University of Colorado at Colorado Springs

2006 Self-Study

Presented to the
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the North Central Association
of Colleges and Schools

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Foreword

This self-study represents a synthesis of the contributions made by numerous individuals across the UCCS campus. As campus leadership considered the purposes of this process in June 2004, it was apparent that an effort to accomplish one of the possible objectives of the self-study — self-reflection and analysis of possible futures — was about to commence under the banner of Inventing the Future. In support of that effort and to prepare for the accreditation review, the associate vice chancellor for academic affairs was charged with convening a steering committee composed of the three vice chancellors, president-elect of the faculty assembly, registrar, director of institutional research, and budget director. This group devised a process and an organizational structure to accurately represent the campus, its strengths and challenges, in ways that would facilitate the work of the review team and allow the Higher Learning Commission (HLC) to appropriately determine the accreditation status of the institution.

This process resulted in the solicitation of contributions from 41 separate individuals on campus who used a template, devised by the committee, to formulate responses. An editor, Dr. Harriet Napierkowski, director of the Professional Writing Program, was appointed to support a committee of five faculty tasked with editing the contributions into a coherent document. Each of the five faculty, in turn, chaired a second committee comprised of faculty and staff, who took responsibility for completing each chapter. The five-member faculty committee, chaired by the associate vice chancellor for academic affairs, edited the introduction.

The first complete draft of the document was circulated to the chancellor, governance groups, leadership team, and deans' council for comment in August 2006. The final document reflects the changes that resulted from those reviews.

The members of the Self-Study Committee, with their chapter responsibilities, were:

Member	Title/department	Chapter responsibility
C. David Moon	Associate Vice Chancellor for Academic Affairs	History and Context and Conclusion
Rita Hug	Library	Mission and Integrity
Jenenne Nelson	Nursing	Preparing for the Future
Tom Wynn	Anthropology	Effective Teaching and Student Learning
T.S. Kalkur	Electrical and Computer Engineering	Acquisition, Discovery, and Application of Knowledge
Cindy Roach	Nursing	Engagement and Service

A website containing an electronic copy of this document, its appendices and a wide variety of supporting materials appears at: http://www.uccs.edu/~ncaport/SelfStudy/outline.htm

Introduction: History and Context

Campus Fulfillment of Criteria

Mission and Integrity

The University of Colorado at Colorado Springs (UCCS) is guided by a clear mission to serve the educational needs of Colorado and a far-reaching vision of its future as a premier comprehensive regional research university. The university accomplishes its mission and vision by improving the quality of education it offers; increasing student learning; promoting effective teaching; providing leadership in research, scholarship, performance, and discovery; actively engaging the communities and constituents that it serves; and fostering a life of learning.

UCCS demonstrates integrity in meeting its mission by its clear public statements of vision and values, by the ways in which it has organized and employed its governance and administrative structures, and by the support the members of the campus community demonstrate toward the institution's mission, vision, and values. The campus further demonstrates its integrity in its relationships with internal and external constituents, in its policies and processes, and in the value it places on diversity.

Preparing for the Future

UCCS demonstrates effective preparation for the future by engaging in systematic, iterative processes to identify and pursue strategies that will make its vision of becoming a premier comprehensive regional research university a reality. The campus has developed the capacity to plan and allocate resources in the face of challenging external circumstances, and it is constantly improving its assessment strategies to make those processes more effective. This ability has resulted in an institution that is unusually efficient in its use of resources, enabling it to achieve its mission beyond the level that resources would seem to support. Increasingly, the individual units that make up the university are also developing the capacity to plan effective ways of moving the university forward.

Student Learning and Effective Teaching

The core of UCCS' identity has long been its ability to engage in effective teaching. This commitment is reflected in the attitudes of its faculty; in the distribution of resources, recognitions and rewards; and in the conduct of daily life on the campus. Increasingly, valuing effective teaching has led to the expansion of the institution's understanding of the nature of student learning and the role that assessment, learning resources, beyond-the-classroom experiences, and new pedagogies play in improving that learning. The result is an even greater and more effective commitment to student learning than that which has always been a hallmark of the institution.

