wheeler Trigg O’Donnell,” said Ledonne. “I am very satisfied with the settlement and look forward to continuing my work in this community.”

Ledonne was represented by cooperating attorneys Neureiter, Kayla Scroggins, and Kendra Beckwith from Wheeler Trigg O’Donnell and Silverstein and Sara Neel from the ACLU of Colorado.

Visit the case page: <http://aclu-co.org/court-cases/ledonne-v-adams-state-university/> (<http://aclu-co.org/court-cases/ledonne-v-adams-state-university/>)



# Adams State Settles Lawsuit From Banned Former Prof, ACLU For \$100,000

BY ALAN PRENDERGAST

MONDAY, JULY 25, 2016 AT 10:59 A.M.



Former film instructor Danny Ledonne launched a website critical of Adams State University officials – and then was banned from campus.

[healthylivingpark.org](http://healthylivingpark.org)

**Update below: Adams State University officials have agreed to allow Danny Ledonne access to its Alamosa campus once more — and to pay \$100,000 to settle a lawsuit brought on Ledonne's behalf by the ACLU of Colorado, claiming that the university violated the former film instructor's free speech and due-process rights.**

The bizarre case began with Ledonne questioning ASU's hiring practices and salary policies after his own teaching contract wasn't renewed. But it quickly escalated last fall after Ledonne was informed by the campus chief of police that he'd be **arrested for trespassing** if he stepped onto university property again.

#### RELATED STORIES

Adams State President Insists Campus Ban of Critic Not Retaliation

Danny Ledonne: ACLU Sues Adams State Over Ban of Former Prof

Adams State Bans From Campus Ex-Prof Who Criticized Pay Scale

Ledonne claimed the ban from a public campus was retaliatory, while campus officials insisted that his banishment was a result of "**safety concerns.**" President Beverlee McClure told the *Alamosa Valley Courier* that Ledonne is "a threat to our staff and students" and accused him of "harassment" and even "terrorism against me and the previous president." (The C word – Columbine – was also invoked, apparently because Ledonne had developed a controversial role-playing video game based on the 1999 attack on Columbine High School.) Ledonne denied making any threats.

When the ACLU first announced that it was filing suit in the matter last February, ASU's administration responded with a statement declaring that it would "aggressively contest any accusation that our safety-based decisions were in any way related to Constitutionally protected freedom of expression." But after mediation before a former federal judge, a settlement deal was reached late last week. In addition to the compensation, Ledonne can once again venture onto the campus, which he has claimed is a center of cultural activity in the San Luis Valley.

In a statement announcing the settlement, ACLU of Colorado legal director Mark Silverstein declared that "Adams State University was not able to produce a single piece of evidence that Danny Ledonne ever engaged in any threats of violence, direct or indirect, toward anyone or anything at the university.... [They] had no legitimate basis for banning Mr. Ledonne from campus, nor did university officials have any factual basis for the stigmatizing and derogatory characterizations of Mr. Ledonne that they communicated to the university community and the public."



LeDonne stated that he is "very satisfied with the settlement and look forward to continuing my work in this community."

A spokesperson for ASU has not yet responded to a request for comment.

**Update 1:45 p.m.:** A statement issued by ASU spokeswoman Julie Waechter stresses that the settlement involves no finding of wrongdoing by the university's administration. She contends that Ledonne and the ACLU did not "win" the case, because "the university's insurance company paid the ACLU attorney fees; the only cost to Adams State was a \$2,500 deductible." University officials continue to maintain that declaring Ledonne persona non grata was not an act of retaliation but "in response to concerns expressed by faculty, staff and students." The statement does not explain why, if the ban was based on legitimate security concerns, those concerns are no longer an issue.



Alan Prendergast has been a staff writer for *Westword* since 1995 and teaches journalism at Colorado College. His stories about the justice system, historic crimes, high-security prisons and death by misadventure have won numerous awards and appeared in a wide range of magazines and anthologies.

CONTACT:  Alan Prendergast FOLLOW:  @alanprend  Westword  
 Westword  
READ MORE:  NEWS  NEWS

 1 COMMENTS

## Get the ICYMI: Today's Top Stories Newsletter

Our daily newsletter delivers quick clicks to keep you in the know

GO 





NEWS RELEASE

CONTACT: Julie Waechter (719) 587-7165; [jmwaecht@adams.edu](mailto:jmwaecht@adams.edu); [www.adams.edu/news](http://www.adams.edu/news)

### **Statement from Adams State University**

ALAMOSA, COLO. (July 25, 2016) . . . After completing successful arbitration, Adams State University was found to have no wrongdoing in a case brought forward by an unsuccessful job applicant and the American Civil Liberties Union of Colorado, according to Julie Waechter, Adams State assistant to the president for communications. William F. Downes, a retired judge, oversaw the mediation and ultimately decided in favor of Adams State, after nearly a year of controversy.

The case was introduced following criticism brought by a former contractor regarding university hiring and compensation policies. Adams State officials clarified that the ACLU did not “win” the case; Danny Ledonne was not compensated by the university. The university’s insurance company paid the ACLU attorney fees; the only cost to Adams State was a \$2,500 deductible, according to Waechter.

She added the persona non grata ban was not, as Mr. Ledonne claimed, in response to his criticism. The ban was in response to concerns expressed by faculty, staff, and students. No fault was found against Adams State University or the administration. In fact, the University continued to comply with all his requests for information after the ban.

Adams State prides itself on being a leader in the Colorado community, particularly in the southern and western regions of the state. The university is a strong supporter of a diverse on-campus community and the Hispanic population of Colorado as a Federal HSI (Hispanic Serving Institution), which affirms enrollment of at least 25 percent Hispanic students. Adams State’s current undergraduate Hispanic enrollment is roughly 35 percent. Adams State University serves as a vital engine of education and economic prosperity. As one of the single largest employers in the region, Adams State will continue to provide jobs and a high-quality education to people locally. Adams State University is committed to providing a high-achievement and high-altitude learning environment to people from all over the world.

# Valley Courier

2205 State Ave., Alamosa, CO 81101 • Ph: 719-589-2553 • Fax: 719-589-6573

## ASU, Ledonne resolve lawsuit

Tuesday, July 26th, 2016

By RUTH HEIDE *Courier editor*

ALAMOSA In what both the ACLU of Colorado and Adams State University are representing as a victory in their respective responses to the case, a suit involving former ASU adjunct professor Danny Ledonne has been resolved.

The ACLU (American Civil Liberties Union) of Colorado in a Monday press release stated that Adams State agreed "to rescind a 'No Trespass Order' banning Ledonne from its Alamosa campus and to pay \$100,000 to settle a lawsuit filed by the ACLU of Colorado based on claims that the university violated Ledonne's free speech and due process rights."

In its response on Monday, ASU stated, "Adams State University was found to have no wrongdoing in a case brought forward by an unsuccessful job applicant."

ACLU of Colorado Legal Director Mark Silverstein said, "The university had no legitimate basis for banning Mr. Ledonne from campus, nor did university officials have any factual basis for the stigmatizing and derogatory characterizations of Mr. Ledonne that they communicated to the university community and the public."

University administration issued a persona non grata order against Ledonne last October prohibiting him from physically going onto the campus grounds based on what ASU President Dr. Beverlee McClure said was "a list of events and behaviors that added up to a picture of a dangerous individual who represented a safety threat to the campus community."

The ACLU of Colorado filed suit in February challenging the campus ban. Last week the parties finalized a settlement agreement following mediation before Retired Judge William F. Downes.

ASU on Monday stated the judge in the case vindicated the university of wrongdoing, the ACLU did not "win" the case, and Danny Ledonne was not compensated by the university. "William F. Downes, a retired judge, oversaw the mediation and ultimately decided in favor of Adams State, after nearly a year of controversy," the Adams State response stated on Monday.

The university's insurance company paid the ACLU attorney fees, with the only cost to Adams State being a \$2,500 deductible, according to Julie Waechter, Adams State assistant to the president for communications.

Silverstein said although the university was not writing a check to Ledonne personally, he would receive about \$65,000 out of the \$100,000 ASU would be remitting to the ACLU.

"The \$100,000 settlement resolves Mr. Ledonne's claim for damages and attorneys fees," Silverstein said. "We keep only one-third for the attorneys fees. The rest of it goes to Mr. Ledonne. He will get about \$65,000."

The attorney said ASU's insurance company would write a check to ACLU for \$100,000, which ACLU would put into a client trust account. Out of that account, ACLU will reimburse a cooperating attorney for some expenses and write a check from the client trust account to Ledonne.

As its part in the settlement, the ACLU will drop its suit against Adams State, Silverstein added. He said there was no judicial ruling, findings or order in this case, but it was resolved during mediation proceedings before the judge, with nobody admitting wrongdoing.

"There's no findings one's right, one's wrong," he said. "There's a judge trying to get two sides to agree what will it take so we can dismiss the case in court and everybody goes home."

Another outcome of the mediation agreement, Silverstein said, was the lifting of the prohibition against Ledonne to go onto the university campus.

"He is free to appear on the campus and attend a play or a concert just as any member of the public is," he said.

The ACLU maintained that ASU had banned Ledonne from the campus after he criticized alleged wage disparities on a new web site, [WatchingAdams.org](http://WatchingAdams.org). He had previously worked in the mass communications and video production programs at ASU from 2011-2015 but was not hired for a subsequent opening.

The persona non grata order came shortly after Ledonne launched the web site.

University administration denied the allegation that the order prohibiting Ledonne from returning to the campus was the result of his web site criticism.

"The persona non grata ban was not, as Ledonne claimed, in response to his criticism," Waechter stated on Monday. "The ban was in response to concerns expressed by faculty, staff, and students. No fault was found against Adams State University or the administration. In fact, the university continued to comply with all his requests for information after the ban."

McClure said during an earlier interview, "This was an issue about safety. The persona non grata is not about the website."

She said the university had a list of instances, events, and behaviors by Ledonne that demonstrated he was a potential threat to campus safety. While declarations of persona non grata were not yet part of university policy, the institution was well within its rights to take the action it did, McClure stated in a 2015 interview.

"The pattern of behavior and threats and safety does give us the right to say he is a threat to our staff and students, and we acted in accordance with that," she said.

Silverstein stated in Monday's release that the ACLU of Colorado took up Ledonne's case "to vindicate Danny Ledonne's First Amendment rights and his right to due process of law. By summarily banning Danny from a public campus and falsely labeling him a security threat, without providing any opportunity to rebut the false allegations, the university deprived him of due process and unjustifiably retaliated against him for his constitutionally-protected criticism of university practices." Silverstein maintained that Adams State was not able to produce evidence Ledonne ever engaged in any threats of violence toward anyone at the university.

"We hope that, as a result of this lawsuit, Adams State University recognizes that the public areas of its campus are a valuable cultural and educational resource not just for ASU faculty, staff, and students, but also to the residents of the greater San Luis Valley," said ACLU cooperating attorney Reid Neureiter of Wheeler Trigg O'Donnell LLP, who represented Ledonne on a pro bono basis. "We also expect that Adams State will take appropriate steps in the future to ensure that any person subject to being barred from campus will receive fair notice and a reasonable opportunity to challenge the decision before an impartial decision-maker ."

Ledonne thanked his legal counsel and said, "I sought this legal action to challenge the university's heavy-handed attempt to discourage me and others who disagree with the administration from speaking out " I am very satisfied with the settlement and look forward to continuing my work in this community."

Adams State concluded that the university prides itself on being a leader in the Colorado community, particularly in the southern and western regions of the state; is a strong supporter of a diverse on-campus community and the Hispanic population of Colorado as a Federal HSI (Hispanic Serving Institution ), with an enrollment of roughly 35 percent Hispanic students; and serves "as a vital engine of education and economic prosperity."

ASU added, "As one of the single largest employers in the region, Adams State will continue to provide jobs and a high-quality education to people locally. Adams State University is committed to providing a high-achievement and high altitude learning environment to people from all over the world."

## Adams State Trustees hear support of University mission

**(08-25-2016)**

A standing-room only audience attended the Aug. 25 meeting of the Adams State University Board of Trustees, which opened with public comments by 16 faculty, staff, and students. Some expressed support of the university's mission and the campus-based Standing Strong Movement that fosters inclusive excellence. Many of the comments highlighted campus programs designed to further equity, such as the Title V STEM grant to increase minority participation in science and mathematics careers, and the SLV Lifeways course and lectures, which are open to the public.

Other speakers referenced Adams State's recent settlement of a suit brought by the ACLU on behalf of Alamosa resident Danny Ledonne, voicing concerns about the negative impact of some individuals who persist in debate, despite the settlement.



Students serving on the Executive Board of Adams State's AS&F (student government) were welcomed by the ASU Board of Trustees at its first meeting of the academic year. Flanked by Board Chair Arnold Salazar (left) and ASU President Beverlee J. McClure (right) are: Alex Lopez, John Owsley, Aaron Davis, Brittney Wilson, Brenna Rivale, Patrick Cleary, and Meaghan Fischer.



Following the public comment segment, Board Chair and Adams State alumnus Arnold Salazar provided background on the settlement. "The \$100,000 settlement was for legal fees paid to outside entities by the ACLU. Not one dime was paid to the plaintiff. The cost to the university was \$2,500; the rest was covered by insurance. I agreed to the settlement because I did not want to spend the rest of the year with our staff in deposition, pulling up documents, and other distractions," he said. "As far as I'm concerned, the issue is over with. The plaintiff agreed it had been settled. People can blab and blog; I don't care. To those bloggers, I say, don't hide behind cyberbullying. **Let us have an open and honest discussion about what happened. If you want academic freedom, take academic responsibility for speaking in public.**"

Salazar recalled his reactions when student protests in Mexico, China, and the U.S. were met with violent responses. "At Kent State, our own militia shot and killed seven students and wounded several others. This is not right. People should not die because they protest for what they believe in. Kent State brought the entire higher education system to halt as a result of injustice on campus," he said. "Since then, college administrators and boards of trustees have worked to get students and faculty more involved on governing boards, so their voices can be heard. I look back on the recent controversy on our campus and think, 'How could this issue rise to the level of importance that a student movement is?' I don't get it. Protests should be about something more important than someone's narcissistic fantasies. The settlement was a way for us to refocus our attention on what exactly is important."

Those priorities were expressed by Antonito Mayor Aaron Abeyta, who has been a professor of English at Adams State for nearly 20 years. He said he appreciates the shift in campus culture being led by the trustees and administration. "Education is always held up as the source of enlightenment, but it has been for a select group. For others, there has also been a moat surrounding the castle of equity. **The equity now being explored, sought, and advocated on campus is going to make Adams State University the institution it should be.**"

Dr. Beth Robison, professor and chair of the Music Department, shared the frustration among many of her colleagues who are "trying to figure out how to make our voices heard about the issue created by Danny Ledonne and the vitriol of the Watching Adams website." She said, "It involves freedom of speech, and I feel strongly about that. What are our options for rebutting and shutting down this slander and cyberbullying? How can we engage without fueling the fire? So many of us are passionate about the students we serve here. That passion should not be lost in all this noise."

Adams State graduate Dr. Christina Miller, a professor of chemistry and chair of the Department of Chemistry, Computer Science, and Mathematics, echoed Robison's concerns and spoke of the need for healing. "I have just finished a three-year term as our Faculty Senate president, and there have been many great stories in that time, one of which was the hiring of our new president. Unfortunately, these stories have been marred by the saga launched by a former employee. Many of us have found our work disrupted. We have to be allowed to get back to the hard work of teaching students and preparing for the HLC visit." *[HLC is the university's accrediting agency, the Higher Learning Commission.]*

Student Trustee John Owsley said he appreciates that sentiment. "All of our students are here for an education, and faculty need to be able to focus on providing a strong education, not on slander and ridiculous rebuttal from a certain group."

Graduate student Elissa Harrington told how she decided to attend Adams State, in spite of other college offers, due to the concern and attention shown by faculty and staff. **"I can't sit back and remain quiet about the greatness that is part of this institution,"** she said, naming several mentors and professors who "have each taken an interest in me. The impact has been immeasurable."

One such staff member is Eileen Tilton, administrative assistant in the Department of History, Anthropology, Philosophy, Political Science, and Spanish. She moved to the valley 16 years ago on the recommendation of her daughter. "I came from a family of five children and lived on welfare most of the time. My daughter was a first-generation student who came here on a music scholarship," she said. "I am one of the first contacts for students here, and it is important to bring

the pride of Adams State to them and make them feel they have a friend. **Many changes are in the future, but the one thing we cannot change is our spirit that makes Adams State a gateway of hope for many, many diverse students.**"

Assistant Professor of History Nick Saenz also emphasized Adams State's focus on student success. "Any university experiences some degree of disagreement - that's in the nature of university communities. What I see at Adams State is a very healthy campus, and I have a great deal of faith in our mission and leadership," he said. "I have seen more support vocalized for our status as a Hispanic Serving Institution during the past year than in previous ones. I see the implementation of this vision. We are walking the talk."

[Read more about "Standing Strong" at Adams State \(http://www.adams.edu/news/auq1602.php\)](http://www.adams.edu/news/auq1602.php)

By Julie Waechter



9 people like this. Be the first of your friends.

# Watching Adams

Great Transparency Begins Here

## How Legal Settlements Work 101

COMMENTARY BY DANNY LEDONNE – 8/31/16

I recently read with interest that I didn't receive any settlement payment for the lawsuit in which I was the plaintiff, **Ledonne v. McClure** (<https://watchingadams.org/documents/aclu-lawsuit-filed-on-behalf-of-ledonne/>). According to the **Adams State University website** (<http://adams.edu/news/aug1614.php>), reprinted in the Valley Courier:

*Following the public comment segment, Board Chair and Adams State alumnus Arnold Salazar provided background on the settlement. "The \$100,000 settlement was for legal fees paid to outside entities by the ACLU. Not one dime was paid to the plaintiff. [emphasis added]"*

Imagine my surprise when a figure of such influence as the Board Chair for ASU declared that I was not paid one dime! I double-checked my bank account just to be sure. Yes, **I did receive a check from the ACLU Foundation** (<https://watchingadams.files.wordpress.com/2015/10/image1.jpeg>) and subsequently **made a deposit on July 29th for \$64,289.48** (<https://watchingadams.files.wordpress.com/2016/08/aclu-deposit.jpg>). ASU Foundation member and SLV Federal Bank CEO Duane Bussey could probably verify this. If my math is right, that is about 642,895 dimes. Huh. So what's going on here?



Transaction Date ▼	Description	Clr	Withdrawals	Deposits
<input type="checkbox"/> Hide Pending				
Jul 29, 2016	<a href="#">Descriptive Deposit ACLU Foundation of Colorado</a>	Cleared		\$64,289.48

In a technical sense, Salazar is correct; ASU didn't directly pay me. ASU paid the \$2,500 deductible to their insurer, the Hanover Insurance Company who paid \$100,000 to my legal counsel, the ACLU Foundation of Colorado, who deducted legal expenses and their standard fee, and then the ACLU cut a \$64,289 check for me. But that set of operations would be the case in any legal settlement. So why would the Board Chair emphasize a semantic triviality or worse, attempt to mislead the public on such a straightforward matter?

I suspect that Salazar is attempting to downplay the serious nature of this settlement and its implications for ASU. Not just the very real prospect of diminished reputation for a public university being sued in federal court by the ACLU for civil rights violations, but that someone else out there might just be crazy enough to stand up and challenge ASU's administration with their own grievances. The thinking goes, "Ledonne must not be an example for others to follow, ergo it must appear as though Ledonne's lawsuit wasn't successful." Given that there have been several wrongful termination cases filed against ASU recently and with more current employees contemplating legal action, the Board Chair's show of bravado could be understandable. Yet here we are with the **[campus ban lifted and the ACLU and myself as the recipients of a \\$100,000 settlement \(http://aclu-co.org/aclu-wins-100k-settlement-former-adams-state-professor-banned-campus-criticizing-university/\)](http://aclu-co.org/aclu-wins-100k-settlement-former-adams-state-professor-banned-campus-criticizing-university/)**.

Remember when ASU President Beverlee McClure insisted, over and over, that I was a "threat to campus safety," that I was engaging in "**[harassment and terrorism \(https://watchingadams.files.wordpress.com/2015/10/valleycourier11-7-15.pdf\)](https://watchingadams.files.wordpress.com/2015/10/valleycourier11-7-15.pdf)**" and that I was on a "**[watch list for the Colorado State Police? \(https://watchingadams.org/news/the-myth-of-the-colorado-state-police-watchlist/\)](https://watchingadams.org/news/the-myth-of-the-colorado-state-police-watchlist/)**" Sure you do, because it's all a matter of public record – the same public record that shows **[no evidence to support any such assertions \(https://watchingadams.org/commentary/asu-admin-lied-about-ledonne-over-and-over/\)](https://watchingadams.org/commentary/asu-admin-lied-about-ledonne-over-and-over/)**. Whatever happened to all that? How curious that Salazar has emphasized the mundane aspects of a financial transaction and hasn't explained, if I were indeed such an imminent threat to campus safety, why the campus ban was lifted at all.



But then again, it may not make a dime's worth of difference to Salazar. Given that ASU is on **[academic probation with the Higher Learning Commission for multiple compliance violations \(https://watchingadams.files.wordpress.com/2015/09/asu-action-letter-3-3-16.pdf\)](https://watchingadams.files.wordpress.com/2015/09/asu-action-letter-3-3-16.pdf)**, its **[credit rating downgraded by Moody's \(https://watchingadams.org/news/moodys-downgrades-asus-credit-rating/\)](https://watchingadams.org/news/moodys-downgrades-asus-credit-rating/)**, and **[ASU being audited by the State Auditor for four years of consecutive operating losses \(https://watchingadams.org/news/asu-audits-reveal-deteriorating-financial-conditions/\)](https://watchingadams.org/news/asu-audits-reveal-deteriorating-financial-conditions/)**, I agree that ASU has better things to do than count dimes over me.

Salazar was also quoted as saying:

*People can blab and blog; I don't care. To those bloggers, I say, don't hide behind cyberbullying. Let us have an open and honest discussion about what happened. If you want academic freedom, take academic responsibility for speaking in public.*

I wonder if Salazar remembers when I appeared twice before the Board to request an open and honest discussion about what happened, **presenting a full and detailed account of my concerns** (<https://watchingadams.files.wordpress.com/2016/08/ledonnie-packet-for-asu-board.pdf>) and taking full academic responsibility for speaking in public. Neither time did he meet with me. **When I followed up via email with a detailed list of concerns** (<https://watchingadams.files.wordpress.com/2016/08/board-of-trustees-june-2015.pdf>), he ignored me. Twelve days after the second time I spoke to the Board, **I was banned from campus without due process** (<http://www.westword.com/news/adams-state-officials-cite-terrorism-columbine-concerns-in-banning-ex-prof-7328598>) over matters that could have been solved without a cadre of lawyers, time-consuming litigation, and bad publicity for a struggling university. So it's little wonder that others are hesitant to step forward with their concerns after all the continual, actual workplace bullying that's been going on around the ASU campus for many years.



From: **Vice President Cary** <[traci\\_bishop@adams.edu](mailto:traci_bishop@adams.edu)>

Date: Thu, Aug 18, 2016 at 11:32 AM

Subject: ASU Police Dept. Update

Paul Grohowski has resigned as Chief of Police for Adams State. Effective immediately, Erika Derouin-Greene has been appointed Interim Chief of Police.

Please direct any questions or concerns about campus safety to Interim Chief Derouin-Greene or the ASU Police Department at [\(719\) 587-7901](tel:7195877901).

Kurt A. Cary

Vice President of Administration and Finance

# Watching Adams

Great Transparency Begins Here

## At Least 17 Faculty Departed ASU in 2015-2016

BY WATCHING ADAMS STAFF – 8/22/16

While high employee turnover has been a significant challenge for Adams State University (ASU) in the past, the 2015-2016 academic year saw an unprecedented number of faculty members leave the institution. Along with the predictable retirement of one and the unexpected loss of another, ASU lost at least 17 full time professors or instructors this past year. ASU is estimated to have around 96 full time faculty members, so this latest round of faculty departures represents about 18% of all full time faculty.

Most of these professors chose to leave while several did not have their contracts renewed, retired, or passed away unexpectedly. The most significant number of departures were from the English, Theatre, and Communications department with a total of 8 faculty no longer at the institution.



A Watching Adams reader encouraged ASU students to ask, “What does it cost to replace a single professor? These costs include but are not limited to the time of search committee members, travel expenses for multiple candidates, and moving expenses for the selected candidate. How could these resources (i.e., your tuition dollars) be otherwise allocated if ASU valued and supported their people enough to retain them?”

There are many ways these questions can be answered. From a **February 2015 article in The Argonaut** (<https://www.uiargonaut.com/2015/02/09/faculty-hiring-expenses/>) at the University of Idaho: “Hiring a new faculty member at the University of Idaho comes with a price tag. According to a report by a University Budget and Finance subcommittee, the costs amount to almost \$13,000 on average for a search process and for moving expenses.”

As reported in March 2016 by Inside Higher Education, **Why They Stay and Why They Go** (<https://www.insidehighered.com/news/2016/03/14/new-survey-effort-seeks-uncover-real-reasons-why-faculty-members-leave-their-jobs>): “A conservative, decade-old calculation from Collaborative on Academic Careers in Higher Education (COACHE) provosts’ advisory board on the cost of replacing a

faculty member was \$96,000. A 2012 report in Science estimated that start-up costs alone for a faculty member in science or engineering range from \$110,000 to \$1.5 million, and take up to 10 years to recoup.”

A recent publication from Harvard’s Graduate School of Education, **Faculty Retention and Exit Survey** (<http://coache.gse.harvard.edu/faculty-retention-and-exit-survey>), explains the many hidden costs of high turnover: “The investment includes search and hiring costs such as advertising, search committee staff, travel for three candidates, relocation, and the start-up package. There may also be costs associated with spousal/partner hiring, especially of dual-academic couples. Once in place, professors generate direct and indirect costs for orientation and training, release time, and teaching and learning support.”

The article goes on to state, “Beyond lost investment and contributions, faculty and administrators describe the problem of departures also as a matter of equity. Do some groups leave for reasons different than—or even as a result of—other groups? Might knowing the answer help us address their concerns? In addition to these concerns is the low morale departments suffer when they lose faculty stars and good colleagues, not to mention the loss of national reputation to academic programs, which might subsequently be ranked lower as a result of the loss.”

One former faculty member characterized the recent departure of ASU faculty as “a mass exodus, especially for the English department – which now will include almost entirely new professors in the fall semester.” They added, “if you look at the faculty who left, most are younger professionals, many were tenure track but left without pursuing tenure.”

A current faculty member added, “Students who found out about these departing faculty said all of this looks really bad from their perspective. Relationships matter!”

One student said, “I’ve signed up for classes with a specific professor only to have it change by the time the semester begins.”

One current ASU employee simply asked, “what’s wrong with this place?”

Another remarked, “ASU administration says ‘if you don’t like it, you can leave’ and more faculty are saying ‘okay.’”

Another ASU employee stated, “What’s frustrating is that some are delusional in thinking that there are only a small group of people unhappy with the state of Adams State. This list is a prime example of just how delusional that thinking is. How big is the list of those that were applying and interviewing for positions elsewhere but just didn’t make it out this round? It would be pretty substantial. The numbers don’t lie.”

Another observer noted, “what we know about retaining students is that it starts by retaining faculty. As ASU continues to shed its own best asset – its people, I think it is becoming obvious that there are deeper problems that can only worsen as students return to campus without seeing the faces that matter the most in their academic success – their professors.”

It is worth noting that many staff also left ASU in the 2015-2016 academic year. While more difficult to verify and track, the institutional loss of anyone from a close-knit campus is significant and costly for the university. For more on the lack of regard for departing ASU employees, see **ASU Throws Its Own People Down the Memory Hole** (<https://watchingadams.org/news/asu-throws-its-own-people-down-the-memory-hole/>).



Based on verification from multiple sources familiar with staffing at ASU, Watching Adams compiled the following list of faculty who are no longer teaching at Adams State and included what we believe is best attributed to their absence:

**History, Anthropology, Political Science, Philosophy, Spanish**

Lisa Nealy (not renewed)

**Art**

Gustavo Plascencia (left on own accord)

Blanca Guerra (visiting, not rehired)

**Biology**

Jared Romero (left on own accord)

**English, Theatre, and Communications**

Paul Echeverria-Jones (left on own accord)

Katie Gubbels (left on own accord)

Eden Wales-Freedman (left on own accord)

Cathy Heaton (left on own accord)

Robert Affeldt (not renewed)

Paul Newman (retired)

Leah McCormack (left on own accord)

Phil Ray Jack (deceased)

**Math**

Erwin Romero (not renewed)

**Music**

Shellie Beeman (left on own accord)

**Nursing**

Shawn Elliott (stepped down)

**Psychology**

Kim Kelso (left on own accord)

**Sociology**

Thomas Heddleston (left on own accord)

**UPDATED 9/1/16:** According to a Watching Adams commentator today at 8:25pm: "Three full time nursing faculty members in addition to Dr. Shawn Elliott have resigned their positions in the Spring or Summer of 2016. The newly hired RN to BSN coordinator (she only lasted a couple of months) and two other faculty members."



24 Minute Read

# What Free Won't Fix: Too Many Public Colleges are Dropout Factories

By [Tamara Hiler](#)  and [Lanae Erickson Hatalsky](#) 

Published August 11, 2016

Public colleges and universities play an essential role in unlocking the doors of higher education for many Americans. Today, more than 6.8 million students attend four-year public institutions, making up nearly two-thirds of the entire bachelor's degree-seeking population in the United States.<sup>1</sup> Close to two-thirds of all students attending these schools take out student loans in order to finance their education, with the average loan-holding student finding themselves more than \$20,000 in debt four years later.<sup>2</sup> And American taxpayers spend more than \$10 billion dollars a year on federal Pell grants to help more than 2.7 million low- and moderate-income students attending these institutions afford a postsecondary education.<sup>3</sup>

This investment is one most Americans are willing to make—in part because of the irrefutable economic benefits gained in our modern economy by those who earn a college degree.<sup>4</sup> But our analysis of the Department of Education's [College Scorecard](#) data reveals that not all four-year public schools are giving students, or taxpayers, a good return on their investment. In fact, at many of these institutions, first-time, full-time students are not graduating, a large number are unable to earn wages higher than the typical high school graduate, and many cannot pay back the loans they've taken out.

While rising costs continue to drive the conversation around higher education in our country, this report and our [previous analysis](#) of four-year private, non-profit colleges raise much more fundamental questions beyond sticker price. With outcomes like these, it is clear that simply addressing the rising cost of college isn't sufficient to ensure students are being equipped with the degrees and skills they need to succeed.

Among our key findings:

## 1. Low Graduation Rates for First-Time, Full-Time Students:

- A typical four-year public college graduates only 48.3% of first-time, full-time students within six years of enrollment. That means first-time, full-time students that enter the average public institution are more likely to NOT graduate than they are to graduate from the school where they first enrolled.
- At only **80 schools** (15.0% of four-year public colleges) did more than two-thirds of first-time, full-time students manage to earn a degree within six years. The graduation rates of the remaining 455 schools are so low that if they were high schools instead of colleges, they would be flagged as dropout factories and be required by federal law to intervene to improve their completion rates.

## 2. Poor Wage Outcomes for Loan-Holding Students:

- At the average four-year public college, nearly 4 in 10 loan-holding students (36.5%) are unable to earn more than \$25,000 (the expected earnings of a high school graduate) six years after enrollment.
- At the average four-year public college, 22.2% of students who had taken out loans were unable to begin paying down their loans three years after leaving school. To put this in perspective, during the height of the housing crisis in 2010, 90-day mortgage delinquencies peaked at around 10%.<sup>5</sup>

## 3. Not all Public Schools are Created Equal:

- We mapped the schools by how well they were delivering for low- and moderate-income students on a scale we call the “mobility metric.”
- There is a 35.5 point difference between the average completion rate at schools in the top quartile (66.5%) and the average completion rate at bottom-quartile schools (31.0%)
- There is a nearly 30 point gap between the average repayment rate at top-quartile schools (90.0%) and bottom-quartile schools (60.7%).

## 4. Pell Students Tend to Be Concentrated at the Schools with the Worst Outcomes:

- On average, the schools that rank in the top quartile of the mobility metric (meaning they have good outcomes for students) take in 29.3% Pell, while bottom-quartile schools take in 48.6% Pell.
- Among the 81 schools in which half or more of students received Pell grants, only three are in the top quartile of our mobility ranking, and just 14 are in the top half.
- Of the 252 four-year public institutions that have greater than average Pell enrollment (38.2%):

- Only 16.3% graduated at least half of their first-time, full-time students within six years; and,
- At only 17.1% do more than two-thirds of loan-holding students earn more than a high school graduate six years after enrollment.

## 5. Price has Little Relationship to Outcomes:

- Higher cost for low- and moderate-income students (coming from families making \$0-\$48k/year) does not deliver better results at our public institutions. The average net cost for those students remains virtually the same across the range of schools—whether students are graduating, finding employment, and paying their back loans or not.
- The average top-quartile school (those with good outcomes like completion, earnings, and repayment rates) charges a net price of \$10,176, while the average bottom-quartile school (those with the worst outcomes) charges nearly \$600 *more* (\$10,762).

## The Completion Crisis at America's Four-Year Public Colleges

Public colleges and universities have long been beacons of hope for millions of Americans seeking to better their lives and improve their economic standing. Each year, they educate the largest proportion of bachelor's degree-seeking students (about two-thirds of the college-going population), often offering a much more affordable education than their private, non-profit peers. Yet very little is understood about whether these institutions are actually fulfilling their promise to serve as engines of mobility for the 6.8 million students that walk through their doors each year.<sup>6</sup> Specifically, how well are our country's four-year public colleges and universities equipping students with a degree and the skills they need to obtain well-paying jobs in our modern economy?

To shed some light on this question, we created a mobility metric using data from the Department of Education's recently-released [College Scorecard](#). Similar to a [report](#) we released earlier this year that analyzed the performance of our country's four-year private, non-profit institutions, the data used in our mobility metric includes outcome measures like graduation rates, post-college earnings, and repayment rates. Due to the limits of the data that is publicly available, the graduation rates included in this report reflect a particular cohort of college-goers: first-time, full-time students.\*<sup>7</sup> Of the 535 four-year public colleges and universities for which data was available, we found that nearly 6 in 10 are failing to

graduate a majority of their first-time, full-time students, dimming prospects for their future economic success. In addition, our results reveal that there is a wide divergence of quality in our public institutions, with the students who need higher education as an engine of mobility the most often concentrated at schools with the worst outcomes.

We fully recognize that some of the data used in this report is not inclusive of part-time students or those who have transferred from one institution to another. According to the National Center for Education Statistics, part-time students make up approximately one-fifth of undergraduate students enrolled at four-year public institutions, and a 2015 report by the National Student Clearinghouse found that the transfer rate from four-year public institution was roughly 37%.<sup>8</sup> The outcomes data for those students is inaccessible because the *Higher Education Act* prohibits the federal government from creating a system that would make it possible to track them.<sup>9</sup> It should be noted, however, that part-time students generally are the group least likely to graduate within six years, meaning that their exclusion actually inflates these graduation rates. We also know that a little over half of students who transfer after starting at four-year public institutions transfer *down* to two-year public schools, and more than three-quarters do not have a bachelor's degree from any institution six years after their initial enrollment.<sup>10</sup> So while completion rates may actually be slightly higher at these institutions than what is reflected in the College Scorecard data if we were able to capture transfer students who end up graduating with a four-year degree from another school, that small proportion of students does not explain away the 52% who according to the federal data don't graduate within six years at the average institution.

As was the case in our previous report, the purpose of this paper is not to steer students away from attending college—as the necessity and economic benefits of earning a bachelor's degree today are clear—but to refocus the national conversation around higher education on the full panoply of changes we must make to ensure students, and taxpayers, are getting true value from their investment.<sup>11</sup>

*\* Please see the Appendix A below for a full description of the student population represented for each metric.*

## Explaining the Mobility Metric

Using recently released College Scorecard data for this set of institutions, we have compiled a “mobility metric” that looks at how well four-year, public colleges and universities are doing across a variety of factors: net price (the amount paid once financial aid has been factored in) for students coming from families that make less than \$48,000/year; the percentage of an institution’s students who receive Pell grants (typically students who come from families earning less than \$50,000 per year); completion rates within six years for first-time, full-time students; the percentage of students who received financial aid earning more than \$25,000 annually (the average salary of a high school graduate) six years after enrollment; and the repayment rate on federal loans for students three years after they leave school.\*

Category	Weight
Net Price	15%
Completion Rate	20%
Repayment Rate	25%
Earnings	25%
Pell Grant	15%

This publicly-available data is by far the most comprehensive ever available for this type of analysis, but we recognize its limitations which are extensively noted above. The College Scorecard reports only institution-level graduation rates for first-time, full-time students, and for other metrics, it only reports on students with federal loans. At four-year public colleges, 57% of students are first-time, full-time students and approximately 51% of students have taken out student loans.<sup>12</sup>

Given that many institutions have been reluctant to share data on their outcomes, this data set is the most comprehensive public reporting of how our colleges are doing—and hence worth studying even with the necessary caveats. In addition, this data represents the outcomes a student who intends to start full-time and finish college at the same institution could expect to receive at a school. As a result, the data limitations cannot mask what has become an astounding reality—that many of our nation’s public colleges are failing to make good on their promises to students.

\* For a full explanation of the data and our mobility composite score, please see Appendix A.

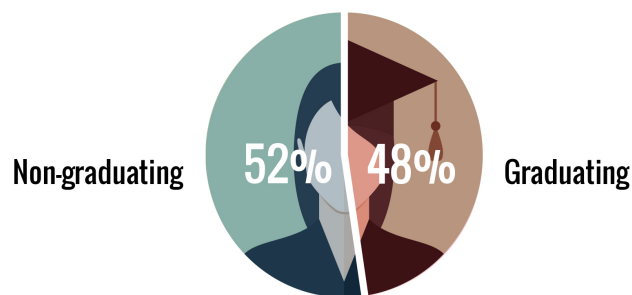
## **Finding 1. At the Average School, a First-Time, Full-Time Student Has Less Than a 50-50 Chance of Graduating.**

In today's economy, graduation rate is the most powerful indicator of whether or not a college is truly bringing value to a student's life. Americans holding bachelor's degrees have median weekly earnings that are more than \$400 greater than their non-college educated peers, resulting in lifetime wages that are on average \$1 million more over the course of a lifetime."<sup>13</sup> By contrast, students who do not earn a diploma are in many cases worse off than if they had never attended college at all—in large part because most non-completers will have taken on some form of debt yet will not be eligible for the higher paying jobs a degree would open up to help pay it off.<sup>14</sup> This also explains why a recent Council of Economic Advisers report found that the students who are most likely to default on their student loans are those with less than \$10,000 in debt, as these are students who are “much less likely to have completed, having left school before paying for the full cost of a degree.”<sup>15</sup>

## Yet, at the average public institution, students have **LESS THAN a 1 in 2 shot of graduating.**

- The graduation rate for first time, full time students at the average four-year public institution is 48.3%.
- At 6 in 10 of these institutions (57.6%), fewer than half of first-time, full-time students earn a degree.
- Only 39 four-year public institutions (7.3%) boast a graduation rate higher than 75%.

### Graduation Rate at the Average Four-Year Public College



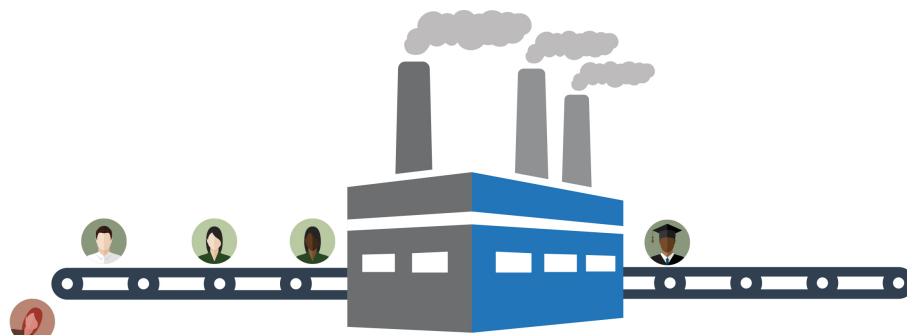
This means that today, a first-time, full-time student who enters the average public institution is more likely to NOT graduate from that school than they are to graduate—a reality that should be distressing to any prospective student hoping to earn a degree from the same institution where they first enroll. In fact, there are 34 schools where these students have less



than a 25% chance of finishing, including one school—Harris-Stowe State University in Missouri—with a completion rate in the *single digits* (9.3%). And while many may say that rising costs or a more difficult-to-serve population at four-year public institutions are solely to blame for this low performance, the data simply does not bear that out. In fact, between 2000 and 2012, the National Center for Education Statistics reports that while out-of-pocket net price for first-time, full-time students at four-year public institutions increased by \$1,700, grant aid increased by \$2,400 during this same time.<sup>16</sup> And when it comes to student body, the average four-year public college has the same number of first-time, full-time Pell students (38.2%) on campus as the average private, non-profit college (38.3%). In addition, only 19% of all four-year public institutions have open admissions policies compared to 15% of their four-year private, non-profit peers, so the vast majority of these institutions are accepting students through an application process designed to weed out bad fits.<sup>17</sup>

## A shocking 85% of four-year public colleges and universities would be considered dropout factories if they were held to the same standards as our nation's high schools!

- Only 80 public institutions graduate more than two-thirds of the first-time, full-time students who enter their school.



At **85%** of four-year public schools, less than two-thirds of students graduate.

One of the more astounding findings in this dataset is the reality that only 80 out of 535 four-year public institutions—or 15.0% of these schools—graduate more than two-thirds of their first-time, full-time students each year. That means that if the remaining 455 schools were a part of our country's K-12 system, they would be considered “dropout factories” under the recent reauthorization of the *Elementary and Secondary Education Act*.<sup>18</sup> Specifically, the

federal government has recognized that if a high school fails to graduate more than two-thirds of their students (a status which describes approximately 5% of all high schools in the U.S.) they are required to put in place some sort of support plan to improve their outcomes or face possible closure.<sup>19</sup> However, no such comparable scrutiny or intervention exists for any of our colleges and universities, no matter how inadequate their outcomes, allowing students to take out loans and receive federally-subsidized grants to attend schools with consistently puny graduation rates year after year.

And while low graduation rates are a problem on their own, what is even more disconcerting is the fact that a number of these institutions have particularly damaging outcomes for students coming from low- and moderate-income families. Specifically, there are 106 dropout factories that take both an above-average share of Pell students (more than 38.2%) and charge students coming from families earning \$0-\$48,000/year more than the average net price (\$10,482). Far too many Pell students are attending these institutions with help from taxpayers but are leaving with more debt to pay and no diploma to show for it.

**Top 10 Worst Offenders: Dropout Factories with an Above-Average Number of Pell Students and an Above-Average Net Price for Families Making Less than \$48k/Year**

School	State	Pell	Net Price	Completion
Louisiana State University-Alexandria	LA	40.9%	\$11,001	13.0%
Texas Southern University	TX	67.2%	\$18,303	13.8%
Kentucky State University	KY	59.5%	\$15,074	16.0%
Rogers State University	OK	47.2%	\$10,920	19.0%
Northeastern Illinois University	IL	48.2%	\$14,930	20.7%
Adams State University	CO	50.3%	\$14,656	21.7%
Cheyney University of Pennsylvania	PA	77.0%	\$13,425	23.6%
University of South Carolina-Beaumont	SC	39.6%	\$11,526	25.0%
Alabama State University	AL	82.7%	\$12,074	25.7%
Central State University	OH	75.8%	\$10,834	26.0%

### **There are notable exceptions.**

It should be noted that there are a handful of public institutions that manage to graduate large proportions of their students, even when serving a high proportion of Pell recipients on campus. Specifically, there are five schools—the majority of which are notably within the University of California system—that have a Pell population greater than the average (38.2%) and still manage to graduate more than two-thirds of their first-time, full-time students (i.e.

non-dropout factories), dispelling the myth that it is impossible to achieve high outcomes with a student population that may require more support.

### Schools that Take Above-Average Pell and Graduate More than 67% of Students

School	State	Completion	Pell
University of California-Santa Cruz	CA	73.5%	44.6%
University of California-Irvine	CA	85.7%	43.2%
University of California-Davis	CA	81.3%	43.0%
University of California-San Diego	CA	86.0%	42.7%
SUNY College at Brockport	NY	67.0%	40.8%

## Finding 2. At the Average School, Loan-Holding Students Experience Poor Wage Outcomes.

Given the increased focus on the rising costs of college and ballooning student debt, another important indicator of value is what percentage of an institution's student body is able to earn a decent salary and make payments on their loans post-enrollment. This is particularly important given the evidence that most students are choosing to go to college first and foremost to better their economic prospects by gaining expanded employment opportunities and access to higher wages.<sup>20</sup> Luckily, the College Scorecard for the first time allows students to take post-college wage factors into consideration when selecting a school.

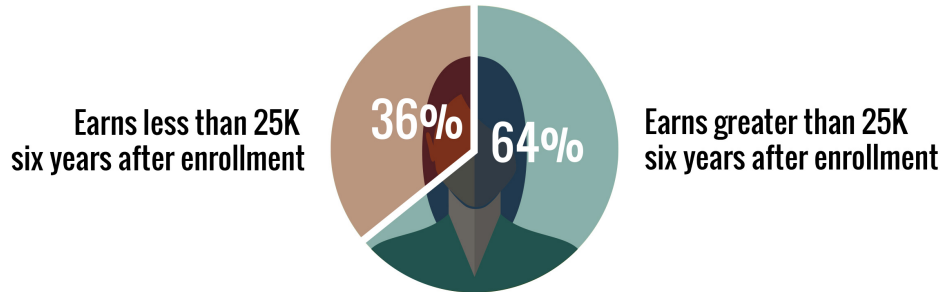
### At the average four-year public institution, many students aren't earning more than a high school graduate six years after enrollment.

The anticipated annual earnings for the average high school graduate is \$25,000—making it worthwhile metric to analyze whether a college has improved the earning potential of its student body, especially those who took out student loans as an investment in what they hoped would be higher future wages.<sup>21</sup> The College Scorecard measures what percentage of an institution's students who received Title IV financial aid to finance their education are earning more than \$25,000 six years after enrollment.

- At the average four-year public college and university, only 63.5% of students who took out loans earned in excess of \$25,000 six years after enrolling. This figure omits those who are enrolled in graduate school as full-time students.
- At 322 out 535 (60.2%) of four-year public institutions, less than two-thirds of loan-holding students earn in excess of \$25,000 after six years.

- At 9% percent of schools, students had less than a 50/50 shot at earning more than a high school graduate six years after they enrolled.

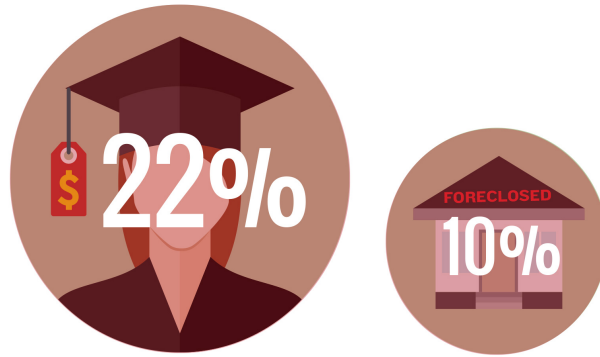
## Salary Outcomes at the Average Four-Year Public College



**Given the poor wage outcomes, many students from four-year public institutions are unable to begin paying down their loans within three years.**

It's no surprise that if a large number of students who have taken out loans to attend college are unable to find decent-paying jobs, they would also struggle to begin making payments on their debt after leaving school. To assess the financial health of loan-holding students, the College Scorecard also examines what percentage of a school's students with loans are able to begin repayment—meaning they are able to pay at least one dollar towards their principal balance—three years after those loans become due.

- At the average four-year public institution, the repayment rate is 77.8%. That means nearly one-quarter of students are unable to begin paying down their loans three years after leaving school. (This figure omits those who are enrolled in graduate school as full time students.)
- At 165 of the 535 schools (30.8%), at least one-quarter of students were not able to begin paying down their loans after three years.



## **An unmatched crisis: The average percentage of students at four-year public colleges unable to repay their loans compared to mortgage delinquencies at the height of the housing crisis**

Certainly these wage outcomes are not what we would expect out of a public higher education system in which we invest billions of federal dollars each year. However, it should be noted that these figures are almost identical to the earnings and repayment rates found at our country's four-year private, non-profits (where at the average institution, 62.6% of students are earning more than \$25,000/year six years after enrollment vs. 63.5% at the publics, and 80.9% of students are able to begin repayment three years out vs. 77.8% at the publics). Unfortunately, undergraduate students at these private, non-profit universities borrow 50% more cumulatively than their public university peers, an issue that becomes most problematic for students who do not complete college.<sup>22</sup> In fact, those who attend four-year private, non-profit colleges but do not graduate have an average cumulative debt-to-annual-income ratio of 51% compared to only 34% for non-completers from four-year public institutions.<sup>23</sup> So while we must demand more accountability from all of our colleges and universities to ensure students are graduating and being equipped with the skills they need to earn decent wages and pay back their loans, the public institutions are at least doing more to ensure their students are taking on a lower debt load in the first place.

### **There are notable exceptions.**

There are a handful of schools that are consistently setting their students on a pathway towards higher wages and equipping them with the ability to repay their loans, including 51 public institutions where more than three-quarters of students are earning salaries above

what is expected of a high school graduate, and 80 institutions where more than 9 in 10 students are entering into repayment within three years.

**Top 10 Schools: Students Earning more than \$25,000 After Six Years**

School	State	Earning >\$25k	Specialization
U.S. Merchant Marine Academy	NY	90.0%	Maritime
Nevada State College	NV	86.2%	N/A
Colorado School of Mines	CO	85.9%	Mining
Georgia Institute of Technology	GA	85.8%	Technology
Massachusetts Maritime Academy	MA	84.2%	Maritime
Maine Maritime Academy	ME	83.4%	Maritime
University of Baltimore	MD	82.5%	N/A
Missouri University of Science & Technology	MO	82.1%	Technology
New Jersey Institute of Technology	NJ	80.7%	Technology
Virginia Polytechnic Institute & State University	VA	80.3%	Technology

Notably, five schools within the top decile of the earnings measure take in an above-average number of students receiving Pell grants (>38.2%):

**Top-Decile Schools: Students Earning more than \$25,000 After Six Years with an Above-Average Number of Pell Students**

School	State	Earnings	Pell
New Jersey Institute of Technology	NJ	80.7%	39.0%
Metropolitan State University	MN	76.0%	41.6%
Southern Polytechnic State University	GA	75.6%	41.4%
SUNY Institute of Technology at Utica-Rome	NY	75.5%	38.5%
University of Washington-Tacoma	WA	75.1%	46.4%

There are also a handful of schools with exceptionally high repayment rates for students, including The College of New Jersey (96.1%), James Madison University (95.7%), and College of William and Mary (95.6%). However, even more notable are the 90 public institutions that have a repayment rate above the national average for four-year public institutions (77.8%) and take in an above-average number of Pell students (>38.2%). It is clear from these examples that student success is possible, and some schools are delivering much greater value than others.

### Repayment Champs: Top 10 Schools for Repayment that Take Above-Average Pell

School	State	Repayment	Pell
University of California-San Diego	CA	92.1%	42.7%
University of California-Davis	CA	92.0%	43.0%
University of Washington-Tacoma	WA	91.9%	46.4%
University of California-Irvine	CA	91.6%	43.2%
California State Polytechnic University-Pomona	CA	90.4%	44.0%
University of California-Santa Cruz	CA	89.5%	44.6%
Rutgers University-Newark*	NJ	87.8%	46.4%
Rutgers University-Camden*	NJ	87.8%	43.3%
San Jose State University	CA	87.8%	39.6%
California State University-Long Beach	CA	87.7%	47.3%

*\*Schools have same repayment rate since they are branches of the same institution.*

### Finding 3. Not all Public Schools are Created Equal.

According to the 2015 “[College Decisions Survey](#)” conducted by New America, students take a variety of factors into account when selecting a college, including the majors or programs a college offers, its location, and (overwhelmingly) the amount of financial aid available and how much a particular college will cost.<sup>24</sup> The cheaper price tag offered at most public colleges and universities often makes them a popular option for students and families looking to find a postsecondary education that will meet both their educational and economic needs. And while it’s no surprise that (like any other product on the market) public colleges and universities come in all shapes and sizes—for example, undergraduate enrollment can vary anywhere from around 200 students (Institute of American Indian and Alaska Native Culture) to more than 50,000 students (University of Central Florida)—most consumers have very little understanding about just how wide-ranging their outcomes may be when they choose to enroll in one public university over another.

### There are significant gaps in outcomes for students who attend top-quartile and bottom-quartile schools.

Using our “mobility metric” outlined above, we mapped how well four-year public schools were delivering for low- and moderate-income students on a variety of metrics, including graduation rates, the percentage of students earning more than \$25,000/year, and the percentage of students able to enter into repayment on their loans. By dividing the schools based on their “mobility score” into quartiles, we were able to see the wide gap in quality that

exists between public colleges and universities—with top-quartile schools significantly more likely to fulfill the promise of mobility for students than their bottom-quartile peers.

Specifically, when looking at the data for completion and repayment:


- There is a 35.7 point difference between the average completion rate at top-quartile schools (66.5%) and the average completion rate at bottom-quartile schools (30.9%).
- There is a nearly 30 point gap between the average repayment rate at top-quartile schools (90.0%) and bottom-quartile schools (60.7%).
- There is a 20.3 point difference between the proportion of students who make more than a typical high school graduate at top-quartile schools (73.1%) and bottom-quartile schools (52.8%)


## **Not all public schools are created equal.**

Similar gaps in the outcomes between top- and bottom-quartile schools were also evident in our analysis of the four-year private, non-profit peers (for example, there was a 39 point completion gap, a 29 point repayment gap, and a 28 point earnings gap between the top-tier and bottom-tier schools). However, with a wide variety of actors falling under the private, non-profit umbrella—from elite Ivy Leagues to small bible colleges and art schools—such gaps are more obvious to consumers. When thinking about the public sector, many students and families may be inclined to lump schools together even if the outcome data varies widely from campus to campus within the same state system. For example, Indiana University-Bloomington graduates more than three-quarters of its first-time, full-time student body, whereas Indiana University-Southeast located less than 100 miles down the road has an average graduation rate under 30%. This type of chasm in outcomes only underscores the need to provide more robust and transparent data for consumers as they select their institution of choice.



## Large Gaps in Outcomes Between Top- and Bottom- Quartile Schools

**36**points   
Difference in completion between  
top and bottom quartile schools

**29**points   
Difference in repayment between  
top and bottom quartile schools

**20**points   
Difference in earnings between  
top and bottom quartile schools

### **Finding 4. Pell Students Tend to Be Concentrated at the Schools with the Worst Outcomes.**

Since the 1970's, the federal Pell grant program has opened the doors to higher education for millions of low- and moderate-income students each year.<sup>25</sup> Today, eligible students can receive up to \$5,815 in Pell grant funding per year, as determined by a variety of factors, such as their financial need and annual cost of attendance, with the majority of students coming from families making an adjusted gross income below \$50,000.<sup>26</sup> According to the National Center for Education Statistics, Pell serves as the “largest federal grant program available to undergraduate students,” with American taxpayers investing over \$30 billion dollars in 2015 alone to benefit more than 8 million recipients.<sup>27</sup> Given the lower tuitions available at most public colleges and universities, it should be no surprise that these institutions are often a popular option for Pell students seeking a postsecondary education.

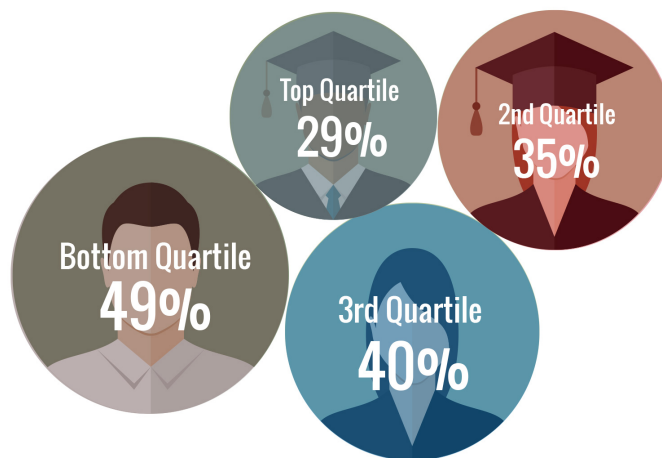
#### **Public institutions with larger Pell populations struggle.**

Yet, mirroring our findings at private, non-profit institutions, the data reveals the public institutions with the highest concentrations of Pell students overwhelmingly have the worst outcomes: the lowest completion rates, the fewest percentage of students earning more than a high school diploma post-enrollment, and the largest share of students unable to begin paying down their student loans. On the flip side, many of our country's top public institutions are not doing their fair share to provide mobility to the Pell students who need it the most.

- On average, top-quartile schools take in 29.3% Pell, while bottom-quartile schools take in 48.6% Pell.
- Among the 81 schools in which at least half of the student body received Pell grants, only three are in the top quartile of our mobility ranking, and just 14 are in the top half.

- Of the 252 four-year public institutions that have Pell enrollment greater than the mean (38.2%):
  - Only 41 schools (16.3%) graduated at least half of their first-time, full-time students within six years;
  - Only 43 schools (17.1%) saw more than two-thirds of their loan-holding students earning more than a high school graduate six years after enrollment; and,
  - A mere 91 schools (36.1%) have loan repayment rates above the average (77.8%) three years out.

### Average Percentage of Pell Students at Four-Year Public Schools



Schools that take in high shares of students coming from low- and moderate-income backgrounds may require more resources to achieve the same outcomes as schools who take in only a handful of low-income students each year. That principle guides the way we distribute federal resources to K-12 schools through Title I funding, which is intended to support schools with higher concentrations of students in poverty. Unfortunately, it plays virtually no role in our current higher education system. And while colleges that are willing to take in a high proportion of Pell students deserve support and recognition if they are delivering good outcomes for those students, we must also ensure institutions are not making this population of students worse off by saddling them with debt and no degree to show for it.

**There are notable exceptions.**

Luckily there are a number of high-quality public institutions showing that success is possible by achieving good outcomes with a high proportion of Pell students. In fact, 11 of the schools in the top decile of our mobility metric take in an above-average number of Pell students (38.2%) each year.

#### Top-Decile Schools that Take in Above-Average Pell

School	State	Net Price	Completion	Repayment
University of Illinois at Chicago	IL	\$9,920	57.1%	86.8%
California State University-Long Beach	CA	\$6,672	58.6%	87.7%
University of Washington-Tacoma	WA	\$5,729	46.5%	91.9%
Rutgers University-Newark*	NJ	\$8,212	64.3%	87.8%
CUNY Bernard M Baruch College	NY	\$5,559	64.7%	86.5%
California State Polytechnic University-Pomona	CA	\$8,401	51.6%	90.4%
Rutgers University-Camden*	NJ	\$8,493	60.1%	87.8%
University of California-Irvine	CA	\$8,521	85.7%	91.6%
University of California-Davis	CA	\$9,965	81.3%	92.0%
University of California-San Diego	CA	\$9,279	86.0%	92.1%
San Diego State University	CA	\$7,159	66.1%	87.2%

*\*Schools have same repayment rate since they are branches of the same institution.*

And as noted above in Finding 1, there are also a handful of schools—almost all from the University of California system—that are taking in an above-average number of Pell students and are graduating more than two-thirds of their first-time, full-time students each year. These schools illustrate that it is possible to do well with high concentrations of Pell students—and they should motivate others to do better.

### **Finding 5. Price has No Relationship to Outcomes.**

Other than buying a home and saving for retirement, financing a college education is often the biggest investments a person makes throughout the course of his or her lifetime. And just like any other major purchase, students and their families expect the price of an education to reflect the quality they receive. Sadly, that assumption is simply not applicable in our higher education system.

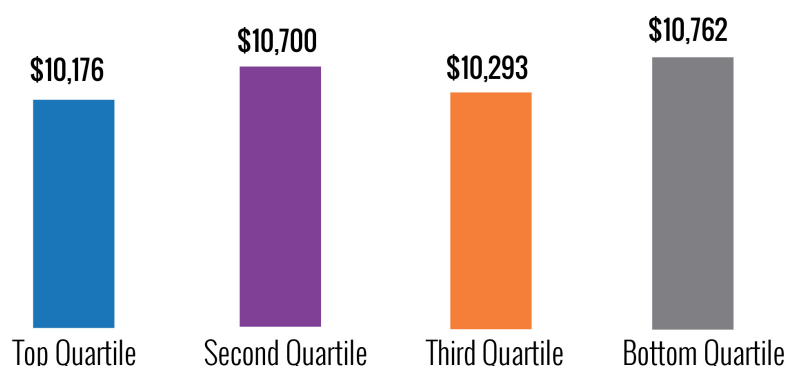
#### **A completely broken marketplace.**

Similar to our findings at four-year private, non-profit institutions, the College Scorecard reveals that the net price a student pays for a public college has almost no bearing on the

outcomes they can expect to receive from that institution. To start, the average net price at four-year public institutions overall is \$7,000 cheaper than their private, non-profit peers. However, when the public schools are compared to each other, it becomes clear that low- and moderate-income students pay virtually the same price at a public college regardless of whether they attend a top-quartile school or a bottom-quartile school—a sign that the marketplace is broken. Specifically, when looking at the average net price (the out-of-pocket cost a student actually pays once financial aid is factored in) of public institutions for students earning less than \$0-\$48,000/year, we found:

- The average net tuition at four-year public institutions in the top quartile of our mobility metric was \$10,176 compared to \$10,762 for four-year public schools in the bottom quartile.
- This means that low- and moderate-income students attending schools with worse outcomes (lower completion rates, lower percentage of students earning more than \$25,000/year, and lower repayment rates), are actually paying on average \$600 *more* per year than students attending higher quality schools.

**Average Net Price for Students Coming from Families Making \$0-48k, by Quartile**



### **There are notable exceptions.**

Price does not denote quality in this marketplace, and in some instances, schools are providing exceptional value to their students. Compared to private non-profits, four-year public institutions are a more affordable option for students coming from low- and moderate income backgrounds, and 18 schools excel on that measure, with net prices under \$5,000 a year, including two schools in the top quartile of our mobility metric—The United States Merchant Marine Academy (\$1,229) and Texas A&M University-College Station (\$4,528).

## Best Bargains: Schools that Charge Less than \$5,000/year for Students Whose Families Make Less than \$48k/year and have a Graduation Rate Higher than 50%

School	State	Net Price	Graduation Rate
United States Merchant Marine Academy	NY	\$1,220	74.7%
CUNY Queens College	NY	\$4,044	55.7%
CUNY Brooklyn College	NY	\$4,538	52.3%
Texas A&M University-College Station	TX	\$4,528	79.3%

## Conclusion

A college degree plays a key role in helping students secure a ticket to the middle class, and public institutions have historically provided access to an affordable education for many low and moderate-income students. But while so much of the conversation on college over the last decade has focused on cost, the analysis of outcomes data provided both here and in our previous report on the private, non-profit institutions highlights the need to have a much more honest conversation about which colleges are in fact providing value to students. This inquiry will require us to broaden the policy debate in higher education from one that focuses solely on refinancing student loans or providing debt-free college to one that improves data transparency for students and holds colleges accountable for outcomes. The need for this shift is especially acute given that offering free tuition when more than half of students fail to graduate will do little to fix the larger problem. (For more details on specific policy proposals that could help achieve these goals, please refer to our previous report on nonprofit colleges [here](#)).

While addressing the rising costs of college is a worthwhile discussion, students deserve a better guarantee that if they enroll in college they will get a return on their investment of both time and money. The reauthorization of the *Higher Education Act* provides an opportunity for our leaders to ensure that taxpayer investments in higher education are accompanied by a renewed promise from institutions that students who enter their campuses will leave with a diploma in hand and the skills they need to secure a well-paying job in today's modern economy.

## APPENDIX: Methodology

### Mobility Metric

The U.S. Department of Education’s College Scorecard data—compiled from 7,000 colleges and universities over the past 18 years—was used for the mobility metric featured within this report. The data was acquired from the Department of Education’s College Scorecard technical website ([collegescorecard.ed.gov/data/](http://collegescorecard.ed.gov/data/)), which originally became public in September of 2015. The institutions used for analysis were four-year public institutions that predominately awarded Bachelor’s degrees. No other filters were applied to limit the institutions used for the analysis. However, some institutions did need to be excluded due to their lack of data within the fields required by the analysis, detailed below. A total of 535 four year public colleges gave adequate data to be included within the analysis.

The following data fields were used to determine the mobility scores featured in this report:

Category	Details	Population	Dataset Year	Original Database
Net Price	Average net price for students whose families earned \$0-48,000 at the time of enrollment	First-time, full-time students who receive Title IV aid	2013	IPEDS
Completion Rate	Completion rate 6 years after enrollment; pooled over 2 years	First-time, full-time students	2013	IPEDS
Repayment Rate	Percent of students who paid at least \$1 of their principal and have not defaulted three years after entering repayment	Students with federal student loans	2013	NSLDS
Earnings	Percent of students who enrolled in 2005 obtaining wages over \$25,000 six years after graduation (2011)	Students who received Title IV student aid	2011	Treasury
Pell Grant	Percent of students who were enrolled receiving Pell grants	All students	2013	NSLDS

## Methodology

The “mobility metric” refers to all of the data points that create the mobility composite score for each college. The composite score for the mobility metric was developed through several steps. First, each of the five variables were derived for each relevant college. For each variable, the colleges were ranked and a predetermined weight was applied to each data point. The weights allowed for net price to comprise 15% of the final score, completion rate to comprise 20% of the final score, repayment rate to comprise 25%, earnings 25%, and Pell Grant 15%. Summing the scores from the five variables created the composite score for the mobility metric. Colleges could then be ranked by composite scores to determine their impact as being mobility engines for their students. Colleges that were missing fields of data were excluded from the analysis.

**Explore the data:** [Click to download](#)

## **Limitations of Original Datasets**

There were several limitations due to the original datasets that were used to compile the College Scorecard data. The National Student Loan Data System (NSLDS), which provided average net price, repayment rate, and the percent of Pell Grant students, only contains data from students who are eligible for Pell Grants and/or federal student loans. This qualification should not impact average net price because most students whose parents earn \$0-48,000 per year should qualify for Pell Grants. Similarly, the NSLDS should be the best source for determining the percent of Pell students in an institution.

The Integrated Postsecondary Education Data System (IPEDS) only contains data from individuals who are first-time, full-time students and does not include students who transfer and then graduate. This qualifier is most important for colleges with high percentages of students who were part-time, previously enrolled at another school, or who transfer out of their first college. Community colleges typically exhibit the greatest percentages of part-time students and adults who are not first-time students, but community colleges are not present within this analysis. The validity of completion data for four-year public institutions within this analysis is impacted to the degree that students are not first-time, full-time students, as explained at length several times throughout the report.

## **Validity Concerns**

Various other measures can impact the validity of the data used within this report. For example, the validity of the average net price metric decreases if there are a very low number of Title IV students whose parents earned \$0-\$48,000 because results are based on very few instances. Similarly, very low levels of Title IV students impact the validity of the repayment rate and percent Pell metrics. Very low levels of first-time, full-time students impact the validity of the completion rate metric. Additionally, to avoid variability that can take place across years, especially for colleges with low enrollment, completion rate data is pooled over two years. Repayment rate data stemming from colleges with very few Title IV students was also suppressed for low numbers. It must also be noted that the metric showing the

percentage of students who obtain wages over \$25,000 is the most dated metric. Not only did the students who are analyzed for the metric enroll in 2006, the data was reported in 2011, whereas data from other metrics were reported in 2013.

It is important to note that College Scorecard data is presented at an institutional level, not a programmatic level. All five metrics may vary greatly by programs within the same college. For instance, a business school within a college may result in a very high percentage of students earning over \$25,000 per year, whereas students obtaining social work, philosophy, or art degrees may have different outcomes. To this end, a college may be a successful mobility engine for some students, but not for others, even if the college has a high mobility score. Ideally, future data could be reported differentiated by program to show students what specific outcomes they can best expect from particular programs, and to afford students the ability to compare specific program outcomes at various colleges.

## ✓ Endnotes

---

1. United States, Department of Education, National Center for Education Statistics, Table 303.70. 2015. Accessed August 1, 2016. Available at:  
[http://nces.ed.gov/programs/digest/d15/tables/dt15\\_303.70.asp?current=yes](http://nces.ed.gov/programs/digest/d15/tables/dt15_303.70.asp?current=yes).
2. United States, Department of Education, National Center for Education Statistics, Table 221.95. 2015. Accessed August 1, 2016. Available at:  
[https://nces.ed.gov/programs/digest/d15/tables/dt15\\_331.95.asp?current=yes](https://nces.ed.gov/programs/digest/d15/tables/dt15_331.95.asp?current=yes).
3. United States, Department of Education, "2013-2014 Federal Pell Grant Program End-of-Year Report," Tables 13 and 19, Accessed July 13, 2016. Available at:  
<https://www2.ed.gov/finaid/prof/resources/data/pell-2013-14/pell-eoy-2013-14.html>.
4. United States, Bureau of Labor Statistics, "Median Weekly Earnings by Educational Attainment in 2014," The Economics Daily. Accessed July 14, 2016. Available at:  
<http://www.bls.gov/opub/ted/2015/median-weekly-earnings-by-education-gender-race-and-ethnicity-in-2014.htm>; See also: Anthony Carnevale, Nicole Smith, and Jeff Strohl, "Recovery: Job Growth and Education Requirements Through 2020," Report, Georgetown University Center on Education and the Workforce, 2013. Accessed July 23, 2016. Available at:  
<http://scs.georgetown.edu/departments/5/center-for-continuing-and-professional->



[education/news/1052/report-recovery-2020-job-growth-and-education-requirements-through-2020.](#)

5. Bill McBride, "MBA: Mortgage Delinquency and Foreclosure Rates Decrease in Q4, Lowest since 2007," Calculated Risk, February 25, 2015. Accessed April 1, 2016. Available at: <http://www.calculatedriskblog.com/2015/02/mba-mortgage-delinquency-and.html>; See also: Shane M. Sherlund, "Mortgage Defaults," Report, Board of Governors of the Federal Reserve System, March 8, 2010. Accessed April 1, 2016. Available at: <https://www.chicagofed.org/~media/others/region/foreclosure-resource-center/more-mortgage-defaults-pdf.pdf?la=en>.
6. United States, Department of Education, National Center for Education Statistics, Table 303.70. 2015, Accessed August 1, 2016. Available at: [http://nces.ed.gov/programs/digest/d15/tables/dt15\\_303.70.asp?current=yes](http://nces.ed.gov/programs/digest/d15/tables/dt15_303.70.asp?current=yes).
7. United States, Department of Education, National Center for Education Statistics, Table 303.70. 2015, Accessed August 1, 2016. Available at: [http://nces.ed.gov/programs/digest/d15/tables/dt15\\_303.70.asp?current=yes](http://nces.ed.gov/programs/digest/d15/tables/dt15_303.70.asp?current=yes); See also: United States, Department of Education, National Center for Education Statistics, Table 331.20. 2015, Accessed August 3, 2016. Available at: [https://nces.ed.gov/programs/digest/d14/tables/dt14\\_331.20.asp](https://nces.ed.gov/programs/digest/d14/tables/dt14_331.20.asp).
8. Doug Shapiro and Afet Dundar, "Transfer & Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2008 Cohort," Report, National Student Clearinghouse Research Center, July, 2015. Accessed July 30, 2016. Available at: <http://nscresearchcenter.org/signaturereport9/>.
9. Amy Laitinen and Clare McCann, "College Blackout: How the Higher Education Lobby Fought to Keep Students in the Dark," Report, New America Foundation, p. 4. Accessed July 25, 2016. Available at: <https://www.newamerica.org/education-policy/policy-papers/college-blackout/>.
10. Doug Shapiro and Afet Dundar, "Transfer & Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2008 Cohort," Report, National Student Clearinghouse Research Center, July, 2015. Accessed July 30, 2016. Available at: <http://nscresearchcenter.org/signaturereport9/>; See also: Doug Shapiro and Afet Dundar,

“Completing College: A National View of Student Attainment Rates, Fall 2007 Cohort,” Report, National Student Clearinghouse Research Center, December, 2013. Accessed August 1, 2016. Available at: <https://nscresearchcenter.org/signaturereport6/>; See also: Jonathan Dame, “Part-Time Students Least Likely to Graduate on Time,” *USA Today*, December 21, 2013. Accessed August 3, 2016. Available at: <http://www.usatoday.com/story/news/nation/2013/12/21/part-time-students-graduation-rate/4156239/>.

11. Jaison Abel and Richard Deitz, “Do the Benefits of College Still Outweigh the Costs?,” Report, Federal Reserve Bank of New York, 2014. Accessed August 1, 2016. Available at: [https://www.newyorkfed.org/research/current\\_issues/ci20-3.html](https://www.newyorkfed.org/research/current_issues/ci20-3.html).
12. Amy Laitinen and Clare McCann, “College Blackout: How the Higher Education Lobby Fought to Keep Students in the Dark,” Report, New America Foundation, p. 4. Accessed July 25, 2016. Available at: <https://www.newamerica.org/education-policy/policy-papers/college-blackout/>; See also: United States, Department of Education, National Center for Education Statistics, Table 331.20. 2015, Accessed August 3, 2016. Available at: [https://nces.ed.gov/programs/digest/d14/tables/dt14\\_331.20.asp](https://nces.ed.gov/programs/digest/d14/tables/dt14_331.20.asp).
13. United States, Bureau of Labor Statistics, “Median Weekly Earnings by Educational Attainment in 2014,” *The Economics Daily*. Accessed July 14, 2016. Available at: <http://www.bls.gov/opub/ted/2015/median-weekly-earnings-by-education-gender-race-and-ethnicity-in-2014.htm>; See also: Anthony Carnevale, Ban Cheah, and Andrew Hanson, “The Economic Value of College Majors,” Report, Georgetown University Center on Education and the Workforce, 2015. Accessed March 23, 2016. Available at: <https://cew.georgetown.edu/wp-content/uploads/Economic-Value-of-College-Majors-Full-Report-v2.compressed.pdf>.
14. Christina Chang Wei and Laura Horn, “Federal Student Loan Debt Burden of Noncompleters,” United States, Department of Education, National Center for Education Statistics, April 9, 2013. Accessed July 24, 2016. Available at: <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013155>.
15. Jason Furman, “The Truth About Higher Education and Student Loans,” *The Huffington Post*, July 19, 2016. Accessed August 3, 2016. Available at: [http://www.huffingtonpost.com/jason-furman/the-truth-about-higher-ed\\_b\\_11060192.html](http://www.huffingtonpost.com/jason-furman/the-truth-about-higher-ed_b_11060192.html).

16. Laura Horn and Jonathan Paslov, "Out-of-Pocket Net Price for College," United States, Department of Education, National Center for Education Statistics, April 15, 2014. Accessed July 24, 2016. Available at: <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014902>.
17. G. Kena et al, "The Condition of Education 2016," United States, Department of Education, National Center for Education Statistics, May 26, 2016. Accessed July 15, 2016. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016144>.
18. Alyson Klein, "ESEA Reauthorization: The Every Student Succeeds Act Explained," *Education Week*, November 30, 2015. Accessed August 2, 2016. Available at: [http://blogs.edweek.org/edweek/campaign-k-12/2015/11/esea\\_reauthorization\\_the\\_every.html](http://blogs.edweek.org/edweek/campaign-k-12/2015/11/esea_reauthorization_the_every.html).
19. Jessica Cardichon and Phillip Lovell, "Below the Surface: Solving the Hidden Graduation Rate Crisis," Report, Alliance for Excellent Education, August 1, 2015. Accessed April 1, 2016. Available at: <http://all4ed.org/reports-factsheets/belowthesurface/>; See also: United States, Department of Education, National Center for Education Statistics, "Educational Institutions," 2015. Accessed August 2, 2016. Available at: <https://nces.ed.gov/fastfacts/display.asp?id=84>.
20. Rachel Fishman, "College Decisions Survey: Deciding to go to College," New America Foundation, May 28, 2015. Accessed July 24, 2016. Available at: <http://www.edcentral.org/collegedecisions/>.
21. United States, Department of Education, "Better Information for Better College Choice & Institutional Performance," September, 2015. Accessed July 15, 2016. Available at: <https://collegescorecard.ed.gov/assets/BetterInformationForBetterCollegeChoiceAndInstitutionalPerformance.pdf>.
22. G. Kena et al, "The Condition of Education 2016," United States, Department of Education, National Center for Education Statistics, May 26, 2016. Accessed July 15, 2016. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016144>.
23. Christina Chang Wei and Laura Horn, "Federal Student Loan Debt Burden of Noncompleters," United States, Department of Education, National Center for Education Statistics, April 9, 2013. Accessed July 24, 2016. Available at: <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013155>.

24. Rachel Fishman, "College Decisions Survey: Deciding to go to College," New America Foundation, May 28, 2015. Accessed July 24, 2016. Available at: <http://www.edcentral.org/collegedecisions/>.
25. "Pell Grants," The Pell Institute. Accessed August 2, 2016. Available at: [http://www.pellinstitute.org/pell\\_grants.shtml](http://www.pellinstitute.org/pell_grants.shtml).
26. United States, Department of Education, "2013-2014 Federal Pell Grant Program End-of-Year Report," Table 3, Accessed July 22, 2016. Available at: <https://www2.ed.gov/finaid/prof/resources/data/pell-2013-14/pell-eoy-2013-14.html>.
27. United States, Department of Education, "Federal Pell Grants." Accessed August 3, 2016. Available at: <https://studentaid.ed.gov/sa/types/grants-scholarships/pell#how-much-money>; See also: "Pell Grant Program Overview," New America Foundation, May 14, 2015. Accessed August 3, 2016. Available at: <http://atlas.newamerica.org/federal-pell-grant-program>.





[HOME](#) > [ASU PUBLICATIONS](#)

## Editor's Note from the Vice President for Academic Affairs:

As promised and as part of our commitment to transparency, the administration is proactively releasing the organizational report provided by Dr. David Mathieu related to the Office of Extended Studies and distance learning programs at Adams State University. The report can be read at this link in its entirety. While the university is not bound by this report, the administration takes the findings of the report seriously and will be considering the findings and appropriate responses through the lens of full HLC compliance, our top academic priority. I am available to meet individually or with groups to answer questions or to receive feedback related to this report. Additionally, I invite any member of the Adams State University community to provide a written response to me no later than October 15, 2016. Your ideas, suggestions, and other feedback are important to us related to this topic and to all aspects of leading the university.

Chris Gilmer, Ph.D.  
Vice President for Academic Affairs



**Final Report - OES Evaluation** (<http://www.adams.edu/pubs/oes-report-final.pdf>)

## **Final Report of Visit to Adams State University by Dr. David J. Mathieu, Consultant, August 8 to August 11, 2016, Evaluating Distance Education Programs**

### **Introduction and Rationale for Campus Visit and Independent Investigation**

The visit of the consultant was predicated on the need for an independent investigation and program review of the Office of Extended Studies (OES), an important academic unit of Adams State University (ASU) providing online and in-print correspondence course administration, student recruitment and advising, and quality assurance for ASU's distance education students.

This investigation and review follows a series of campus events and media coverage of possible questionable policies and practices in the area of distance education at ASU. The sequence of events and rationale for the actions of the Higher Learning Commission (HLC) of the North Central Association, ASU's regional accreditor, is summarized in their report containing the context and rationale for HLC involvement in reviewing ASU's distance education offerings and subsequent decision of the HLC to place ASU on probation.

### **Setting for the Independent Investigation**

The consultant was contacted by the Vice President of Academic Affairs (VPAA) in late July, 2016, about the possibility of a visit to review the OES, and more broadly, the campus partners contributing to distance education at ASU. The consultant was known to the VPAA as experienced in academic leadership and online education. The vitae of the consultant is available from ASU.

Arrangements were made for the visit and materials requested by the consultant were reviewed in advance of the visit. These materials were helpful in understanding some aspects of the issues in ASU distance education, but it was clear that an on-site investigation was indeed necessary for deeper and more complete understanding of the issues. Also of great importance were the reports and other documents from the HLC, ASU, and the Colorado Department of Higher Education which were reviewed prior to the on-site visit.

The consultant met initially on-campus with the ASU President, the VPAA, and the Vice President for Administration and Finance to gain their overall perspectives on the investigation, its importance to the institution, and to compile a schedule of needed initial interviews to be conducted and additional documents necessary to support the investigation. Both the range of interviews and requested documents evolved during the visit as additional issues were identified.

Although the majority of the individual and group interviews were conducted alone by the consultant, nearly all were introduced by the VPAA who stressed the intentions of the investigation, the transparency of the investigation, and that the senior administrative officers were entering the investigation with an open mind regarding the leadership of OES, personnel, or practices of OES. These statements accomplished a great deal in opening opportunities for dialogue with staff members of OES and other related University staff during the visit.

It should be noted that two members of the leadership of OES as well as the former VPAA were placed on administrative leave with pay for the week of the visit in order to facilitate dialogue with relevant staff and to remove any possible appearance of undue influence over the independent investigation. This assisted in the conduct of the investigation greatly. The consultant, however, was able to interview the two members of OES leadership during the course of the week. All interviews were conducted in private meeting rooms on campus. It should also be noted that the current President, VPAA, and Vice President for Administration and Finance made it clear to the consultant that they wanted a fair and unbiased findings report completely free of their own influence.

The following individuals and groups, by position at the University, were interviewed by the consultant.

- ASU President
- Vice President for Academic Affairs
- Vice President for Administration and Finance
- Vice President for Student Services
- Associate Vice President (academics) for Extended Studies
- Assistant Vice President (operations) for Extended Studies
- The staff of the Center for Extended Studies (large group)
- Quality Assurance Team for the Office of Extended Studies
- Director of the Academic Instructional Technology Center (AITC) (online technology-related course design and technology support)
- Director of Institutional Research
- Director of Human Resources
- Director of Financial Aid
- University Registrar
- Academic Advisor/Recruiter for the Center for Extended Studies
- Coordinator of Professional Education and Dual (high school) Enrollment for the Office of Extended Studies

The following documents, publications, and reports were reviewed during the investigation.

- ASU Catalog
- ASU Faculty Handbook
- Center for Extended Studies staff positions
- Center for Extended Studies budget request materials and the current operational budget
- Several online course syllabi
- Several examples of ASU student transcripts
- Several examples of ASU student evaluations of faculty in online courses
- Reports of faculty credit loads
- Campus and online faculty total compensation for FY15-16, 14-15, and 13-14 (by individual)
- Differential program tuition and fees schedule
- Human resources employment announcements
- Extended Studies promotional materials



- Institutional Research Office-generated reports regarding incomplete grades, course completion, and grade distribution, on-campus and online.
- Several online faculty vitae

## **Findings and Relevant Recommendations**

The Office of Extended Studies at Adams State University is a very large and personnel-dependent academic unit. The fundamental responsibilities of OES lie in correspondence and online learning modalities largely duplicating on-campus, face-to-face programs. It appears that the OES was initiated many years ago to manage the flow of print-based correspondence courses to distant students as well as to several prison populations in the central western states. As online technologies developed in higher education and were considered by ASU, OES added this additional modality to the college's offerings. Thus, the span of control over largely distant instructional modalities grew steadily as departments and the university's interest expanded and the University's realization of the OES providing additional revenues drove the development of the current structure and the development of a quasi-independent unit of the University was set in motion. These actions occurred well before the tenure of the current President and VPAA.

It appears that several aspects of the OES's responsibilities, however, became outmoded or no longer reflecting best practices in a period of greater regulatory and quality-assessed higher education nationwide. As the University attempted to maintain alignment with such changes, the OES became increasingly independent and rooted in older structural and reporting models. This appears to have contributed to a culture of separation from the university. This culture appears to have been maintained largely by the OES's leadership and the Office of the former VPAA until the HLC Advisory Team began its investigation in late 2015.

**The following findings summarize the state of the current OES:**

### **Finding: Organizational Dysfunction**

- From this investigation, it appears that OES has become a largely dysfunctional unit and, organizationally, is out of date Vis a Vis the University as a whole. This dysfunctionality is further compromised by OES in its relationship with other offices of the University and what should be mutually dependent access to information and activities.
- It should be noted that the dysfunctionality of the OES lies with its leadership and former university leadership, not with the OES or other office staff who are competently doing the work that has been assigned. The leadership of the OES and the Office of the former VPAA did little to correct what should have been obvious issues and problems that would soon seriously impact the University's reputation and led to an HLC sanction of probation that threatens the accreditation of the University by the regional accreditor.

## **Recommendations:**

- Close OES as an administrative unit of the University.
- Replace with an Office of Continuing Education with responsibility for customized training opportunities, workforce development, non-credit and credit professional education and development, community development opportunities, and ASU service contributing to the development of the San Luis Valley university service area. Such an Office is existent on virtually all 2-year and many 4-year college campuses. Thus, many models for such efforts exist.
- Reassign a number of existing staff from the OES to the Office of Continuing Education as well as other support offices such as business office, registrar, admissions, etc. as deemed appropriate and cognizant of relevant skills. Such reassignment should appeal widely to OES staff who will see the Office of Continuing Education as in better alignment with their interests and aspirations for the University.

## **Finding: Open Enrollment**

- Open enrollment is the term used to describe student access to enrollment in credit and non-credit courses that do not require adherence to particular academic term start dates. At ASU's OES, the concept of open enrollment has been applied to credit-bearing, degree program eligible courses in addition to the more common use in non-credit and non-degree credit-bearing courses.
- It is understandable in the history of distance offerings when the only available modality was the use of printed/written for-credit correspondence courses. However, since the introduction of online courses and the regulatory changes to financial aid-relevant fixed-term starts and endings as well as the need to track and report federal Satisfactory Academic Progress criteria has occurred. Additionally, fixed term starts are necessary to report Last Day of Attendance of aid-receiving students in order for the institution to avoid having to pay back distributed federal grant aid awarded to students who did not complete one or more courses where aid has been applied. At ASU, the continued use of Open Enrollment courses has frustrated attempts to remain in compliance with federal financial aid regulations.
- The continued use of Open Enrollment courses has additionally encouraged abuse of academic integrity, student engagement, and the maintenance of academic standards. OES staff and the Registrar frequently noted the ability of students to enroll in an independent study course very close to the end of the semester in order to meet athletic eligibility requirements and other needs. ASU staff reported that ASU's open enrollment policies have attracted students from other institutions who need the open enrollment access to credit-bearing, degree program eligible courses for similar reasons, but academic policy at their own home institution prevented such abuse. It is clear that the

academic reputation of ASU among peer institutions has been compromised via open enrollment.

### **Recommendations:**

- End the existence of and access to open enrollment, credit-bearing, degree program-eligible courses as soon as possible. The academic integrity and reputation of the University should not be compromised further.
- **Caveat:** Open Enrollment has appropriate and necessary application in Continuing Education and related non-degree courses such as CEU offerings, certifications, needed professional education opportunities (as in teacher continuing education toward recertification, etc.). Maintenance of open enrollment in these areas is meant to be unaffected by the recommendation regarding credit-bearing, degree program-eligible courses. Additionally, specific open enrollment courses serving the incarcerated population serve the mission of the university and a need that few other institutions are currently filling.