Aquisition, Discovery and Application of Knowledge

Another abiding characteristic of UCCS has been the balance the institution has sought between the high value placed on teaching and learning on the one hand, and an equal emphasis on research, scholarship and creative works on the other. The institution values a conception of these two core faculty activities as more complementary than competitive. It is thus natural that students on our campus have considerable opportunities to engage in research activities as undergraduates and that a spirit of discovery permeates the campus. Most recently, the campus has begun to boost the support for these activities by systematically increasing the level of sponsored program activity. By more clearly articulating the goals of general education and undertaking assessments of the effectiveness of the university's requirements, the campus has taken steps to ensure that all students develop the skills and understandings needed to participate in the work of discovery.

Engagement and Service

UCCS was founded to meet the educational and economic needs of the Pikes Peak region. Its array of programs is closely aligned with the region's needs, and its faculty and staff have consistently demonstrated their commitment to an ongoing engagement with the community. As a result, UCCS has been recognized as one of the most highly community-engaged universities in the nation. That recognition is reflected in the engagement and support returned to the campus by the community.

Campus Origins

The University of Colorado's (CU's) presence in Colorado Springs dates to 1925 when extension courses from the Boulder campus began, a tradition that continued for the next forty years at various downtown locations in the community. By the early 1960s, the CU Extension Campus at Colorado Springs consisted of 62 instructors, 190 courses, and more than 1,200 students. This core group, with the help of community leaders, led the effort to remove the requirement that extension students spend at least two years in residence on the Boulder campus. They argued that the people of southern Colorado should be able to earn a University of Colorado degree in Colorado Springs.

Their efforts were boosted by support from local and national business leaders, including Pueblo native David Packard, who told state and community leaders that a Hewlett-Packard manufacturing facility in Colorado Springs would be possible only if additional educational offerings, including a college of engineering, were available in the community for the plant's employees and their dependents. In 1964, the idea of a University of Colorado at Colorado Springs Center granting degrees entirely in Colorado Springs received a tremendous boost when George T. Dwire offered the university the bankrupt Cragmor Sanatorium and its surrounding 80 acres northeast of the community for the sum of $1. The Colorado Springs center, approved in 1965, now had a permanent home, situated on a craggy hill with a panoramic view of the southern Front Range.

In January 1971, the regents of CU passed a resolution defining the mission for UCCS:

> *. . . to develop and offer innovative educational programs responsive to the needs of and sensitive to the desires of . . . Colorado Springs, including appropriate undergraduate and graduate programs consistent with the long-range educational program of the State of Colorado and complementary to the programs of other educational institutions in each area. (Minutes, Regents of the University of Colorado, January 23, 1971, pp. 5 – 6)*

The following March, the Colorado Commission on Higher Education (CCHE) adopted this role statement for the campus:

> *That the institution located at Cragmor (UCCS) be established as a first-class undergraduate institution with such selected master's degree programs as the Colorado Commission on Higher Education may approve from time to time; and established with adequate baccalaureate programs emphasizing the arts and sciences and selected fields such as business administration, public administration, and education; and that the programs should generate and serve substantial demands for selected master's level majors available to adults on a part-time as well as full-time basis. (Minutes, CCHE, March 23, 1971, p. 574)*

Later that year, voters passed Amendment 4, which went into effect in 1972 and granted full university status to the Colorado Springs campus. In its first five years, the center was accredited through the

University of Colorado at Boulder (CU-Boulder). The campus' direct relationship with the Higher Learning Commission (HLC) began in 1970 and it achieved full accreditation status for an initial five-year period in 1972, the same year that UCCS, through constitutional amendment, officially came into being. Hence, the university, in its current form, can truly be said to have begun in 1972.