### **Finding: Lack of Limitations on Faculty Course Loads and Enrollment Caps/ Consequent Inequalities in Faculty Compensation**

- Until very recently, limitations on faculty course loads did not exist outside of the four course/12 credit basic contract load. Largely through the teaching of online classes via OES, many faculty course loads exceeded the four-course standard by twice or more each semester. Multiple methods for calculating faculty compensation were in place with some faculty being paid by the course and others being paid by student enrollment in the courses. Although this was not done randomly and certain situations dictated the method of compensation, the question of why these differences existed was not clear to this investigator.
- In examining institutional payroll for year-end total compensation over a 4-year period of time, it was found that many members of the faculty and some members of the staff received in excess of \$100,000 in total compensation with several individuals in the \$150,000 range in total compensation and some faculty members, including adjuncts, even higher. This compares to the average new assistant professor initial academic year (9 months) contract averaging under \$50,000. The ability of individual faculty to take advantage of additional compensation activities through OES appears egregious and to have been facilitated by “rolling over” course teaching and other activities to the same individuals year after year within OES as the list of names of faculty at the top of the highest levels of compensation appears to be relatively stable year to year.
- The implementation of course load limits for faculty at institutions nationally was to protect faculty from administrative capriciousness regarding the workload of faculty as well as the consequent impact on the quality of teaching as faculty workload increases beyond the 12-15 credits per academic term. It is not understood how these almost universally-observed standards could have been ignored or authorized by the academic and institutional leadership of OES and Adams State University to permit many faculty to

teach up to double the normal course load each academic term, sometimes in addition to other paid non-teaching duties. These violations of normally accepted protocols predate the current senior administration of the university.

- Evidence of the negative impact of extreme course load to the quality of online teaching was found through random investigator access to “live” and recently completed online courses of faculty with the largest course load and consequent compensation. In the majority of observations, there was virtually no evidence of student engagement by the faculty in terms of student discussions, regular course announcements, assignment feedback, or answering student email. The majority of courses appeared to be virtually self-taught although this was not the intention when the courses were designed and likely did not match the expectations of students given the information they received in OES promotional materials. Some random checks on student evaluations of faculty in this category confirmed these observations in many cases as they noted the lack of access or availability of their instructor. They also often noted the low degree of difficulty in the course.
- The conclusion drawn from these observations is that there was often greater interest in remuneration rather than quality teaching and the maintenance of academic standards among many of the faculty teaching online courses for OES.

#### **Recommendations:**

- The recently implemented policy of limiting the number of courses faculty may teach above the normal load should be continued. The University may, however, wish to implement limitations on individual faculty earnings from all campus sources as a percentage above contract in addition to the course limitations.
- Continue the requirement of the TEED (new online faculty orientation course). There is general agreement that it has quality content and is very well taught by the current AITC staff.

#### **Finding: Lack of Quality Control and Monitoring of Faculty Online Teaching**

- Quality Assurance, as described by the Associate VP (academic) of the Center for Extended Studies, was primarily accomplished by the Academic Instructional Technology Center prior to the online course going “live” and was confined to the technical capabilities of the course and initial course content approval by the Office of Academic Affairs of the University.
- Monitoring of the actual teaching of online courses is not undertaken by OES staff and is not viewed as their responsibility. It is instead viewed as the responsibility of the relevant academic department chairs. However, until recently, the department chairs had little access to the online courses as they were being taught in order to exercise quality control. The chairs now have access, but no evidence of training on using the online course access

or agreement on what aspects of the teaching to be evaluated were identified in the review. This investigator understands that such training is now being provided to the Academic Council (council of chairs) and began during the fall 2016 semester.

- There is only a small percentage of students who complete course/faculty evaluations in the online courses of the OES. No encouragement of students to complete evaluations was evident in the courses nor via announcements from the OES despite the small numbers of evaluations as well as their importance to the maintenance of quality student experiences. There is also apparent confusion regarding where the evaluations “go” following online submission by the students in terms of what individual or what office actually reviews the evaluations. The evaluations are logged by the staff of the OES, but no further evidence of actual review could be determined. Evidence of the evaluations being made available to the online faculty for their review also could not be determined by this review.

### **Recommendations:**

- Establish clear departmental responsibilities for the monitoring of online faculty teaching via the department chair and/or “lead faculty” responsibilities.
- Initiate broad faculty discussion of the criteria identifying quality online teaching and learning and how these are to be assessed.
- Develop a new curriculum approval process for new courses and new course modalities that relies on departmental rather than individual faculty initiation. Such an approval process would emphasize intra-departmental collaboration/review/approval and responsibility as well as inter-departmental communication/review/approval and coordination. To be clear, this is necessary for both online as well as face-to-face courses and programs.

### **Finding: Misuse of Incomplete Grades**

- The Office of Institutional Effectiveness found that the percentage of Incomplete grades assigned from distance courses offered through the OES was 72.2% of all grades submitted. This compares to < 1.0% during the same period for on-campus, face-to-face classes. The prevalence of Incomplete grades compromises university efforts to assess Satisfactory Academic Progress as Incompletes are considered in the same category as grades of F and U (or equivalent Pass/No Pass designation). Such high numbers of Incompletes also suggest the lack of judicious use of the Incomplete grade and the implied ability of the student to actually turn in assignments to complete the course.
- It was additionally reported that when the teaching faculty failed to enter an Incomplete grade into the grade submission form, staff in the OES were instructed to enter the Incomplete for the instructor. If true, this is a violation of the normal procedure of only faculty-submitted final grades received by the Registrar. This reviewer also could not be

certain of the rationale of submitting course grades via the OES as there appears to be no need to do so.

### **Recommendations:**

- Assume that an Incomplete grade is only permitted when approximately 80%, in the view of the faculty member of record, of course requirements have been completed in the course.
- Students should understand that the assignment of an Incomplete is to be thought of in terms of a request, not a right, to receive the grade.
- Faculty and students should agree in writing to what will be required for the student to complete the course, receive credit, and have a letter grade assigned.
- Incomplete grades (as with all grades) are to be only assigned and entered in grade reports by the faculty-of-record for the course.
- Faculty continuing to assign abnormal numbers of Incomplete grades assigned should be reviewed by the relevant department chair and the VPAA/designee.

### **Finding: Irregularities in Records Submitted to the Registrar**

- A number of irregularities in the recording and transcribing of academic outcomes originating in the OES were reported during the review.
- The University has what is called an Interdisciplinary Studies major which is supervised by the Associate VP (academics) of the OES. Although available to all students, it appears that it is used nearly exclusively by students pursuing their degree from a distance and brings into the university a large number of transfer credits in areas not offered by ASU. The requirements of this degree include 42 credits of elective credit. There is no indication of the upper division credit requirement for the major. The student-proposed degree program is to be “demonstrated” as being academically “coherent”, but the catalog does not explain how this is to be done. The catalog also lists Interdisciplinary Studies as a department with no faculty which would seem to be unusual. The Associate VP Academics is listed as the Chairperson.
- It was reported and documented that Interdisciplinary Studies majors have been officially transcribed with emphasis in areas in which the University has no offerings such as “Interdisciplinary Studies in Construction Management”, “Interdisciplinary Studies in Child Development”, and “Interdisciplinary Studies in Public Safety”. Such notations on the ASU official transcript are misleading, inaccurate, and in violation of institutional integrity as seen by regional accreditors.
- Transcripts were produced that contained no synthesis of academic courses during the same term. Thus, on-campus courses taken during a particular semester are listed as

enrolled in by the student as per usual, but directly underneath are OES courses listed as taken during the same semester. This reviewer has not previously seen such a transcript format.

**Recommendation:**

- As Academic Records represent certification of student achievement in the view of colleague higher education institutions, policy is required that standardizes transcript format and prevents transcribing of non-standard and non-approved academic program titles in accordance with AACRO standards.

**Finding: The Graduate programs of the University appear to be semi-autonomous entities with regard to course approval processes, graduate admissions, and degree authority.**

- The ASU Academic Catalog inappropriately states that the Department of History, Anthropology, Philosophy, Political Science, Spanish (HAPPSS) offers a master's degree in humanities. As the HAPPSS Department cannot have degree-granting authority, the catalog is in error. Only the institution has degree-granting authority. (As an aside, it was noted that the name of this department does not include Spanish in the Catalog header, but does include Spanish in the departmental description immediately below on the same page. It appears that there may be a number of errors throughout the catalog.)
- Although several of the contract providers such as the Center for Justice and others appear to be implemented in accordance with best practices in their teaching and use in meeting program requirements, there appear to be anomalies in the graduate offerings.

**Recommendations:**

- Create the position of Chief Graduate and Research Officer/Office of Graduate Studies and Research.
- This important office would replace the OES with regard to graduate student policies, graduate student admissions review and acceptance, graduate professional development opportunities for in-service teachers and other professions, Institutional Review/Human Subjects Review Board (IRB) administration, advocacy for further development of graduate offerings and accreditations, as well as quality assurance for all graduate programs of the University in collaboration with the relevant home department.

**Finding: Incomplete Integration of Administrative Computing Platform (Banner) Among All Administrative Offices of the University with Extended Studies.**

- The reluctance of the OES to integrate with the remainder of the ASU administrative offices with the computing platform, Banner, as well as the reluctance of previous University administration to force the integration has created a situation where consistency of information being entered is not uniform and data integrity is compromised.
- The lack of full administrative computing integration compromises the ability of the University to obtain uniform reports regarding financial records, student progress tracking, policy implementation, accounts receivable, and a host of other University operations. The lack of integration also lowers the level of confidence in the required reporting of University operations when OES information is included.
- Staff knowledge of particular areas of Banner processes as well as their place in the structure of administrative computing functions is not well understood. Training in Banner functionality is reportedly not uniform across the campus.

**Recommendation:**

- Complete integration of administrative computing across campus must be accomplished as soon as possible. All administrative unit staff must receive comparable as well as functionally relevant training in the existing Banner system and additional training as system upgrades are implemented.

**Finding: Complete and timely information regarding staff and faculty recruitment, position announcements, and the availability of employment information on the Human Resources/Employment area of the University website appears to be incomplete and inconsistent.**

- Review of the Human Resources area of the University website appears to reveal a lack of complete information regarding faculty and staff positions available at the University, particularly regarding adjunct faculty openings.
- Solicitation of candidate information contributing to a perpetually robust pool of available adjunct faculty has apparently not been done in recent memory. Human Resources and the OES reported a dwindling pool of adjunct faculty as a partial explanation for faculty course overloads.



## **Recommendations:**

- Through announcements on the employment area of the University website and other media outlets, post continuing solicitations for current and future openings for part-time faculty adjuncts so that a ready pool of candidates can be maintained at all times.
- All position announcements for faculty and staff positions must be listed in a timely manner on the University website in order to ensure proper implementation of affirmative and EEO-compliant hiring practices campus-wide.

## **Final Thoughts on the Investigation**

The investigation revealed a great deal of information, practices, and anomalies in the administration of the OES that, together, indicated very serious deficiencies and behaviors that more than verified the findings of the HLC Advisory Team visit in 2015. The egregious, diverse, and arguably unethical nature of many of the findings run counter to HLC criteria for reaffirmation of accreditation to the degree that the accreditor felt it was necessary to move directly to an institutional status of probation. Due to the seriousness of the original findings, particularly in a state higher education institution that is part of a state higher education system, it was apparently felt by HLC that violations warranted a very stern warning. From what was learned in the current investigation, the sanction imposed seems justified.

Although the locus of concern was the OES and its leadership, it is clear that the questionable practices of the OES were directly and indirectly supported by the former senior University administration as well as a variety of organizationally questionable practices of many kinds in other academic areas of the campus. There is, indeed, a culture of questionable academic practice that appears to have been in place for many years; a culture that further compounded the actions of the OES such that, for many, it became standard operating procedure that was rarely questioned.

The recommendations presented in this report are many and most amount to huge tasks that are much easier to suggest than they are to accomplish. This is understood and the size and nature of the tasks is appreciated. The recommendations themselves do not remedy all of the campus issues, but their launch will necessarily bring about changes in these other areas. It is strongly felt that the institutional and service area aspirations of the new executive, academic, and financial administration clearly require attention to the matters listed in the findings. Having met the new senior administration as well as experiencing the sincerity of their supporting staff, the institution is in very capable hands and prepared to bring about rapid positive change to the University, a situation that will also be appreciated by the HLC 2017 site visit team as well as the HLC leadership.

# Public university paid board chair \$12,000 to host social-justice retreat

---

GREG PIPER - ASSOCIATE EDITOR  
OCTOBER 25, 2016

 Share 76  Tweet 59  Share 0  Email 0



***UPDATED***

***Doesn't even cover food***

Colorado's Adams State University might be wondering now whether it should have just put up with crusading ex-professor Danny Ledonne, rather than **calling him a terrorist** and then **paying \$100,000** to settle his due-process lawsuit.

The founder of the accountability blog *Watching Adams* **published documents** showing that the public university paid Board Chairman Arnold Salazar \$12,700 to host the **Unidos Equity Leadership Institute**, a five-day

retreat in August, on his La Manzanilla Farm property.

Each day's discussions had a theme, according to the **event schedule**: "Classism/Privilege" on Friday, "Racism" on Saturday, "Gender" on Sunday, "LGBTQAI" on Monday, and "Dealing with Educational Change & Taking It Back" on Tuesday.

**MORE: Public university pays critical professor \$100,000 for calling him a terrorist**

The agreement between Adams State and the farm (known legally as "Jack Farm, LLC") states that ASU will pay for and bring its own pre-prepared food to the event – the \$12,700 is simply for event space, tables and chairs.

The Colorado chapter of the American Association of University Professors reviewed the documents, and President Stephen Mumme told *Watching Adams*:

As a matter of practice, procuring paid service from board members is unethical unless there should be a highly compelling argument to the contrary. If the facility was the only such facility within a 30 mile radius perhaps it might be justified. But I see no reason to suppose this is should [sic] be the case in Alamosa [where ASU is based].

*Watching Adams* said there's no shortage of retreat venues in ASU's southern Colorado region, from hotels to "historic ranches and farms":

Similar ASU retreats have previously been held in Del Norte and San Luis, Colorado and in Taos, New Mexico. In researching this story, *Watching Adams* obtained rough estimates of \$900 to \$1200 per day for the use of these venues as conference locations, about half the daily cost of Salazar's Jack Farms Event Center.

Adams State doesn't seem to be flush with cash: ***The Pueblo Chieftain*** reported last week that its undergraduate enrollment has dropped for the fifth consecutive year, though graduate enrollment is up.

**CORRECTION:** *The article originally stated that Arnold Salazar is the brother of Ken Salazar, former U.S. senator and Interior secretary and current head of Hillary Clinton's presidential transition team, based on the author's review of a 2008 **Denver Post** report that **called them brothers**. The two are not related. Another trustee on **ASU's board**, LeRoy Salazar, is Ken's brother, however. The article has been amended accordingly.*

# ASU Paid Its Own Board Chair Over \$12,000 for Conference Services

**BY WATCHING ADAMS STAFF – 10/24/16**

Adams State University (ASU) recently held a campus equity retreat on the property of Board of Trustees Chair Arnold Salazar and paid his private company \$12,700 to do so. In a signed agreement between Salazar and ASU Vice President of Administration and Finance Kurt Cary, ASU agreed to pay for the use of Salazar's Jack Farms Event Center (doing business as La Manzanilla Farm). [View the Official Functions Request and Agreement here.](#)

According to documents obtained by Watching Adams, Salazar's location was used for a five day retreat in August 2016 called [Unidos Equity Leadership Institute](#), holding sessions focusing on "Classism/Privilege, Racism, Gender, LGBTQAI," and "Dealing with Educational Change and Taking It Back."

Jack Farms provided the use of the space for about \$2,035 per day plus a \$500 charge for the use of 11 tables and 50 chairs. This also included the lodging of 2 guests, however all catering services were hired separately. Since 2012, this is the first time ASU has paid for the use of Salazar's property. Salazar was named a Trustee in 2010 and became [Board Chair](#) in 2013.

One ASU employee asked, "Salazar himself signed the contract? How is this ethical? The general handbook just specifically addressed conflicts of interest. How is this not? Was there nowhere else to hold this event?"

Another ASU employee responded, "Clearly, it's a huge conflict of interest. Wasn't it our president that recently said that we need to make better use of our own facilities?"

Stephen Mumme, Co-President of the [Colorado Association of American University Professors](#) (AAUP), reviewed these documents and said, "As a matter of practice, procuring paid service from board members is unethical unless there should be a highly compelling argument to the contrary. If the facility was the only such facility within a 30 mile radius perhaps it might be justified. But I see no reason to suppose this is should be the case in Alamosa."

Many similar venues are available for retreats throughout the greater Alamosa area and in the southern Colorado region – including hotels with conference space as well as historic ranches and farms. Similar ASU retreats have previously been held in Del Norte and San Luis, Colorado and in Taos, New Mexico. In researching this story, Watching Adams obtained rough estimates of \$900 to \$1200 per day for the use of these venues as conference locations, about half the daily cost of Salazar’s Jack Farms Event Center.

An individual who has spent a career managing in the nonprofit sector remarked, “As a public servant for nearly 20 years, I find this business arrangement somewhat troubling. Boards of directors – or trustees in this case – are responsible for the effective fiduciary oversight of the public organizations for which they have been entrusted. Conducting private business with that public entity, while having responsibility for its financial oversight, provides fertile ground for all types of misdeeds. Public officials are entrusted to ensure the proper use of taxpayer dollars, not profit from them. One must wonder what other deals have enabled ASU Trustees to profit, all the while knowing the poor fiscal state of the institution.”

A former ASU employee stated, “What I find upsetting about this unethical transaction is that Chairman Salazar knows full well the ongoing fiscal problems of the institution and yet still stuck ASU with the bill. Why not donate these services, minus the stated \$500 cost of providing the furnishings? It’s bad enough that a Board of Trustees member is profiting off the university they are entrusted to oversee. It’s even more disturbing that the Chairman of the Board is doing so even as the university is struggling to balance its budget.”



## MEMORANDUM

TO: Board of Trustees

FROM: Dr. Beverlee J. McClure

DATE: October 24, 2016

RE: La Manzanilla Event Center/Jack Farms LLC

I wanted to take this opportunity for full disclosure about Adams State University's use of the La Manzanilla Event Center. As some of you know, this event center is located on the property of our board chair, Arnold Salazar. It is a very unique space and one of a kind in the San Luis Valley.

The University has used the event center on several occasions. As you can see from the attached spreadsheet, most of those have been at no cost to the University. Arnold and Marguerite Salazar have graciously donated the space for our use.

On two occasions, grant-funded programs used the space. Both times, the Salazars graciously discounted the rate. In fact, for one event, a wedding needed to be moved from the Event Center and the Salazars paid \$1,400 out of their own pocket to accommodate the University event.

While our detractors continue to try and find fault with the leadership of the University, I assure you that we are transparent and accountable in all of our actions. In fact, I would say that the current leadership has far exceeded the transparency normally expected in business transactions.

I want to thank Arnold and Marguerite Salazar for their generosity for providing this wonderful Center for University and community events.

### OFFICE OF THE PRESIDENT

208 Edgemont Boulevard, Suite 2180 • Alamosa, CO 81101 • Phone: 719-587-7341  
www.adams.edu



October 17, 2016

Dr. Barbara Gellman-Danley  
President, Higher Learning Commission  
230 South LaSalle Street  
Suite 7-500  
Chicago, IL 60604

Dear Dr. Gellman-Danley:

As you are aware, Adams State University is scheduled for a comprehensive HLC review visit April 10-12, 2017. We acknowledge that Adams State University requested this date and that this will be a comprehensive review. We request an extension to November 2017 and acknowledge that we will make no additional request for an extension.

Adams State University is a Hispanic-serving institution. In fact, we have the most diverse student population in the state, and the highest percentage of low-income, first-generation students. Our freshman class this year is 49 percent Hispanic/Latino and 11 percent African-American. We provide a higher education and economic hub for the San Luis Valley, one of Colorado's poorest and most geographically remote areas.

We acknowledge the findings of the September 2015 HLC advisory visit and are pleased to inform you that significant progress has been made toward addressing HLC's concerns. For example:

- We have implemented a stringent new policy limiting faculty teaching loads;
- We have passed a student account identity verification policy;
- We are now requiring proctored exams in online courses;
- We have disallowed any additional online open enrollment courses and are not registering additional students in such courses.
- Five criterion-specific teams have drafted our comprehensive assurance argument which has gone out to independent reviewers and our campus community for review, and we will spend the fall refining it with confidence that it demonstrates this university's full worthiness for accreditation;
- Our new Vice President for Academic Affairs, Dr. Chris Gilmer, was hired largely due to his extensive leadership in distance education, much of it spent in the Historically Black College and University (HBCU) system. He has also held leadership roles preparing institutions for accreditation review by HLC and the Southern Association of Colleges and Schools.

I have charged him, based on his expertise in online education and in supporting historically-underserved populations, to lead a comprehensive review and redesign of our distance education programs.

OFFICE OF THE PRESIDENT

208 Edgemont Boulevard, Suite 2180 • Alamosa, CO 81101 • Phone: 719-587-7341  
www.adams.edu



I ordered an external review of our distance education programs (attached) and the Office of Extended Studies (OES). Dr. David Mathieu, former associate vice chancellor of the University of Wisconsin system and a former senior administrator at Walden University has built and overseen distance education programs and worked closely on HLC accreditation. Dr. Mathieu's independent report pointed out systemic problems in our distance education programs which had not been addressed by the previous administration.

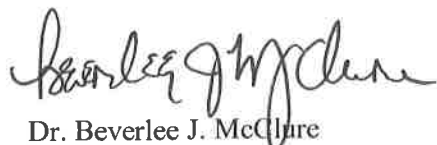
The university's new leadership team takes these findings seriously, has already acted on a number of them, and will address up to and beyond HLC's expectations for all problems noted in Dr. Mathieu's report. We have been transparent in releasing the Mathieu report and in seeking feedback from the broad campus community. We will be equally transparent in our overhaul of distance education, and have set an aggressive timeline to move forward. Major milestones achieved include a policy of no new enrollments in open enrollment online courses, one of HLC's major concerns, and a shift of responsibility for the integrity of online semester-based courses to the academic departments. These changes will ensure consistent rigor of academic content. Distance education at Adams State University will be redesigned to become one of numerous methods to serve our own degree-seeking students including unique populations such as the incarcerated students whom we proudly engage, one of few institutions nationwide to do so.

We are confident the steps already taken and to be taken this academic year will more than adequately address HLC's accreditation concerns, but we need more time to fully implement our reforms. By definition, open enrollment online courses allow one year to complete, and we have a number of students currently enrolled in these courses, most of whom are not degree-seeking at Adams State University. Terminating existing courses would leave these students with the unfulfilled promise of completion. As the leader of a student-centered university, I am committed to making the needed reforms, but in a way that fulfills our legal and ethical contract to students currently enrolled. It could, then, take one full calendar year to complete teach-out of all online open enrollment courses.

If we move forward with the April 2017 visit as scheduled, we will be able to demonstrate significant progress and a timeline to implement all remaining reforms within six months after the visit. If you grant our request for extension and set our comprehensive visit for early November 2017, we will be able to demonstrate full implementation of all reforms with a degree of certainty and proficiency which should satisfy all accreditation requirements.

Adams State University does not seek special favors. We seek the opportunity to give our best, to fulfill the promise of the institutional reforms in which we are vigorously engaged, and to end the probation which threatens the long-term educational, economical, and social viability of not only this institution, but of the very special place and equally special students that it serves. I thank you in advance and most sincerely for your consideration.

Sincerely,



Dr. Beverlee J. McClure  
President

OFFICE OF THE PRESIDENT

208 Edgemont Boulevard, Suite 2180 • Alamosa, CO 81101 • Phone: 719-587-7341  
www.adams.edu



November 17, 2016

Dr. Beverly J. McClure  
President  
Adams State University  
208 Edgemont Boulevard, Suite 2180  
Alamosa, Colorado 81101

Dear President McClure:

I am in receipt of your letter of October 17, requesting a continuance of Adams State University's comprehensive Higher Learning Commission review. You are requesting an extension from the scheduled HLC review visit April 10-12, 2017 to November 2017, despite earlier insistence on receiving accommodations to maintain the April dates. I am granting that extension, but with a condition. The University must supply to your HLC liaison, Dr. Anthea Sweeney, a status report no later than May 15, 2017 demonstrating its progress through April 2017 on the concerns identified by the HLC Board. While the report will not be officially acted upon, it will be reviewed and will become part of the comprehensive visit materials that will serve to accurately inform the November 2017 peer review team.

If you have any questions regarding this letter, please contact your liaison, Dr. Sweeney. President McClure, I am appreciative of your acceptance that there indeed is, and was, a genuine issue at Adams State University related to distance learning. I certainly encourage that when you have concerns or reactions to HLC Board actions in the future, you will feel to contact me directly. It is always useful to have productive direct communication versus other alternatives.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Gellman-Danley".

Barbara Gellman-Danley  
President

cc: Margaret Doell, Accreditation Liaison Officer, Adams State University  
Anthea Sweeney, Vice President for Accreditation Relations, Higher Learning  
Commission

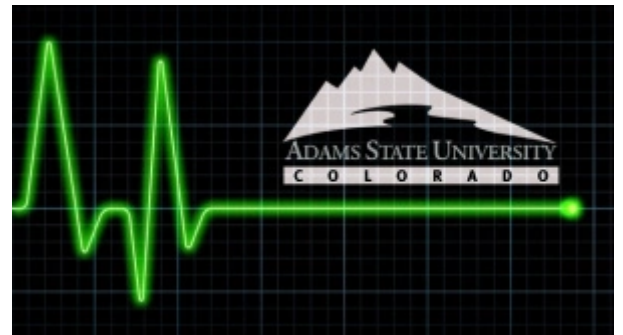
# Watching Adams

Great Transparency Begins Here

## Adams State Nursing Exam Pass Rate Drops to 40.7% – A Record Low for Colorado

BY WATCHING ADAMS STAFF – 11/28/16

The Adams State University (ASU) **Nursing program** (<http://adams.edu/academics/nursing/>) appears to be on life support. For four years, ASU has struggled to improve the pass rate of its nursing students on the state exam. Thus far in 2016, **only 40.74% of the ASU Nursing program's 27 students have passed** the National Council Licensure Examination (NCLEX-RN). This is the lowest pass rate ever recorded of 165 classes for Colorado nursing programs since 2000. The previous record for the lowest NCLEX pass rate in Colorado was also from ASU in 2013, with 50% of 18 students passing. Without passing this exam, graduates are prohibited from working as nurses.



### Yearly NCLEX-RN Pass Rates for Graduates of Colorado Nursing Schools

Baccalaureate Degree Programs			
School	Year	#Tested	Pass Rate
<a href="#">Adams State University</a>	2012	17	88.24%
	2013	18	50.00%
	2014	18	66.67%
	2015	19	68.42%
	2016 YTD	27	40.74%

[View the full data set here \(https://watchingadams.files.wordpress.com/2015/10/nclex-rn-pass-rates-2016-baccalaureate.pdf\)](https://watchingadams.files.wordpress.com/2015/10/nclex-rn-pass-rates-2016-baccalaureate.pdf) as published by the [Colorado Nursing Board \(https://www.colorado.gov/pacific/dora/Nursing\\_Education\)](https://www.colorado.gov/pacific/dora/Nursing_Education).

7 of the 16 accredited nursing programs in Colorado have 90% or better NCLEX pass rate and another 7 are in the 87%-90% range. As previously reported in **ASU Nursing Program has the 2nd Lowest Exam Pass Rates in Colorado** (<https://watchingadams.org/news/asu-nursing-program-has-the-2nd-lowest-exam-pass-rates-in-colorado/>), ASU's Nursing program has performed among the lowest of all Colorado's 16 accredited nursing programs, just ahead of University of Phoenix (UoP). However, UoP raised its 2016 pass rate to 77.8%, over 37% higher than ASU's during the same year.

**Most Colorado schools averaged a pass rate of 88-95%**, with Colorado Mesa University, CSU Pueblo, and Metro State Denver all scoring above 95% pass rates in 2016. ASU has only been above an 87% pass rate once – in its first year (2012).

**The average pass rate for ASU's nursing program is 62.8%**. By contrast, success with Trinidad State Junior College (TSJC) students at the same NCLEX exam in a two year associates program is about 20% higher; the average pass rate for TSJC's Alamosa campus (2008-2015) is 82.2%.

In terms of class sizes, some Colorado nursing programs consistently have over 100, even 200 students taking and passing each year. Some 5-year averages include: Denver School of Nursing: 223 / year; 87.57% pass, Univ of Colo College of Nursing: 224 / year; 93.75% pass, and UNC: 104 / year; 92.97% pass.

One former ASU faculty observed, "This program has been under-performing for many years now, and with a practice of admitting students they know aren't prepared and then failing to adequately prepare them for standardized exams. By any measure, ASU is a bad investment for nursing students. But as long as students have been willing to pay tuition, ASU has continued to admit them."

As previously reported, ASU's Nursing program could lose its accreditation if its NCLEX pass rate does not significantly improve. Dr. Shawn Elliott, the previous director of the ASU Nursing program, vacated the position in the summer of 2016. Melissa Milner has been appointed as interim director.

An ASU employee familiar with ASU's Nursing program stated, "The Nursing program has made some significant changes to try to increase pass rates. They decreased the amount of students they admitted this semester and they're going to spend a significant amount of time on NCLEX test prep. If they don't pass the exit exam they won't even be allowed to take the NCLEX."

Another observer noted, "This is basically what ASU should have been doing from the beginning: preparing students for their nursing boards and ensuring they don't test until they are proven ready. Why it has taken ASU five years (and counting) to correct what should have been preliminary curriculum design for any school, even the embattled University of Phoenix, is a matter of ASU's abysmal leadership and ineffective administration."

A parent of a former ASU nursing student said, "If I'd known about the Colorado Nursing Board website and had ASU's numbers been available, I never would have let my daughter come here. Her other option was UNC!"

# ***Letter to the editor: Community celebrates Adams State***

*Posted: Friday, Dec 16th, 2016*

Dear San Luis Valley community:

At this weekend's commencement, Adams State University, our home and community will recognize 147 fall graduates and their families. This marks an important passage for these individuals and an opportunity to reflect on the success and growth of the entire student body. "Great stories begin here" is more than Adams' motto. It is an ethos reflected in everything that the university does and aims to do in the service of its students, this community and its legacy. In the San Luis Valley, across the state of Colorado and around the globe, Adams State students and alumni are having an impact and making the world a better place.

There is much to celebrate on Adams State University's campus.

For nearly a century, Adams State has produced teachers, caregivers and leaders that spread knowledge and hope throughout the San Luis Valley and far beyond. Whether they become teachers to future generations, life-saving nurses, scientists, business professionals, counselors, community leaders and volunteers, each can trace their legacy to this campus. Adams State's mission matters. It matters for the graduates whose lives are changed by the opportunity to learn at our school and to the countless lives who are impacted by their success.

As Adams prepares to graduate a new class of students, ready to take on the world, it has been disheartening to see our closely knit community become the arena of controversy and strife. Recently, Adams State's nursing program was the object of attack, focusing on misleading data to paint the program in a poor light. The nursing program is one of the hardest working departments on campus, and the training it provides leads to lifesaving services critical to southern Colorado.

Adams State has weathered its fair share of challenges. But the university is working diligently every day to honor the public's trust and fulfill its mission as a publicly funded institution of higher learning. Adams faces challenges like any institution, but it has dealt with them with candor and transparency that is admired throughout the state. President McClure has led Adams through a storm; our community and alma mater is in good hands with her at the helm.

We invite you to join us in supporting Adams, its administration and its students, and stand together towards a hopeful future. Your voice matters, and it carries a message of opportunity and access far beyond rural Colorado. Stand with us, and stand with Adams to protect one of the most important engines for economic growth and prosperity in the San Luis Valley. Join with us in fighting for our future.

Sincerely,

Robert A. Alejo, Superintendent, Alamosa School District

Kirk Banghart, Superintendent, Moffat Consolidated School District #2

Tim Bachicha, '92

Duane Bussey, Alumni Supporter, Class of '82

Toney H. Cantu ASU Alumnus '70

Delbert Gay, '70 & '71

Jan Gay, Community Member

Antonio Gurule, '89 & '14, Community Member

Charles Houser, ASU Alumnus '62, Foundation Board Member

Jeni Jack-Goodwin, Local Banker and ASU Alum '85

Konnie Martin

Gregory F. McAuliffe, M.D., San Luis Valley Health Chief Medical Officer

Ted and Janet Morrison, Class of '69 and Community Members

Dennis and Dawn Ortiz, ASU Alumni '79

Kasey Russell, ASU Alumnus '03

Karen Rubidoux-Miller, '94, Alumni Board of Directors

Patti Thompson, San Luis Valley Health Chief Clinical Officer

Dr. Denise Trujillo, Valley-Wide Health Systems Director of Nursing

Donna Wehe

# Watching Adams

Great Transparency Begins Here

## President McClure's Lack of Empathy is Undermining ASU's Historic Mission

WATCHING ADAMS COMMENTARY – 12/12/16

Effective leadership begins with the ability to empathize with one's constituents. At Adams State University, that means finding common ground with first-generation and non-traditional students, many of whom come from working class backgrounds. Despite this, on October 29th 2016, ASU President Beverlee McClure chose to dress in a fat suit, portraying a plumber with rotting teeth, to attend a party hosted by an obese employee and his obese partner.

Prior to becoming president, her Halloween costume would not have been of public concern. However, as a highly-paid public official representing the university, her costume reflects a clear disconnect with the students she ostensibly promised to serve; a leader cannot support them while simultaneously expressing disdain for them. These photos, apparently mocking the working class, have become a source of painful discomfort for many in the Alamosa community and, as of publication, remain posted on Dr. McClure's Facebook page.

verlee McClure added 30 new photos  
to her 30 · Alamosa, CO · 21

loween!



(<https://watchingadams.org/commentary/president-mcclures-lack-of->

[empathy-is-undermining-asus-historic-mission/mcclurehalloweenfb1/](https://watchingadams.org/commentary/president-mcclures-lack-of-empathy-is-undermining-asus-historic-mission/mcclurehalloweenfb1/))



(<https://watchingadams.org/commentary/president-mcclures-lack-of->

[empathy-is-undermining-asus-historic-mission/mcclurehalloweenfb2/](https://watchingadams.org/commentary/president-mcclures-lack-of-empathy-is-undermining-asus-historic-mission/mcclurehalloweenfb2/))



(<https://watchingadams.org/commentary/president-mcclures-lack-of->

[empathy-is-undermining-asus-historic-mission/mcclurehalloween4/](https://watchingadams.org/commentary/president-mcclures-lack-of-empathy-is-undermining-asus-historic-mission/mcclurehalloween4/))



(<https://watchingadams.org/commentary/president-mcclures-lack-of->

[empathy-is-undermining-asus-historic-mission/mcclurehalloween5/](https://watchingadams.org/commentary/president-mcclures-lack-of-empathy-is-undermining-asus-historic-mission/mcclurehalloween5/))



(<https://watchingadams.org/commentary/president-mcclures-lack-of->

[empathy-is-undermining-asus-historic-mission/mcclurehalloween1b/](https://watchingadams.org/commentary/president-mcclures-lack-of-empathy-is-undermining-asus-historic-mission/mcclurehalloween1b/))





([https://watchingadams.org/commentary/president-mcclures-lack-of-](https://watchingadams.org/commentary/president-mcclures-lack-of-empathy-is-undermining-asus-historic-mission/mcclurehalloween3b/)

[empathy-is-undermining-asus-historic-mission/mcclurehalloween3b/](https://watchingadams.org/commentary/president-mcclures-lack-of-empathy-is-undermining-asus-historic-mission/mcclurehalloween3b/))

How, for example, do our working class students feel when they see publicly-disseminated photos of their president parading around in a fat suit? What negative stereotypes does it perpetuate by depicting a working class person who cannot afford dental care? How many ASU students cannot afford regular dental checkups, given that ASU doesn't offer a health insurance plan or health center for its students? How many ASU students are the first in their family to attend college, with working class parents, and with some working similar jobs to pay their own tuition – and Dr. McClure's salary? What kind of emotions might such photos provoke in members of ASU custodial crew who tirelessly dedicate their nights and weekends to cleaning the very bathrooms and other facilities that Dr. McClure and her colleagues use in Richardson Hall?

One current employee at ASU said, "My father was a contractor, who also did plumbing/heating work. This 'costume' was hurtful, even to me."

A Hispanic female ASU employee who later learned of Dr. McClure's costume choice said, "I find it disgraceful the way she dressed for Halloween. I felt she was putting down the plumbers and making fun of their appearance. It was distasteful."

Unfortunately, in just over a year in office, Dr. McClure has revealed very little regard for the ASU student body. Her lack of empathy, even contempt, for others was evident at this Halloween party, but it is on full display every day at ASU.

Such behaviors help to explain President McClure's general level of disengagement during the forums for the **National Center for Historically Underserved Students** (<https://www.adams.edu/news/nov1624.php>), held at ASU on November 13-15th. Several members of the think tank, all of whom are nationally renowned, commented to faculty and staff members about the president's apparent lack of commitment to underserved students. Another individual close to the event's organization said, "To be honest, she just doesn't seem to get our students." Participants said actions speak louder than words, and her public comments were not in keeping with her behavior.

In addition to first generation students, ASU has given President McClure the charge of serving Colorado's first and largest Hispanic Serving Institution. Dr. McClure has engaged very little with the student body in her time on campus, and when she has, she has failed to connect with them. A **Watching**

**Adams comment (<https://watchingadams.org/reader-comments/>)** left on December 7th by someone identifying themselves as an ASU student stated in part:

“President McClure states she has an open door policy... I spoke to the snooty woman for maybe one minute, she made me feel lower than low. Was it because I am an undocumented female, who looks or dresses nothing like her? Was I not worthy of her attention? Remember, you need me along with my siblings and relatives to attend. Remember this is an HSI... Hispanic Serving Institution.”

One faculty member discussed how Dr. McClure’s conduct is making it more difficult to recruit and retain faculty members of Hispanic heritage. They said, “we try to recruit and retain faculty from the same population that Dr. McClure mocks. No wonder we fall short when it comes to providing minority faculty as role models for our students, especially female Hispanic faculty.”

Empathy is about identifying with others, and when it comes to ASU’s most important student demographics, Hispanics and the working class, McClure has clearly failed to find common ground.

Everyone makes mistakes but Dr. McClure’s Halloween costume is in keeping with the general lack of empathy that she has demonstrated for her colleagues and constituents during her tenure at ASU. In just over a year, she has **falsely accused a former ASU instructor of terrorism (<http://www.westword.com/news/adams-state-officials-cite-terrorism-columbine-concerns-in-banning-ex-prof-7328598>)**, labeled male faculty members and a student as “**sexist (<https://watchingadams.org/commentary/the-charge-of-sexism-a-means-of-suppressing-free-speech/>)**” for questioning the constitutionality of ASU’s **persona non grata policy (<https://watchingadams.files.wordpress.com/2015/09/persona-non-grata-policy-012016.pdf>)**, openly bullied campus activists in administrative forums, forced out employees with dissenting viewpoints, and in recent months, made inappropriate comments about the physical appearance and sexual orientation of other ASU employees.

With this in mind, perhaps it is not surprising that under Dr. McClure’s leadership, **student enrollment has dropped each semester (<https://watchingadams.org/news/despite-guaranteed-tuition-asu-enrollment-continues-to-decline/>)** and the institution’s **graduation rates have hovered near historic lows (<https://watchingadams.org/news/asu-lowest-graduation-rate-among-top-10-affordable-co-schools/>)**. Students are voting with their feet, and as 2016 comes to a close, one can’t help but wonder how much longer legislators and regulators will stand on the sidelines before they cast their own votes of no confidence.

Effective leadership begins with the ability to empathize with one’s constituents and it ends with one’s ability to retain the support of those they serve. As president of ASU, Dr. McClure has demonstrated a pattern of exceptionally poor judgment that continues to erode her support on campus. Ultimately, she is responsible for the decisions she makes. If faculty, staff, and students continue to stand by while she undermines Adams State’s historic mission, we will ultimately be responsible for ASU’s demise.

# Watching Adams

Great Transparency Begins Here

## Marvel House Mirrors Raise Questions

BY WATCHING ADAMS STAFF – 1/26/17

Since around January 2nd, 2017, a small hand mirror has been placed in each east-facing window of the Adams State University (ASU) president's house, known as the **Marvel House** (<http://www.adams.edu/news/apr1619.php>). According to local sources, there are 17 mirrors in total, one per window. The Marvel House has been occupied by **ASU President Beverlee J. McClure** (<https://www.adams.edu/president/>) since July 2015 when she assumed the role of university president.



(<https://watchingadams.org/news/marvel-house-mirrors->

raise-questions/img\_5873/)



([https://watchingadams.org/news/marvel-house-mirrors-](https://watchingadams.org/news/marvel-house-mirrors-raise-questions/img_5868/)

[raise-questions/img\\_5868/](https://watchingadams.org/news/marvel-house-mirrors-raise-questions/img_5868/))

The purpose of these mirrors remain unknown. Many statements have been made about them which speculate as to their functionality or intended message, including on **Watching Adams comments** (<https://watchingadams.org/reader-comments/>). Some of the comments thus far have included:

**January 10, 2017 at 8:04pm**

Walk or drive by the Marvel House, President McClure's residence, and note the mirrors in every single window on the east side. No other sides, just the east side.

What do mirrors in the windows mean? It could be to deflect wayward birds, but that's extremely unlikely given how low the first floor windows are and how close the house next door sits.

Alternatively, a Google search reveals: "it works like a protective shield. like if someone is sending you negative energies through spell work or just wishing harm on you, supposedly the mirror makes it go back to them." Whose house is immediately next door to the east? Dr. Gilmer.

I think we can draw two conclusions here:

She really doesn't like Chris Gilmer and this is some bizarre passive-aggressive act against him.

And she's losing her mind.

Very scary. I hope the BoT is paying attention.

**January 10, 2017 at 11:11pm**

Re 8:04 pm comment: Seriously? I need to take a gander and view for myself of what is spoken of... if so, I shall photograph such a sight and send to our newspaper, the Valley Courier. HmMMMM what ever does this mean? Has the witch gone mad, is she creating a spell?

**January 13, 2017 at 8:54am**

I saw the mirrors in the president's windows. Does Adams have a minor in Voodoo?

**January 13, 2017 at 12:57pm**

No, no, no, McClure doesn't have mirrors in her windows because she'd love to replace Gilmer with Doell, even at the risk of losing accreditation. The mirrors are her best solution to HLC accreditation so far. HLC is in Chicago. That's why she put all those mirrors on the east side of her house. Nothing crazy about it.

**January 16, 2017 at 7:45am**

Is McClure's house really called the Marvel House? Why? Where is this place? We want to walk by and see the mirrors.

**January 18, 2017 at 8:44pm**

We have now crossed over into the Twilight Zone, the higher education edition.

In this episode, the most capable, accomplished, selfless, professors, those who devote themselves completely to serving students and bettering higher education will perversely be labeled as narcissists. Only the dwindling survivors of this warped universe, the few who still retain their intellect intact, know to look instead to the Marvel house - carefully avoiding the east side spell of mirrors, of course - to witness what a true narcissist looks and acts like.

In this episode, the small-minded with no regard for constitutionally protected liberties will crow over someone being denied promotion because "he values free speech so much" (January 8, 2017 5:12pm). They will proudly - shockingly! - state that this denial of promotion was "punishment" (January 8, 2017 5:12pm), going so far as to explicitly claim that they "denied Elison his promotion" (January 8, 2017 8:48am), and meanly sneer that "what comes around goes around" (January 17, 2017 6:21pm).

One is tempted to label such revolting expressions and claims of retribution as deeply unAmerican and antithetical to the principles of educational inquiry, but this doesn't ring so true these days. Like our nation, ASU has become an alternate reality where up is down and down is up.

Those stuck in the Twilight Zone look desperately to outside state and national leadership, hoping that someone out there is paying attention to the swirling drain of this sad, sad, little backwater of a campus held hostage by an "intellectually inbred, middle school mentality of cliques" (thanks to January 16, 2017 4:42pm for the apt expression).

Adams State crossed over into the Twilight Zone some time ago, and we're all stuck in its vortex. The first step out of the Twilight Zone is to recognize you're in it, but this seems to be an insurmountable challenge for most. When surrounded by educational zombies, mimic them to survive, right? This eventually become your new normal, until one day you no longer recognize zombies for what they are - the intellectual undead. The second step is a tough choice: Take a stand, stand ones ground, and do what's right, or set your sights on normalcy and run for the border.

Good night, and good luck out there.

Many sources have claimed that Dr. McClure regularly reads Watching Adams, though this has not been directly confirmed. Given the timing of these mirrors being placed two days after, it is possible that these mirrors are Dr. McClure's indirect response to this earlier comment:

**December 31, 2016 at 3:16pm**

A line in the January 2017 New Yorker magazine that Drs McClure and Crowther might like to note before next looking in the mirror: "Power doesn't change who you are; it reveals who you are."

One recent comment claims these mirrors have gotten the attention of **9 News** (<http://www.9news.com/>). Watching Adams will continue to follow this story.

**January 25, 2017 at 11:10pm**

9News is going to do an investigation of our transparent campus! They ❤️ the mirrors in the window!



# Watching Adams

Great Transparency Begins Here

## Several ASU Faculty more than Doubled Salaries from Additional Compensation

BY WATCHING ADAMS STAFF – 1/17/17

THIS IS THE SECOND IN A SERIES OF FOUR ARTICLES

A recent analysis of itemized salary data more fully documents the compensation of Adams State University (ASU) faculty, staff and administration. In some areas, the data suggests a pattern of **intentional coursework overloads (<https://watchingadams.org/news/asu-salary-data-reveals-overloaded-coursework/>)**, additional compensation more than doubling the salaries of a few faculty, **potential cronyism and nepotism (<https://watchingadams.org/news/asu-salary-data-suggests-potential-cronyism-and-nepotism/>)**, and **questionable compensation packages for administrators (<https://watchingadams.org/news/asu-administrators-receive-questionable-salary-packages/>)**. This article focuses on the additional compensation arrangements that more than doubled some faculty and administrator salaries. The other articles in this series are available at the links provided above.

After reviewing the itemized salary sheets of 48 employees as provided by ASU Human Resources at a cost of \$330 in “research and retrieval” fees, Watching Adams compiled the most relevant **compensation data into a single spreadsheet (<https://watchingadams.files.wordpress.com/2017/01/asu-itemized-compensation-fy-2013-2016.pdf>)**.

Several ASU faculty members saw their total compensation increase by more than 100% and in one case, over 150% of their base salary from on-campus and online student overloads. Taken as a whole, this data could suggest structural problems with the university that may call into question the academic integrity and professional ethics of the institution.

As one faculty member said, “Given the egregious nature of these transgressions, it is hard to imagine Adams State University **surviving re-accreditation (<https://watchingadams.org/news/hlc-places-asu-on-academic-probation/>)** without addressing these glaring inequities.”



## FULL TIME FACULTY SUPPLEMENTING SALARIES BY TEACHING ONLINE

Dr. Mathieu observed in his [Office of Extended Studies investigation](https://watchingadams.files.wordpress.com/2016/04/oes-report-final.pdf) (<https://watchingadams.files.wordpress.com/2016/04/oes-report-final.pdf>) that “the ability of individual faculty to take advantage of additional compensation activities through OES appears egregious.” The report found major academic compliance problems and organizational failures at many levels as well as “often greater interest in remuneration rather than quality teaching and the maintenance of academic standards among many of the faculty teaching online courses.”

A review of [Extended Studies online student enrollment](https://watchingadams.files.wordpress.com/2016/05/hr-report.pdf)

(<https://watchingadams.files.wordpress.com/2016/05/hr-report.pdf>) also included some faculty members already teaching a full course load on campus, such as Dr. Edward Crowther, the chair of both History, Anthropology, Political Science, Philosophy, Spanish (HAPPS) and Teacher Education departments (also the [current president of Faculty Senate](https://watchingadams.org/news/double-department-chair-also-incoming-faculty-senate-president/) (<https://watchingadams.org/news/double-department-chair-also-incoming-faculty-senate-president/>)).



- While fulfilling all his on-campus duties as a full time faculty member and double department chair, **Dr. Crowther also taught as many as 182 students in 49 sections of 8 online history courses.** This added as much as \$27,675 to his compensation package, which totaled \$150,371 for the 2014 fiscal year.
- Other full time faculty on campus followed this trend, such as Business Professor **Dr. Linda Reid, who taught an additional 259 students online** in 53 sections of 15 courses while also teaching 163 students in 7 sections of 6 courses in fall 2015, 154 students in 6 sections of 6 courses in spring 2016, and 24 students in 3 sections of 3 courses in the summer of 2016. **This totaled 600 students, 69 sections, 30 courses in one year, adding \$52,575 to Dr. Reid’s compensation, which totaled \$187,439 that year.**
- During the same year, Assistant Professor of Marketing and MBA Director **Dr. Elizabeth Thomas Hensley taught an additional 151 students online 35 sections of 8 courses.** Combine with her on-

campus coursework, she **taught a total of 615 students in 58 sections of 31 courses during the 2015-2016 academic year**, The online teaching load **added \$42,975 to her salary, which totaled \$135,778 in 2016.**

Coupled with **being paid substantially for course overloads (<https://watchingadams.org/news/asu-salary-data-reveals-overloaded-coursework/>)**, these faculty more than double their salaries from additional teaching duties.

## HINDERING QUALITY INSTRUCTION

Faculty familiar with the demands of both on-campus and online education described these teaching loads as “unbelievable” and “superhuman.” One former faculty noted, “a full teaching load at most colleges and universities is about 4 courses per semester and about 12 for the entire year – including summer sessions. The notion that someone could effectively teach up to 15 courses at once or over 30 courses per year and do anything close to a quality job is preposterous.”

These and related student load concerns were mentioned in the determination that ASU was out of compliance with its accreditor, the Higher Learning Commission (HLC), in its **March 2016 notification (<https://watchingadams.files.wordpress.com/2015/09/asu-action-letter-3-3-16.pdf>)** placing Adams State on probationary status.

The HLC noted, “Faculty teaching in Extended Studies have course enrollments ranging from 450-600 students in individual online sections ... in addition, current full-time faculty teach many of the large courses, but these are considered outside of their full-time teaching load. **This heavy student to faculty loading calls into question the academic integrity of the courses and quality of instruction.**” [emphasis added]

And as the HLC also stated, “ while the University has incorporated an online course quality review process that is coordinated and performed by the staff and the Director of Academic Quality Assurance, **the Advisory Team found that over 25% of the reviewed courses deviated substantially from the adopted standards and some courses reviewed ignored the standard elements altogether.**” [emphasis added]

## POTENTIAL DOUBLE-DIPPING: ONLINE TEACHING WHILE A FULL TIME ADMINISTRATOR

After reviewing these documents, Watching Adams compiled **itemized and total compensation data** (<https://watchingadams.files.wordpress.com/2017/01/asu-itemized-compensation-fy-2013-2016.pdf>) for a broad sampling of ASU employees between fiscal years 2013-2016 and identified the most serious concerns found therein. Among them was the issue of “double-dipping,” defined as “obtaining an income from two different sources, typically in an illicit way.”

- In the case of **Bill Schlaufman**, ASU’s Controller in charge of university accounting, the former employee **worked as a full time administrator making \$85,008. In the 2014-2015 academic year, Schlaufman also taught 329 students** in 35 Sections of 5 Courses online, making an **additional \$74,025 (87%) – totaling \$159,033**. Schlaufman made similar additional compensation in previous years.

One faculty reacted by stating, “The controller was working dual jobs on the same shift? This is unforgivable. It’s one thing to argue working 17 hour days and throughout the summer when your contract is for 9 months, but his contract was for 12 months and he was clearly working two jobs during his day job. Unbelievable.”

A former employee stated, “it’s somewhat terrifying to imagine the university’s head accounting manager also trying to teach over 300 students online. Either the university was getting ripped off, the students were getting ripped off, or both.”

## ADDITIONAL LINE ITEMS, POSSIBLY SUPERFLUOUS PROGRAMS

In some cases, total compensation packages far exceeded base salaries, often for a large number of additional duties that call into question the performance of the core job description and/or the added workload. Of the data sets sampled by Watching Adams, most ASU employees averaged 3-5 additional line items beyond base salary and with additional compensation of no more than 10-20%. However, a few faculty accumulated far more.

- For **Dr. Crowther**, **total earnings for fiscal year 2013 were \$151,503. Only \$67,908 was from his base salary** and the remaining \$83,595 (a **123% increase**) was accrued through **12 additional line items**, such as \$30,000 for “Outreach Off Campus Faculty,” \$14,583 for “Teacher Education Department Chair Supplemental,” \$5,178 for “World Language Program Director,” and various amounts for summer, online, and department chair fees. **By 2016, Dr. Crowther’s total compensation totaled \$157,969 from 14 line items.**

One faculty member noted, “No wonder people in power on this campus weren’t in favor of rotating chairs! Rotating chairs would risk outsiders becoming aware of all of these egregious practices.”

The issue of Crowther being paid as the World Language Program Director was of particular concern to one faculty, who stated, “It’s totally bogus both in name and practice. There’s only one language (Spanish) and there’s no reason to think Dr. Crowther would need to direct or coordinate its instruction,

especially given his lack of knowledge of the Spanish language! Does Mari Centeno receive extra compensation for directing the Political Science program? Does George Backen receive extra compensation for directing the Philosophy program?"

Another reacted to the World Language Program by remarking, "What is that? More importantly, how is Ed qualified to oversee such a program? The more data I see the more I'm beginning to believe that the only people that benefit from our HSI status are the faculty and staff who are paid to oversee the respective grant programs with which the status brings."

## ACCUSATIONS OF INSUFFICIENT ACADEMIC RIGOR

One faculty member claimed that the issue of "quantity over quality academic instruction" is broader in nature but best exemplified by Dr. Crowther, stating, "He may be the most egregious example of ASU's clear lack of academic integrity, but what he is doing, and has done for years, is really quite similar to what others do every day on a much smaller scale. He has convinced folks for decades that he is superhuman and that he can handle everything on his plate."

This faculty member continued by claiming, "Keep in mind that in addition to all of his academic responsibilities, for years he also played a hands-on role with the ASU football team. At one point, I believe he was even remunerated for this work and he still has special privileges to use the Plachy gym, which is state-of-the-art. In my mind, his case suggests what any outside observer would naturally suspect: that is, he must be taking short cuts!"

Concerning these allegations of Dr. Crowther "taking short cuts," at least one former ASU student has contacted Watching Adams anonymously to state that they strongly believe Dr. Crowther did not read their final term paper and gave them a high grade without good reason, mentioning that their paper contained totally unsupported claims, no works cited page, and was hastily written in one night.

This student also claimed that Dr. Crowther knowingly waived their writing assessment requirement, despite it being mandated by their degree plan. The student graduated knowing that Dr. Crowther was responsible for lax academic standards but does not want to identify themselves for fear of losing their degree. The student further stated that Dr. Crowther has become known to be an exceedingly easy professor, particularly for online coursework.

Dr. Crowther was contacted by Watching Adams for comment on this investigation but did not respond.

## ADDED COMPENSATION IN COUNSELOR ED

Additional faculty enrichment often involved specialized programs such as online and summer coursework. In many cases, this more than doubled their base salary.

- Such trends can be observed for Counselor Education professor **Dr. Don Basse, with a base salary of \$91,140 but increased to 102% for a total compensation of \$183,720 in fiscal year 2016** – due to program coordination, online teaching and on-campus course overloads. **Dr. Basse had a total of 10 compensation line items in 2016.**

## ADDED COMPENSATION, CONFLICTS OF INTEREST IN THE SCHOOL OF BUSINESS

- In 2015, **Armando Valdez, Assistant Professor of Business, started with a base salary of \$64,596 but increased total compensation by 69% to \$108,981** from course overloads and additional teaching duties, with similar data in other years surveyed. **Valdez had as many as 13 line items in his annual salary data.**
- For **Dr. Liz Thomas Hensley, the base salary of \$64,632 as Business Assistant Professor of Marketing increased by 146% for total compensation package of \$158,787** due to various online teaching loads, overloads in summer teaching, as well as program director duties. Similar patterns were observed in other years. **Dr. Thomas Hensley's compensation included up to 16 line items for a given year.**

One faculty member claimed that Dr. Thomas Hensley was also paid to be a special academic advisor to the men's basketball team. This faculty said, "As a result, many players simply quit visiting with their regular advisors. I've had several advisees tell me, 'I never came by because Miss Thomas gave me my pin and told me what to register for.' The problem, of course, is that she simply advised the students to sign up for classes that would be easy to pass. As a result, many of these students were as far from graduation after a year at ASU as they were when they transferred in." The men's basketball team has among the lowest four year graduation rate of any population at ASU – believed to be less than 2%.

This faculty member concluded by alleging, "This is particularly egregious because she was paid to help them, not put them further behind! In the end, of course, the coach arranged to pay her so that his players would be eligible to play, not to graduate."

Among the line items for Dr. Thomas Hensley in 2016 was "Business Assistant Prof Marketing Impact Study," for which she was paid \$3,400. One ASU employee reacted by stating, "Liz Thomas got paid for her impact study? Let me get this straight – as a city council person, she hired herself to conduct a study paid for by the university, about how the university was a positive economic force. I wonder if the city also shouldered any of the cost for that bogus study?" Dr. Thomas Hensley **was seated** ([http://alamosanews.com/v2\\_news\\_articles.php?heading=0&story\\_id=40045&page=72](http://alamosanews.com/v2_news_articles.php?heading=0&story_id=40045&page=72)) as Alamosa

City Councilor for Ward 1 on November 18th, 2015. This **economic impact study** (<https://www.adams.edu/news/dec1518.php>) was presented to the ASU Board of Trustees on December 18th, 2015.

- o Business Professor Dr. Linda Reid's compensation data demonstrates a similar pattern. In 2016, **Dr. Reid's base salary of \$73,764 was increased by 154% for a total compensation of \$187,439.** This was due to additional online coursework, additional summer coursework and multiple department overloads. **Dr. Reid's compensation data has included as many as 20 line items for a given year between 2013-2016.**

Someone who worked closely with the School of Business stated, "I knew Dr. Reid and Dr. Thomas Hensley's overload compensation was egregious, but I had no idea by how much."

Dr. Thomas Hensley and Dr. Reid were contacted by Watching Adams for comment on this investigation but did not respond.

## INCREASING SALARY INEQUALITIES

An ASU employee said, "Someone needs to write a book about how senior faculty members who increase salary inequalities are quite literally contributing to the end of higher education as we know it."

This employee claimed, "Several years ago, [then-VP of Academic Affairs] Frank Novotny said that they couldn't afford to pay adjuncts \$3,000 per class, as advocated by the summer salary committee. Frank went on to say, 'And no one else is paying more than \$1,800, so why should we? We can't change the market.' So if the market dictates \$1,800, why pay someone else much more than \$3,000 to teach the same course?"

In the next article in this series, Watching Adams reports on the observed examples of **potential cronyism and nepotism** (<https://watchingadams.org/news/asu-salary-data-suggests-potential-cronyism-and-nepotism/>).

**ADAMS STATE UNIVERSITY**

**FINANCIAL AND COMPLIANCE AUDIT**  
**Fiscal Years Ended June 30, 2016 and 2015**



Wall,  
Smith,  
Bateman Inc.  
Certified Public Accountants

# LEGISLATIVE AUDIT COMMITTEE

Representative Tracy Kraft-Tharp – Chair    Senator Tim Neville – Vice-Chair

Senator Kerry Donovan  
Senator Cheri Jahn  
Representative Dan Nordberg

Representative Lori Saine  
Senator Jim Smallwood  
Representative Faith Winter

# OFFICE OF THE STATE AUDITOR

Dianne E. Ray	State Auditor
Kerri Hunter	Deputy State Auditor
Pooja Tulsian	Contract Monitor
Wall, Smith, Bateman Inc.	Contractor

AN ELECTRONIC VERSION OF THIS REPORT IS AVAILABLE AT  
**WWW.STATE.CO.US/AUDITOR**

A BOUND REPORT MAY BE OBTAINED BY CALLING THE  
OFFICE OF THE STATE AUDITOR  
**303.869.2800**

PLEASE REFER TO REPORT NUMBER 1602F-A WHEN REQUESTING THIS REPORT



## TABLE OF CONTENTS

	<u>Page</u>
Report Summary .....	1
Recommendation Locator .....	3
Description of Adams State University .....	4
Auditors' Findings and Recommendations .....	5
Disposition of Prior Year Audit Recommendations .....	10
 <b>Financial Statements Section</b>	
Independent Auditors' Report .....	11
Management's Discussion and Analysis .....	14
Statements of Net Position .....	21
Adams State University Foundation Statements of Financial Position .....	23
Statements of Revenues, Expenses, and Changes in Net Position .....	24
Adams State University Foundation Statements of Activities .....	25
Statements of Cash Flows .....	27
Notes to the Financial Statements .....	29
 <b>Required Supplemental Information</b>	
Schedule of the University's Proportionate Share of the Net Pension Liability .....	54
Schedule of Contributions .....	55
 <b>Supplemental Information</b>	
Schedule of Pledged Revenues and Expenses for Series 2009A, 2009B, 2009C, 2012, and 2015 Auxiliary Facilities Revenue Bonds .....	56
Independent Auditors' Report on Internal Control Over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> .....	57
Audit Committee Communications .....	59
Schedule of Audit Adjusting Journal Entries and Passed Audit Adjusting Journal Entries .....	62
 <b>State-Funded Student Assistance Section</b>	
State-Funded Student Assistance Programs .....	63
Independent Auditors' Report on the Statement of Appropriations, Expenditures, Transfers, and Reversions of the State-Funded Student Assistance Programs .....	64
Statement of Appropriations, Expenditures, Transfers, and Reversions .....	66
Notes to the Statement of Appropriations, Expenditures, Transfers and Reversions .....	67

**ADAMS STATE UNIVERSITY  
FINANCIAL AND COMPLIANCE AUDIT  
REPORT SUMMARY  
FISCAL YEARS ENDED JUNE 30, 2016 AND 2015**

**Authority, Purpose and Scope**

The audit of Adams State University was conducted pursuant to Section 2-3-103, C.R.S., which authorizes the State Auditor to conduct audits of all state agencies and educational institutions. The 2016 audit was conducted under contract with Wall, Smith, Bateman Inc. The audit was conducted in accordance with auditing standards generally accepted in the United States of America, and *Government Auditing Standards* issued by the Comptroller General of the United States. Audit work was performed during July through November 2016.

The purposes and scope of the audit were to:

- § Perform an audit of the basic financial statements of Adams State University for the years ended June 30, 2016 and 2015, and to express an opinion on the financial statements. This included a review of the related internal control structure as required by auditing standards generally accepted in the United States of America and *Government Auditing Standards*.
- § Perform an audit of the University's federal grant programs under the Single Audit Act as amended for the year ended June 30, 2016.
- § Perform a financial and compliance audit of the Statement of Appropriations, Expenditures, Transfers and Reversions of the University's State-Funded Student Financial Assistance Programs, including a review of the related internal control structure as required by generally accepted auditing standards and *Government Auditing Standards*.
- § Evaluate the University's compliance with appropriate state and federal laws and regulations, and bond covenants that could have a material effect on the University's financial statements.
- § Report on the University's compliance and internal control over financial reporting based on our audit of the financial statements performed in accordance with *Government Auditing Standards*.
- § Evaluate progress in implementing prior year audit recommendations.

The Schedule of Expenditures of Federal Awards for Adams State University and applicable audit opinions are included in the June 30, 2016 Statewide Single Audit Report issued by the Office of the State Auditor under a separate cover.

**Audit Results**

Wall, Smith, Bateman Inc. expressed an unmodified opinion on the financial statements for the years ending June 30, 2016 and 2015.

## **Required Auditor Communications to the Legislative Audit Committee**

The auditor is required to communicate to the Legislative Audit Committee certain matters related to the conduct of the audit and to ensure that the Legislative Audit Committee receives additional information regarding the scope and results of the audit that may assist the Legislative Audit Committee in overseeing the financial reporting and disclosure process for which management is responsible. These matters have been communicated to the Legislative Audit Committee in this report and include, among other items, that there were no significant difficulties encountered in performing the audit.

## **Summary of Findings and Recommendations**

There are two findings and recommendation s resulting from the audit work completed for fiscal year ended June 30, 2016. The first finding is in regard to an error in the computation of the scholarship allowance which resulted in a misstatement in the Statement of Revenues, Expenses and Changes in Net Position. The second finding is in regard to inaccurate reporting of federal receipts and expenditures to the Office of the State Controller. A detailed description of the audit comment s and recommendation s are contained in the findings and recommendation s section of the report.

## **Summary of Progress in Implementing Prior Audit Findings**

The prior audit recommendation implementation has been deferred. The University's implementation date is Fall of 2016.

## **FINDINGS AND RECOMMENDATIONS SECTION**

**RECOMMENDATION LOCATOR**

**All recommendations are addressed to the Adams State University Fiscal Year 2016**

<b>Rec. No.</b>	<b>Page No.</b>	<b>Recommendation Summary</b>	<b>Agency Response</b>	<b>Implementation Date</b>
1	7	Adams State University should improve controls over financial reporting by implementing a reconciliation process between the GASB 34/35 Scholarship Allowance Schedule, Statements of Revenues, Expenses and Changes in Net Position and the Banner system to ensure that all revenues and scholarships are appropriately reported, and by implementing a review process to identify and correct errors in the University's financial statements.	Agree	November 15, 2016
2	9	Adams State University should improve controls over the preparation of Exhibit K1 by obtaining training on the Office of the State Controller's Office's Fiscal Procedures Manual regarding the Exhibit K1 and SEFA preparation as well as establishing procedures and a review process to ensure that the Exhibit K1 is prepared correctly.	Agree	December 15, 2016

## Description of Adams State University

The Board of Trustees of Adams State University is the governing board for Adams State University. The Board of Trustees has oversight and responsibility in the areas of finance, resources, academic programs, admissions, role and mission, and personnel policies.

The Board consists of nine members appointed by the Governor to serve four-year terms. Additionally, an elected member of the faculty of the University serves for a two-year term and an elected member of the student body of the University serves for a one-year term. The President of Adams State University is responsible for providing leadership for the University and administering the policies and procedures of the Board of Trustees. The Board conducts its business at regular monthly meetings, all of which are open to the public.

Adams State University is a liberal arts university with graduate programs in Teacher Education, Business, Counseling, and Art. Section 23-51-101, C.R.S., provides that Adams State University shall be a general baccalaureate institution with moderately selective admission standards. Adams State University is a regional educational provider approved to offer limited professional programs, Hispanic programs, undergraduate education degrees, masters' level programs, PH.D. level programs, and two-year transfer programs with a community college role and mission, except for vocational education programs.

Full-time equivalent (FTE) student, faculty, and staff reported by the University for the last three fiscal years were as follows:

	2014	2015	2016
Resident Students	1,832.6	1,776.1	1,825.7
Nonresident Students	596.8	609.4	657.3
Total Students	<u>2,429.4</u>	<u>2,385.5</u>	<u>2,483.0</u>
Faculty FTEs	181.6	180.4	184.7
Staff FTEs	135.5	139.2	136.1
Total Staff and Faculty FTEs	<u>317.1</u>	<u>319.6</u>	<u>320.8</u>

**ADAMS STATE UNIVERSITY**  
**AUDITORS' FINDINGS AND RECOMMENDATIONS**  
**Fiscal year Ended June 30, 2016**

We have audited the financial statements of Adams State University (the University) as of and for the year ended June 30, 2016, and have issued our report thereon dated January 10, 2017. In planning and performing our audit of the financial statements, in accordance with auditing standards generally accepted in the United States of America, we considered the University's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the University's internal control. In addition, in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States, we also have issued our report dated November 14, 2016 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provision of laws, regulations, contracts, and grants. We have not considered internal control since the date of this report.

The maintenance of adequate internal control designed to fulfill control objectives is the responsibility of management. Because of inherent limitations in internal control, errors or fraud may nevertheless occur and not be detected. Additionally, controls found to be functioning at a point in time may later be found deficient because of the performance of those responsible for applying them, and there can be no assurance that controls currently in existence will prove to be adequate in the future as changes take place in the organization.

A deficiency in internal control over financial reporting exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A significant deficiency is a deficiency, or combination of deficiencies, in internal control over financial reporting that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We consider Recommendations No. 1 and No. 2 to be material weaknesses as defined above.

The University's responses to the findings have not been subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on them.

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

In addition to issuing a report on the University's compliance and internal control over financial reporting, we also performed procedures in accordance with requirements of *Office of Management and Budget (OMB) OMB Uniform Guidance, Cost Principles, Audit, and Administrative Requirements for Federal Awards* over major federal programs as determined by the Office of the State Auditor. The purpose of our procedures was not to issue an opinion over the University's compliance with the federal programs tested, but rather report any noncompliance and internal control deficiencies noted during our testing to the Office of the State Auditor for inclusion in the Statewide Single Audit report.

**ADAMS STATE UNIVERSITY**  
**AUDITORS' FINDINGS AND RECOMMENDATIONS**  
**Fiscal year Ended June 30, 2016**

**Controls over the Scholarship Allowance and Scholarship Expense Computation – Introduction**

Adams State University is an institution of higher education of the State of Colorado, and is located in Alamosa, Colorado. The University's student full-time equivalent (FTE), for Fiscal Year 2016 averaged 2,420 students and 315 faculty and staff.

During Fiscal Year 2016, the University's tuition, fees, housing and meal gross revenue is \$38.5 million and scholarship allowance is \$12.4 million.

The scholarship allowance is the difference between the stated charge for goods and services provided by the University and the amount which is billed to students and/or third parties making payments on behalf of students. The scholarship allowance consists of Federal, state, private and institutional scholarships and grants awarded to students. The amount of aid awarded to a student may exceed the tuition, fees, housing and meal procured from the University. In such circumstances, the excess of aid over tuition, fees, housing and meals is paid to students and treated as scholarship expense. During Fiscal Year 2016 the University's scholarship expense is \$798,027.

**WHAT WAS THE PURPOSE OF OUR AUDIT WORK AND WHAT WORK WAS PERFORMED?**

The purpose of the audit work was to determine whether tuition and fees revenue and sales of services of auxiliary enterprises, net of the scholarship allowance and scholarship expenses are fairly presented in the University's Statements of Revenues, Expenses and Changes in Net Position as of June 30, 2016.

We analyzed the University's Statements of Revenues, Expenses and Changes in Net Position for Fiscal Year 2016 and 2015 (Statements). Specifically, we reviewed the scholarship expense, which had a negative balance of \$316,331 for Fiscal Year 2016 and a positive balance of \$254,183 for Fiscal Year 2015. The natural account balance for the scholarship expense is a positive amount. Due to the Fiscal Year 2016 negative balance, we expanded our analysis. We also analyzed tuition and fees and sales and services of auxiliary enterprises revenue (revenues), net of scholarship allowance balances of \$18.3 million and \$6.9 million, respectively. In addition, we performed an analysis of the University's GASB 34/35 Scholarship Allowance Schedule (Schedule) used to compute and reconcile the revenues and scholarship allowance for Fiscal Year 2016. In order to test the accuracy of the Schedule, we selected a sample of students on the report and compared their University bill to the Schedule. We also compared the gross tuition and fee revenue to the related general ledger accounts.

**HOW WERE THE RESULTS OF THE AUDIT WORK MEASURED?**

In accordance with Governmental Accounting Standards Board Statement (GASBs No. 34 and 35) *Basic financial Statements - and Management's Discussion and Analysis - for Public Colleges and Universities*, revenues should be reported net of discounts and allowances. Therefore, tuition and fee revenues and sales of services of auxiliary enterprises are required to be reported net of scholarship allowances in the Statements of Revenues, Expenses and Changes in Net Position.

**What problem did the audit work identify?**

Through the audit work, we determined that the University's Schedule was not accurate and, as a result the Statements were incorrect. The Schedule was not reconciled to Banner, the University's accounting system, and did not include all of the revenues charged to the students or all of the scholarships awarded to the students.



**ADAMS STATE UNIVERSITY**  
**AUDITORS' FINDINGS AND RECOMMENDATIONS**  
**Fiscal year Ended June 30, 2016**

Our audit work identified that the tuition and fees revenues were understated by \$915,228, the sales and services revenues were understated by \$199,130 and the scholarship expenses were understated by \$1,114,358.

**Why did the problem occur?**

The University did not have a reconciliation process in place to ensure that the Schedule used to compute the scholarship allowance from Banner system and presented on the Statement was accurate and complete. In addition, the University did not have a review process in place to identify the errors in the financial statements.

**Why does this problem matter?**

The Statements of Revenues, Expenses and Changes in Net Position operating revenues and the operating expenses were materially understated. Strong financial accounting internal controls, including effective review processes and procedures, are necessary to ensure that the University is reporting financial information appropriately and accurately, in accordance with GASB requirements.

(Classification of Finding: Material weakness)

**Recommendation No. 1:**

Adams State University should improve controls over financial reporting by:

- a. Implementing a reconciliation process between the GASB 34/35 Scholarship Allowance Schedule (Schedule), Statements of Revenues, Expenses and Changes in Net Position and the Banner system, to ensure that all revenues and scholarships are appropriately reported.
- b. Implementing a review process to identify and correct errors in the University's financial statements.

**Adams State University's Response:**

- a. Agree Implementation Date: November 15, 2016

Adams State Universities Controller's office worked with the ASU Computing Services department to create a new report used to correct this error, and the corrected numbers were included in the audited financial statements. The new report provides the Controller with the ability to update and maintain the data included in the report on an ongoing basis. The GASB 34/35 Scholarship Allowance schedule will be reconciled to the Banner system monthly to insure that all errors are corrected in a timely manner and that the revenues and scholarships are reported accurately.

- b. Agree Implementation Date: November 15, 2016

ASU has implemented a review process to be used in the future.

**ADAMS STATE UNIVERSITY**  
**AUDITORS' FINDINGS AND RECOMMENDATIONS**  
**Fiscal year Ended June 30, 2016**

**EXHIBIT K1 - SCHEDULE OF FEDERAL ASSISTANCE**

During Fiscal Year 2016, Adams State University administered more than 20 federal programs and expended approximately \$30.4 million in federal funds, of which nearly \$21.5 million was direct loan funding received through the U.S. Department of Education's Student Financial Aid Program. Each year, the University is required to prepare a report, or "exhibit," containing the University's federal expenditures and related reimbursements to aid the Colorado Office of the State Controller (OSC) in the preparation of the federal Schedule of Expenditures of Federal Awards (SEFA); this exhibit is referred to as the "Schedule of Federal Expenditures of Federal Awards Exhibit," or "Exhibit K1". The SEFA is to be presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) to show the State's expenditures for federal awards during the fiscal year. The OSC provides the University with instructions for the proper preparation of the Exhibit K1.

**WHAT WAS THE PURPOSE OF OUR AUDIT WORK AND WHAT WORK WAS PERFORMED?**

The purpose of the audit work was to determine whether the Exhibit K1 submitted by the University to the OSC in support of the statewide financial statements was free from material misstatements.

We audited the Exhibit K1 submitted by the University to the OSC to verify the accuracy of the information reported and assess compliance with OSC report preparation instructions. In addition, we audited the University's reconciliations between the Exhibit K1 and the University's Banner accounting system, and confirmed data included on the Exhibit K1 with the U.S. Department of Education grant management system (G5) – External Award History Report for the fiscal year ended June 30, 2016.

**HOW WERE THE RESULTS OF THE AUDIT WORK MEASURED?**

State Fiscal Rule 1-8 requires State agencies and institutions of higher education to implement internal accounting and administrative controls that reasonably ensure that financial transactions are accurate, reliable, and conform to State Fiscal Rules.

In addition, the Fiscal Procedures Manual (Manual) issued by the OSC provides specific guidance on preparing financial exhibits that are to be submitted to the OSC at year-end. For example, the Exhibit K1 is used for preparing the Statewide Schedule of Expenditures of Federal Awards (SEFA). The SEFA provides a listing of federal assistance by Catalog of Federal Domestic Assistance (CFDA) number or other identifying number.

**What problem did the audit work identify?**

The University inaccurately prepared the Exhibit K1 that it submitted to the OSC for Fiscal Year 2016, as noted below:

- The amount reported on the Exhibit K1 for the "Federal Perkins Loan Program-Federal Capital Contributions" grant was \$10,398,942 of receipts and expenditures. However, based on our test work, we determined that the correct amount of receipts and expenditures is \$740,856, thereby causing an overstatement of receipts and expenditures of \$9,658,086. Additionally, we noted that, while the University reported \$21,370,963 in Federal Direct Student Loan expenditures and receipts, the University actually expended \$20,781,838, resulting in an overstatement of the receipts and expenditures by \$589,125. The University's Exhibit K1 receipts and expenditures were overstated in total by \$10,247,211.
- The Department failed to include the "other identifying number" for subrecipient awards as required by the OSC Exhibit K1 instructions.

**ADAMS STATE UNIVERSITY**  
**AUDITORS' FINDINGS AND RECOMMENDATIONS**  
**Fiscal year Ended June 30, 2016**

**Why did the problem occur?**

The University does not have proper internal controls such as formal written procedures, an appropriate review process, and adequate training related to the Fiscal Procedures Manual to ensure that the Exhibit K1 is prepared accurately. Further, the University experienced staff turnover during the year due to a key accounting staff retirement, which contributed to the identified problems.

**Why does this problem matter?**

Because the Exhibit K1 is used by the OSC to prepare the Statewide Schedule of Expenditures of Federal Awards. Errors on the Exhibit K1 can lead to the SEFA being misstated. In addition, errors with the Exhibit K could potentially lead to federal sanctions being levied on the University or the State.

(Classification of Finding: Material weakness)

**Recommendation No. 2:**

Adams State University should improve internal controls over the preparation of Exhibit K1 by:

- a. Obtaining training on the Office of the State Controller's Office's Fiscal Procedures Manual regarding the Exhibit K1 and SEFA preparation as well as establishing written procedures to ensure that the Exhibit K1 is prepared correctly.
- b. Establishing a review process for the Exhibit K1, to ensure accuracy.

**Adams State University's Response:**

- a. Agree Implementation Date: December 15, 2016

Exhibit K1 was corrected and re-submitted prior to issuance of the Audit Report as part of a collaboration between the ASU Perkins Loan officer and ASU's Controller of Sponsored Programs. Adams State University will explore the options for training offered by the Office of the State Controller. ASU will establish written procedures specific to the process used by ASU for preparing the Exhibit K1.

- b. Agree Implementation Date: December 15, 2016

ASU has added a two level review to be used before submission of future Exhibit K1 reports.

**ADAMS STATE UNIVERSITY  
FINANCIAL AND COMPLIANCE AUDIT  
DISPOSITION OF PRIOR YEAR AUDIT FINDING AND RECOMMENDATION  
FISCAL YEAR ENDED JUNE 30, 2016**

**Summary of Progress in Implementing Prior Year Audit Recommendation**

**Recommendation No. 1** – Adams State University should continue to consider strategies for attracting and retaining students to improve enrollment and also reevaluate the tuition and pricing policies. In addition, the University should search for efficiencies in its operations to minimize future losses.

**Disposition** – Deferred. Adams State University plans to fully implement this recommendation by the Fall 2016 implementation date.

**FINANCIAL STATEMENTS SECTION**

# INDEPENDENT AUDITORS' REPORT



Wall,  
Smith,  
Bateman Inc.

Members of the Legislative Audit Committee:

## **Report on the Financial Statements**

We have audited the accompanying financial statements of the business-type activities and the major fund of Adams State University (the University), an Institution of Higher Education, State of Colorado, the Adams State University Foundation, a discretely presented component unit, discussed in Note 1 of the financial statements, which represents 100 percent of the total assets, total revenues, and total net position of the aggregate discretely presented component unit, as of and for the years ended June 30, 2016 and 2015, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### *Opinions*

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, the major fund, and the discretely presented component unit of Adams State University, an Institution of Higher Education, State of Colorado, as of June 30, 2016 and 2015, and the respective changes in financial position, and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Emphasis of Matter***

*Relationship to State of Colorado*

As discussed in Note 1 – Summary of Significant Accounting Policies, the financial statements of Adams State University are intended to present the net position and changes in net position for only that portion of the financial reporting entity, State of Colorado, that is attributable to the transactions of the University. They do not purport to, and do not present fairly the financial position of the State of Colorado as of June 30, 2016 and 2015, and the changes in its financial position, or, where applicable, its cash flows, for the years then ended, in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

*Change in Accounting Principle*

As discussed in Note 1 – Summary of Significant Accounting Policies, in fiscal year 2016 the University adopted new accounting guidance, *GASB Statement No. 72, Fair Value Measurement and Application*. In fiscal year 2015, management adopted the provisions of *GASB Statement No. 68, Accounting and Financial Reporting for Pensions - an amendment of GASB No. 27* and *GASB Statement No. 71, Pension Transition for Contributions made Subsequent to the Measurement Date*, which represents a change in accounting principle. As of July 1, 2014, the University's net position was restated to reflect the change in accounting principle. Our opinion is not modified with respect to this matter.

***Other Matters***

*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 12-18 and the Colorado PERA Pension Plan Schedules of the University's Proportionate Share of the Net Pension Liability and Contributions on pages 54 and 55 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Other information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Adams State University's basic financial statements. The Schedule of Pledged Revenues and Expenses for Series 2009A, 2009B, 2009C, 2012, and 2015 Auxiliary Facilities Revenue Bonds is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The Schedule of Pledged Revenues and Expenses for Series 2009A, 2009B, 2009C, 2012, and 2015 Auxiliary Facilities Revenue Bonds is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Pledged Revenues and Expenses for Series 2009A, 2009B, 2009C, 2012, and 2015 Auxiliary Facilities Revenue Bonds is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated January 10, 2017 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "Wall, Smith, Bateman Inc." in a cursive script.

Wall, Smith, Bateman Inc.

January 10, 2017



**STATE OF COLORADO  
ADAMS STATE UNIVERSITY  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
YEAR ENDED JUNE 30, 2016**

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

This section of the financial report presents a discussion and analysis of the financial performance of Adams State University (the University), formerly known as Adams State College, for the fiscal years ended June 30, 2016 and 2015, with selected comparative information for the years ended June 30, 2014. On May 19, 2012, Governor Hickenlooper signed House Bill 12-1080, changing the name of Adams State College to Adams State University, effective August 7, 2012. This discussion focuses on current activities and known facts, and therefore should be read in conjunction with the accompanying financial statements and notes for the reporting entity of the University that includes Adams State University and the Adams State University Foundation, a discretely presented component unit. (See Note 1 for additional information on the reporting entity.)

**FINANCIAL HIGHLIGHTS**

**Year ended June 30, 2016**

The University's total net position decreased by \$2.3 million during fiscal year 2016 compared to a \$6.0 million increase in net position during fiscal year 2015. The decrease is primarily a result of a decrease in State appropriations, capital of \$10.8 million, net of an increase in fee for service contracts of \$1.4 million and a increase in operating expenses of \$392,000.

The University had a ratio of current assets to current liabilities of 2.2 and 2.1 for fiscal years 2016 and 2015, respectively. This current ratio demonstrates the liquidity of University assets and the relative availability of working capital to fund current operations. The increase in the current ratio from fiscal year 2015 to fiscal year 2016 is primarily a result of an increase in current assets of \$1.5 million from fiscal year 2015 to fiscal year 2016.

An operating deficit of \$11.4 million is the result of the University's dependence on Federal Pell Grants, gifts and donations and other non-operating revenue, which under the guidelines established by Governmental Accounting Standards Board (GASB) Statements 34 and 35 is shown as non-operating revenues. The University received no state operating appropriations, but received \$11.4 million in fee for service contract revenue from the Colorado Department of Higher Education and \$2.8 million in College Opportunity Fund stipends from College Assist during fiscal year 2016.

**Year Ended June 30, 2015**

The University's total net position increased by \$6.0 million during fiscal year 2015 compared to a \$3.7 million decrease in net position during fiscal year 2014. The increase is primarily a result of increases in State appropriations, capital of \$5.3 million and fee for service contracts of \$1.0 million, net of an increase in \$4.4 million in operating expenses.

The University had a ratio of current assets to current liabilities of 2.1 and 2.3 for fiscal years 2015 and 2014, respectively. This current ratio demonstrates the liquidity of University assets and the relative availability of working capital to fund current operations. The decrease in the current ratio from fiscal year 2014 to fiscal year 2015 is primarily a result of the spending of bond proceeds used for capital construction projects in fiscal year 2015.

An operating deficit of \$13.2 million is the result of the University's dependence on Federal Pell Grants, gifts and donations and other non-operating revenue, which under the guidelines established by Governmental Accounting Standards Board (GASB) Statements 34 and 35 is shown as non-operating revenues. The University received no state operating appropriations, but received \$9.9 million in fee for service contract revenue from the Colorado Department of Higher Education and \$2.9 million in College Opportunity Fund stipends from College Assist during fiscal year 2015.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
YEAR ENDED JUNE 30, 2016**

**STATEMENT OF NET POSITION**

The Statement of Net Position includes all assets and liabilities. It is prepared under the accrual basis of accounting, whereby revenues and assets are recognized when the service is provided, and expenses and liabilities are recognized when services are received, regardless of when cash is exchanged. Over time, increases and decreases in net position (the difference between assets and liabilities) is one indicator of the University's financial health when considered in conjunction with non-financial facts such as student enrollment and the condition of facilities.

A summarized comparison of the University's assets, liabilities and net position at June 30 follows:

	2016	2015	2014
		(in thousands)	
<b>Assets</b>			
Current Assets	\$23,029	\$21,560	\$20,879
Noncurrent Assets	120,197	124,607	118,282
	143,226	146,167	139,161
<b>Deferred outflows of resources</b>	7,707	4,647	651
<b>Liabilities</b>			
Current Liabilities	10,614	10,404	8,890
Noncurrent Liabilities	114,479	113,291	71,757
	125,093	123,695	80,647
<b>Deferred inflows of resources</b>	1,751	749	-
<b>Net Assets</b>			
Invested in Capital Assets, net of related debt	51,729	54,590	47,583
Restricted	4,470	4,470	4,231
Unrestricted	(32,109)	(32,690)	7,351
	<u>\$24,090</u>	<u>\$26,370</u>	<u>\$59,165</u>

**Year ended June 30, 2016**

At June 30, 2016 the University's total assets were \$143.2 million. The largest asset category is the \$119.7 million in capital assets, net of accumulated depreciation of \$80.9 million. These assets include land, buildings, equipment, library holdings, and construction in progress. Construction in progress increased by a net amount of \$0.7 million in fiscal year 2016. Depreciation amortizes the cost of an asset over its expected useful life and represents the utilization of long-lived assets.

In fiscal year 2016, the University's current assets of \$23.0 million were sufficient to cover current liabilities of \$10.6 million (producing a current ratio of 2.2). Cash and cash equivalents (bank deposits, certificates of deposits, and pooled cash with the State Treasurer) comprised over \$18.6 million in assets per the Statement of Net Position. Bonds payable of \$68.2 million represent almost 60% of the University's total noncurrent liabilities, while the Net Pension Liability represents 39% of the University's total noncurrent liabilities of \$114.5 million. The current portion of the bonds payable liability is \$1.9 million.

The University's net position decreased \$2.3 million (see the Statement of Revenues, Expenses and Changes in Net Position) to \$24.1 million. Net Position is composed of \$51.7 million net investment in capital assets, \$4.5 million

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
YEAR ENDED JUNE 30, 2016**

externally restricted for specific purposes, and (\$32.1) million unrestricted and available for any lawful purpose of the University .

**Year Ended June 30, 2015**

At June 30, 2015 the University's total assets were \$146.2 million. The largest asset category is the \$124.6 million in capital assets, net of accumulated depreciation of \$73.9 million. These assets include land, buildings, equipment, library holdings, and construction in progress. Construction in progress decreased by a net amount of \$6.7 million in fiscal year 2015. The Richardson Hall Renovation Project increased construction in progress by \$11.9 million in fiscal year 2015, was completed in fiscal year 2015 and transferred out of construction in progress in the amount of \$18.7 million. Depreciation amortizes the cost of an asset over its expected useful life and represents the utilization of long-lived assets.