Even at that early date, the campus had in place most of the elements that enable it to meet today's criteria for accreditation. For example, the university's mission was clearly articulated from the beginning, and the mission has been clearly related to the way the campus has evolved. The integrity of the campus was assured in part through the application of the already existing laws and policies of the CU Board of Regents. Likewise, the campus mission and expectations of the regents helped to chart a course for the campus through those early years. That same framework ensured a focus on teaching, learning, and discovery, while the origins of the campus led to a firm focus on community engagement.

UCCS' Relationship with the Higher Learning Commission

Previous Comprehensive Visit: Responses to 1997 Visit

Strengths and Observations

The "Report of a Visit to the University of Colorado at Colorado Springs, March 10 – 12, 1997" identified a number of strengths of the campus at that time. These included its location, leadership, external support, and cooperation with other institutions, as well as the match of its programs to its constituents. The report further remarked on the optimism on campus and the qualifications and attitudes of the faculty. The report also applauded the planning taking place, the construction of residential housing, and the reorganization of the campus' student and information services.

In addition to pointing out strengths, the team made a number of observations and suggestions, among them, engaging in long-term planning for distance education, devoting more attention to the needs of foreign students, and increasing recognition of staff contributions.

Concerns

The report also identified a number of concerns. Some of the concerns were dealt with directly in the recommended focused report from the campus to the commission in five years. The campus has made varying headway in addressing the other concerns not included in the focused report. One of those concerns was the high rate of turnover in the position of the vice chancellor for academic affairs (VCAA). Before the summer of 2006, when VCAA Rogers Redding retired, only three individuals had occupied the VCAA position since the last NCA visit, none of them for fewer than two years. The campus is undertaking a full national search in August 2006, with Margaret Bacon serving as the interim vice chancellor until a permanent successor is identified. The office of the vice chancellor for academic affairs has been strengthened by the addition of a second associate vice chancellor position and the evolution of the academic support functions — from sponsored programs to institutional research — that report to the vice chancellor through the associates. This evolution has allowed the VCAA to focus on the colleges and the relationship of academic affairs with the chancellor and the other functional areas of the university.

Another issue was the campus' dependence on part-time faculty for the delivery of its programs. The campus addressed this concern at the time of the focused visit, which was January 2002, by reducing the student credit hours taught by part-time faculty from 29 percent in 1996 – 97 to 22 percent in 2000 – 01. As of 2004 – 05, the number was further reduced to 18 percent. The reduction in student credit hours taught by part-time faculty was paralleled by a growth in the number of full-time faculty and a

reduction in part-time faculty. The number of full-time faculty grew from 211 in 1995 – 96 to 251 in 2000 – 01. Between 2000 – 01 and 2004 – 05, the number grew by another 45 and totaled 296 in 2004 – 05. Conversely, the number of part-time faculty decreased from 273 in 1995 – 96 to 186 in 2000 – 01. Since then, enrollment has driven increases in both full-time and part-time faculty so that UCCS had 254 part-time faculty in 2004 – 05.

The report also expressed concern that many essential administrative and support functions were thinly staffed. The campus has made significant progress on this issue between the comprehensive and focused visits, increasing staff full-time equivalents (FTE) by 18 percent between 1997 and 2001, although since 2001, staff FTE has remained stagnant as a result of state funding cuts.

Additionally, the 1997 report noted that faculty governance was poorly organized and insufficiently recognized and supported. Since then, the Faculty Assembly has rewritten its constitution to create a more coherent governing structure. Furthermore, the campus has allocated part of a staff member's time for Faculty Assembly support and has funded offloads for the president and president-elect.

Another point in question was that many academic and support units would remain crowded in inadequate classroom and office spaces even after the completion of Columbine Hall. Space on campus is still at a premium, but a substantial amount of additional space has been acquired, and much of the space that was in poor condition in 1997 has been remodeled. Another major renovation project began in the summer of 2006 and is scheduled to be completed before fall 2007, and plans are in place to renovate the two remaining older buildings on campus in conjunction with the construction of a new classroom, laboratory, and office building.