In fiscal year 2015, the University's current assets of \$21.6 million were sufficient to cover current liabilities of \$10.4 million (producing a current ratio of 2.1). Cash and cash equivalents (bank deposits, certificates of deposits, and pooled cash with the State Treasurer) comprised over \$18.9 million in assets per the Statement of Net Position .

Bonds payable of \$70.1 million represent over 57% of the University's total noncurrent liabilities , while the Net Pension Liability represents 33% of the University's total noncurrent liabilities of \$113.3 million. The current portion of the bonds payable liability is \$1.7 million.

The University's net position increased \$6.0 million (see the Statement of Revenues, Expenses and Changes in Net Position) to \$26.4 million. The increase in net position is mainly attributed to the \$13 million of State appropriation, capital. Net Position was restated due to the implementation of GASB 68 and 71, which had the effect of decreasing Net Position by \$38,802,228. Net Position is composed of \$54.6 million net investment in capital assets, \$4.5 million externally restricted for specific purposes, and (\$32.7) million unrestricted and available for any lawful purpose of the University .

**STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION**

The Statements of Revenues, Expenses and Changes in Net Position present the result of operations during the year. Activities are reported as either operating or non-operating. Operating revenues and expenses generally result from providing goods and services for instruction, research, public service, and related support services to an individual or entity separate from the University. Non-operating revenues and expenses are those other than operating and include, but are not limited to: State appropriations, investment income, interest expense on capital debt, gain/loss on disposal of assets, State capital construction and controlled maintenance appropriations, transfers and other non-operating revenue.

**Year ended June 30, 2016**

Tuition and fee revenues accounted for \$19.2 million of the \$45 million in operating revenues for fiscal year 2016. The tuition and fee amount is net of scholarship allowances of \$12.4 million. Scholarship allowances are defined as the financial aid awarded to students by the University that is used to pay University charges. The scholarship allowance is recognized as a direct reduction of revenue rather than an increase in financial aid expense.

Operating expenses, during Fiscal Year 2016, totaled \$56.4 million. Of that total, \$20.2 million was for instruction, \$2.9 million for academic support, \$5.2 million for student services, \$4.3 million for institutional support, \$3.3 million for operation of plant and \$12.3 million for auxiliary enterprises .

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
YEAR ENDED JUNE 30, 2016**

**Year Ended June 30, 2015**

Tuition and fee revenues accounted for \$18.7 million of the \$42.8 million in operating revenues for fiscal year 2015. The tuition and fee amount is net of scholarship allowances of \$12.1 million. Scholarship allowances are defined as the financial aid awarded to students by the University that is used to pay University charges. The scholarship allowance is recognized as a direct reduction of revenue rather than an increase in financial aid expense. The tuition rate for resident undergraduate full-time tuition increased by 8.6% from fiscal year 2014 to 2015, causing an increase in gross tuition revenue.

Operating expenses, during Fiscal Year 2015, totaled \$56.0 million. Of that total, \$19.6 million was for instruction, \$2.7 million for academic support, \$5.2 million for student services, \$3.9 million for institutional support, \$3.7 million for operation of plant and \$13.6 million for auxiliary enterprises.

A summarized comparison of the University's revenues, expenses, and changes in net position at June 30 follows:

	2016	2015	2014
	(in thousands)		
<b>Operating Revenues</b>			
Tuition and Fees, net	\$19,210	\$18,714	\$18,463
Grants and Contracts	17,982	15,934	13,965
Auxiliary Enterprises	6,893	7,129	7,507
Other	919	981	1,166
Total Operating Revenues	45,004	42,758	41,101
<b>Operating Expenses</b>	56,414	56,022	51,604
<b>Net Operating Income (Loss)</b>	(11,410)	(13,264)	(10,503)
<b>Nonoperating Revenue(Expense)</b>			
Federal Pell Grants	4,637	4,836	5,127
Gifts and Donations	2,187	1,900	1,996
Interest Income	182	142	158
Other Nonoperating	(2,912)	(3,120)	(2,956)
Net Nonoperating Revenue	4,094	3,758	4,325
<b>Income(Loss) Before Other Revenue,     Expenses, Gains, or Losses</b>	(7,316)	(9,506)	(6,178)
Student Capital Fees	2,877	2,535	2,187
State Appropriations, Capital	2,203	13,039	7,759
Other	(44)	(61)	(71)
<b>Increase (Decrease) In Net Position</b>	(2,280)	6,007	3,697
<b>Net Assets</b>			
Net Assets-Beginning of Year	26,370	59,165	55,468
Restatement, GASB 68	-	(38,802)	-
Net Assets-Beginning of Year, Restated	26,370	20,363	55,468
Net Assets-End of Year	\$24,090	\$26,370	\$59,165

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
YEAR ENDED JUNE 30, 2016**

**CAPITAL ASSETS**

At June 30, 2016, the University had approximately \$119.7 million invested in capital assets, net of accumulated depreciation of \$80.9 million. Depreciation charges were \$7.2 million for the current year compared to \$7.0 million in 2015 and \$6.7 million in 2014. Details of these assets for the three years are shown below.

**Capital Assets, Net of Depreciation, at Year End**

	<u>2016</u>	<u>2015</u>	<u>2014</u>
Land	\$445,249	\$445,249	\$445,249
Land Improvements	6,942,981	7,496,336	8,028,317
Buildings	108,478,464	112,823,482	99,446,630
Construction in Progress	1,010,697	275,341	6,943,428
Equipment	1,961,474	2,153,654	1,955,073
Library Materials	535,671	655,833	662,485
Art and Historic Treasures	317,417	293,091	260,488
Total	<u>\$119,691,953</u>	<u>\$124,142,986</u>	<u>\$117,741,670</u>

Major capital additions completed this year and the source of resources that funded their acquisition included:

Upgrade Plachy Pool, State Funds	\$976,419
Completion of Richardson Hall Renovation, State Funds	<u>628,672</u>
	<u>\$1,605,091</u>

**DEBT**

On March 12, 2009, the University issued Auxiliary Facilities Revenue Improvement Bonds Series 2009A in the amount of \$19.8 million for the purpose of funding various campus improvement projects, including the acquisition, construction, improvement and equipping of a new residence and recreational facility. In 2008, the University's students approved a student capital fee to be used to pay for these bonds.

On December 15, 2009, the University issued Auxiliary Facilities Revenue Bonds Series 2009B in the amount of \$12,760,000 for the purpose of refunding \$9,380,000 of Series 2004A Enterprise Revenue Bonds and to obtain additional funds in the amount of \$2,621,740 for improvement projects. Proceeds in the amount of \$10,407,501 were placed into an irrevocable escrow account and invested in non-callable direct obligations of the United States of America. Principal and interest on the government obligations were used, together with the cash balance in the escrow account, to pay the regularly scheduled principal and interest on the refunded bonds through May 15, 2014 and to redeem on such date the refunded bonds maturing on and after May 15, 2015. As a result, the Series 2004A Bonds are considered defeased and the liability for those bonds has been removed from the University's Statement of Net Position.

On December 15, 2009, the University also issued Taxable Auxiliary Facilities Revenue Bonds Series 2009C in the amount of \$27,615,000 for the purpose of obtaining funds for various campus improvement projects, including the remodeling of various academic buildings. The Series 2009C Bonds are designated as "Build America Bonds" and the University will receive a cash subsidy payment equal to 35% of the interest payable on these bonds.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
YEAR ENDED JUNE 30, 2016**

On May 1, 2012, the University issued Institutional Enterprise Revenue Bonds, Series 2012 in the amount of \$12,975,000 for the purpose of obtaining funds for certain capital improvements to the campus. In 2008, the University's students approved a student capital fee to be used to pay for these bonds.

On February 19, 2015, the University issued Institutional Enterprise Revenue Refunding Bonds Series 2015 in the amount of \$19,330,000 for the purpose of refunding \$16,415,000 of Auxiliary Facilities Revenue Improvement Bonds Series 2009A. Proceeds in the amount of \$19,244,036 were placed into an irrevocable escrow account and invested in non-callable direct obligations of the United States of America. Principal and interest on the government obligations will be used, together with any cash balance in the escrow account, to pay the regularly scheduled principal and interest on the refunded bonds maturing between May 2020 and May 2039. As a result, the portion of the Series 2009A Bonds refunded are considered defeased and the liability for those bonds has been removed from the University's Statement of Net Position.

At June 30, 2016, the University had approximately \$71.2 million in debt outstanding compared to \$73.0 million at June 30, 2015 and \$71.9 million at June 30, 2014. The table below summarizes these amounts by type of debt.

	<u>2016</u>	<u>2015</u>	<u>2014</u>
2009A Series Revenue Improvement Bonds	\$1,389,880	\$1,823,519	\$18,926,396
2009B Series Auxiliary Facilities Revenue Bonds	9,235,766	10,175,118	11,069,470
2009C Series Taxable Auxiliary Facilities Revenue Bonds	27,130,904	27,111,508	27,092,112
2012 Series Institutional Enterprise Revenue Bonds	13,212,562	13,406,435	13,500,307
2015 Series Institutional Enterprise Revenue Refunding Bonds	19,095,000	19,280,000	-
Capital Lease	1,152,789	1,223,208	1,289,512
Notes Payable	-	24,698	32,894
	<u>\$71,216,901</u>	<u>\$73,044,486</u>	<u>\$71,910,691</u>

**ECONOMIC OUTLOOK**

The economic position of the University is closely tied to that of the State. For fiscal years 2016, 2015, and 2014, the University received no operating State appropriations.

In 2004, Governor Owens signed Senate Bill 04-189, which created the Colorado Opportunity Fund. This legislation created a first-in-the-nation funding mechanism for higher education. The bill provides a stipend, calculated on a per-hour credit rate, to undergraduate resident students attending public and qualifying private higher education institutions. In addition, the bill provides higher education institutions the opportunity to become enterprise status under TABOR. Because funding is provided to students through the stipends and to the institutions through fee-for-service arrangements, the bill allows all qualifying public institutions to be designated as "enterprises" if approved by the Legislative Audit Committee. The Legislative Audit Committee approved the designation of the University as an enterprise for fiscal years 2006 through 2016, with the exception of 2009, 2014, and 2015. The University must meet the requirements of a TABOR enterprise on an annual basis.

The purpose of S.B. 04-189, or the College Opportunity Fund bill, is to bring awareness to students that funding from the State of Colorado does help cover their educational expenses. The trust fund's monies are administered by the Colorado Student Loan Program dba College Assist. The student can direct their stipend funding to a particular institution by applying for the program and registering at the institution of their choice.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
YEAR ENDED JUNE 30, 2016**

The bill provides a stipend, calculated on a per-hour credit rate, to undergraduate resident students attending public and qualifying private higher education institutions. For fiscal years 2016, 2015, and 2014 the yearly stipends were \$2,250, \$2,250, and \$2,250, respectively, for a full-time public higher education student taking 30 credit hours of classes.

The University has budgeted \$2.9 million in College Opportunity Fund stipends for fiscal year 2017. The University received \$2.8 million, \$2.9 million, and \$2.6 million stipends in fiscal years 2016, 2015, and 2014, respectively. In fiscal year 2017, \$10.6 million will be billed through a fee for service contract with the Colorado Department of Higher Education (CDHE). The University received \$11.3 million, \$9.9 million, and \$8.9 million in fee for service revenue in fiscal years 2016, 2015, and 2014 respectively. The bill institutes fee-for-service contract arrangements between each institution and the CDHE to provide graduate education, rural education, and basic education services to the State. These fee-for-service contracts must be negotiated annually with the CDHE.

Beginning with the Fall 2016 semester, the University will implement a guaranteed tuition program that will ensure students pay a constant tuition rate for four academic years beginning with the fall term in the academic year of the undergraduate student's initial enrollment as an on-campus degree seeking student. The purpose of Guaranteed Tuition is to help make the costs of a college education more predictable for undergraduate students and their families. Guaranteed Tuition protects students and their families from sudden spikes in tuition and enables them to estimate and budget for college expenses more accurately.

**CONTACTING THE UNIVERSITY'S FINANCIAL MANAGEMENT**

This financial report is designed to provide users of our financial statements with a general overview of the University's finances and to show the University's accountability for the money it receives. If you have questions about this report or need additional financial information, contact Adams State University Controller's office at Richardson Hall, Room 3-300, Alamosa, Colorado 81101 or call (719) 587-8042.

**ADAMS STATE UNIVERSITY**  
**STATEMENTS OF NET POSITION**  
As of June 30, 2016 and 2015

	<b>2016</b>	<b>2015</b>
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents	\$ 18,640,773	\$ 18,948,128
Student accounts receivable, net	1,509,372	1,327,704
Other accounts receivable	2,142,639	668,444
Student loans receivable, net	91,866	140,749
Inventories	357,549	337,342
Prepaid expenses and other assets	286,468	137,891
<i>Total current assets</i>	<b>23,028,667</b>	21,560,258
<b>Noncurrent Assets</b>		
Restricted cash and cash equivalents	28,250	28,250
Student loans receivable, net	477,107	435,937
	<b>505,357</b>	464,187
Non-depreciable capital assets:		
Land	445,249	445,249
Art and historic treasures	317,417	293,091
Construction in progress	1,010,697	275,341
<i>Total non-depreciable capital assets</i>	<b>1,773,363</b>	1,013,681
Depreciable capital assets, net:		
Buildings	108,478,464	112,823,482
Land improvements	6,942,981	7,496,336
Furniture & equipment	1,961,474	2,153,654
Library books	535,671	655,833
<i>Total depreciable capital assets, net</i>	<b>117,918,590</b>	123,129,305
<i>Total noncurrent assets</i>	<b>120,197,310</b>	124,607,173
<b>Total Assets</b>	<b>143,225,977</b>	146,167,431
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Unamortized refunding loss	2,554,317	2,792,627
Pension contributions made after measurement date	1,162,911	1,022,949
Differences between expected and actual pension experience	642,901	831,285
Differences between expected and actual pension investments	3,347,069	-
<i>Total Deferred Outflows of Resources</i>	<b>7,707,198</b>	4,646,861

The accompanying notes are an integral part of this financial statement.



**ADAMS STATE UNIVERSITY**  
**STATEMENTS OF NET POSITION**  
As of June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Accounts payable	1,332,329	1,641,751
Accrued liabilities	5,515,252	5,461,944
Unearned revenue	1,285,108	1,044,749
Deposits held for others	374,169	357,349
Bonds payable, current	1,865,000	1,705,000
Notes payable, current	-	9,551
Capital leases payable, current	77,920	70,419
Compensated absences liability	163,796	112,856
<i>Total current liabilities</i>	<u>10,613,574</u>	<u>10,403,619</u>
<b>Noncurrent Liabilities</b>		
Compensated absences liability	1,054,478	1,262,665
Notes payable	-	15,147
Capital leases payable	1,074,869	1,152,789
Bonds payable	68,199,112	70,091,580
Net pension liability	44,150,199	40,769,013
<i>Total noncurrent liabilities</i>	<u>114,478,658</u>	<u>113,291,194</u>
<i>Total Liabilities</i>	<u>125,092,232</u>	<u>123,694,813</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Differences between projected and actual earnings on pension plan	1,409	3,021
Differences between proportionate share of pension plan	1,226,623	745,808
Differences due to changes in assumptions of pension plan	522,612	-
<i>Total Deferred Inflows of Resources</i>	<u>1,750,644</u>	<u>748,829</u>
<b>NET POSITION</b>		
Net investment in capital assets	51,728,596	54,590,355
Restricted for non-expendable purposes:		
Endowments	28,250	28,250
Restricted for expendable purposes:		
Endowments	33,281	33,281
Loans	766,522	822,097
Other Purposes	3,642,358	3,586,782
<i>Total Restricted</i>	<u>4,470,411</u>	<u>4,470,410</u>
<i>Unrestricted</i>	<u>(32,108,708)</u>	<u>(32,690,115)</u>
<i>Total Net Position</i>	<u>\$ 24,090,299</u>	<u>\$ 26,370,650</u>

The accompanying notes are an integral part of this financial statement.

**ADAMS STATE UNIVERSITY FOUNDATION**  
**STATEMENTS OF FINANCIAL POSITION**  
**June 30, 2016 and 2015**

	<b>2016</b>	<b>2015</b>
<b>ASSETS</b>		
Cash in Bank	\$ 329,323	\$ 480,061
Pooled Cash - Brokerage Accounts	41,642	23,553
Segregated Cash - Brokerage Accounts	125,657	22,706
Certificates of Deposit	300,000	300,000
Pooled Investments, at Fair Value	11,007,603	10,193,696
Restricted Investments, at Fair Value	6,661,219	6,802,435
Pledges Receivable, net of allowance	36,250	93,833
Inventories	7,240	7,240
<b>TOTAL ASSETS</b>	<b>\$ 18,508,934</b>	<b>\$ 17,923,524</b>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Expenses	\$ 92,301	\$ 55,276
<b>TOTAL LIABILITIES</b>	<b>92,301</b>	<b>55,276</b>
<b>NET ASSETS</b>		
Unrestricted:		
Unreserved	1,666,289	2,572,515
Board Designated	622,250	21,250
Total Unrestricted	2,288,539	2,593,765
Temporarily Restricted Net Assets:		
Temporarily Restricted	2,075,429	2,025,532
Total Temporarily Restricted Net Assets	2,075,429	2,025,532
Permanently Restricted Net Assets	14,052,665	13,248,951
<b>TOTAL NET ASSETS</b>	<b>18,416,633</b>	<b>17,868,248</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 18,508,934</b>	<b>\$ 17,923,524</b>

The accompanying notes are an integral part of this financial statement.

**ADAMS STATE UNIVERSITY**  
**STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION**  
For the Years Ending June 30, 2016 and 2015

	<u>2016</u>	<u>2015</u>
<b>Operating Revenues:</b>		
Tuition & fees (including \$11,286,513 and \$10,803,561, respectively of revenues pledged for bonds and net of scholarship allowances of \$11,732,137 and \$12,079,528, respectively)	<b>\$19,210,454</b>	\$18,714,367
Sales & services of auxiliary enterprises (including \$7,224,721 and \$7,501,140, respectively of revenues pledged for bonds and net of scholarship allowances of \$677,732 and \$722,140, respectively)	<b>6,893,203</b>	7,129,158
Fee for service contract revenue	<b>11,365,338</b>	9,946,663
Federal grants and contracts	<b>4,367,021</b>	3,908,584
State grants and contracts	<b>2,248,935</b>	2,078,398
Other operating revenues (including \$173,971 and \$163,401, respectively of revenues pledged for bonds)	<b>919,165</b>	980,578
<i>Total Operating Revenues</i>	<u><b>45,004,116</b></u>	<u>42,757,748</u>
<b>Operating Expenses:</b>		
Instruction	<b>20,210,422</b>	19,613,393
Research	<b>76</b>	1,124
Public service	<b>231,698</b>	150,247
Academic support	<b>2,940,981</b>	2,712,394
Student services	<b>5,242,623</b>	5,175,642
Institutional support	<b>4,259,941</b>	3,888,749
Operation of plant	<b>3,252,428</b>	3,656,461
Scholarships and fellowships	<b>798,027</b>	254,183
Auxiliary enterprises expenditures	<b>12,300,799</b>	13,572,081
Depreciation	<b>7,176,994</b>	6,997,811
Total operating expenses	<u><b>56,413,989</b></u>	<u>56,022,085</u>
<i>Operating Loss</i>	<u><b>(11,409,873)</b></u>	<u>(13,264,337)</u>
<b>Nonoperating Revenues (Expenses):</b>		
Federal Pell Grants	<b>4,636,811</b>	4,835,890
Gifts and Donations	<b>2,186,663</b>	1,900,246
Federal Build America Bonds Subsidy	<b>575,822</b>	573,547
Investment & interest income (loss) (including \$21,209 and \$21,101, respectively of revenue pledged for bonds)	<b>181,686</b>	141,922
Limited gaming transfer	<b>21,568</b>	20,260
Interest on capital debt	<b>(3,509,751)</b>	(3,713,815)
<i>Net nonoperating revenue</i>	<u><b>4,092,799</b></u>	<u>3,758,050</u>
<i>Income (Loss) before other revenues, expenses, gains, losses or transfers</i>	<u><b>(7,317,074)</b></u>	<u>(9,506,287)</u>
<b>Other Revenues, Expenses, Gains, Losses or Transfers:</b>		
Student capital fees	<b>2,877,464</b>	2,534,782
State appropriation, capital	<b>2,203,440</b>	13,039,450
Transfers to Other Institutions	<b>(44,181)</b>	(60,217)
<i>Increase (Decrease) in Net Position</i>	<u><b>(2,280,351)</b></u>	<u>6,007,728</u>
Net Position - beginning of the year	<b>26,370,650</b>	59,165,150
Restatement GASB 68	<b>-</b>	(38,802,228)
Net Position - beginning of the year, restated	<u><b>26,370,650</b></u>	<u>20,362,922</u>
Net Position - end of the year	<u><b>\$24,090,299</b></u>	<u>\$26,370,650</u>

The accompanying notes are an integral part of this financial statement.

**ADAMS STATE UNIVERSITY FOUNDATION**  
**STATEMENT OF ACTIVITIES**  
**For the Year Ended June 30, 2016**

	2016			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
<b>NET ASSETS, BEGINNING OF YEAR</b>	\$ 2,593,765	\$ 2,025,532	\$ 13,248,951	\$ 17,868,248
<b>REVENUES, GAINS, AND OTHER SUPPORT</b>				
Donations - Cash	186,101	1,409,748	782,973	2,378,822
Donations - Noncash	44,326	-	-	44,326
Investment Income	16,355	640,550	-	656,905
Net Realized Gains (Losses) on long-term investments	73,334	26,320	-	99,654
Net Unrealized Gains (Losses) on long-term investments	(410,807)	(175,334)	-	(586,141)
Subtotal	(90,691)	1,901,284	782,973	2,593,566
Net Assets Released from Restriction	1,754,876	(1,754,876)	-	-
<b>Total from Revenues, Gains, and Other Support</b>	<u>1,664,185</u>	<u>146,408</u>	<u>782,973</u>	<u>2,593,566</u>
<b>EXPENSES AND LOSSES</b>				
Scholarships and Awards	1,063,933	-	-	1,063,933
Program Services	730,270	-	-	730,270
Management and General Activities	219,224	-	-	219,224
Fundraising	21,754	-	-	21,754
<b>Total Expenses and Losses</b>	<u>2,035,181</u>	<u>-</u>	<u>-</u>	<u>2,035,181</u>
Loss on Disposal of Asset	(10,000)	-	-	(10,000)
Transfers:				
Transfers In/(Out)	75,770	(96,511)	20,741	-
Change in Net Assets for the Year	<u>(305,226)</u>	<u>49,897</u>	<u>803,714</u>	<u>548,385</u>
<b>NET ASSETS AT END OF YEAR</b>	<u>\$ 2,288,539</u>	<u>\$ 2,075,429</u>	<u>\$ 14,052,665</u>	<u>\$ 18,416,633</u>

The accompanying notes are an integral part of this financial statement.

**ADAMS STATE UNIVERSITY FOUNDATION**  
**STATEMENT OF ACTIVITIES**  
**For the Year Ended June 30, 2015**

	2015			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
<b>NET ASSETS, BEGINNING OF YEAR</b>	\$ 2,565,668	\$ 1,877,772	\$ 12,809,410	\$ 17,252,850
<b>REVENUES, GAINS, AND OTHER SUPPORT</b>				
Donations - Cash	128,605	1,339,903	409,093	1,877,601
Investment Income	70,507	708,825	-	779,332
Net Realized Gains (Losses)				
on long-term investments	24,235	(3,103)	-	21,132
Net Unrealized Gains (Losses)				
on long-term investments	(38,935)	(155,023)	-	(193,958)
Subtotal	184,412	1,890,602	409,093	2,484,107
Net Assets Released from Restriction	1,645,009	(1,645,009)	-	-
<b>Total from Revenues, Gains, and Other Support</b>	1,829,421	245,593	409,093	2,484,107
<b>EXPENSES AND LOSSES</b>				
Scholarships and Awards	945,725	-	-	945,725
Program Services	715,984	-	-	715,984
Management and General Activities	190,409	-	-	190,409
Fundraising	16,591	-	-	16,591
<b>Total Expenses and Losses</b>	1,868,709	-	-	1,868,709
Transfers:				
Transfers In/(Out)	67,385	(97,833)	30,448	-
Change in Net Assets for the Year	28,097	147,760	439,541	615,398
<b>NET ASSETS AT END OF YEAR</b>	\$ 2,593,765	\$ 2,025,532	\$ 13,248,951	\$ 17,868,248

The accompanying notes are an integral part of this financial statement.

# ADAMS STATE UNIVERSITY

## STATEMENTS OF CASH FLOWS

For the Years Ending June 30, 2016 and 2015

	2016	2015
<b>Cash Flows from Operating Activities:</b>		
<u>Cash Received:</u>		
Tuition and fees	\$19,410,407	\$18,812,479
Fee for service Contract Revenue	10,174,038	9,946,663
Sales of services	5,840,357	6,121,725
Sales of products	846,372	879,494
Grants and contracts	6,411,291	6,117,222
Student loans collected	184,642	163,516
Other receipts	924,583	1,221,995
<u>Cash Payments:</u>		
Payments to or for employees	(36,483,391)	(35,968,255)
Payments to suppliers	(11,299,508)	(10,632,872)
Scholarships disbursed	(798,027)	(254,183)
Student loans disbursed	(189,262)	(124,062)
<i>Net Cash (Used) Provided by Operating Activities</i>	(4,978,498)	(3,716,278)
<b>Cash Flows from Noncapital Financing Activities:</b>		
Federal grants and contracts, non-operating	5,212,633	5,409,437
Gifts/grants for other than capital purposes	2,208,231	1,920,506
Agency receipts	22,827,842	21,561,040
Agency payments	(22,795,283)	(21,558,647)
Transfers from (to) other institutions	(44,181)	(60,217)
<i>Net Cash Provided by Noncapital Financing Activities</i>	7,409,242	7,272,119
<b>Cash Flows from Capital &amp; Related Financing Activities:</b>		
State appropriations, capital	2,049,867	13,039,450
Proceeds from capital debt	-	19,158,755
Student capital fees	2,857,486	2,532,179
Acquisition or construction of capital assets	(2,683,549)	(13,371,292)
Principal paid on capital debt	(1,589,275)	(19,735,288)
Interest paid on capital debt	(3,554,314)	(4,189,379)
<i>Net Cash Provided (Used) by Capital &amp; Related Financing Activities</i>	(2,919,785)	(2,565,575)
<b>Cash Flows from Investing Activities:</b>		
Investment earnings	181,686	143,069
<i>Net Cash Provided (Used) by Investing Activities</i>	181,686	143,069
<b>Net Increase (Decrease) in Cash</b>	(307,355)	1,133,335
Beginning cash balance	18,976,378	17,843,043
Ending cash balance	\$18,669,023	\$18,976,378

The accompanying notes are an integral part of this financial statement.

**ADAMS STATE UNIVERSITY**  
**STATEMENTS OF CASH FLOWS**  
For the Years Ending June 30, 2016 and 2015

	<b>2016</b>	<b>2015</b>
<b>Reconciliation of Operating Loss to Net Cash (used) Provided</b>		
<b>by Operating Activities</b>		
Operating loss	( <b>\$11,409,873</b> )	(\$13,264,337)
Adjustments to reconcile:		
Depreciation expense	<b>7,176,994</b>	6,997,811
Pension expense	<b>1,084,354</b>	861,379
Decrease (increase) in assets:		
Receivables, net	( <b>1,474,597</b> )	461,181
Inventories & prepaids	( <b>168,784</b> )	69,758
Increase (decrease) in liabilities:		
Accounts payable	( <b>309,422</b> )	659,425
Accrued liabilities	<b>55,458</b>	334,013
Unearned revenues	<b>240,359</b>	82,314
Student deposits	( <b>15,740</b> )	6,860
Compensated absences	( <b>157,247</b> )	75,318
<i>Net Cash Used by Operating Activities</i>	<b>(\$4,978,498)</b>	(\$3,716,278)
<b>Noncash Investing, Capital, and Financing Activities:</b>		
State Capital Contributions	<b>\$2,203,440</b>	\$13,039,450
Amortization of capital premium/discount and capital loss	<b>263,848</b>	193,019

The accompanying notes are an integral part of this financial statement.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

---

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Governance**

HB 03-1093 authorized independent governance for Adams State University effective July 1, 2003. Adams State University is governed by the Board of Trustees. The Trustees are statutorily charged with responsibility in the areas of finance, resources, academic programs, admissions, role and mission, and personnel policies. The Board consists of nine members appointed by the Governor serving four-year terms. Additionally, the Board also includes an elected member of the student body of the University who serves for a one-year term and an elected member of the faculty of the University who serves for a two-year term.

**Reporting Entity**

Adams State University is an institution of higher education of the State of Colorado. Thus, for financial reporting purposes, Adams State University is included as part of the State of Colorado's primary government. A copy of the State Comprehensive Annual Financial Report may be obtained from the Office of the State Controller.

The University adheres to Governmental Accounting Standards Board (GASB) Statement No. 61, *The Financial Reporting Entity: Omnibus -an amendment of GASB Statements No. 14 and No. 34*. This Statement amends GASB Statement No. 14, *The Financial Reporting Entity* and GASB Statement No. 34, *Basic Financial Statements -and Management's Discussion and Analysis-for State and Local Governments* to provide additional guidance for determining whether certain organizations, such as not-for-profit foundations, should be included in the University's financial reporting entity.

The University has determined that the Adams State University Foundation meets the Governmental Accounting Standards Board (GASB) Statement No. 61 criteria for inclusion in the University's financial statements. Although the University does not control the timing or amount of receipts from the Foundation, the majority of resources or income thereon that the Foundation holds and invests is restricted to the activities, facilities, and programs of the University by the donors. Because these restricted resources held by the Foundation can only be used for the benefit of the University, the Foundation is considered a component unit of the University and is discretely presented in the University's financial statements.

The Foundation is a private nonprofit organization that reports under Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC), Topic 958 Not-for-Profit Entities. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the University's financial reporting entity for these differences. Complete financial statements for the Foundation can be obtained from the Controller's Office at the University. See Note 15 for a description of the Adams State University Foundation.

As defined by GASB Statement 61, *The Financial Reporting Entity*, the University is not financially accountable for any other entity, nor are there any other entities for which the nature and significance of their relation with the University are such that exclusion would cause the University's financial statements to be misleading or incomplete.

**Basis of Accounting**

For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recorded when an obligation is incurred. All significant intra-agency transactions have been eliminated.



**STATE OF COLORADO**  
**ADAMS STATE UNIVERSITY**  
NOTES TO THE FINANCIAL STATEMENTS  
June 30, 2016 and 2015

---

**Cash and Cash Equivalents**

For purposes of reporting cash flows, cash and cash equivalents are defined as cash-on-hand, demand deposits, and certificates of deposit with financial institutions, pooled cash with the State Treasurer and all highly liquid investments with an original maturity of three months or less, including restricted and unrestricted balances.

**Investments**

Investments are stated at their fair market value as determined by quoted market prices.

**Inventory**

Inventories consist primarily of bookstore inventory and consumable supplies and are stated at the lower of cost or market as determined by the FIFO (first in, first out) method. The valuation of the bookstore inventory is determined by the retail FIFO method, which involves pricing items at current selling prices reduced to the lower of cost or market by the application of an average mark-up ratio.

**Capital Assets**

Physical plant and equipment are stated at cost at date of acquisition, or fair market value at date of donation. A physical inventory of all plant assets is taken annually with appropriate adjustments made to the financial records. Annual revisions of statement of values for insurance purposes are performed. The University follows the policy of capitalizing only those plant assets with an initial cost or fair value equal to or greater than \$5,000.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Estimated useful lives are determined as 40 years for buildings, 15-20 years for building improvements, 10-20 years for improvements other than buildings, 5-30 years for equipment, and 10 years for library materials.

The University capitalizes interest costs as a component of construction in progress, based on interest costs of borrowing specifically for the project, net of interest earned on investments acquired with the proceeds of the borrowing. Total interest capitalized during the years ended June 30, was \$44,563 (2016) and \$43,587 (2015).

**Classification of Revenue**

The University has classified its revenues as either operating or nonoperating revenues according to the following criteria:

- § Operating revenues – Operating revenues generally result from providing goods and services for instruction, public service or related support services to an individual or entity separate from the University.
- § Nonoperating revenues – Nonoperating revenues are those revenues that do not meet the definition of operating revenues. Nonoperating revenues include state appropriations for operations, gifts, investment income and insurance reimbursement revenue.

**Application of Restricted and Unrestricted Resources**

The University's policy is to first apply an expense against restricted resources then towards unrestricted resources, when both restricted and unrestricted resources are available to pay an expense.

**Unearned Revenue**

Revenues on grants, which are restricted by the grant document for specific purposes, are recognized as revenue only after eligible grant costs have been incurred. Grant funds received in excess of grant expenditures are recorded as deferred revenues.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

---

**Compensated Absence Liabilities**

Employees' compensated absences are accrued when earned. The liability and expense incurred are recorded at year-end as compensated absence liabilities in the Statement of Net Position and as a component of appropriate functional expense categories in the Statement of Revenues, Expenses, and Changes in Net Position. The current portion of this liability is estimated based on historical trends.

**Net Position**

The University has classified its net position according to the following criteria:

- § *Net Investment in Capital Assets* – This category represents the University's total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of this category.
- § *Restricted Net Position, Nonexpendable* – This category consists of endowment funds that are required to be retained in perpetuity.
- § *Restricted Net Position, Expendable* – This category includes resources for which the University is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties. Restricted expendable net position is classified as expendable for loans, debt service, capital projects and other purposes. For the University, restricted net position expendable for other purposes includes net assets of its bonded auxiliaries.
- § *Unrestricted Net Position* – Unrestricted Net Position are those that do not meet the definition of "Restricted" or "Net Investment in Capital Assets" as described above. Generally, these resources will be derived from student tuition and fees, state appropriations, sales and services of educational activities, and sales and services of certain auxiliary and self-funded activities.

The Foundation applies Financial Accounting Standards Board FASB Staff Position 117-1, Endowments of Not-for-Profit Organizations. This policy provided guidance on the net asset classification of donor-restricted endowment funds for a not-for-profit organization that is subject to an enacted version of the Uniform Prudent Management of Institutional Funds Act of 2006 (UPMIFA). UPMIFA was ratified into Colorado state law as of September 1, 2008.

**Enterprise Designation**

Senate Bill 04-189, provides higher education institutions the opportunity to become designated enterprises under Section 20, Article X of the State Constitution (The Taxpayer's Bill of Rights) so long as the governing board of the institution has the authority to issue revenue bonds and the institution receives less than ten percent of its revenue from the State of Colorado and local governments. The Legislative Audit Committee and the Board of Trustees approved the designation of the University as an enterprise in fiscal year 2006. The University met the criteria for designation as an enterprise in fiscal years 2006 through 2016, with the exception of 2009, 2014 and 2015. The enterprise designation is reviewed at the end of each fiscal year to ensure that the criteria are still being met.

**Reclassifications**

Certain reclassifications were made to the fiscal year 2015 financial statements presentation in order to conform to the fiscal year 2016 financial statements presentation.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

**NOTES TO THE FINANCIAL STATEMENTS**

June 30, 2016 and 2015

---

**Pensions**

The University participates in the State Division Trust Fund (SDTF), a cost-sharing multiple-employer defined benefit pension fund administered by the Public Employees' Retirement Association of Colorado ("PERA"). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

**New Accounting Pronouncements**

During 2016, the University adopted the provisions of Governmental Accounting Standards Board Statement No. 72, *Fair Value Measurements and Applications* (GASB No. 72), which enhances comparability of financial statements among governments by requiring measurement of certain assets and liabilities at fair value using a consistent and more detailed definition of fair value and accepted techniques.

During 2015, the University adopted the provisions of the following Governmental Accounting Standards Board (GASB) pronouncement:

Statement No. 68, *Accounting and Financial Reporting for Pensions-an amendment of GASB Statement No. 27*, (GASB No. 68) revises and establishes new financial reporting requirements for most governments that provide their employees with pension benefits. The University provides certain of its employees with pension benefits through the State's multiple employer cost-sharing Public Employees' Retirement Association (PERA) defined benefit retirement program.

GASB No. 68 requires cost-sharing employers participating in the PERA program, such as the University, to record their proportionate share, as defined in GASB No. 68, of PERA's unfunded pension liability. The University has no legal obligation to fund this shortfall nor does it have any ability to affect funding, benefit, or annual required contribution decisions made by PERA or the General Assembly. The requirement of GASB No. 68 to record a portion of PERA's unfunded liability negatively impacted the University's beginning June 30, 2015 unrestricted net position. by \$38,802,228. The net pension liability as of June 30, is \$44,150,199 (2016) and \$40,769,013 (2015).

Along with GASB No. 68, the University has implemented GASB No. 71, *Pension Transition for Contributions made Subsequent to the Measurement Date*, by recognizing contributions from the end of the calendar year to the end of the University's fiscal year, January 1 to June 30, as a deferred outflow of resources. The University's beginning net position was increased by \$950,673 to reflect PERA contributions between January 1 and June 30, 2014.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

**NOTE 2 - CASH WITH THE STATE TREASURER, CASH ON HAND AND IN BANK, AND INVESTMENTS**

For an investment, custodial credit risk is the risk that in the event of a bank failure, the University will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The University does not have a deposit policy for custodial credit risk.

At June 30, 2016, the University had \$13,660,023 including unrealized gains of \$100,554 on deposit with the State Treasurer. Detailed information on the State Treasurer's pooled cash and investments is available from that office. At year-end, cash on hand and in banks consisted of the following:

Cash on hand	\$ 7,670
Cash in checking accounts at bank	1,814,282
Certificates of deposits	3,187,048
Total cash	<u>\$ 5,009,000</u>

The carrying amount of the University's cash on deposit was \$5,001,330. The bank balance of these deposits was \$5,916,287, of which \$1,164,853 was covered by federal depository insurance and \$4,751,434 was collateralized by securities held in single institution collateral pools as provided by the Colorado Public Deposit Protection Act.

At June 30, 2015, the University had \$14,374,988 including unrealized gains of \$46,771 on deposit with the State Treasurer. Detailed information on the State Treasurer's pooled cash and investments is available from that office. At year-end, cash on hand and in banks consisted of the following:

Cash on hand	\$ 7,670
Cash in checking accounts at bank	1,425,555
Certificates of deposits	3,168,165
Total cash	<u>\$ 4,601,390</u>

The carrying amount of the University's cash on deposit was \$4,593,720. The bank balance of these deposits was \$5,356,380, of which \$1,166,225 was covered by federal depository insurance and \$4,190,155 was collateralized by securities held in single institution collateral pools as provided by the Colorado Public Deposit Protection Act.

The University deposits its cash with the Colorado State Treasurer as required by Colorado Revised Statutes (C.R.S.). The State Treasurer pools these deposits and invests them in securities authorized by Section 24-75-601.1, C.R.S. The State Treasury acts as a bank for all state agencies and institutions of higher education, with the exception of the University of Colorado. Moneys deposited in the Treasury are invested until the cash is needed. As of June 30, 2016, the University had cash on deposit with the State Treasurer of \$13,660,023, which represented approximately 0.2 percent of the total \$7,408.5 million fair value of deposits in the State Treasurer's Pool (Pool).

For financial reporting purposes all of the Treasurer's investments are reported at fair value, which is determined based on quoted prices in active markets for identical assets (\$230 million) and significant other observable inputs (\$7,178.5 million) at the fiscal year end. On the basis of the University's participation in the Pool, the University reports as an increase or decrease in cash for its share of the Treasurer's unrealized gains and losses on the Pool's underlying investments. The State Treasurer does not invest any of the Pool's resources in any external investment

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

pool, and there is no assignment of income related to participation in the Pool. The unrealized gains/losses included in income reflect only the change in fair value for the fiscal year.

Investments in the Treasurer’s Pool are exposed to custodial credit risk if the securities are uninsured, are not registered in the state’s name, and are held by either the counterparty to the investment purchase or the counterparty’s trust department or agent but not in the state’s name. As of June 30, 2016, none of the investments in the State Treasurer’s Pool are subject to custodial credit risk.

Credit quality risk is the risk that the issuer or other counterparty to a debt security will not fulfill its obligations. This risk is assessed by national rating agencies that assign a credit quality rating for many investments. Credit quality ratings for obligations of the U.S. government or obligations explicitly guaranteed by the U.S. government are not reported; however, credit quality ratings are reported for obligations of U.S. government agencies that are not explicitly guaranteed by the U.S. government. Based on these parameters, as of June 30, 2016, approximately 83.8 percent of investments of the Treasurer’s Pool are subject to credit quality risk reporting. Except for \$77,761,610 of corporate bonds rated lower medium, these investments are rated from upper medium to the highest quality, which indicates that the issuer has strong capacity to pay principal and interest when due.

Interest rate risk is the risk that changes in the market rate of interest will adversely affect the value of an investment. In addition to statutory limitations on the types of investments, the State Treasurer’s investment policy mitigates interest rate risk through the use of maturity limits set to meet the needs of the individual fund if the Treasurer is investing for a specific fund rather than the Pool. The Treasurer actively manages the time to maturity in reacting to changes in the yield curve, economic forecasts, and liquidity needs of the participating funds. The Treasurer further limits investment risk by setting a minimum/maximum range for the percentage of investments subject to interest rate risk and by laddering maturities and credit ratings. As of June 30, 2016, the weighted average maturity of investments in the Treasurer’s Pool is as follows:

<b>Investment Type</b>	<b>Weighted Average Maturity</b>	<b>Fair Value Amount</b>	<b>Percent of Pool</b>
Asset Backed Securities	2.585	\$1,030,324,633	13.9
Corporate Bonds	1.985	1,668,441,771	22.5
U.S. Government Securities	1.343	3,633,084,620	49.0
Commercial Paper	0.094	846,606,464	11.5
Money Market Mutual Funds	0.000	230,000,000	3.1
<b>TOTAL</b>		<b>\$7,408,457,488</b>	<b>100.0</b>

The Treasurer’s Pool was not subject to foreign currency risk or concentration of credit risk in Fiscal Year 2015-16.

Additional information on investments of the State Treasurer’s Pool may be obtained in the State’s Comprehensive Annual Financial Report for the year ended June 30, 2016.

**STATE OF COLORADO**  
**ADAMS STATE UNIVERSITY**  
NOTES TO THE FINANCIAL STATEMENTS  
June 30, 2016 and 2015

ASU Foundation Investments and Concentration of Risk

At June 30, investments recorded at fair value are comprised of the following:

	2016		2015	
	Cost	Fair Value	Cost	Fair Value
Common Fund	\$ 16,561,103	\$ 17,836,123	\$ 15,332,201	\$ 17,042,389

Common Fund investments of the individual net asset classes are combined to form a pool of investments, which is managed by the Common Fund. Income earned on investments is allocated, based on cost, to the individual net asset classes with earnings of the endowment investments being included as an increase of temporarily restricted net assets or unrestricted net assets.

As of June 30, the Foundation had bank deposits in two financial institutions that exceeded insurance coverage by a total of \$251,219 (2016) and \$428,730 (2015).

**NOTE 3 - ACCOUNTS AND LOANS RECEIVABLE**

Account receivable balances are presented net of estimated allowance for doubtful accounts in the accompanying Statement of Net Position. At June 30, accounts receivable were as follows:

	2016	2015
Student Accounts Receivable	\$ 2,735,998	\$ 2,455,175
Less: Allowance for Doubtful Accounts	(1,226,626)	(1,127,471)
Student Accounts Receivable, net	1,509,372	1,327,704
Other Accounts Receivable		
Fee for Service Contract Revenue*	1,184,586	-
Capital Construction Reimbursement	595,867	-
Other Accounts Receivable	362,186	668,444
Total Other Accounts Receivable	2,142,639	668,444
Student Loans Receivable	882,111	906,416
Less: Allowance for Doubtful Accounts	(313,138)	(329,730)
Student Loans Receivable, Net	568,973	576,686
Total Receivables	\$ 4,220,984	\$ 2,572,834

\*June Colorado fee for service funds received in July.

**STATE OF COLORADO**  
**ADAMS STATE UNIVERSITY**  
NOTES TO THE FINANCIAL STATEMENTS  
June 30, 2016 and 2015

**NOTE 4 - CAPITAL ASSETS**

The following presents changes in capital assets and accumulated depreciation for the year ended June 30, 2016.

	Balance June 30, 2015	Additions	Retirements	Balance June 30, 2016
<b>Nondepreciable Capital Assets</b>				
Land	\$ 445,249	\$ -	\$ -	\$ 445,249
Art and Historic Treasures	293,091	24,326	-	317,417
Construction in Progress	275,341	2,472,398	1,737,042	1,010,697
<b>Total Nondepreciable Capital Assets</b>	<b>\$ 1,013,681</b>	<b>\$ 2,496,724</b>	<b>\$ 1,737,042</b>	<b>\$ 1,773,363</b>
<b>Depreciable Capital Assets</b>				
Land Improvements	\$ 13,798,255	\$ -	\$ -	\$ 13,798,255
Buildings and Improvements	172,807,094	1,737,583	-	174,544,677
Equipment	5,327,909	222,781	222,342	5,328,348
Library Materials	5,090,256	13,710	2,582	5,101,384
<b>Total Depreciable Capital Assets</b>	<b>197,023,514</b>	<b>1,974,074</b>	<b>224,924</b>	<b>198,772,664</b>
<b>Less: Accumulated Depreciation</b>				
Land Improvements	6,301,918	553,356	-	6,855,274
Buildings and Improvements	59,983,612	6,082,601	-	66,066,213
Equipment	3,174,256	415,630	223,012	3,366,874
Library Materials	4,434,423	133,872	2,582	4,565,713
<b>Total Accumulated Depreciation</b>	<b>73,894,209</b>	<b>7,185,459</b>	<b>225,594</b>	<b>80,854,074</b>
<b>Net Depreciable Capital Assets</b>	<b>\$ 123,129,305</b>	<b>\$ (5,211,385)</b>	<b>\$ (670)</b>	<b>\$ 117,918,590</b>

**STATE OF COLORADO**  
**ADAMS STATE UNIVERSITY**  
NOTES TO THE FINANCIAL STATEMENTS  
June 30, 2016 and 2015

The following presents changes in capital assets and accumulated depreciation for the year ended June 30, 2015.

	Balance June 30, 2014	Additions	Retirements	Balance June 30, 2015
<b>Nondepreciable Capital Assets</b>				
Land	\$ 445,249	\$ -	\$ -	\$ 445,249
Art and Historic Treasures	260,488	32,603	-	293,091
Construction in Progress	6,943,428	12,603,498	19,271,585	275,341
<b>Total Nondepreciable Capital Assets</b>	<b>\$ 7,649,165</b>	<b>\$ 12,636,101</b>	<b>\$ 19,271,585</b>	<b>\$ 1,013,681</b>
<b>Depreciable Capital Assets</b>				
Land Improvements	\$ 13,773,630	\$ 24,625	\$ -	\$ 13,798,255
Buildings and Improvements	153,560,134	19,246,960	-	172,807,094
Equipment	4,739,792	626,314	38,197	5,327,909
Library Materials	4,968,502	136,402	14,648	5,090,256
<b>Total Depreciable Capital Assets</b>	<b>177,042,058</b>	<b>20,034,301</b>	<b>52,845</b>	<b>197,023,514</b>
<b>Less: Accumulated Depreciation</b>				
Land Improvements	5,745,313	556,605	-	6,301,918
Buildings and Improvements	54,113,504	5,870,108	-	59,983,612
Equipment	2,784,719	428,043	38,506	3,174,256
Library Materials	4,306,017	143,054	14,648	4,434,423
<b>Total Accumulated Depreciation</b>	<b>66,949,553</b>	<b>6,997,810</b>	<b>53,154</b>	<b>73,894,209</b>
<b>Net Depreciable Capital Assets</b>	<b>\$ 110,092,505</b>	<b>\$ 13,036,491</b>	<b>\$ (309)</b>	<b>\$ 123,129,305</b>



**STATE OF COLORADO**  
**ADAMS STATE UNIVERSITY**  
NOTES TO THE FINANCIAL STATEMENTS  
June 30, 2016 and 2015

**NOTE 5 - NONCURRENT LIABILITIES**

The University's noncurrent liability activity for the year ended June 30, 2016, was as follows:

	Balance June 30, 2015	Additions	Reductions	Balance June 30, 2016	Current Portion
<b>Bond and Leases Payable:</b>					
Series 2009A Bonds	\$ 1,790,000	\$ -	\$ 425,000	\$ 1,365,000	\$ 440,000
Series 2009B Bonds	9,905,000	-	920,000	8,985,000	940,000
Series 2009C Bonds	27,615,000	-	-	27,615,000	-
Series 2012 Bonds	12,900,000	-	175,000	12,725,000	295,000
Series 2015 Bonds	19,280,000	-	185,000	19,095,000	190,000
Unamortized Premium 2009A	33,519	-	8,639	24,880	-
Unamortized Premium 2009B	270,118	-	19,352	250,766	-
Unamortized Premium 2009C	(503,492)	-	(19,396)	(484,096)	-
Unamortized Premium 2012	506,435	-	18,873	487,562	-
Capital Lease Obligation	1,223,208	-	70,419	1,152,789	77,920
<i>Total Bonds and Leases Payable</i>	<u>73,019,788</u>	<u>-</u>	<u>1,802,887</u>	<u>71,216,901</u>	<u>1,942,920</u>
<b>Other Liabilities:</b>					
Compensated Absences	1,375,521	-	157,247	1,218,274	163,796
Other	24,698	-	24,698	-	-
<i>Total Other Liabilities</i>	<u>1,400,219</u>	<u>-</u>	<u>181,945</u>	<u>1,218,274</u>	<u>163,796</u>
<i>Total Long-Term Liabilities</i>	<u>\$ 74,420,007</u>	<u>\$ -</u>	<u>\$ 1,984,832</u>	<u>\$ 72,435,175</u>	<u>\$ 2,106,716</u>

**STATE OF COLORADO**  
**ADAMS STATE UNIVERSITY**  
NOTES TO THE FINANCIAL STATEMENTS  
June 30, 2016 and 2015

The University's noncurrent liability activity for the year ended June 30, 2015, was as follows:

	Balance June 30, 2014	Additions	Reductions	Balance June 30, 2015	Current Portion
<b>Bond and Leases Payable:</b>					
Series 2009A Bonds	\$ 18,620,000	\$ -	\$ 16,830,000	\$ 1,790,000	\$ 425,000
Series 2009B Bonds	10,780,000	-	875,000	9,905,000	920,000
Series 2009C Bonds	27,615,000	-	-	27,615,000	-
Series 2012 Bonds	12,975,000	-	75,000	12,900,000	175,000
Series 2015 Bonds	-	19,330,000	50,000	19,280,000	185,000
Unamortized Premium 2009A	306,396	-	272,877	33,519	-
Unamortized Premium 2009B	289,470	-	19,352	270,118	-
Unamortized Premium 2009C	(522,889)	-	(19,397)	(503,492)	-
Unamortized Premium 2012	525,307	-	18,872	506,435	-
Capital Lease Obligation	1,289,512	-	66,304	1,223,208	70,419
<i>Total Bonds and Leases Payable</i>	<u>71,877,796</u>	<u>19,330,000</u>	<u>18,188,008</u>	<u>73,019,788</u>	<u>1,775,419</u>
<b>Other Liabilities:</b>					
Compensated Absences	1,300,203	75,318	-	1,375,521	112,856
Other	32,894	-	8,196	24,698	9,551
<i>Total Other Liabilities</i>	<u>1,333,097</u>	<u>75,318</u>	<u>8,196</u>	<u>1,400,219</u>	<u>122,407</u>
<i>Total Long-Term Liabilities</i>	<u>\$ 73,210,893</u>	<u>\$ 19,405,318</u>	<u>\$ 18,196,204</u>	<u>\$ 74,420,007</u>	<u>\$ 1,897,826</u>

**NOTE 6 - LEASE OBLIGATIONS**

A capital lease for Energy Conservation Measures equipment was entered into July 7, 2011, in the amount of \$1,414,680. The lease requires quarterly payments ranging between \$30,026 and \$37,855 for fifteen years at an interest rate of 4.375%.

Principal and Interest requirements to maturity for this lease purchase are as follows:

Year Ending June 30	
2017	\$ 127,128
2018	131,815
2019	133,946
2020	136,323
2021	138,936
2022-2026	708,696
2027	75,709
	<u>1,452,553</u>
Less amount representing interest	(229,764)
Principal outstanding	<u>\$ 1,222,789</u>

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

**NOTES TO THE FINANCIAL STATEMENTS**

June 30, 2016 and 2015

---

**NOTE 7 - BONDS PAYABLE**

**Series 2009A Bonds**

On March 12, 2009, the University issued Auxiliary Facilities Revenue Improvement Bonds Series 2009A in the amount of \$19,805,000 for the purpose of obtaining funds for various campus improvement projects, including the acquisition, construction, improvement and equipping of a new residence and recreational facility.

The Series 2009A Bonds have annual maturities through 2039. The bonds maturing between May 2020 and May 2039 are subject to optional redemption prior to their respective maturities at the option of the Board of Trustees. The bonds maturing between May 2025 thru May 2039 are subject to mandatory sinking fund requirements by lot, on the dates and in the designated principal amounts as specified in the bond resolution, at a redemption price equal to the principal amount thereof, plus accrued interest to the redemption date. Interest rates vary from 2.50% to 5.50% with an average rate of 5.18%. The bonds are collateralized by first lien on and pledge of all net revenues of continuing education and capital construction debt service fee and pledge of all net revenues of the Auxiliary Facilities System. In addition, ten percent of tuition revenues will be pledged as collateral if the University is designated as an institutional enterprise under Section 23-5-101.7, Colorado Revised Statutes, as amended.

**Series 2009B and 2009C Bonds**

On December 15, 2009, the University issued Auxiliary Facilities Revenue Bonds Series 2009B in the amount of \$12,760,000 for the purpose of refunding \$9,380,000 of Series 2004A Enterprise Revenue Bonds and to obtain additional funds in the amount of \$2,621,740 for improvement projects. Proceeds in the amount of \$10,407,501 were placed into an irrevocable escrow account and invested in non-callable direct obligations of the United States of America. Principal and interest on the government obligations will be used, together with any cash balance in the escrow account, to pay the regularly scheduled principal and interest on the refunded bonds through May 15, 2014 and to redeem on such date the refunded bonds maturing on and after May 15, 2015. As a result, the Series 2004A Bonds are considered defeased and the liability for those bonds has been removed from the University's Statement of Net Position.

On December 15, 2009, the University also issued Taxable Auxiliary Facilities Revenue Bonds Series 2009C in the amount of \$27,615,000 for the purpose of obtaining funds for various campus improvement projects, including the remodeling of various academic buildings. The Series 2009C Bonds are designated as "Build America Bonds" and the University will receive a cash subsidy payment equal to 35% of the interest payable on these bonds.

The Series 2009B Bonds have annual maturities through 2029. The Series 2009C Bonds have annual maturities through 2041. The bonds maturing after May 15, 2020 are subject to optional redemption prior to their respective maturities at the option of the Board of Trustees. The bonds maturing between May 2022 and May 2041 are subject to mandatory sinking fund requirements by lot, on the dates and in the designated principal amounts as specified in the bond resolution, at a redemption price equal to the principal amount thereof, plus accrued interest to the redemption date. Interest rates on the Series 2009B Bonds vary from 2.00% to 5.00% with an average rate of 3.52%. Interest rates on the Series 2009C Bonds vary from 5.245% to 6.771% with an average rate of 5.97% net of the 35% Federal Interest Subsidy for Build America Bonds.

The bonds are collateralized by first lien on and pledge of all net revenues of continuing education, capital construction debt service fee and pledge of all net revenues of the Auxiliary Facilities System. In addition, ten percent of tuition revenues will be pledged as collateral if the University is designated as an institutional enterprise under Section 23-5-101.7, Colorado Revised Statutes, as amended.

**STATE OF COLORADO**  
**ADAMS STATE UNIVERSITY**  
NOTES TO THE FINANCIAL STATEMENTS  
June 30, 2016 and 2015

---

**Series 2012 Bonds**

On May 1, 2012, the University issued Institutional Enterprise Revenue Bonds, Series 2012 in the amount of \$12,975,000 for the purpose of obtaining funds for certain capital improvements to the campus.

The Series 2012 Bonds have annual maturities through 2042. The bonds maturing between May 2023 and May 2042 are subject to optional redemption prior to their respective maturities at the option of the Board of Trustees. The bonds maturing between May 2032 and May 2042 are subject to mandatory sinking fund requirements by lot, on the dates and in the designated principal amounts as specified in the bond resolution, at a redemption price equal to the principal amount thereof, plus accrued interest to the redemption date. Interest rates vary from 2.00% to 5.00% with an average rate of 4.07%. The bonds are collateralized by first lien on and pledge of all net revenues of continuing education and capital construction debt service fee and pledge of all net revenues of the Auxiliary Facilities System. In addition, ten percent of tuition revenues will be pledged as collateral if the University is designated as an institutional enterprise under Section 23-5-101.7, Colorado Revised Statutes, as amended.

**Series 2015 Bonds**

On February 19, 2015, the University issued Institutional Enterprise Revenue Refunding Bonds Series 2015 in the amount of \$19,330,000 for the purpose of refunding \$16,415,000 of Auxiliary Facilities Revenue Improvement Bonds Series 2009A. Proceeds in the amount of \$19,244,036 were placed into an irrevocable escrow account and invested in non-callable direct obligations of the United States of America. Principal and interest on the government obligations will be used, together with any cash balance in the escrow account, to pay the regularly scheduled principal and interest on the refunded bonds maturing between May 2020 and May 2039. As a result, the portion of the Series 2009A Bonds refunded are considered defeased and the liability for those bonds has been removed from the University's Statement of Net Position. Interest rates are fixed at 2.85%. The bonds are collateralized by first lien on and pledge of all net revenues of continuing education and capital construction debt service fee and pledge of all net revenues of the Auxiliary Facilities System. In addition, ten percent of tuition revenues will be pledged as collateral if the University is designated as an institutional enterprise under Section 23-5-101.7, Colorado Revised Statutes, as amended.

At June 30, 2016 and 2015, the University was in compliance with all covenants related to all bonds outstanding.

The long-term bonds payable are shown in the Statement of Net Position net of unamortized discount or premium and unamortized deferred loss on refunding.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

**NOTES TO THE FINANCIAL STATEMENTS**

June 30, 2016 and 2015

The following is a schedule of future minimum bond payments as of June 30, 2016:

Year Ending June 30,	2009A Series	2009B Series	2009C Series	2012 Series	2015 Series	Total
2017	\$ 494,775	\$ 1,302,900	\$ 1,767,752	\$ 817,645	\$ 734,208	\$ 5,117,280
2018	489,375	1,305,300	1,767,752	816,745	733,793	5,112,965
2019	496,375	1,306,000	1,767,752	820,745	733,235	5,124,107
2020	-	755,400	2,317,752	821,445	1,232,535	5,127,132
2021	-	755,200	2,308,905	831,845	1,227,443	5,123,393
2022-2026	-	3,783,163	11,366,015	4,094,325	6,137,585	25,381,088
2027-2031	-	2,275,350	12,418,837	4,099,803	6,131,210	24,925,200
2032-2036	-	-	13,767,652	4,177,000	6,127,055	24,071,707
2037-2041	-	-	10,490,410	4,116,800	3,680,070	18,287,280
2042-2046	-	-	-	821,600	-	821,600
Total Bond Payments	1,480,525	11,483,313	57,972,827	21,417,953	26,737,134	119,091,752
Less Interest Included Above	(115,525)	(2,498,313)	(30,357,827)	(8,692,953)	(7,642,134)	(49,306,752)
Total Principal Outstanding	1,365,000	8,985,000	27,615,000	12,725,000	19,095,000	69,785,000
Less Current Portion	(440,000)	(940,000)	-	(295,000)	(190,000)	(1,865,000)
Net Long Term Principal	925,000	8,045,000	27,615,000	12,430,000	18,905,000	67,920,000
Less Unamortized Premium and Discount	24,880	250,766	(484,096)	487,562	-	279,112
Bonds Payable, Net	<u>\$ 949,880</u>	<u>\$ 8,295,766</u>	<u>\$ 27,130,904</u>	<u>\$ 12,917,562</u>	<u>\$ 18,905,000</u>	<u>\$ 68,199,112</u>

**NOTE 8 - COMMITMENTS AND CONTINGENCIES**

Amounts expended under the terms of certain grants and contracts are subjected to audit and possible adjustment by governmental agencies. In the opinion of management, any adjustments will not have a material or adverse effect on the accompanying financial statements.

The University receives significant amounts from federal and state governmental agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed amounts resulting from such audits could become a liability of the University. However, University management believes that any such disallowed amounts will not have a material adverse effect on any of the financial statements or on the overall financial position of the University at June 30, 2016.

**NOTE 9 - ACCRUED PAYROLL**

Prior to fiscal year 2003, salaries and wages earned through the end of the fiscal year were paid to employees on June 30. Senate Bill 03-197 requires that monthly salaries for June that were normally paid on June 30 are to be paid on July 1. This created an accrual for June 30, of \$2,584,899 (2016) and \$2,632,011 (2015), respectively.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

---

**NOTE 10 - COMPENSATED ABSENCES**

Employees may accrue annual and sick leave based on the length of service and subject to certain limitations regarding the amount, which will be paid upon termination. The estimated costs of current compensated absences for which employees are vested for the years ended June 30, are estimated as \$163,796 (2016) and \$112,856 (2015). The estimated costs of non-current compensated absences for which employees are vested for the years ended June 30, are estimated as \$1,054,478 (2016) and \$1,262,665 (2015). Current expenses include a decrease of \$157,247 for the estimated compensated absence liability.

**NOTE 11 - PENSION PLAN OBLIGATIONS**

**Defined Contribution Pension Plan**

On September 10, 1993 the Board of Trustees of the State Universities adopted an Optional Retirement Plan (ORP) for faculty and exempt-administrative staff, under the authority of Senate Bill 92-127. The implementation date was May 1, 1994; eligible employees were offered the choice of remaining in PERA or participating in the ORP. New faculty and administrative staff members are required to enroll in the ORP unless they have one year or more service credit with PERA at the date of hire. On July 1, 2003 the Board of Trustees for Adams State University elected to continue with the Optional Retirement Plan (ORP).

The ORP is a defined contribution pension plan with three vendors, Fidelity Investments, TIAA-CREF and VALIC, providing a range of investment accounts for participants. The institution's contribution to the ORP is 11.4 percent of covered payroll and contributions by employees is 8 percent of covered payroll.

The University's contributions to the ORP for the fiscal years ending June 30, were \$1,301,919 (2016), \$1,285,920 (2015) and \$1,197,766 (2014). These contributions were equal to the required contributions for each year. All ORP contributions are immediately vested in the employee's account. Normal retirement for the ORP is age 65 with early retirement permitted at age 55. Benefits available to the employee at retirement are not guaranteed and are determined by contributions and decisions made by participants for their individual investment accounts.

As of May 1, 1994, some exempt employees of the institution elected to continue as members with the Public Employee's Retirement Association of Colorado (PERA), the remainder participates in the ORP.

**Defined Benefit Pension Plan**

*Plan Description*

Eligible employees of the University are provided with pensions through the State Division Trust Fund (SDTF)—a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at [www.copera.org/investments/pera-financial-reports](http://www.copera.org/investments/pera-financial-reports).

*Benefits provided.* PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. § 24-51-602, 604, 1713, and 1714.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

**NOTES TO THE FINANCIAL STATEMENTS**

June 30, 2016 and 2015

---

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- § Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit
- § The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned. If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments (COLAs), referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007 receive an annual increase of 2 percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of 2 percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007 receive an annual increase of the lesser of 2 percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve for the SDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. State Troopers whose disability is caused by an on-the-job injury are immediately eligible to apply for disability benefits and do not have to meet the five years of service credit requirement. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled.

Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

**PERA Plan Contributions.**

Eligible employees and University are required to contribute to the SDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. § 24-51-401, et seq. Eligible employees with the exception of State Troopers are required to contribute 8 percent of their PERA-includable salary.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

The employer contribution requirements for all employees except State Troopers are summarized in the table below:

	Fiscal Year 2014		Fiscal Year 2015		Fiscal Year 2016	
	CY13	CY14	CY15	CY15	CY16	CY16
	7-1-13 to 12-31-13	1-1-14 to 6-30-14	7-1-14 to 12-31-14	1-1-15 to 6-30-15	7-1-15 to 12-31-15	1-1-16 to 6-30-16
<b>Employer Contribution Rate</b>	10.15%	10.15%	10.15%	10.15%	10.15%	10.15%
<b>Amount of Employer Contribution Apportioned to the Health Care Trust Fund as specified in C.R.S. Section 24-51-208(1)(f)</b>	-1.02%	-1.02%	-1.02%	-1.02%	-1.02%	-1.02%
<b>Amount Apportioned to the SDTF</b>	9.13%	9.13%	9.13%	9.13%	9.13%	9.13%
<b>Amortization Equalization Disbursement (AED) as specified in C.R.S. Section 24-51-411</b>	3.40%	3.80%	3.80%	4.20%	4.20%	4.60%
<b>Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S., Section 24-51-411</b>	3.00%	3.50%	3.50%	4.00%	4.00%	4.50%
<b>Total Employer Contribution Rate to the SDTF</b>	15.53%	16.43%	16.43%	17.33%	17.33%	18.23%

Rates in the table above are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

Employer contributions are recognized by the SDTF in the period in which the compensation becomes payable to the member and the University is statutorily committed to pay the contributions to the SDTF. Employer contributions recognized by the SDTF from University were \$2,160,470 and \$2,105,844 for the years ended June 30, 2016 and 2015, respectively.

**PERA Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

At June 30, 2016, the University reported a liability of \$44,150,199 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2014. Standard update procedures were used to roll forward the total pension liability to December 31, 2015. The University proportion of the net pension liability was based on University contributions to the SDTF for the calendar year 2015 relative to the total contributions of participating employers to the SDTF. At December 31, 2015, the University proportion was 0.42 percent, which was a decrease of 0.01 from its proportion measured as of December 31, 2014.



**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

At June 30, 2015, the University reported a liability of \$40,769,013 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2013. Standard update procedures were used to roll forward the total pension liability to December 31, 2014. The University proportion of the net pension liability was based on University contributions to the SDTF for the calendar year 2014 relative to the total contributions of participating employers to the SDTF. At December 31, 2014, the University proportion was 0.43 percent, which was a decrease of 0.02 from its proportion measured as of December 31, 2013.

For the years ended June 30, 2016 and 2015, the University recognized pension expense of \$1,083,494 and \$933,656, respectively. At June 30, 2016 and 2015, the University reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Fiscal Year 2016		Fiscal Year 2015	
	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 642,901	\$ 1,409	\$ -	\$ 3,021
Changes of assumptions or other inputs	-	522,612	-	-
Net difference between projected and actual earnings on pension plan investments	3,347,069	-	831,285	-
Changes in proportion and differences between contributions recognized and proportionate share of contributions	-	1,226,623	-	745,808
Contributions subsequent to the measurement date	1,162,911	N/A	1,022,949	N/A
<b>Total</b>	<b>\$ 5,152,881</b>	<b>\$ 1,750,644</b>	<b>\$ 1,854,234</b>	<b>\$ 748,829</b>

The deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, of \$1,162,911 and \$1,022,949 for Fiscal Years 2016 and 2015, respectively, will be recognized as a reduction of the net pension liability in the subsequent fiscal year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<b>Year ended June 30, 2016</b>	
2017	\$125,396
2018	544,316
2019	888,723
2020	680,901
Thereafter	

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

**NOTES TO THE FINANCIAL STATEMENTS**

June 30, 2016 and 2015

---

**PERA actuarial assumptions.**

The total pension liability in the December 31, 2014 and 2013 actuarial valuations were determined using the following actuarial assumptions and other inputs:

Actuarial cost method	Entry age
Price inflation	2.80 percent
Real wage growth	1.10 percent
Wage inflation	3.90 percent
Salary increases, including wage inflation	3.90 – 9.57 percent
Long-term investment Rate of Return, net of pension plan investment expenses, including price inflation	7.50 percent
Future post-retirement benefit increases:	
PERA Benefit Structure hired prior to 1/1/07; and DPS Benefit Structure (automatic)	2.00 percent
PERA Benefit Structure hired after 12/31/06 (ad hoc, substantively automatic)	Financed by the Annual Increase Reserve

Mortality rates were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with Males set back 1 year, and Females set back 2 years.

The actuarial assumptions used in the December 31, 2014 and 2013 valuations were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA's Board on November 13, 2012, and an economic assumption study, adopted by PERA's Board on November 15, 2013 and January 17, 2014.

Changes to assumptions or other inputs since the December 31, 2013 actuarial valuation are as follows:

- The following programming changes were made:
  - Valuation of the full survivor benefit without any reduction for possible remarriage.
  - Reflection of the employer match on separation benefits for all eligible years.
  - Reflection of one year of service eligibility for survivor annuity benefit.
  - Refinement of the 18 month annual increase timing.
  - Refinements to directly value certain and life, modified cash refund and pop-up benefit forms.
- The following methodology changes were made:
  - Recognition of merit salary increases in the first projection year.
  - Elimination of the assumption that 35% of future disabled members elect to receive a refund.
  - Removal of the negative value adjustment for liabilities associated with refunds of future terminating members.
  - Adjustments to the timing of the normal cost and unfunded actuarial accrued liability payment calculations to reflect contributions throughout the year.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

The SDTF's long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

As of the November 15, 2013 adoption of the long-term expected rate of return by the PERA Board, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

<b>Asset Class</b>	<b>Target Allocation</b>	<b>10 Year Expected Geometric Real Rate of Return</b>
U.S. Equity – Large Cap	26.76%	5.00%
U.S. Equity – Small Cap	4.40%	5.19%
Non U.S. Equity – Developed	22.06%	5.29%
Non U.S. Equity – Emerging	6.24%	6.76%
Core Fixed Income	24.05%	0.98%
High Yield	1.53%	2.64%
Long Duration Gov't/Credit	0.53%	1.57%
Emerging Market Bonds	0.43%	3.04%
Real Estate	7.00%	5.09%
Private Equity	7.00%	7.15%
Total	100.00%	

In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.50%.

*Discount rate for Fiscal Year 2016.* The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumptions shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.90%.
- Employee contributions were assumed to be made at the current member contribution rate. Employee contributions for future plan members were used to reduce the estimated amount of total service costs for future plan members.
- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law, including current and estimated future AED and SAED, until the Actuarial Value Funding Ratio reaches 103%, at which point, the AED and SAED will each drop 0.50% every year until they are zero. Additionally, estimated employer contributions included reductions for the funding of the AIR and retiree health care benefits. For future plan members, employer contributions were further reduced by the estimated amount of total service costs for future plan members not financed by their member contributions.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

- Employer contributions and the amount of total service costs for future plan members were based upon a process used by the plan to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.
- The AIR balance was excluded from the initial fiduciary net position, as, per statute, AIR amounts cannot be used to pay benefits until transferred to either the retirement benefits reserve or the survivor benefits reserve, as appropriate. As the ad hoc post-retirement benefit increases financed by the AIR are defined to have a present value at the long-term expected rate of return on plan investments equal to the amount transferred for their future payment, AIR transfers to the fiduciary net position and the subsequent AIR benefit payments have no impact on the Single Equivalent Interest Rate (SEIR) determination process when the timing of AIR cash flows is not a factor (i.e., the plan's fiduciary net position is not projected to be depleted). When AIR cash flow timing is a factor in the SEIR determination process (i.e., the plan's fiduciary net position is projected to be depleted), AIR transfers to the fiduciary net position and the subsequent AIR benefit payments were estimated and included in the projections.
- Benefit payments and contributions were assumed to be made at the end of the month.

*Discount rate for Fiscal Year 2015.* The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the fixed statutory rates specified in law, including current and future AED and SAED, until the Actuarial Value Funding Ratio reaches 103 percent, at which point, the AED and SAED will each drop 0.50 percent every year until they are zero. Based on those assumptions, the SDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

Based on the above actuarial cost method and assumptions, the SDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

*Sensitivity of the University proportionate share of the net pension liability to changes in the discount rate.* The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.50 percent, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50 percent) or 1-percentage-point higher (8.50 percent) than the current rate:

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Proportionate share of the net pension liability	\$55,777,571	\$44,150,199	\$34,424,290

*Pension plan fiduciary net position.* Detailed information about the SDTF's fiduciary net position is available in PERA's comprehensive annual financial report which can be obtained at [www.copera.org/investments/pera-financial-reports](http://www.copera.org/investments/pera-financial-reports).

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016 and 2015

**Student Retirement Plan**

Beginning in fiscal year 1993, in accordance with the provision of Section 24-54.6-101, Colorado Revised Statute (C.R.S.), and as provided in section 403 (b) of the Internal Revenue Code, the State of Colorado Department of Higher Education established the Colorado Student Employees Defined Contribution Plan. Student employees not currently attending classes are required to participate. The plan requires a 7.5 percent contribution on the employee's part with no employer contribution. Total current year payroll covered by the plan, for Adams State University was \$124,915. Employee contributions were 7.5 percent of covered payroll.

**NOTE 12 - OTHER RETIREMENT PLANS**

**PERA Defined Contribution Plan (DC Plan)**

Plan Description – Employees of the State of Colorado that were hired on or after January 1, 2006 and employees of certain community colleges that were hired on or after January 1, 2008 which were eligible to participate in the SDTF, a cost-sharing multiple-employer defined benefit pension plan, have the option to participate in the SDTF or the Defined Contribution Retirement Plan (PERA DC Plan). The PERA DC Plan is an Internal Revenue Code Section 401(a) governmental profit-sharing defined contribution plan. Title 24, Article 51, Part 15 of the C.R.S., as amended, assigns the authority to establish Plan provisions to the PERA Board of Trustees. The DC Plan is also included in PERA’s comprehensive annual financial report as referred to above.

Funding Policy – All participating employees in the PERA DC Plan, with the exception of State Troopers, are required to contribute 8.00 percent of their PERA-includable salary and the State of Colorado is required to contribute 10.15 percent of PERA-includable salary on behalf of these employees. Additionally, the State of Colorado is required to contribute AED and SAED to the SDTF as follows:

	Fiscal Year 2014		Fiscal Year 2015		Fiscal Year 2016	
	CY13	CY14	CY15		CY16	
	7-1-13 to 12-31-13	1-1-14 to 6-30-14	7-1-14 to 12-31-14	1-1-15 to 6-30-15	7-1-15 to 12-31-15	1-1-16 to 6-30-16
<b>Amortization Equalization Disbursement (AED) as specified in C.R.S. Section 24-51-411</b>	3.40%	3.80%	3.80%	4.20%	4.20%	4.60%
<b>Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S., Section 24-51-411</b>	3.00%	3.50%	3.50%	4.00%	4.00%	4.50%
<b>Total Employer Contribution Rate to the SDTF</b>	6.40%	7.30%	7.30%	8.20%	8.20%	9.10%

Rates are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

Contribution requirements are established under Title 24, Article 51, Section 1505 of the C.R.S., as amended. Participating employees of the PERA DC Plan are immediately vested in their own contributions and investment earnings and are immediately 50 percent vested in the amount of employer contributions made on their behalf. For each full year of participation, vesting of employer contributions increases by 10 percent. Forfeitures are used to pay expenses of the PERA DC Plan in accordance with PERA Rule 16.08 as adopted by the PERA Board of Trustees in accordance with Title 24, Article 51, Section 204 of the C.R.S. As a result, forfeitures do not reduce pension expense.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

**NOTES TO THE FINANCIAL STATEMENTS**

June 30, 2016 and 2015

---

**401(k) Defined Contribution Plan**

Plan Description - Employees of the University that are also members of the SDTF may voluntarily contribute to the Voluntary Investment Program, an Internal Revenue Code Section 401(k) defined contribution plan administered by PERA. Title 24, Article 51, Part 14 of the C.R.S., as amended, assigns the authority to establish the Plan provisions to the PERA Board of Trustees. PERA issues a publicly available comprehensive annual financial report for the Program. That report can be obtained at [www.copera.org/investments/pera-financial-reports](http://www.copera.org/investments/pera-financial-reports).

Funding Policy - The Voluntary Investment Program is funded by voluntary member contributions up to the maximum limits set by the Internal Revenue Service, as established under Title 24, Article 51, Section 1402 of the C.R.S., as amended. Employees are immediately vested in their own contributions and investment earnings.

**457 Deferred Compensation Plan**

The PERA Deferred Compensation Plan (457) was established July 1, 2009, as a continuation of the State's deferred compensation plan which was established for state and local government employees in 1981. At July 1, 2009, the State's administrative functions for the 457 plan were transferred to PERA, where all costs of administration and funding are borne by the plan participants. In calendar year 2015, participants were allowed to make contributions of up to 100 percent of their annual gross salary (reduced by their 8 percent PERA contribution) to a maximum of \$18,000. Participants who are age 50 and older, and contributing the maximum amount allowable, were allowed to make an additional \$6,000 contribution in 2015, for total contributions of \$24,000. Contributions and earnings are tax deferred. In calendar year 2014, participants were allowed to make contributions of up to 100 percent of their annual gross salary (reduced by their 8 percent PERA contribution) to a maximum of \$17,500. Participants who are age 50 and older, and contributing the maximum amount allowable, were allowed to make an additional \$5,500 contribution in 2014, for total contributions of \$23,000. Contributions and earnings are tax deferred. The number of plan participants at December 31, 2015 and 2014 was 17,814 and 17,738, respectively.

**NOTE 13 - OTHER POSTEMPLOYMENT BENEFITS & LIFE INSURANCE**

Health Care Trust Fund

Plan Description – The University contributes to the Health Care Trust Fund ("HCTF"), a cost sharing multiple employer healthcare trust administered by PERA. The HCTF benefit provides a health care premium subsidy and health care programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of health care subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at [www.copera.org/investments/pera-financial-reports](http://www.copera.org/investments/pera-financial-reports).

Funding Policy – The University is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the University are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the years ending June 30, 2016, 2015 and 2014, the University contributions to the HCTF were \$118,637, \$119,128 and \$117,784, respectively, equal to their required contributions for each year.

**STATE OF COLORADO**  
**ADAMS STATE UNIVERSITY**  
NOTES TO THE FINANCIAL STATEMENTS  
June 30, 2016 and 2015

Other Programs - Colorado Higher Education Insurance Benefits Alliance (CHEIBA)

Retired faculty and exempt-administrative staff are eligible to participate in the Colorado Higher Education Insurance Benefits Alliance Trust (CHEIBA). CHEIBA is a cost-sharing multiple-employer insurance purchasing pool, which allows for post-employment health coverage until the retiree is eligible for Medicare. As of June 30, 2016, there were 298 actively participating members.

CHEIBA financial statements are prepared under accounting principles generally accepted in the United States using the accrual basis of accounting following Governmental Accounting Standards for a business-type activity. The financial statements can be obtained by contacting the Adams State University Human Resources Office. Contributions are recognized in the period due. Benefits and refunds are recognized and paid when due according to the participating plans. The fair value of the Trust's investments is based on quoted market prices from national securities exchanges.

There are no long term contracts for contributions to the plan. Participating schools can withdraw their participation in the plan with at least one year notice to the CHEIBA board.

**NOTE 14 - SCHOLARSHIP ALLOWANCES**

Tuition, fee and auxiliary revenue and the related scholarship allowances for the year ended June 30, 2016 and 2015, were as follows:

	Tuition & Fees	Auxiliary Revenue	2016 Total	2015 Total
Gross Revenue	\$ 30,942,591	\$ 7,570,935	\$ 38,513,526	\$ 38,645,193
Scholarship Allowances:				
Federal	4,578,649	264,496	4,843,145	4,718,780
State	1,570,467	90,721	1,661,188	1,233,965
Private	1,333,768	245,467	1,579,235	1,285,669
Institutional	4,249,253	77,048	4,326,301	5,563,254
Total Allowances	<u>11,732,137</u>	<u>677,732</u>	<u>12,409,869</u>	<u>12,801,668</u>
Net Revenue	<u>\$ 19,210,454</u>	<u>\$ 6,893,203</u>	<u>\$ 26,103,657</u>	<u>\$ 25,843,525</u>

**NOTE 15 - UNIVERSITY FOUNDATION**

The Adams State University Foundation was formed and incorporated on January 23, 1962, as a non-profit corporation for the purpose of receiving gifts, legacies and grants of money and property and to administer these exclusively for educational purposes entirely within the Adams State University area in the State of Colorado, and for the purpose of promoting and furthering the interests, objectives and purposes of Adams State University in such other ways and manners as the corporation may from time to time determine.

**STATE OF COLORADO  
ADAMS STATE UNIVERSITY**

**NOTES TO THE FINANCIAL STATEMENTS**

June 30, 2016 and 2015

---

During the year ended June 30, the University received funds totaling \$1,407,730 (2016) and \$1,293,313 (2015), from the Foundation for scholarships, work study and grants-in-aid. These funds are appropriately accounted for and reported in the financial statements. In addition, the Foundation has expended funds for the purchase of an insignificant quantity of supplies and other services from the University .

**NOTE 16 - RISK FINANCING AND INSURANCE -RELATED ACTIVITIES**

The University is subject to risks of loss from liability for accident property damage and personal injury. The University is required to obtain insurance, but no reduction occurred in coverage nor did any settlements exceed coverage. The University does not retain risk of loss except for damage incurred to property belonging to the State, limited to a \$1,000 deductible per incident.

**NOTE 17 - LONG BILL BUDGET, ACTUAL REVENUE AND ACTUAL EXPENSES**

The budget, actual revenue and actual expenses related to the amounts shown in the State of Colorado Long Bill for tuition, academic fees, stipends and fee for service contracts for fiscal year 2016 are as follows:

Budget	\$39,296,127
Actual Revenues	35,407,038
Actual Expenses	35,407,038



## **REQUIRED SUPPLEMENTAL INFORMATION**

### **Pensions**

---

These schedules are presented to illustrate the requirements to show information for ten years. However, until a full 10-year trend is compiled, the University will present information for those years for which information is available.

---

**Adams State University**  
**Schedule of the University's Proportionate Share of the Net Pension Liability**  
**Colorado PERA Pension Plan**  
**For Fiscal Year Ended June 30,**

	<u>2016</u>	<u>2015</u>	<u>2014</u>
University's proportion of the net pension liability	0.419%	0.433%	0.446%
University's proportionate share of the net pension liability	\$ 44,150,199	\$ 40,769,013	\$ 39,752,901
University's covered employee payroll	\$ 11,334,672	\$ 11,898,898	\$ 11,717,998
University's proportionate share of the net pension liability as a percentage of its covered employee payroll	390%	343%	339%
Plan fiduciary net position as a percentage of the total pension liability	56.1%	59.8%	61.1%
PERA State Division Fiduciary Net Position (thousands)	\$ 13,460,536	\$ 14,013,947	\$ 13,980,460
PERA State Division Total Pension Liability (thousands)	\$ 23,991,569	\$ 23,420,000	\$ 22,888,000

**Notes to the Required Supplementary Information:**

See note 11 in the accompanying notes to the financial statements for changes to assumptions and other inputs used.

**Adams State University**  
**Schedule of Contributions**  
**Colorado PERA Pension Plan**  
**For Fiscal Year Ended June 30,**

	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
Contractually required contribution	\$ 2,019,691	\$ 2,109,916	\$ 1,974,531	\$ 1,815,985	\$ 1,400,744	\$ 1,258,111	\$ 1,305,123	\$ 1,242,414	\$ 1,147,826	\$ 1,025,181
Contributions in relation to the contractually required contribution	2,019,691	2,109,916	1,974,531	1,815,985	1,400,744	1,258,111	1,305,123	1,242,414	1,147,826	1,025,181
Contribution deficiency (excess)	-	-	-	-	-	-	-	-	-	-
University's covered employee payroll	\$ 11,334,672	\$ 11,898,898	\$ 11,717,998	\$ 11,221,830	\$ 11,096,675	\$ 10,423,854	\$ 9,928,171	\$ 9,943,293	\$ 9,890,487	\$ 9,402,305
Contributions as a percentage of covered employee payroll	17.82%	17.73%	16.85%	16.18%	12.62%	12.07%	13.15%	12.49%	11.61%	10.90%

**Notes to the Required Supplementary Information:**

See note 11 in the accompanying notes to the financial statements for changes to assumptions and other inputs used.

## **SUPPLEMENTAL INFORMATION**

**ADAMS STATE UNIVERSITY**  
**SCHEDULE OF REVENUES AND EXPENSES**  
**FOR SERIES 2009A, 2009B, 2009C, 2012 AND 2015 AUXILIARY FACILITIES REVENUE BONDS**  
**For the Years Ended June 30, 2016 and 2015**

	<b>2016</b>	<b>2015</b>
<b>Revenue</b>		
Tuition revenues	\$ 2,246,484	\$ 2,228,579
Extended Studies tuition and fees	5,512,057	5,361,846
Capital fees	2,877,464	2,534,783
College service fees	609,657	635,362
Traffic control fees	40,851	42,990
Rental income	4,132,710	4,237,290
Food service income	2,080,722	2,240,528
Sales/services auxiliaries	868,358	917,465
Interest income	21,209	21,102
Other income	316,902	269,262
<i>Total Revenue</i>	<b>18,706,414</b>	<b>18,489,207</b>
<b>Expenses</b>		
Salaries & benefits	5,366,392	5,410,562
Costs of goods	720,899	668,465
Utilities expense	478,286	541,864
Rental expense	196,652	184,059
Contract food services	1,281,152	1,332,160
Travel	178,018	156,075
Supplies	217,998	194,591
Other operating expenses	463,910	453,945
Purchased services-personal	936,079	763,561
Financial aid	605,380	656,464
Administrative cost allowance	1,266,423	1,275,398
Furniture & equipment	176,924	85,893
Other capital expenditures	5,520	7,950
Other expenses	275,006	281,475
<i>Total Expenses</i>	<b>12,168,639</b>	<b>12,012,462</b>
<b>Net Revenue before Transfers</b>	<b>6,537,775</b>	<b>6,476,745</b>
<b>Transfers</b>		
Mandatory transfers	4,079,527	3,817,538
Nonmandatory transfers	348,768	45,708
<i>Total Transfers</i>	<b>4,428,295</b>	<b>3,863,246</b>
<i>Net Revenue</i>	<b>\$ 2,109,480</b>	<b>\$ 2,613,499</b>
<b>Debt Service Coverage</b>		
Net Operating Revenue	\$ 6,537,775	\$ 6,476,745
Bond Principal and Interest	4,498,567	4,433,386
<b>Excess of Net Operating Revenue Over Debt Service</b>	<b>\$ 2,039,208</b>	<b>\$ 2,043,359</b>
<b>Debt Service Coverage Ratio</b>	<b>145%</b>	<b>146%</b>

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND  
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS**



Wall,  
Smith,  
Bateman Inc.

Members of the Legislative Audit Committee:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and the major fund of Adams State University (the University), an Institution of Higher Education, State of Colorado, the Adams State University Foundation, a discretely presented component unit, discussed in Note 1 of the financial statements, which represents 100 percent of the total assets, total revenues, and total net assets of the aggregate discretely presented component unit, as of and for the years ended June 30, 2016 and 2015, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated January 10, 2017. The financial statements of the discretely presented component unit, Adams State University Foundation, were not audited in accordance with *Government Auditing Standards*.

### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did identify certain deficiencies in internal control, described in the accompanying Auditors' Findings and Recommendations, that we consider to be material weaknesses. (Recommendations No. 1 and 2)

**Certified Public Accountants**

700 Main Street, Suite 200 PO Box 809 Alamosa, CO 81101 | 719-589-3619 | f 719-589-5492 [www.wsbcpa.com](http://www.wsbcpa.com)

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Adams State University's Responses to the Findings**

The University's responses to the findings identified in our audit is described in the accompanying Findings and Recommendations section. The University's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Wall, Smith, Bateman Inc.  
Alamosa, Colorado

January 10, 2017



Wall,  
Smith,  
Bateman Inc.

## Communication with Those Charged with Governance

Members of the Legislative Audit Committee:

We have audited the financial statements of the business-type activities and the major fund of Adams State University (the University), an Institution of Higher Education, State of Colorado, and the Adams State University Foundation, a discretely presented component unit of the University, discussed in Note 1 of the financial statements, as of and for the years ended June 30, 2016 and 2015. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter dated June 20, 2016. Professional standards also require that we communicate to you the following information related to our audit.

### Significant Audit Findings

#### *Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. As described in Note 1, the University changed accounting policies by adopting Governmental Accounting Standards Board (GASB) Statement No. 72, *Fair Value Measurement and Application* during Fiscal Year 2016. Additional disclosures have been included in the notes to the financial statements as required by this standard. In addition, the University adopted Statement No. 68, *Accounting and Financial Reporting for Pensions and amendment of GASB Statement No. 27*, during Fiscal Year 2015. The requirement to record a portion of PERA's unfunded liability negatively impacted the University's beginning net position as of June 30, 2015 by \$38,802,228 as reported in the Statement of Revenues, Expenses and changes in Net position. Along with GASB No. 68 the University has implemented GASB No. 71, *Pension Transition for Contributions made Subsequent to the Measurement Date*, by recognizing contributions from the end of the calendar year to the end of the University's fiscal year, January to June, as a deferred outflow of resources. The University's beginning net position was increased by \$950,673 to reflect PERA contributions between January 1 and June 30, 2014. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the University's financial statements were:

Management's estimate of the net pension liability, deferred outflows of resources, and deferred inflows of resources at June 30, 2016 and 2015, and total pension expense recognized during FY 2016-15 are based upon the University's proportionate share of the collective net pension liability, deferred outflows of resources, and deferred inflows of resources reported by the Public Employee's Retirement Association of Colorado (PERA) at December 31, 2015 and 2014 and the collective pension expense for the years then ended. The University's proportion has been adjusted for pension contributions between PERA's reporting date of December 31, 2015 and 2014 and the University's fiscal year end of June 30, 2016 and 2015.

### Certified Public Accountants

700 Main Street, Suite 200 PO Box 809 Alamosa, CO 81101 | 719-589-3619 | f 719-589-5492 [www.wsbcpa.com](http://www.wsbcpa.com)



Management's estimate of the depreciation expense is based on the estimated useful life of the capital assets being depreciated at June 30, 2016 and 2015. We evaluated the key factors and assumptions used to develop the depreciation expense in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the collectability of student accounts receivable and student loans is based on historical analysis. We evaluated the key factors and assumptions used to develop the allowance for bad debts in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to the financial statement users. The most sensitive disclosure affecting the financial statements was:

The disclosure of the defined benefit pension plan in Note 11 to the financial statements describes the College's participation in the State Division Trust Fund, a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employee's Retirement Association of Colorado (PERA).

The financial statement disclosures are neutral, consistent, and clear.

#### *Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

#### *Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. The attached schedule titled "Audit Adjusting Journal Entries" is a summary of material misstatements detected as a result of audit procedures that were corrected by management.

The attached schedule titled "Passed Audit Adjusting Journal Entries" summarizes uncorrected misstatements of the financial statements. Management has determined their effects to be immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

#### *Disagreements with Management*

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

#### *Management Representations*

We have requested certain representations from management that are included in the management representation letter dated January 10, 2017.

#### *Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to

determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

*Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

We applied certain limited procedures to the management's discussion and analysis, the schedule of the University's proportionate share of the net pension liability, and the schedule of the University's contributions, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information, which accompany the financial statements but are not required supplementary information. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction On Use

This information is intended solely for the use of the State of Colorado Legislative Audit Committee, Board of Trustees, and management of the University and is not intended to be, and should not be, used by anyone other than these specified parties. However, the report is a matter of public record upon release by the Legislative Audit Committee.

Very truly yours,



Wall, Smith, Bateman Inc.

January 10, 2017

Adams State University  
Schedule of Audit Adjusting Journal Entries  
June 30, 2016

	Debit	Credit
Scholarship expense	\$ 1,114,358.30	
Tuition and fees, net of scholarship allowance		\$ 915,229.09
Sales and services of auxiliary enterprises, net of scholarship allowance		199,129.21
<p>Entry to correct the net tuition and scholarship expense  on the Statements of Revenue, Expense and Changes  in Net Position per the GASB 34/35 Schedule.</p>		

Adams State University  
Schedule of Passed Audit Adjusting Journal Entries  
June 30, 2016

Scholarship Expense	\$ 233,185.94	
Sales and services of auxiliary enterprises, net of scholarship allowance	4,174.45	
Tuition and fees, net of scholarship allowance		\$ 237,360.39
<p>Pass on entry to correct the net tuition and scholarship  on the Statements of Revenue, Expense and Changes  in Net Position to the actual amounts per the corrected  GASB 34/35 Schedule.</p>		

**STATE-FUNDED STUDENT ASSISTANCE  
PROGRAMS SECTION**

**ADAMS STATE UNIVERSITY**  
**STATE OF COLORADO**  
**STATE-FUNDED STUDENT FINANCIAL ASSISTANCE PROGRAMS**  
**For the Year Ended June 30, 2016**

**INTRODUCTION**

Adams State University is a state-supported institution of higher education located in Alamosa, Colorado.

The financial and compliance examination of the various state-funded student assistance programs at the University for the year ended June 30, 2016, was directed toward the objectives and criteria set forth in the Colorado handbook for State-Funded Student Assistance Programs, issued by the Colorado Department on Higher Education (CDHE). The state student financial assistance programs were examined simultaneously with the federal financial aid programs for the year ended June 30, 2016.

**STATE-FUNDED STUDENT FINANCIAL ASSISTANCE PROGRAMS**

The various state-funded student financial assistance programs at the University include the Colorado Need-based Grant Program, Colorado Work Study Program, and the Colorado Merit Aid Program.

The state-funded student financial assistance awards made by the University were approximately \$2,202,782 for the fiscal year ending on June 30, 2016.

The Director of Financial Aid is responsible for the administration of these programs. This responsibility includes application processing, eligibility determination, and financial aid packaging, as well as ensuring compliance with regulations governing the participation of the University in federal and state financial aid programs. The University Controller is responsible for the programs' financial management, general ledger accounting, payments, and collections.

During the audit period, Adams State University obtained authorizations to award federal student financial aid funds of \$4,647,462 in the Pell Grant Program, \$145,580 in the Supplemental Educational Opportunity Grant Program, \$289,320 in the University Work-Study Program, and \$0 in the Perkins Student Loan Program.

During the audit period, Adams State University was authorized to award Colorado student financial aid funds of \$1,699,393 in the Colorado Need-based Grant Program, \$442,265 in the Colorado Work Study Program, and \$61,124 in the Colorado Merit Aid Program.

**INDEPENDENT AUDITORS' REPORT  
ON THE STATEMENT OF APPROPRIATIONS , EXPENDITURES ,  
TRANSFERS, AND REVERSIONS OF THE STATE-FUNDED  
STUDENT FINANCIAL ASSISTANCE PROGRAMS**



Wall,  
Smith,  
Bateman Inc.

Members of the Legislative Audit Committee :

**Report on Financial Statement**

We have audited the accompanying Statement of Appropriations, Expenditures, Transfers, and Reversions of the State-Funded Student Financial Assistance Programs (the Statement) of Adams State University (the University), an institution of higher education of the State of Colorado, for the year ended June 30, 2016, and the related notes to the Statement .

*Management's Responsibility for the Statement*

Management is responsible for the preparation and fair presentation of the Statement in accordance with the financial format as set forth in the *2015-2016 Audit Guide for State and Private Non-Profit Institutions of Higher Education, Colorado-Funded Student Aid* issued by the Department of Higher Education (DHE), and in accordance with the policies and procedures for State-Funded Student Financial Assistance Programs established by the governing board of the University; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the Statement that is free from material misstatement, whether due to fraud or error.

*Auditors' Responsibility*

Our responsibility is to express an opinion on this Statement based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the Statement is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the Statement. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the Statement, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the Statement in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the Statement.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Certified Public Accountants**

700 Main Street, Suite 200 PO Box 809 Alamosa, CO 81101 | 719-589-3619 | f 719-589-5492 [www.wsbcpa.com](http://www.wsbcpa.com)

***Opinion***

In our opinion, the Statement referred to above presents fairly, in all material respects, the respective appropriations, expenditures, transfers, and reversions of the State-Funded Student Financial Assistance Programs of the University for the year ended June 30, 2016, in accordance with the format as set forth in the *2015-16 Audit Guide for State and Private Non-Profit Institutions of Higher Education, Colorado-Funded Student Aid* issued by the DHE, and in conformity with the policies and procedures for State-Funded Student Financial Assistance Programs established by the governing board of the University described in the notes to the Statement.

***Basis of Accounting***

As described in the notes to the Statement, the Statement prepared by the University was prepared in accordance with the *2015-2016 Audit Guide for State and Private Non-Profit Institutions of Higher Education, Colorado-Funded Student Aid* issued by the DHE, and in conformity with the policies and procedures for State-Funded Student Financial Assistance Programs established by the governing board of the University. The Statement is a summary of cash activity of the State-Funded Student Financial Assistance Programs with the exception of the Colorado Work-Study programs, and does not present certain transactions that would be included in the Statement of State-Funded Student Financial Assistance Programs if it was presented on the accrual basis of accounting, as prescribed by generally accepted accounting principles. Accordingly, the accompanying Statement is not intended to, and does not present the financial position, changes in financial position, or cash flows of the University in accordance with accounting principles generally accepted in the United States of America.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated January 10, 2017 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

***Restriction on Use***

This report is intended solely for the information and use of the Legislative Audit Committee, the University's Board of Trustees, and management of the University, the Department of Education, and the Colorado Commission of Higher Education and is not intended to be, and should not be used by anyone other than these specified parties. However, upon release by the Legislative Audit Committee this report is a public document.

Very truly yours,



Wall, Smith, Bateman Inc.  
Alamosa, Colorado

January 10, 2017

**STATE OF COLORADO**  
**ADAMS STATE UNIVERSITY**  
STATE-FUNDED STUDENT FINANCIAL ASSISTANCE PROGRAMS  
STATEMENT OF APPROPRIATIONS, EXPENDITURES, TRANSFERS, AND REVERSIONS  
Year Ended June 30, 2016

---

	<u>TOTAL STATE- FUNDED STUDENT FINANCIAL ASSISTANCE</u>	<u>COLORADO NEED-BASED GRANT PROGRAM</u>	<u>COLORADO WORK STUDY PROGRAM</u>	<u>COLORADO MERIT AID PROGRAM</u>
APPROPRIATIONS:				
ORIGINAL	\$ 2,122,782	\$ 1,629,393	\$ 432,265	\$ 61,124
SUPPLEMENTAL	<u>80,000</u>	<u>70,000</u>	<u>10,000</u>	<u>-</u>
TOTAL	2,202,782	1,699,393	442,265	61,124
EXPENDITURES	<u>(2,202,782)</u>	<u>(1,699,393)</u>	<u>(442,265)</u>	<u>(61,124)</u>
REVERSIONS TO STATE	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>



**ADAMS STATE UNIVERSITY**  
**NOTES TO THE STATEMENT OF APPROPRIATIONS, EXPENDITURES,**  
**TRANSFERS AND REVERSIONS**  
**FOR THE YEAR ENDED JUNE 30, 2016**

**BASIS OF ACCOUNTING**

Adams State University's accounting system is structured and administered in accordance with the accounting principles promulgated by the Governmental Accounting Standards Board.

All student aid is expensed on a cash basis, except for the Perkins Student Loan and the College Work-Study Program (CWS). Perkins Student Loans are recorded as loans receivable when the funds are disbursed. CWS is on the accrual basis in that the expense is recognized when the services are performed.

THE FOLLOWING DOCUMENTS ARE VERIFIED AS COMPLETE. THESE DOCUMENTS WERE NOT SUBMITTED DIRECTLY BY DR. ELISON TO WATCHING ADAMS BUT VERIFIED BY DR. ELISON UPON THEIR REVIEW.

Dr. Elison has since stated, "As these documents make clear, I recanted my statements about Dr. Gilmer's intentions regarding the Board of Trustees. I was trying to read between the lines."

**I. JEFF ELISON'S 12/11/16 EMAIL TO PERSONAL FRIENDS AND FAMILY:**  
(sent from personal email address @msn.com)

Hey friends and family,

I know this is out of the blue, but this is serious business. PLEASE take a minute to vote - YES for the vote of no confidence. Vote early, vote often - from as many devices as you have: <https://watchingadams.org/polls/>

Share with anyone you think might be interested. Our new Provost is amazing - so experienced, visionary, and caring. He's from a HBCU (Historically Black Colleges and Universities) and was a first-gen student from a very poor family in Mississippi. And he's gay, having moved here with his husband of 20 years. So, of course our president hates him. I met with him for 40 minutes last week and he said he will speak to the Board of Trustees this week about removing the president. She has been a disaster. He is filing an EEO complaint against her. The Board meets Friday, the day before graduation. So, this is it, this is the week, this is the perfect storm that he was hoping for. This poll was opened this morning and has seen over 125 votes, mostly against the president. Tomorrow afternoon in Senate, we will vote on a resolution in support of the Provost that I drafted. The classified staff will do the same at 8:00am and student signatures will be collected throughout the week.

Plus everyone will wake up to an article tomorrow morning about her fat-suit plumber Halloween costume and how it shows her disdain for the working class, our students, and their families. <https://watchingadams.org/commentary/president-mcclures-lack-of-empathy-is-undermining-asus-historic-mission/> It will be a nuclear strike. I really think we have a shot at getting rid of her. With our new provost and a new president, ASU just might be saved from loss of national accreditation (we are on probation) and financial ruin (Moody's dropped us to the lowest of nine A-levels). If we fail, it will devastate the economy of the entire San Luis Valley - no joke.

And yes, that article contains two references to me: one of the sexist profs who stood up for the Constitution and the bit about activists on campus.

## II. JEFF ELISON'S 1/25/17 EMAIL TO FACULTY SENATE

(sent from work email address @adams.edu)

Dear Colleagues,

I have not yet had a chance to listen to Monday's Senate meeting, but it appears it – and the events leading up to it – were a model of fairness and critical inquiry. It's always a proud moment when we, as faculty, can model what we teach.

Don't blame my wife for my impression of the meeting or for my actions. She actually described the meeting as fair and apparently never said a word in my defense and did not vote in my favor. I certainly can't blame her.

I apologize for contracting the flu, running a 102-degree fever, and thinking it was best to keep my germs at home. So inconsiderate of me. That must have really taken some of the fun out of the discussion for several of you.

In spite of the flu, I'll be in my office today if anyone wants to actually discuss these issues with me.

I realize Senate is not a court; that much is glaringly obvious. Nonetheless due process typically includes several rights of the accused: adequate notice of charges, an opportunity to present one's own evidence, time to prepare that evidence, a fair and impartial fact-finding, and a fair and impartial hearing.

With that in mind, why couldn't the discussion of my personal email have waited until I could be present? Why did not a single senator or senate president once ask me about my email and its relation to the senate resolution in the 42 days that passed from the time it was mischaracterized by Dr. Crowther in our December Senate meeting? I even offered that directly to some of you (Ed, Beez). How much "pre-trial" discussion went on behind closed doors prior to Senate? Why was this discussion not on the agenda?

Most importantly, why was I not informed about the resolution in advance? I'm certain such a well-researched, well-crafted piece of writing wasn't a spur-of-the-moment-slapped-together product. It clearly reveals forethought. Perhaps the courtesy of giving me advance notice, of transparency, would have spoiled the ambush?

Not that anyone is likely to look past personal feelings to bother with facts, but here is the short story behind the proposed Senate Resolution.

Due to the several rumors about the friction between Dr. McClure and Dr. Gilmer interfering with performance of his job, and the fear that that interference would jeopardize HLC accreditation, a faculty member suggested writing a "letter of support" and getting faculty signatures. (This is a faculty member who supports the president, hates WatchingAdams, and very much dislikes Danny Ledonne, so not a Danny-follower or dissident.) Senator Duran was present for that discussion and was supportive of those ideas.

I said I should not be the one to write it. I was pushed to do so because I am a senator. I went to Dr. Crowther, as Senate President, to discuss these concerns.

Dr. Crowther suggested a Senate Resolution, outlined its possible content, and agreed about getting faculty signatures.

I was transparent with my department, sharing the gist of these discussions, a draft, and encouraging them to attend Senate.

The number one motive was always to facilitate HLC accreditation.

The fact that I am not impressed with President McClure's performance is just an unavoidable distraction, but one seized upon in this case. Indeed, the major reason I did not want to write the "letter of support" was fear this would happen.

With regard to the Senate Resolution, I was doing my job as a senator.

With regard to my personal email, it was to "friends and family" (no one with an ASU address), written from my personal account, from my personal laptop, from my personal home, during non-working hours. In other words, it was personal and not part of my work activities.

For anyone actually interested in all the facts and details, I have attached the long version. Had I been informed that I would be on trial this past Monday, this is what I would have said. Feel free to share as widely and with as much glee as my personal email was shared.

Perhaps, we could add to our agenda for our next meeting a resolution to nullify Monday's resolution? Or at least have a fair discussion with all parties present and informed.

Hoping your worlds are splendid,  
Senator Elison

---(attached as a .docx file)---

Imagine I sent a private email to a friend in Australia describing what's going on in America with opposition to the presidential election results, including Jill Stein's efforts at a recount, the SLV Women's March, and news covering reactions to Trump's outrageous behavior. Would this be unethical? And if I donated to Stein's efforts would that donation and my sharing of this information with a friend constitute collusion? Would I be conspiring with Jill Stein? Of course not. It would be democracy in action and me exercising my First Amendment Rights.

There are direct parallels between this example and my personal email, which I sent on December 11, 2016 and which Dr. Crowther misrepresented in Faculty Senate on December 12th. [My email appears in its entirety at the end of this document.] To understand Dr. Crowther's misrepresentation, one must first understand my email, something Dr. Crowther never attempted to do, as he has never spoken to me about it. That email was prompted by several events, to which I was merely an observer, two of them occurred that very day. My email was a news update for "friends and family" who care about my job, higher education, and/or the health of the San Luis Valley. Those events were:

- the vote-of-no-confidence poll on WatchingAdams.org
- rumors that Dr. Gilmer was not being supported by President McClure in making the changes necessary for the HLC accreditation
- and the WatchingAdams.org "fat suit article" in which the author or authors criticized President McClure for dressing as an obese plumber with horrible teeth for Halloween.

Dr. Crowther mis-read / mis-paraphrased from my email and made unwarranted and incorrect assertions about my motives for supporting Dr. Gilmer. Many senators appear to have embraced those assertions. He mischaracterized the proposed Senate Resolution as "a multi-pronged effort aimed at the Board of Trustees on Friday, this coming week, to remove President McClure." First, I had nothing to do with the poll to which I referred in my email. I wasn't following WatchingAdams at the time, so I was unaware of the poll. An ASU employee sent me an email Sunday morning, 12/11, mentioning the poll. That was the first I was aware of it. So the characterization that I conspired in this effort is flat out false. I assume Danny Ledonne created the poll since he owns WatchingAdams, but he never communicated his plan to post the poll at that time.

Similarly, I did not author the fat suit article. The link to the fat suit article was sent to me early Sunday evening. As I don't have a Facebook account, I'd never seen the pictures of President McClure in her fat-suit. I was appalled when I read the article and expected others might be as well. Thus, my use of the word "nuclear" was hyperbole to convey my emotional reaction and the reaction I expected from others, yet Dr. Crowther repeatedly associated it with the Senate Resolution. Again, I did not write that article, so no collusion or conspiracy on my part, just information sharing, a First Amendment freedom.

Similarly, I was not the one who proposed a document in support of Dr. Gilmer in response to the rumors that President McClure wasn't supporting Dr. Gilmer. Many people, myself included, feared that if these rumors were true, we might not survive HLC's accreditation visit. A faculty member who supports President McClure, hates WatchingAdams, and dislikes Danny Ledonne proposed a "letter of support" for Dr. Gilmer to be signed by as many faculty as possible. Senator Kristy Duran was present when this suggestion was first made. As a

senator, I took these concerns to Senate President Crowther. During our conversation, it was he who proposed a “senate resolution,” outlined its possible content, and agreed that many signatures would be a good thing. So the implication that the senate resolution was my brainchild is just flat out false. I was doing my job as a senator by representing faculty concerns.

I’ll return to these facts in more detail later.

But first I will address Dr. Crowther’s implications of collusion or conspiracy in more detail – what he referred to in Senate as “a multi-pronged effort ... to remove President McClure.” I never shared any information about the resolution with Danny Ledonne. Nor did I write the fat-suit article. Nor did I know that Dr. Ben Waddell approached Dr. Crowther the same day Dr. Crowther and I discussed the resolution. So, if I didn’t know that Danny was going to post a vote-of-no-confidence poll, and he didn’t know about the resolution, and I didn’t know what Ben had done, then we were a pretty sad group of conspirators, or at least I was not part of such a group. And the characterization of collusion or conspiracy isn’t accurate. It makes for an easily understandable and emotionally provocative Trump-esque narrative, but a false narrative.

I realize some of the language in my poorly written email provided fodder for the conspiracy theory. When I wrote “I really think we have a shot at getting rid of her,” I was using “we” in a very inclusive way – meaning dozens, if not hundreds of people – not some small group of conspirators in an organized “multi-pronged effort.” Nor was I referring to some organized cabal. Just like people get together and complain about Trump, share stories about his outrageous actions, and march on ASU’s campus, I have participated in similar conversations about President McClure. Again, not a cabal, just First Amendment rights and Academic Freedom, a freedom that is protected by our Faculty Handbook, Section III: “When they speak or write as citizens, they should be free from institutional censorship or discipline.”

Other examples of the poorly written statements in my email were the hyperbolic wishful summary statements regarding my meeting with Dr. Gilmer. I will return to those as well, but that meeting involved no collusion or conspiracy, just two employees doing their jobs.

Now the details:

I have never hidden my concerns about several of President McClure’s decisions:

I am not a fan of guaranteed tuition for the same reasons Moody’s listed it as a reason for lowering our credit rating. At a time when ASU is not doing well financially and enrollment continues to decline, GT ties our hands to manage fluctuations in tuition received.

I am not a fan of how our President replied to HLC. I think it was dangerous and unprofessional to insult them.

I did not believe President McClure when she told us last spring that everything was fixed with Extended Studies, we didn’t deserve probation. It is dangerous when leaders ignore problems. To fix problems, you must acknowledge them.

I still believe the way in which she banned Danny Ledonne from campus was unconstitutional, a violation of his First and Fourteenth Amendment rights, rights I believe are crucial to the functioning of a healthy country and a healthy university. A university cannot function optimally without freedom of speech and due process.

I believe President McClure impedes shared governance, acknowledgement of problems (Extended Studies), and the healthy growth of ASU by attacking those who raise issues (HLC, me), or driving them away (employee turnover) in attempts to silence dissent. Unfortunately, that tactic is like Whack-A-Mole; dissent pops up elsewhere: behind closed doors and online. And more.

I think these are all things that hurt our students' futures, hurt ASU, and ultimately have hurt the San Luis Valley economy. Fewer students mean fewer dollars spent in Alamosa and the San Luis Valley. From our high of 2,225 undergraduates in 2011 we have dropped to 1,861 in fall of 2016, a 16.4% decline. This year's was the lowest undergraduate enrollment since at least 2007, probably more like 2003 or earlier. 16% fewer students mean approximately 16% less being spent in restaurants and at retailers. And now we are looking at downsizing. Fewer students mean fewer employees, which mean the same for restaurants and retailers, but also real estate, banks, etc. The valley's economy is already suffering due to ASU's performance, but it will suffer for many, many years should we fail financially or due to an angered HLC. As Dr. Gilmer has pointed out, a generation of students will suffer, as many are unlikely to travel elsewhere for a college degree. I believe these are legitimate concerns for any citizen of the San Luis Valley and every employee of ASU.

So, I've tried to do what I thought was best for our students, ASU, and the San Luis Valley. In Senate, I objected to actions I thought were unconstitutional, something we all took an oath to do. And I believed those actions might tarnish the reputation of ASU and draw a lawsuit. I co-authored an "op-ed" (never published in the Valley Courier as intended) expressing my viewpoint based on research I've published on humiliation and violence, this being a body of literature I've summarized for scholarly works. In contrast to the readily digestible narrative that Danny Ledonne was my friend, I barely knew him at the time – but I knew the research on school shootings, including the FBI's report on school shootings, and the fact that ostracizing people is more likely to provoke violence than prevent it. Thus, I believed that the PNG was not only unconstitutional (based on the Colorado Supreme Court's ruling in an extremely similar case: *Watson v. Board of Regents of University of Colorado*), but I also believed that if it did anything, it was to put students and employees at greater risk of harm.

Also in Senate, I expressed concerns about guaranteed tuition, after doing research and finding many institutions, even entire state systems, had abandoned it. I discussed my concerns about HLC accreditation and Extended Studies with many colleagues here. I was an engineer for many years at two very successful computer companies, Intel and Hewlett-Packard, so my attitude is: find problems, acknowledge them, fix them, and move on to more productive things, like inspiring our students.

Some people on campus may disagree with my concerns. Some of them may disagree with my actions. That's fair, that's what the First Amendment is all about. It protects them; it protects me.

Others have similar concerns, so it is not a surprise that we talk, share information, and share

research. This is healthy. This is not a conspiracy. If I were a conspirator, I would not have sent the “op-ed” to Kurt Cary or put my name on it. If I didn’t want the best for ASU, I would not have spent many hours meeting with Kurt Cary to resolve the ban issue (as acknowledged by President McClure), nor would I have lost so many hours of sleep over trying to negotiate a win-win outcome. I saw these as the duty of a concerned employee.

As a concerned employee, it is my duty to speak up. Unfortunately, like many others, I was shut down, or implied to be a sexist by President McClure, when I took the risk of speaking my mind. When I thought I’d try again with Dr. Gilmer, he did his duty by agreeing to listen to my concerns. He patiently listened and did what good administrators are supposed to do: made me feel heard, validated my concerns in a general manner by acknowledging that other employees were concerned about accreditation, and reassuring me that he truly felt it would work out. I left that meeting talking about the progress in the Nursing Department and shared that impression the very next day with my pre-Nursing students in an attempt to allay their fears and retain them.

I had no idea the poll would run online, but when I was told about it, I checked it out. Due to my concerns about our students, the economic future of the San Luis Valley, and the economic future of my family, I shared that information with “friends and family.” Some of them live in the Valley, or have visited the Valley, or are involved in education, and they share my concerns – for ASU and higher education nationwide.

I am very worried about our students, ASU, and the citizens of the San Luis Valley. I’m even more worried after seeing how my email was handled. Dr. Crowther seized this as an opportunity to silence my concerns. Dr. Crowther selectively read from my email for maximal negative impact, much like Dr. McClure did a year ago in another Senate meeting. Both of them strategically held my email where others could see my name. That didn’t satisfy either of them, so they both made statements to “out me” as the author. Dr. McClure said “you should know, you wrote it.” In both cases, I felt intimidated and threatened. Nevertheless, both emails were attempts to open conversations and nudge ASU in what I think is the right direction, to do the right thing.

Let me be clear. By doing the right thing, in this case, I mean the right thing for our students and all of us: maintain accreditation by working with the HLC and making the needed changes. As I stated several times in December’s senate meeting, I believe faculty own the curriculum, including academic quality. I believe it is the Chief Academic Officer’s job to work with and guide the faculty, no matter who the CAO may be. The fact that we haven’t done this in the past, the fact that Extended Studies operated outside the domain of the rest of the faculty, is one of the things that led to our current probation. People may be uncomfortable with change, may not want to take on the extra work, and may hate to lose the profits, but academic integrity is key to our success and accreditation.

That being said, I and many others have been very concerned about Administration’s response to the HLC probation and the problems identified in Extended Studies. After President McClure denied having serious problems and insulted HLC in her response, not much happened until Dr. Gilmer arrived. Within weeks, he ordered the Mathieu report. Identifying the problems and encouraging campus input seemed like wonderful leadership and shared governance to me. Almost everyone on campus has been waiting to hear what changes would be made, how problems would be fixed, what changes might appease HLC,



how we might provide a better education to our students. Three months later, we have heard very little. Other senators, in particular Dr. Manzaneres, repeatedly brought this up in the December Senate meeting.

That meeting also exposed the alarming fact that Dr. Gilmer doesn't know the plan. That worries me and many others on campus. I don't believe it's because he doesn't have ideas. I haven't heard a single bad comment about Dr. Gilmer and I've talked to many fellow employees and students who share concerns. Rumors have been spreading because so many of us are worried. What will happen? Why is it taking so long? It's mid-January, and until recently, we were expecting the HLC visit in April. How could we possibly be ready? These questions led to more rumors, some of which seemed to be acknowledged in December's meeting: discord between President McClure and VPAA Gilmer, responsibilities being reassigned, an Extended Studies planning meeting to which our VPAA was not invited, waiting until January for details.

Why are these rumors, or possibly facts, so worrisome? As I said several times at December's senate meeting, the faculty and the Chief Academic Officer should own these particular issues. President McClure wasn't hired to fix them; we weren't on probation then and few were willing to acknowledge the problems with Extended Studies. President McClure was hired despite objections and concerns from faculty. When HLC raised their concerns, she denied some, claimed others were already fixed, insulted the HLC, and pushed for an early re-evaluation. Margaret Doell is assistant VPAA, not VPAA. She was awarded that position without faculty support or a shared governance process. At that time, we were not on probation and the problems in Extended Studies existed prior to her appointment and continued afterward, unaddressed. She went along with the denial. In contrast, Dr. Gilmer was hired as the result of a national search. When the president announced Dr. Gilmer had accepted the VPAA position, she wrote: "He was the top recommendation from all constituent groups and the search committee." He has overseen a successful accreditation and a successful extended studies program and much more. He is extremely qualified to serve as VPAA, reorganize Extended Studies, and lead our re-accreditation process.

Furthermore, I hear almost no support for Ms. Doell on campus. My own experiences with her have been largely negative. When she once visited my office, I asked her about an issue on campus that has existed for years, and she answered with a question: "tell me how you fix a problem like that?" First, that's in her job description, not mine. Second, I and a colleague were able to immediately offer two suggestions. Too many other times, I've heard her exhibit a similar lack of imagination / vision / leadership, or simply defend the status quo. Her faculty forums during the interview process were dismal. Her one answer was to repeatedly say: "I hate to beat a dead horse, but 'communication'." On another occasion, she made accusations about me based on non-existent student complaints right after I raised the issue of the President's Constitutional violations in issuing the PNG against Mr. Ledonne (emails available). This threatening tactic seemed to originate at the top, as Dr. Novotny revealed the issue had been discussed in Executive Council (emails available), in spite of there being no documented complaints, and President McClure was cc'ed on the emails. I believe I was being threatened to intimidate me into silence.

In contrast, Dr. Gilmer has widespread campus approval, real vision, a real understanding of our students, and a real commitment to them.

-----  
So, how did the Senate Resolution really come about?

The first rumor of discord I heard was when a non-faculty employee with responsibility for a great deal of money on campus expressed concerns about Dr. McClure not supporting Dr. Gilmer. That employee inquired of faculty whether Dr. Gilmer had faculty support, implying he might need it. And if he didn't have it, it might put ASU at risk.

Similar rumors spread after the big event to launch the National Center for Historically Underserved Students. The fat suit article explains the same rumors I had heard: "Such behaviors [referring to her fat plumber costume] help to explain President McClure's general level of disengagement during the forums for the National Center for Historically Underserved Students, held at ASU on November 13-15th. Several members of the think tank, all of whom are nationally renowned, commented to faculty and staff members about the president's apparent lack of commitment to underserved students. Another individual close to the event's organization said, 'To be honest, she just doesn't seem to get our students.' Participants said actions speak louder than words, and her public comments were not in keeping with her behavior."

Third, someone in Richardson Hall said they wouldn't be surprised if Dr. Gilmer left because "they," referring to President McClure and AVPAA Doell, had treated him horribly.

Thus, many of us were left wondering what was going on between President McClure and VPAA Gilmer. Was she putting her personal agenda before HLC accreditation and the well-being of ASU and our students?

I had planned to meet with Dr. Gilmer on Dec 7th to discuss the need to share plans regarding changes to the Nursing Program with our pre-Nursing students to allay their fears. I also decided to communicate to him the high level of support for him that I perceived among faculty, students, and staff.

On Dec 7th, around 8:00am, I mentioned the first rumor of non-support to a faculty member and to Senator Duran. Like this faculty member, I believe Dr. Duran supports President McClure and I know she dislikes Watching Adams. Dr. Duran said she had heard basically the same rumor. I mentioned the National Center example. She said she had not heard that one. At some point, Senator Duran said "I hope he [Dr. Gilmer] knows how much support he has." I pointed out that it was my intent to communicate that to him that very day and that I would use her statement as an example. The faculty member then suggested drafting a letter of support for Dr. Gilmer, realizing the Board of Trustees meeting was a week away. The three of us discussed the idea, including the faculty member's suggestion to get lots of signatures to show strength of support. I don't remember anyone mentioning signatures from anyone other than faculty.

As planned, I met with Dr. Gilmer at 9:00am. He acknowledged my concerns about Extended Studies and HLC accreditation. He also said others had similar concerns. He felt confident about accreditation, but acknowledged that he wasn't fully informed about plans. I took that as confirmation, at least in part, of the rumors I had heard. I conveyed the support from myself, the faculty member, Dr. Duran, and many other unnamed people. I also mentioned the faculty

member's suggestion to circulate a letter of support. He thanked me and seemed to be touched by the message.

I spoke with the faculty member again shortly after my meeting with Dr. Gilmer and relayed some of what he had said. She expressed urgency for writing the letter of support. I suggested she write it, but she felt a senator should do it. I was uncertain how to approach writing the letter and I was extremely concerned about Dr. Gilmer's situation, so I went to speak with Dr. Crowther, as Senate President. I wanted to know if he was aware of Dr. Gilmer's situation or rumors about the situation. I expressed my concern that we might lose Dr. Gilmer, and if we did, it would put HLC accreditation at risk.

We discussed a variety of issues, including Dr. Crowther's marriage analogy – Dr. Gilmer and President McClure may not be a perfect pair, but they need to work together. I shared the faculty member's idea about a letter of support and obtaining signatures. In response, Dr. Crowther proposed a "senate resolution." Those words had never been spoken by any of us prior to this. He outlined its possible content, throwing out a series of possible whereas-statements followed by possible resolution-statements and agreed that many signatures would be a good thing. With regard to signatures he used a dance metaphor – if many people attend the dance (express support), it makes the dance more attractive to others (support from Administration). (I documented his suggestion and dance analogy in an email an hour or two later.) Dr. Crowther said he would add it the resolution to the agenda for Monday's Senate meeting. So the implication that the senate resolution was my brainchild is just flat out false.

That same day, still Wednesday 12/7, I informed the Psychology Department about the idea of a Senate resolution at our department meeting. I discussed the rumors, my meeting with Dr. Gilmer, and my fears regarding HLC accreditation. Others had heard some of the rumors. I encouraged everyone to attend the Senate meeting.

On Saturday morning, 12/10, fearing that Dr. Crowther might run short on time or dilute the content we had discussed, I decided to sketch out a first draft. Having never written a resolution or even voted on a resolution such as the one he described, I had to go to Google to find examples. I did my best to capture the content Dr. Crowther and I had discussed and sent it to him:

"Happy Weekend Ed, I thought it might speed things up and smooth the process on Monday if there was some discussion regarding the content of the resolution. Based on conversations with other staff and faculty, I threw together a rough draft so we could compare notes. Is this the type of thing you had in mind (attached)? Is the idea to propose and pass this on Monday, so that we can gather more signatures prior to the BoT meeting? Thanks for your efforts on this! I really believe accreditation could be at stake."

Note my reference to "other staff and faculty." I believed it was my job as a senator to represent faculty by seeking their input.

Dr. Crowther responded: "Thanks, Jeff. I'll tweak this a bit but the general tenor is to have Rob take this to the BoT., It's enough to have the Senate endorsement for Rob." As feared, he appeared to be backing off on the idea of getting signatures and I was concerned about how he might "tweak" it.

Being a senator and a member of ASU-AAUP, I also sent it to everyone in my department and all the ASU-AAUP members requesting feedback. Again, I believed and still believe this is what senators are supposed to do.

In the morning, I wrote to the Psychology Department:

“As I mentioned in our meeting, Ed said he would draft a resolution regarding HLC, OES, support for Chris. He said he would add it to Monday's agenda. I firmly believe we need to support Chris immediately if we want the best outcomes for ASU, our jobs, our students, and the economic health of the SLV. So, I'm strongly encouraging everyone I run into between now and Monday to attend Monday's faculty senate meeting: 3:30, Richardson Hall, 3rd floor, Boardroom.”

This was honest and straightforward. I conveyed my concerns and actions, my primary concern being HLC accreditation.

In the afternoon, I wrote to the Psychology Department:

“Here is a draft of the resolution. Ed said ‘I'll tweak this a bit but the general tenor is to have Rob take this to the BoT.’ I just hope he doesn't water it down too much. See what you think. I think the more people who attend to support Chris, the more likely we will pass something that can help him and ASU.”

The faculty member who originally suggested the letter of support had only one minor edit, no one else had any. Quite a few people expressed support, even “full support,” “appropriate and positive thing,” and “proud to sign.” Another wrote: “Not sure what could be tweaked here...are we not trying to adhere to HLC guidelines? Is Gilmer not chief academic officer?! etc. etc.”

In sum, I did my job as an ASU faculty member and senator. I was doing what others asked me to do, including those who support President McClure. Perhaps most importantly, I would have done exactly same thing if I supported President McClure. I've never hidden my criticisms of the President, so if a show-down between the President and VPAA was in the cards, everyone should have known how I felt. Removing President McClure was never the intent of the resolution, not mine, not Dr. Crowther's, and certainly not Dr. Duran's nor the faculty member's who originally suggested the letter of support. I was transparent in dealing with others. If the resolution might be insurance for Dr. Gilmer, so be it. As senators should do, I kept my department informed and sought feedback.

No manipulation, no unethical behavior, no collusion, and no conspiracy. I intentionally kept Danny Ledonne out of the loop, not that I talk to him on a regular basis.

What I most regret about my email is the opening it gave President McClure and Dr. Crowther to denigrate Dr. Gilmer. If talk of discord among upper administration had been rumors, they were certainly substantiated in December's Senate meeting. Although it had been rumored that the President had not treated our VPAA well, it was apparent in December when Dr. Crowther theatrically read a letter from President McClure into the record, a letter critical of some of his work. If it had been rumored that Dr. Gilmer was being blocked from making changes to Extended Studies, it was substantiated by his and Dr. Crowther's acknowledgment that our VPAA had not been invited to the December 12th meeting about

Extended Studies. These things concerned me and many others, as they clearly did in our December Senate meeting.

Even more worrisome is the way my email was used to spin a narrative of a “conspiracy” of which Dr. Gilmer was supposed to be a part. That’s just not a valid conclusion, and certainly couldn’t be made from an informal personal email. My only interactions with Dr. Gilmer have involved a Chief Academic Officer doing his job by listening to faculty concerns and promising they’d be considered.

Just as President McClure selectively paraphrased from my email to her last year (email and transcript of her statements available), Dr. Crowther did the same in the Senate meeting, but without the implications of sexism our President leveled. I have provided the email Dr. Crowther “summarized” in its entirety below. It’s not pretty, but at least others can judge for themselves, as opposed to listening to Dr. Crowther’s theatrical performance. Note, he repeatedly used the word “nuclear” in relation to the senate resolution, something I never did. Those phrases don’t even appear in the same paragraph, yet Dr. Crowther neatly and repeatedly juxtaposed them for his desired effect. In fact, I used “nuclear” to refer to the impact of an article I did not author, but to which I pointed my friends, the one about Dr. McClure’s fat-suit-plumber costume and how it shows her lack of empathy and understanding for our student body, consistent with several documented instances with staff and faculty, including myself. I used “nuclear” because that’s the impact the article, and especially the accompanying pictures, had on me.

Although some have defended President McClure’s choice of Halloween costume, I and others were appalled at the message it sends to the public and in particular, our students. I’ve taught Adolescent and Adult Development where we discuss the impacts of the obesity epidemic in America. “An estimated 300,000 deaths per year are due to the obesity epidemic” (nih.gov). “Obesity-related conditions include heart disease, stroke, type 2 diabetes and certain types of cancer, some of the leading causes of preventable death” (cdc.gov). “The estimated annual medical cost of obesity in the U.S. was \$147 billion in 2008 U.S. dollars; the medical costs for people who are obese were \$1,429 higher than those of normal weight” (cdc.gov). The Centers for Disease Control also states that over one-third of adults suffer from obesity. Obviously ASU has many employees and students who struggle with obesity. After finally seeing the pictures of Dr. McClure in her fat-suit, it pained me to walk into class the next day and face my students struggling with weight problems. I hoped they had not seen the pictures. I honestly thought the article might bring national attention, more bad press for ASU, like Halloween costumes and comments had to other university presidents. In sum, I thought the reaction might be “nuclear,” to use hyperbole.

My sentence “It will be a nuclear strike.” appears immediately after the URL for the fat-suit article. Note also, the reference to this article was never mentioned by Dr. Crowther, who chose to skip over it – it would have diminished his goal. Instead, he used “nuclear” out of context at least twice:

“I am concerned that the whole reason for the issue regarding Dr. Gilmer, support for Dr. Gilmer, seems pretty clearly linked to this ‘nuclear strike’ about getting rid of President McClure.”

And even more misleading:

“Tomorrow afternoon in the Senate we will vote on a resolution in support of the Provost that I drafted.” This is part of a document that explains how the effort underway is to remove President McClure in what’s called a ‘nuclear strike.’”

Dr. Crowther’s other dishonest rhetorical device is to repeatedly (six times by my count) dismiss the real reason for the Senate Resolution, which was to express employee’s concerns about lack of support for VPAA Gilmer so that he could address issues in Extended Studies and HLC accreditation, instead claiming the only reason for the resolution was to get rid of President McClure:

“in fact the whole rationale of supporting Dr. Gilmer is that we need to support Dr. Gilmer because President McClure is going to fire him”

“the whole reason for the issue regarding Dr. Gilmer, support for Dr. Gilmer, seems pretty clearly linked to this “nuclear strike” about getting rid of President McClure”

“the genesis of the ??? resolution for Gilmer referenced in this document as being a part of this strategy”

“the reason this resolution was coming to me for this body to consider was that this was part of a larger strategy that is all about getting rid of her, being President McClure.”

“this body now knows why the request was made to support Dr. Gilmer.”

His assertion is just not true. I was not the one who suggested a “letter of support.” I was not the one who suggested a “senate resolution”; Dr. Crowther suggested that. I was representing the concerns of quite a few faculty, most of whom support Dr. McClure. The number one concern in everyone’s mind right now, including my own, is HLC accreditation. Dr. Crowther was dismissing valid concerns of faculty in order to advance his own agenda. He wanted to silence people’s concerns, silence me, make me look bad, and make Dr. Gilmer look bad.

If Dr. Crowther’s creative interpretation of my email were an academic presentation, it would certainly have been unethical to misrepresent another’s writing so badly and to present one’s unverified interpretations as facts.