The final matter expressed in the report but not included in the recommendations was that the library materials budget was insufficient. Since the visit, the campus has increased the materials budget somewhat faster than other areas, but little doubt exists that such increases have not kept pace with inflation. As a result, print periodical holdings have been reduced several times. However, the actual availability of periodicals has dramatically increased due to the campus' participation in CU's three-campus collaboration in the acquisition and maintenance of access to electronic databases. This effort has resulted in more periodicals being available through databases at a lower cost than the campus could have conceivably achieved on its own. The Kraemer Family Endowment, which has begun to distribute funds to the library for the first time, will further enhance the library. Yet, to date, the campus has been unable to expand the portion of the materials budget devoted to the purchase of books and other non-periodical materials because of state budget cuts and thus has continued to be significantly dependent on interlibrary loan to support faculty and student access to these materials.

Recommendations

In addition to the concerns raised, the comprehensive visit report made several formal recommendations. One was that the proposed merger between UCCS and the Beth-El College of Nursing and Health Sciences (Beth-El) be reviewed by the HLC within one year following the merger; this review occurred. In addition, the report recommended two stipulations subsequently adopted by the commission. The first stipulation limited doctoral programs to those in electrical engineering and computer science. The second limited programs offered by distance delivery to the MBA and MPA. Both of these stipulations have since been modified through the institutional change process, but versions of them remain in place. The campus requests that the review team consider the removal of these stipulations.

Besides the overall concern about the administration and governance of graduate programs in general, the stipulation regarding doctoral programs was recommended based on concerns about the campus'

resource base and whether sufficient qualified faculty and library resources were available. This concern was addressed satisfactorily in the focused visit in 2002. Faculty are now in a number of disciplines in sufficient numbers and quality to allow the commission to be comfortable with removing this stipulation. Today, the campus' overall resource base is relatively healthy, and a financial plan has been developed to encompass supplemental doctoral programs. The library has benefited from the sharing of electronic resources within the CU System. Perhaps most importantly, in 2002 the legislature approved a new mission for UCCS that explicitly includes doctoral programs, and the campus has subsequently engaged in a planning process to identify the future direction of the university under this new mission.

The legislature approved a new mission for UCCS that explicitly includes doctoral programs.

The stipulation regarding distance education was based on the "experimental nature of the delivery system" and the need to learn from the existing programs prior to offering any additional programs. The delivery system is now well tested, and several additional programs have been added through the institutional change process. A number of individual faculty members have developed expertise in this area, and the campus has adopted and supports a campus-wide instructional platform, providing instruction and consultation for online course design and implementation.

Focused Visit 2002

The major formal recommendation from the 1997 report was that the HLC conduct a visit in AY 2002 that focused on the following areas: sources and levels of revenue, assessment of student academic achievement, and graduate education. The review team expressed the expectation that the focused visit review team would find the following:

- A significant improvement in the university's financial resource base
- A functioning assessment program that has produced demonstrable improvements in instructional programs
- An effective mechanism for monitoring the operation of graduate programs to ensure comparability of requirements, compliance with university-wide regulations, and high exit expectations in master's and doctoral programs

In preparing the self-study for the focused visit, the campus addressed each of these issues. Specifically, in the area of sources and uses of funds, the self-study outlined improvements in tuition, state funding, economies of scale due to growth, and increased diversification in sources of funding. The self-study also addressed the benefits realized from reorganizing and improving budgeting and other processes. In the area of assessment, the self-study focused on improving processes, increasing departmental engagement, and creating a plan for assessing general education. In terms of graduate programs, the self-study described the creation, organization, and operation of the campus' graduate school.

In its report, the review team recommended that the institution move forward to the next regularly scheduled comprehensive visit with no further HLC action regarding these three issues. In explaining its rationale for this recommendation, the team indicated that the graduate school was providing administration and governance of graduate programs comparable to those of many national universities. At the same time, the team also found that UCCS was still not funded appropriately, but that the steps the campus had taken had put it on the right path. The team's report noted the progress the

campus had made on assessment and also noted areas for continued improvement. The team expressed the expectation that at the next comprehensive visit, there will be evidence that the institution will have implemented a level of assessment of student achievement that focuses on the direct assessment of student learning outcomes and will have implemented assessments of the general education goals and learning outcomes identified by the institution.