Even accounting for the fact that I was acting as a senator in representing others, my primary motive was HLC accreditation. Unless Dr. Crowther is telepathic, there is no way he can know what is in the mind of others. My email never says removing President McClure is the reason, much less the ONLY reason, for the resolution. Even a little Einstein-style thought experiment shows his assertion makes no sense: which would I choose between 1) Losing accreditation and replacing the President or 2) Saving accreditation and working under Dr. McClure. Obviously, I would choose #2 because I suspect ASU will close if we lose accreditation. At the very least, we will probably be out of jobs for a year before ASU is absorbed by some other institution. Selfishly, this would be devastating for me. Selflessly, this would be devastating to our students, Alamosa, and the San Luis Valley. No matter how critical I have been of President McClure’s decisions, I still put our students and the health of the SLV above any of those concerns. In fact, it’s because students and the SLV are my priority, that I have criticized Dr. McClure’s decisions.

During the Senate meeting, Dr. Crowther also acted in ways I perceived as threatening and intimidating, my perception being to silence me. Three excerpts follow.

After Dr. Crowther revealed the existence of my email and some of its content, but without identifying me, he recommended scrapping the portions of the resolution about faculty owning curriculum and the statements of support for Dr. Gilmer. When I try to defend those aspects of the resolution, he upped the ante by once again connecting the resolution with the term “nuclear strike” and incorrectly claiming its whole purpose was to remove the President. In addition, he threateningly described the situation as a “trustee-level personnel issue” and turned to Faculty Trustee Benson for backup:

Jeff: “Ed, we discussed some of this ??? and this resolution is very close to the one we discussed, and I really appreciate that. One of the things that I had mentioned in a draft to you was ... the faculty should own curriculum and I think in the past we’ve fallen short on that. And maybe Extended Studies was a good example. It seemed that E.S. was outside the purview of Faculty Senate ... rest of faculty on campus. And I think the situation we’re in is in part a result of that, so we’ve suffered for not owning the curriculum, including quality control. So, that was one of the things that I thought was important to mention, that is our position. And then Dr. Gilmer as VPAA is our Chief Academic Officer, so the ultimate owner of the curriculum would be Dr. Gilmer, who hopefully consults with us. The fact that there has been no recommendation that we’ve seen about E.S. is concerning to myself and to our department ... one of the reasons for rumors on campus. So, I do appreciate what you wrote up here, but I would also ask that it be considered that we make the statement about faculty owning curriculum and Dr. Gilmer, being the Chief Academic Officer.”

Dr. Crowther: “I am concerned that the whole reason for the issue regarding Dr. Gilmer, support for Dr. Gilmer, seems pretty clearly linked to this “nuclear strike” about getting rid of President McClure. I’m not sure, especially given where things are now, that Faculty Senate weighing in on a now Trustee-level personal issue, is that a fair characterization Trustee Benson? This is at the Board of Trustees?”

Rob: Yes.”

When others tried to sort out what was going on and it sounded like they were focusing on their concerns over what’s going on with Extended Studies, Dr. Crowther returned to his spurious “only motive” argument and threatened to share more of my email, which he eventually did (later):

“There are things that if I have to share, I will share, but this body now knows why the request was made to support Dr. Gilmer.”

At first, he read from the email without identifying me, but when I tried to explain that my criticisms of the President’s decisions were separate from the resolution, he threatened to share more of my email and eventually “outed” me:

Jeff: “I think it’s unfortunate there’s this association between the resolution and removing the President. I think the two are independent issues or can be independent issues for most of us. I think the resolution, in terms of the faculty owning the curriculum, I think is just a general fact that I think we can all agree upon. [Note that Dr. Crowther later stated the same thing

explicitly when Senator Neilsen asked about Senate's role.] And if Dr. Gilmer's name was removed from the resolution, in terms of us seeing the role of the Vice President of Academic Affairs as the chief academic officer who oversees these efforts, um, I think it still holds water without the personnel issues. You know, I think it's, we're making a statement about our role as faculty and about the VPAA's role here. And then I think that the other unfortunate issue is that I think there is a great deal of support for Dr. Gilmer on this campus. I think he's done a great job and that wouldn't be recognized. I think the ?? issue is alarming that we haven't heard anything about Extended Studies, and that Dr. Gilmer just said he can't update us because he doesn't know. Until recently, we were expecting an HLC visit in April and here we sit, mid-December, with no even proposal to be discussed by faculty, much less implemented. And so, I think there are concerns on campus about progress being made toward HLC accreditation and how that can be hastened."

Senator Buser spoke, followed immediately by Dr. Crowther:

"I have to say that I've seen a lot of things in my time, but um, for the person talking about separating the issue is kind of an interesting thing, don't you think Trustee Benson, since in this document he's the one connecting the issue. "

Furthermore, the audio recording doesn't capture Dr. Crowther's theatrical behaviors. Although he was speaking as though he were trying to conceal the author's identity, he threw the printed copy of my email on the table where others could see it. He picked it up and waved it around several times, placing it back on the table in different positions. I watched in horror as Senator Milner twisted her head and scanned the page for over a minute. I believe Dr. Weathers was able to see some of it as well. Dr. Crowther also placed it on his other side, where Dr. Backen could see it.

According to the Faculty Handbook, policy indicates he should have come to me first. "The Handbook encourages professionals to resolve grievances, complaints and other intra-professional disputes informally." "The most satisfactory method for resolving complaints and grievances is by informal discussions between the parties and other personnel/university committees who may be of assistance in resolving the matter." All of these misunderstandings and wasted time could have been avoided if Dr. Crowther had honestly cared about the truth and had acted with due diligence. Had he come to me prior to the meeting to check his "facts," impressions, and interpretations, I would have tried to explain all of this. Note that he appears to have had plenty of time to share it with others (Rob Benson, the Board of Trustees), but never let me know about it and never allowed VPAA Gilmer to see it. By keeping us in the dark, it feels like I was ambushed.

In contrast, I suggested to Dr. Crowther that he should check his impressions with me prior to this past Monday's meeting, a suggestion he conveniently ignored. From my January 18th email: "Do you think it might be worthwhile checking some of your assumptions and interpretations, or is due process just something people like MLK made a fuss about?" As I've sworn off Watching Adams, someone told me of a similar MLK comment on there. That was not mine. I guess the hypocrisy is just so obvious.

Unfortunately and admittedly, my email was written late at night, in a very informal / joking / sarcastic tone that was meant for a particular audience of friends, one's that would appreciate my reference to our recent presidential election. After sharing it with a few people who have



followed our problems, I chose to send it to a few more. Perhaps most unfortunately, that required more detail which I hastily added and presented as a bit of a caricature (“she hates him”), rather than facts. It contains my perceptions (“she has been a disaster”) and abbreviated paraphrasing (“he said” rather than “I hoped, based on rumor”), as I was exhausted and wanted to get to bed. I was sharing perspectives and concerns with friends; personal perspectives that certainly do not qualify as “allegations,” the term Dr. Crowther strategically chose.

These journalistic weaknesses provided more fodder for the narrative that Dr. Crowther spun and apparently continues to spin. I feel horribly guilty for the potential impact on Dr. Gilmer, our students, and the San Luis Valley. Dr. Gilmer never said he would speak to the Board of Trustees “about removing the president.” He said many of my concerns about accreditation and Extended Studies would likely be discussed, but never specified which ones. It was I who hoped the issues between President McClure and Dr. Gilmer would draw their attention to her performance. Nor did I mean to imply President McClure disapproves of Dr. Gilmer because he is gay. The “of course she hates him” sentence should have followed the sentences about how competent he is. In my mind, I imagined friction based on her jealousy of his successes.

Furthermore, as I am extremely unimpressed with President McClure’s response to HLC and the lack of a response to the Extended Studies problem, and given the rumors of friction in Administration, I exaggerated my hopes to my friends. Perhaps, the most important clarification is that Dr. Gilmer certainly never said “I am filing an EEO complaint.” I believe there have been three filed against President McClure (based on rumors) in the last year, I had heard a new rumor that another was coming from someone, and of course I had just read about President McClure wearing the fat-suit to Dr. Gilmer’s home. So, I do not know if that rumor is true, but after being labeled sexist by President McClure, and again based on rumors of friction, I expressed my hopes to my friends.

---

In summary, Dr. Crowther insistently spun his narrative of a plot by associating the Senate resolution with my hopes that Dr. McClure will someday be replaced. As the rumor of friction spread, most people expressed their approval of Dr. Gilmer’s performance, none expressed disapproval, and several said to me, “I hope he knows how much support he has across campus.” Faculty who are not on Senate urged me to draft a letter of support and urged me to talk to Dr. Crowther about it, at which point he suggested the resolution. Quite a few people approved of the wording in my draft. I did my job as a senator by representing other ASU employees. Unfortunately, my poorly-worded email provided ammunition for Dr. Crowther’s attack. Nevertheless, I thought every word of the resolution was for the best and I still believe that.

Another point related to my email is my call for votes. People routinely dismiss Watching Adams as a joke, a website that nobody reads. Moreover, the site acknowledges that its polls are not scientific with minimal controls on voting. Finally, I don’t believe requesting friends to vote on such a site rises to the level of what ASU did multiple times by asking employees and students to vote multiple times for “Top Adventure School of the Year,” something we proudly display on our homepage to attract students.

An ambiguous reference in my email is “this is the perfect storm that he was hoping for.”

During our conversation, Dr. Gilmer and I joked about how a university is like an aircraft carrier, both change direction very slowly. Just as a perfect storm at sea will force the aircraft carrier to turn, ASU might not bounce back until a number of factors came together. So, Dr. Gilmer's perfect storm reference was to the health of the university, not to removing the president. Nonetheless, I must admit that a new president might be a quicker captain in terms of changing our direction.

Also related to my email, colleagues have suggested I was unethical in soliciting student signatures. That never happened. I was not the one who suggested approaching students, and I never did approach them. Even with the "op-ed" from November 2015, I only talked to students who asked about the PNG and I don't believe I obtained signatures from any students. (I'd have to check our record of signatories to be sure.) The only student signatures I logged were from students who voluntarily contacted me via my personal email. So, those colleagues are either mistaken – you know how rumors can be – or purposely using that misinformation against me.

I also thought the unnamed faculty member's suggestion to allow other faculty to decide if they wanted to sign a letter of support or resolution was shared governance, as opposed to the "plot" portrayed by Dr. Crowther. Dr. Nehring told me that he and other faculty drew up a much more forceful document to oppose the choice of Dr. Svaldi for president. Quite a risk they took, but he didn't mention efforts to discredit or censure him.

I assume Dr. Crowther's statements about these issues rising to be "trustee-level personnel issues" are true. I hope the Board of Trustees investigated them thoroughly and they appreciate what is happening at ASU. I also hope they continue to monitor the situation closely. I offered, via James Trujillo, to discuss my email with Trustee Salazar.

In the end, I truly hope we can serve our students well, improve Extended Studies, survive HLC's scrutiny, maintain solvency, increase enrollment, improve our Moody's rating, and enjoy the Academic Freedom to have honest and open discussions without fear of retaliation. Trustee Salazar wondered why faculty do not speak freely and openly. This set of events should make that clear.

As I wrote to my friends, "If we [ASU] fail, it will devastate the economy of the entire San Luis Valley - no joke."

**From:** "'Office of the President'" <[bmcclore@adams.edu](mailto:bmcclore@adams.edu)>

**Date:** February 6, 2017 at 3:44:55 PM MST

**Subject:** Important announcement...

Dr. Chris Gilmer has resigned as Vice President for Academic Affairs effective immediately. His statement can be read by clicking on the following link: <http://adams.edu/president/img/gilmer-signed-statement-2-4-17.pdf>

I admire Dr. Gilmer for taking a stance on the issues. We will provide more information about plans for the interim in the coming days.

## STATEMENT OF DR. CHRIS GILMER

As most of you know, I, Adams State University's Vice President for Academic Affairs, Chris Gilmer, care deeply about the future of our local community, Adams State University, and the San Luis Valley.

In recent years, our school and its faculty and administration have come under scrutiny by outside parties, and many of their accusations are undeserved. Admittedly, Adams State University has faced and still faces some very real issues, and you have heard me speak openly about those issues while the president and the entire university community work to solve them. Those issues include our probationary status from the Higher Learning Commission (HLC) resulting primarily from the University's handling of online courses, concerns such as high faculty teaching loads and insufficient faculty-student interaction in some courses.

I can assure our students and their families that we at Adams State University are working tirelessly to live up to our promises. During fall 2016, Adams State stopped offering online open-enrollment credit-bearing courses which do not adhere to the fixed start dates of traditional academic terms. We also adopted a new policy for faculty course loads, including faculty who teach online. As I have stated many times, our accreditation from HLC remains in force while we work to correct these concerns, and we fully expect to remain accredited due to these and other corrective measures.

Our University is also taking steps not just to meet the status quo, but to further establish Adams State as a top-tier, forward-thinking academic institution. Adams State University will soon be home to a National Center for Historically-Underserved Students. The think-tank will be focused on the common barriers to recruiting, retaining and graduating students who have been historically-underserved by higher education. Those groups include racial and ethnic minorities, socioeconomically-challenged and first-generation students, military veterans, lesbian, gay, bisexual and transgendered students, and the academically underprepared, among others.

Adams State is the first four-year institution in Colorado to be federally designated a Hispanic-Serving Institution (HSI,) and we have the most diverse student population in the state. It seems, then, entirely appropriate, even necessary, for us to take a national stand in support of the students we serve.

All of us at Adams State firmly support the First Amendment and the right to free speech. Indeed, transparency and discourse are key tenets of any free society. What may appear to be criticisms can sometimes be malicious and biased misinformation. Websites, blogs, and social media claiming to operate in the public interest as figurative watchdogs can risk inciting a sort of Internet mob mentality by omitting key facts or putting people in false lights.

Beginning in November 2016, President Beverlee McClure has been accused of (1) discrimination against protected groups and at-risk populations, (2) creating hostile work environments, (3) retaliating against those she did not like, and (4) harboring homophobic tendencies. Concerns President McClure and I might have had about each other resulted from

misunderstanding and miscommunication. Based on fuller understanding and better communication between us, I do not make these accusations against her.

Regrettably as many of you already know, the friendship which President McClure and I formed quickly and easily has unfortunately dissolved and has begun to affect the university in a negative way. My husband and I freely admit that we have known and valued President McClure as a friend, co-worker, and colleague since moving to Alamosa. President McClure was instrumental in helping us to secure a home near the university and attended our Halloween party and both of our birthday parties. In fact, she hosted my birthday party in her home.


Some people have used this opportunity to spread misinformation, including on the Watching Adams site. I deeply regret any challenges recent events have created, but I am also very hopeful and fully committed that together we can move forward toward more noble goals.


Real achievements such as the National Center for Historically-Underserved Students and the accomplishments President McClure and her team have achieved to move our university forward can be undermined or even forgotten altogether. When we expect the worst, we often find it. Careers and reputations that take lifetimes to build can be lost due to miscommunication or misinformation.

Sometimes free speech and due process, founding principles of our nation, can be at odds, and we must search for balance in all things. When we expect the best, we also often find it, so let us search together for the best in all of us. We can all complain and villainize others—that is easy enough; however, if we are going to overcome our challenges, what we need is positive, sincere, and truly open communication.

Let us appeal to the better selves which live within all of us. This is an interactive style which President McClure and I pledge to model together since we both care more about the institution than any personal gain. I ask you all to roll up your sleeves and join us in fixing our problems, celebrating our victories, and elevating this institution by elevating our discourse and supporting our president and Board of Trustees.

Let us all remember that we are here fundamentally to serve our students, and nothing should ever get in the way of that mission.

  
\_\_\_\_\_  
Dr. Chris Gilmer

  
\_\_\_\_\_  
Date

## **MEDIATION AGREEMENT**

President Beverlee McClure and Dr. Chis Gilmer (“the parties”) entered into voluntary mediation regarding their work relationship on January 30, 2017, utilizing Steven A. Chavez as the mediator. Both parties agreed in advance that the mediation was strictly voluntary.

The parties have agreed to the following negotiated settlement terms “in principle” to resolve the dispute between them.

The parties further agree that the below mentioned terms are subject to review and approval by them and their respective legal counsel, if they so desire.

The parties further agree that the below terms will be reduced to an additional writing by legal counsel for the University subject to final review and approval by Board of Trustees of Adams State University (ASU) since the tenor of the mediation transformed into a settlement negotiation to resolve legal claims. The terms will be presented to the Trustees at the next scheduled trustee’s meeting.

## **TERMS OF AGREEMENT**

1. The University agrees to pay, in a lump sum, Dr. Gilmer’s salary until June 30, 2017;
2. The University further agrees to pay Dr. Gilmer that amount of money, in a lump sum, that would equal the University’s health insurance contribution until June 30, 2017;
3. University Trustee Arnold Salazar agrees to serve as a employment reference for Dr. Gilmer and to have available in Dr. Gilmer’s personnel file a written reference that can be provided to future employers based on language that the parties agree upon;
4. Neither the University or President McClure will take any legal recourse against Dr. Gilmer or his spouse based on events that occurred up and until the date a settlement agreement is executed;
5. Dr. Gilmer will issue a statement titled “STATEMENT OF DR. CHRIS GILMER” which contains language the both President McClure and Dr. Gilmer negotiated and agreed upon. See attachment;
6. Dr. Gilmer and his spouse agree not to make any disparaging remarks against the University or President McClure now or in the future. Dr. Gilmer understands that if he violates this term that President McClure has the right to exercise any legal recourse under the law against him that includes the disclosure of information in her possession;
7. In consideration of the above, Dr. Gilmer agrees to resign his position with the University, with prejudice, effective the date of the forthcoming settlement agreement.
8. Dr. Gilmer further agrees to withdraw with prejudice the complaint he filed against President McClure.

The parties agree that the above terms represent the terms they have agreed on to resolve the dispute between them.

[Redacted Signature]

President Dr. Beverlee J. McClure,

Dated: 1.31.17

[Redacted Signature]

Dr. Chris Gilmer,

Dated: 1-31-17

# Valley Courier

2205 State Ave., Alamosa, CO 81101 • Ph: 719-589-2553 • Fax: 719-589-6573

## Gilmer resigns ASU position

*Friday, Feb 10th, 2017*

BY: STAFF REPORT

ALAMOSA - After seven months employment at Adams State University, Vice President for Academic Affairs Dr. Chris Gilmer resigned on February 4.



Dr. Gilmer stated that although he had valued ASU President Dr. Beverlee McClure as a friend and colleague, their friendship had "unfortunately dissolved and has begun to affect the university in a negative way."

Gilmer served as Vice President for Academic Affairs, Chief Academic Officer, and tenured Professor of English at Adams State from July 1, 2016, to February 4 of this year.

"While Dr. Gilmer's tenure at Adams State University was short, it was productive," said Arnold Salazar, chairman of the Adams State University Board of Trustees. "Dr. Gilmer voluntarily and at his own initiation resigned his position."

Salazar noted that Gilmer diagnosed problems with the university's distance learning program and implemented reforms to resolve accreditation issues. He also founded the National Center for Historically-Underserved Students, bringing together more than 30 experts of national scale.

"Dr. Gilmer is committed to meeting the needs of underserved students, and I am confident he will continue to make meaningful contributions in this important area," Salazar added.



Gilmer also stressed his commitment to the university and the city he made his home last summer.

In his February 4th statement to Adams State, he said he cares "deeply about the future of our local community, Adams State University, and the San Luis Valley."

He added, "I deeply regret any challenges recent events have created, but I am also very hopeful and fully committed that together we can move forward toward more noble goals."

Gilmer pointed to several accomplishments the university has made in recent months such as policies and actions to address the Higher Learning Commission's concerns, primarily regarding the university's handling of online courses. He also pointed to the founding of the National Center for Historically-Underserved Students, which brought together a think tank to focus on barriers to recruiting, retaining and graduating students who have historically been underserved, namely "ethnic minorities, socioeconomically-challenged and first-generation students, military veterans, lesbian, gay, bisexual and transgendered students and the academically underprepared, among others."

Gilmer referred to web site criticisms of McClure that he said omitted facts and placed her in a false light, accusing her of "( 1) discrimination against protected groups and at-risk populations, (2) creating hostile work environments , (3) retaliating against those she did not like, and (4) harboring homophobic tendencies."

Gilmer added, "Concerns President McClure and I might have had about each other resulted from misunderstanding and miscommunication . Based on fuller understanding and better communication between us, I do not make these accusations against her."

He said the focus for ASU should be on its accomplishments and goals as it moves forward.

"If we are going to overcome our challenges, what we need is positive, sincere, and truly open communication ."

He concluded, "Let us appeal to the better selves which live within all of us. This is an interactive style which President McClure and I pledge to model together since we both care more about the institution than any personal gain. I ask you all to roll up your sleeves and join us in fixing our problems, celebrating our victories, and elevating this institution by elevating our discourse and supporting our president and Board of Trustees. Let us all remember that we are here fundamentally to serve our students, and nothing should ever get in the way of that mission."

Gilmer earned a PhD. from the University of Southern Mississippi; a master's degree from Mississippi College; and a bachelor's degree from the University of Southern Mississippi. Before coming to ASU he served as Executive Director of the Alcorn State University campus in Mississippi, Director of Online Education for the three-campus system, and Professor of English there. He was also the chief operating officer of the Vicksburg Campus."

# Watching Adams

Great Transparency Begins Here

## Assistant VP Doell Attempts to Remove VP Gilmer Resignation Article from Facebook

**BY WATCHING ADAMS STAFF – 2/13/17**

After **a campus email**

**(<https://watchingadams.files.wordpress.com/2017/02/mccluregilmerresignation.jpg>)** that left more questions than answers, the Watching Adams article on the **resignation of Dr. Chris Gilmer** **(<https://watchingadams.org/news/vpaa-dr-chris-gilmer-resigns/>)**, Adams State University (ASU) Vice President for Academic Affairs, caught the attention of ASU administrators. On February 9th at 8:05pm, Margaret Doell, Assistant Vice President for Academic Affairs, reported the article on Facebook as “having misleading information” and requested that **Antonito News** **(<https://www.facebook.com/AntonitoNews/>)** administrators remove it from their Facebook page.



Margaret Doell



Margaret Doell

8:05 PM

Hey Antonito News, I feel this post has misleading information. I don't think it should be on Facebook. Could you please take it down?



"Adams State University VPAA Dr. Chris Gilmer Resigns

After months of internal speculation reg...  
Antonito News

Antonito News declined this request and the post remains active on Facebook [here](https://www.facebook.com/AntonitoNews/posts/604283273102730) (<https://www.facebook.com/AntonitoNews/posts/604283273102730>).

Doell did not explain what information she felt was "misleading" or why this warranted the article being removed from Facebook. This development is particularly significant given that the university's [public statements](https://watchingadams.files.wordpress.com/2015/11/board-of-trustees-11-9-15.pdf) (<https://watchingadams.files.wordpress.com/2015/11/board-of-trustees-11-9-15.pdf>) on Watching Adams indicate that it has no interest in suppressing free expression. In a November 9th, 2015 email sent to all employees, the ASU Board of Trustees assured the campus that Watching Adams publisher and [then-banned](http://www.westword.com/news/adams-state-officials-cite-terrorism-columbine-concerns-in-banning-ex-prof-7328598) (<http://www.westword.com/news/adams-state-officials-cite-terrorism-columbine-concerns-in-banning-ex-prof-7328598>) former faculty member Danny Ledonne was not having his First Amendment rights infringed, stating: "Mr. Ledonne's freedom of speech is in no way threatened. He has been given every document that he is entitled to under the law, and he continues to freely communicate his concerns through blogs and newspapers."

Since last fall's publication of [Valley Courier Refused to Publish Critical Op-Ed, Other Publications Did](https://watchingadams.org/news/valley-courier-refused-to-publish-critical-op-ed-other-publications-did/) (<https://watchingadams.org/news/valley-courier-refused-to-publish-critical-op-ed-other-publications-did/>), Antonito News has been posting sponsored posts from Watching Adams articles. They exchange related page statistics and correspondence from these posts with Watching Adams.

Once Antonito News notified Ledonne that Doell had contacted them to take down the Gilmer article, Ledonne stated that he believes this is an attempt at censorship by a university administrator. “Even if Doell contacted Antonito News to remove the article in a personal capacity outside work hours, she was absolutely acting as an agent of the state of Colorado in her role as AVPAA . I appreciate that Antonito News did not acquiesce to an attempt at government censorship.” Ledonne said.

Until Dr. Gilmer’s resignation, AVPAA Doell reported to former VPAA Gilmer. Doell is noted by observers on campus as a personal friend of ASU President Beverlee McClure. Dr. Gilmer had significant relational issues with President McClure according to his **statement** (<https://watchingadams.files.wordpress.com/2017/02/gilmer-signed-statement-2-4-17.pdf>): “The friendship which President McClure and I formed quickly and easily has unfortunately dissolved and has begun to affect the university in a negative way.”



# President's Message on Cyber Bullying

(02-14-2017)

**It is tragically easy to sit behind a computer and lob shameful insults across the digital universe. Leveraging the tools of connectivity, meant to bring us closer together, cyber bullies use the Internet as a means to lash out and hurtful while never having to look their victims in the eye.**

The old adage of "Sticks and stones may break my bones, but words can never hurt me" is not true in today's world of social media. Words have meaning. Precise and acute, delivered with the force of the entire internet, with only the effort of a mouse click. The time has come for me to speak up for myself, for Adams State University, and for the many others who are themselves targets of an Internet mob.

I am saddened to see how vicious people can be when protected behind the anonymity of a screen name. From cruel Facebook posts to a 140-character insult, the culture of shaming and cyber harassment has become intolerable - and the victims are most often women, minorities, and members of the LGBTQ community. *(Report by Data & Society Research Institute & Center for Innovative Public Health.)*

I say, enough.

I, and others in our community, have consistently been the target of these bullies for more than a year. They have attacked my character and gone after my reputation and credibility both professionally and as a private citizen. Anyone willing to stand up for me and for Adams State finds themselves the next victim of these cyber bullies.

I am disgusted by what I've seen. These attacks have been the weapons of cowards, safely hiding behind a website to exercise their aggression. They try and take the moral high ground that they are "fighting" to save the University. But it is anything but high ground and it is anything but helping save this University. These attacks are demeaning, and they constitute an act of violence not just against me, but also against people everywhere who have been the victims of such intimidation.

I am making this statement today to call them out for the cowards they are, and say that I am speaking out to protect the dignity and the reputation of Adams State University and our Valley. I am speaking out to change the negative narrative created by a very few that overpowers the positive energy and dedication to our mission of the many. I am speaking out to set an example to our students that cyber bullying and harassment are not acceptable and that compassion is needed to overcome this culture of public shaming.

I am speaking out for other women in leadership positions who find themselves targets, like me, for making tough decisions. I am speaking out in hopes that our community will rally together and say that enough is enough. Disagreements are welcome, but this level of malevolence is unacceptable. I will fight to protect the freedom of speech until my last breath, alongside it I will fight for the preservation of civility. These cyber bullies, hiding behind freedom of speech, have in essence taken away the rights of others to speak freely by intimidating them into silence. Words have the power to misinform the public and the power to ruin lives.

I believe that stronger laws are needed to protect victims of Internet mobs and cyber bullying. I hope others will join me in the effort to support these laws at the state and federal level. We cannot continue to allow Internet mobs to stifle the free speech of others.

Sincerely,  
*Dr. Beverlee J. McClure*  
President  
Adams State University



# OFFICE OF THE STATE AUDITOR



## FOR IMMEDIATE RELEASE

Contact: Stelios Pavlou (303) 869-2833  
stelios.pavlou@state.co.us

February 21, 2017

### PROACTIVE MANAGEMENT OF COSTS AND REVENUE GAINS THROUGH INCREASED ENROLLMENT AND RETENTION ARE NEEDED AT ADAMS STATE UNIVERSITY TO ENSURE FINANCIAL SUSTAINABILITY

DENVER—the Colorado Office of the State Auditor (OSA) has released a performance evaluation of Adams State University which was conducted on behalf of the OSA by the Huron Consulting Group (Huron). The evaluation noted that despite maintaining positive annual operating cash flow margins before factoring in interest and depreciation expenses, capital renewal and replacement needs and debt service requirements present a significant financial burden for the University to carry, burdens which need to be addressed.

Adams State University was established in 1921. Located in Alamosa, Colorado, Adams offers undergraduate liberal arts and sciences, teacher preparation, and business degree programs; a limited number of graduate level programs; and 2-year transfer programs. Adams is also a federally designated Hispanic Serving Institution. Adams enrolled approximately 2,797 undergraduate and graduate students in academic year 2014-2015. Approximately 82% of Adams' undergraduate students and nearly 60% of its graduate students are Colorado residents. Adams employs about 440 faculty and staff.

Huron found that Adams generated between \$0.9 and \$3.6 million per year in operating cash flows before interest and depreciation during

DIANNE E. RAY, CPA  
STATE AUDITOR

OFFICE OF THE STATE AUDITOR  
1525 SHERMAN STREET  
7TH FLOOR  
DENVER, 80203  
COLORADO

303.869.2800

Fiscal Years 2011 through 2015 while its debt service requirements, net of a federal interest subsidy, total more than \$4 million per year, standing at \$4.6 million in Fiscal Year 2016. This imbalance means that Adams cannot afford any additional large, debt-financed capital investments and needs to increase operating cash flows by about \$3 million above Fiscal Year 2015 levels to improve its financial ratios and help ensure financial sustainability. Ideally, Adams would increase its operating cash flows even more to fully close its annual adjusted operating deficit which was \$8.9 million in Fiscal Year 2015 and \$6.6 million in Fiscal Year 2016.

Between Fiscal Years 2009 and 2015, Adams incurred capital expenditures totaling \$98.7 million, which were funded almost entirely by state capital appropriations and debt proceeds. Huron found that this capital-intensive strategy has resulted in a significant increase in Adams' debt service obligations which were more than 5% of Adams' total adjusted operating expenses for Fiscal Years 2013 through 2015.

With tuition revenue of \$5,636 per student, Adams' tuition rates were some of the highest Huron found in its peer group and concluded that above-market tuition rate hikes might not be a viable solution to the problem. Huron concluded that making structural changes in key areas such as the delivery of student services could help Adams manage its operating costs and improve institutional outcomes. Huron also concluded that Adams could use analysis of instruction costs on a per-program basis to help allocate resources strategically, such as maintaining investments in financially high-performing programs and restructuring or eliminating financially under-performing programs.

The full report is available @ [www.colorado.gov/auditor](http://www.colorado.gov/auditor).

Under the direction of the state auditor, the OSA is the state's nonpartisan, independent external auditor with broad authority to audit state agencies, departments, institutions of higher education, and the Judicial and Legislative Branches. The OSA's professional staff serve the people of Colorado by addressing relevant public issues through high-quality, objective audits and reviews that promote accountability and positive change in government. Performance audits address whether programs operate in compliance with laws and regulations and in a manner that accomplishes intended program goals. Financial audits include annual audits of the state's basic financial statements and federal grants on a statewide level. IT audits review procedures and technology to ensure the confidentiality, integrity and availability of the state's critical computer systems and



taxpayer data. The OSA also tracks about 4,000 Colorado local governments for compliance with the Local Government Audit Law.



[HOME](#) > [NEWS](#)

# Adams State University improving its financial position

(02-21-2017)

**Adams State University officials said they agree with recommendations from an independent audit and have already made progress toward improving the university's financial position.**

Commissioned by the State Auditor's Office, the performance audit was presented to the Legislative Audit Committee February 21.

"We ended fiscal year 2016 with noticeable improvement over 2015. This report will help us focus on additional changes to assure our financial health," said Adams State University President Beverlee J. McClure. "This is one of our top priorities and is key to fulfilling our mission to provide quality higher education to underserved populations." During fiscal year 2015-16, the university's current assets increased by \$1.5 million, according to Adams State Chief Financial Officer Heather Heersink.

Located in the rural San Luis Valley, Adams State has an undergraduate student body that is 45 percent minority - making it Colorado's most diverse public, four-year institution. It also has the highest percentage of low-income, Pell-grant eligible students among the state's public, four-year institutions.

The report, conducted by Huron Consulting, stated, "The new leadership team is highly attuned to and recognizes the financial position of the university and the need to make changes to achieve financial stability." Noting the largest expense increases during 2011-15 were for instruction, interest, depreciation, and student services, the report concluded, "Adams' critical strategic challenge will be to achieve revenue gains through increased enrollment without equal increases in costs." It recommended increasing operating cash flows by at least \$3 million above fiscal year 2015 levels.

"Several years of non-existent or insufficient state capital and controlled maintenance funding left us having to fill a deficit in order to maintain our buildings and facilities to stay competitive," Heersink pointed out. The university implemented a student capital fee to fund campus improvements in the absence of state support. The report also recognized Adams State has multiple initiatives underway to improve enrollment and retention, including the top two goals of its Strategic Plan 2020, which focus on academic excellence and student success.

One such initiative is a four-year guaranteed tuition program, begun in fall 2016. "This will help families to better plan for college expenses and give students incentive to complete their degrees in four years," McClure said. The university has also revamped its New Student Orientation and First-year Immersion programs, contributing to a 5 percent improvement in retention of students from the first to second year.

"These types of initiatives to improve student retention take time before the impact will be visible on our financial statements, but we are hopeful they will help improve our position," McClure added.

Acknowledging that student services are important to the success of Adams State's historically underserved student population, the report also noted the university has begun steps to better coordinate advising, tutoring, and support services. "By streamlining our student services, we will optimize operating costs while benefiting our students," McClure said.

Adams State concurred with the report's observation that it cannot rely upon tuition increases to improve revenue. "Our unique role and mission, serving historically underserved students in rural Colorado, means large tuition increases would negatively affect our students," McClure pointed out. "Our long-term viability also depends on the continued ability of the state to invest in rural higher education."

#### Performance Evaluation of Adams State University

([http://leg.colorado.gov/sites/default/files/documents/audits/1665p-b\\_adams\\_state\\_university.pdf](http://leg.colorado.gov/sites/default/files/documents/audits/1665p-b_adams_state_university.pdf))

By Julie Waechter



Share

One person likes this. Be the first of your friends.

# REPORT HIGHLIGHTS

Adams State University

Performance Evaluation, February 2017

## OVERALL CONCLUSION

In recent years, Adams has maintained positive annual operating cash flow margins before factoring in interest and depreciation expenses. However, capital renewal and replacement needs and debt service requirements present a significant financial burden for the University to carry. Given its current operating cash flows and high levels of debt, Adams needs to identify more significant cost-cutting and revenue-enhancement strategies to ensure its financial sustainability.

## KEY FACTS AND CONCLUSIONS

- Adams generated between \$0.9 and \$3.6 million per year in operating cash flows before interest and depreciation during fiscal years 2011 through 2015. However, the University's debt service requirements, net of a federal interest subsidy, total more than \$4 million per year (i.e., \$4.6 million in fiscal year 2016), thereby offsetting the positive cash flows from operations. Adams cannot afford additional, large, debt-financed capital investments. Adams needs to increase operating cash flows by about \$3 million above fiscal year 2015 levels to improve its financial ratios and help ensure financial sustainability given its present debt burden and routine capital needs.
- Between fiscal years 2009 and 2015, Adams incurred capital expenditures totaling \$98.7 million, which were funded almost entirely by state capital appropriations and debt proceeds. Adams' capital investments helped to improve the physical campus environment. However, this capital-intensive strategy has also resulted in a significant increase in Adams' debt service obligations. In fiscal years 2013 through 2015, more than 5% of Adams' total adjusted operating expenses were for interest on capital debt, net of federal interest subsidies.
- Adams' net tuition revenue per student FTE was about \$5,636 in fiscal year 2014, which was the highest among the institutions included in the peer group used for this analysis. Above-market tuition increases are not likely to be a viable option for resolving Adams' financial challenges. Tuition pricing is especially important for universities, such as Adams, that serve regions or demographics that need a low-cost education provider.
- Adams' ongoing strategic challenge will be to achieve enrollment growth and increased retention, thereby increasing revenue, without an equal increase in costs. The University's strategic goals and initiatives target and build upon areas of programmatic, reputational, and geographic strengths. However, in pursuing these initiatives, Adams must also avoid the common pitfalls in the increasingly competitive higher education marketplace of allowing costs to increase as a result of trying to be all things to all students.

## BACKGROUND

Established in 1921, Adams State University (Adams or University) is a public institution of higher education located in Alamosa, Colorado. Adams offers undergraduate liberal arts and sciences, teacher preparation, and business degree programs; a limited number of graduate level programs; and two-year transfer programs. Adams is also a federally designated Hispanic Serving Institution.

Adams enrolled approximately 2,797 full-time equivalent undergraduate and graduate students (student FTE) for academic year 2014-2015. Approximately 82% of Adams' undergraduate students and nearly 60% of its graduate students are Colorado residents.

In fiscal year 2015, Adams' operating and nonoperating revenues, including state capital appropriations, totaled \$65.2 million, and its expenses, net of a federal interest subsidy, totaled \$59.2 million. During fiscal year 2015, Adams employed about 440 faculty and staff full-time equivalent positions.

Adams is independently governed by a Board of Trustees, that has full authority and responsibility for the control and governance of the University, including such areas as finance, academic programs, curriculum, admissions, role and mission, and personnel policies. The University President, who provides leadership and oversees University operations, reports directly to the Board of Trustees.

## PROJECT APPROACH

This evaluation consisted of three key components: A **financial assessment** to determine appropriate cash flow levels and assess the impact of financing strategies, an **operational assessment** to understand the operational factors driving the University's financial outcomes, and a **strategic assessment** to understand and assess the strategies and initiatives put in place by the University to help improve its financial position.

<b>Adams State University Enrollment Statistics for Spring 2017 on 01-FEB-2017,</b>			
<b>compared with Spring 2016 on 03-FEB-2016</b>			
<b>Undergraduate Only</b>			
<b>By Class</b>			
<b>Class</b>	<b>Head Count Spring 2016</b>	<b>Head Count Spring 2017</b>	<b>Net Change</b>
Seniors	465	483	3.87%
Juniors	395	366	-7.34%
Sophomores	366	344	-6.01%
Freshmen	447	420	-6.04%
<b>By Residency</b>			
<b>Status</b>	<b>Head Count Spring 2016</b>	<b>Head Count Spring 2017</b>	<b>Net Change</b>
Colorado Resident	1394	1349	-3.23%
Non-Resident	302	286	-5.30%
<b>By Student Type</b>			
<b>Student Type</b>	<b>Head Count Spring 2016</b>	<b>Head Count Spring 2017</b>	<b>Net Change</b>
First Time Students	21	13	-38.10%
Transfer Students	67	57	-14.93%
First Time Other Students	1	1	0.00%
Continuing Students	1527	1479	-3.14%
Re-admitted Students	31	29	-6.45%
Internal Transfer Students	31	27	-12.90%
High School Students	18	29	61.11%
<b>TOTAL</b>			
<b>All Students</b>	<b>Head Count Spring 2016</b>	<b>Head Count Spring 2017</b>	<b>Net Change</b>
All Students	1696	1635	-3.60%

# Watching Adams

Great Transparency Begins Here

## ASU's New Strategic Plan is Neither, Nor

WATCHING ADAMS COMMENTARY – 8/22/16

About a month ago, I asked a senior and long-serving faculty member what had become of ASU's 2020 Strategic Plan (<https://www.adams.edu/news/aug1606.php>). After all, we had been excited by the Plachy 'town hall' event this time a year ago in which employees were asked for contributions to that plan. This signified a major change from ASU's old ways of decision-making behind closed doors. I had been concerned that the 2020 plan was nowhere in sight (<https://watchingadams.org/commentary/2020-strategic-plan-nowhere-in-sight/>).

He laughed and said that strategic planning at universities was a waste of time, and directed me to a thoughtful piece in the July 2011 Chronicle of Higher Education, "**The Strategic Plan: Neither Strategy Nor Plan, but a Waste of Time (<http://chronicle.com/article/The-Strategic-Plan-Neither/128227/>)**."

I thought he was being a little cynical and I argued that the success of such planning wasn't inevitably a pointless exercise but depended upon the quality of the institution's leadership and the business savvy of those involved in the planning process.

Despite my optimism, ASU's new plan has proven him and the Chronicle right.

If you compare the 2013 – 2016 Strategic Plan (<https://watchingadams.files.wordpress.com/2016/08/asu-2013-2016-insgoalsv2.pdf>) (which, by the way, was only ever a draft and was not implemented by the time 2016 rolled around) with the 2020 plan, they are essentially the same. Yes, ASU's exciting new 2020 Strategic Plan (<https://watchingadams.files.wordpress.com/2016/08/asu-2020-board-approved.pdf>) is really just large chunks of the old plan, cut-and-pasted and warmed over into the 2020 edition.

**The old Mission**, "...to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions" is now re-branded as the Core Purpose. The new Mission is essentially a long-winded amplification of the new Core Purpose. This is what the best minds put together while making six figure salaries have come up with.

**The Vision** is exactly the same as the old one.

**The Values** are exactly the same as the old ones.

**Goal 1** is exactly the same as the old one.

**Goal 2** is another shout-out to diversity. Except if you don't agree with the administration and its fawning clique, of course.

**Goal 3** is almost identical to the earlier version, but in the current one, students are not included for "professional and educational development opportunities."

**Goal 4** amounts to the same as the old version.

**Goal 5** is the same the old version.

If you go into the "Initiatives" section of each goal, you'll find some variations, some wordsmithing, a little fiddling and tweaking, but it's all essentially the same as before.

Just imagine if a student plagiarized his/her own work in one class for another the following year, they would be in deep trouble, even risking expulsion. But our leaders seem not to be aware of that irony; apparently the expectations are different when you run the university than when you're a student at the university.

Administrators have merely regurgitated a plan that has been gathering dust for years. What's that old cliché about the definition of neurosis – that you do the same thing again and again and yet expect a different result? In fact, **the last Strategic Plan ASU published was for 2010-2013** (<https://watchingadams.files.wordpress.com/2016/08/asc-2010-2013-strategic-plan.pdf>) (published in 2011), so essentially the university has been running without an official plan for three years, have just now cobbled together an outdated plan, and presented it with renewed fanfare. Don't you feel satisfied?

And what are the results? ASU has been slipping down the field for years, from some of the **lowest graduation rates** (<https://watchingadams.org/news/asu-lowest-graduation-rate-among-top-10-affordable-co-schools/>) and **high rates of employee turnover** (<https://watchingadams.org/news/at-least-17-faculty-departed-asu-in-2015-2016/>) to **growing financial problems** (<https://watchingadams.org/news/asu-audits-reveal-deteriorating-financial-conditions/>) and **academic probation for non-compliance** (<https://watchingadams.org/news/hlc-places-asu-on-academic-probation/>). Every cross-country runner knows that if you are at the back of the pack and have any desire to be in the front with any chance of even a consolation prize, you have to run a lot faster than the rest of the also-rans. ASU is jogging on the spot and convinced of its excellence from last place.

A couple of other things:

The **announcement of this 2020 plan on the ASU website** (<http://adams.edu/news/aug1606.php>) links you to the **PDF** (<https://www.adams.edu/pubs/asu-2020-board-approved.pdf>). At the very bottom of this beautifully-designed document is a sentence that perhaps exemplifies the whole thing. It says, "the detailed plan with action steps and metrics is available at adams.edu." But the link takes you to a page of... No detail! No metrics! I have hunted around the far corners and dark recesses of the ASU website

and have not yet been able to find “action steps and metrics.” They may be there somewhere but they are not at the end of that link, which effectively means ASU never actually intends for anyone to find them. The show is over, move on.

Isn't it fitting that the news page on the website tells you to go to the PDF which tells you to go to the front page on the website, leaving you more lost than when you started? Many ASU employees can relate because this is how a day in their office feels.

And finally, in small print is a homily to shared governance. Apart from the paper-waving event at Plachy last year, there seems to have been no further discussion with the wider ASU community. Certainly, contrary to normal corporate practice, there has been no consultation of the draft before the board's rubber stamping. So it makes one wonder: what is the administration's definition of shared governance?

If this document had been an original work, a professor might generously grade it a “C.” But seeing that it is essentially a copy of a previous assignment that was never turned in, this 2020 plan most certainly deserves an “F.”