This self-study forthrightly addresses that expectation in later chapters.

Institutional Change Requests

In addition to the review of the university's merger with the Beth-El College of Nursing and Health Sciences, three institutional change requests have been submitted by the campus and have subsequently been approved since the last comprehensive visit.

The most recent change granted the university approval to offer a degree program off-site; as a result, the MBA is offered at T. Rowe Price's offices in north Colorado Springs. The other change requests affected the two stipulations regarding the doctoral and distance programs. In summer 2003, the campus submitted an institutional change request to add distance programs at the master's level in nursing and engineering as well as a bachelor's distance program in nursing. The campus simultaneously requested approval to change the then-separate doctoral programs in electrical engineering and computer science to a single college-level doctoral program in engineering and add a doctoral program in geropsychology. Both requests were approved.

The campus now asks that the stipulation regarding distance programs be removed. In the meantime, the review team is also being asked to make a recommendation regarding the campus' pending institutional change requests to add doctoral programs in nursing and educational leadership as well as distance programs in several disciplines. The formal institutional change requests are appended to this self-study.

Current Institutional Situation

Overview of the University

Today, visitors who were last on campus during the 1997 comprehensive visit would probably first notice the new faces of the original homes of UCCS — Main Hall and Cragmor Hall — remodeled in 2001 and 2003 respectively. They might also note the completion of Columbine Hall and the Housing Village, but they would no doubt be more struck by (1) the clock tower atop the expanded library, computing, and telecommunications departments located in the El Pomar Center, which was completed in 2001, (2) the expansion and update of the University Center done in 2002, (3) the acquisition of University Hall in 2003, (4) the 300 additional housing units built in 2004, and (5) the 800-space parking garage and Public Safety building completed in 2005.

The fact that the campus has some 30 percent more students now than it did in 1997 and that the demographics of the student body have changed significantly in the last decade might also be apparent. What would be less apparent, however, is that the Beth-El College of Nursing and Health Sciences merged with UCCS in 1997 and that general program adjustments across campus have allowed the university to better meet students' needs. The following sections of the self-study provide the reader with some detail about changes that have occurred since 1997, an overview of the colleges and library as they exist today, and information about UCCS' institutional context.

UCCS moved to its current location on the Cragmor campus in 1965, the year that is recognized as the founding of the institution. At that time, the role of a metropolitan university was a relatively minor topic in American higher education. Most early colleges and many state universities were purposefully located away from the noise, confusion, and problems of the city. Bucolic settings were preferred because it was long held that scholarship would be better pursued away from the distractions of urban environments.

Although clamor and hurry presumably ran contrary to the aims of scholarship, it was the excitement, resources, and competition of the city environment that spawned metropolitan universities. Parke Kolbe's *Urban Influences in Higher Education in England and the United States*, first published in 1928, and J. Martin Klotsche's *The Urban University and the Future of Our Cities*, published in 1966, stand out among the first noteworthy attempts to define a mission for metropolitan universities, one distinct from those in more traditional academic settings. More recently, two urban university presidents, Charles P. Ruch and Eugene P. Trani, have provided an insightful rationale for this alternative institutional model:

> *As an institution of the city, the metropolitan university, by design and conscious action, seeks to draw upon the rich tapestry and fabric of the community in strengthening its programs of instruction, research, and public service. Conversely, the institution plans and delivers programs and activities that contribute to the improvement of the urban environment in which it resides. Through its many interactions with the community, the metropolitan university seeks to contribute to and ultimately to improve the quality of life in the metropolitan area while enhancing its mission of knowledge generation and dissemination. (Charles P. Ruch and Eugene P. Trani, "Scope and Limitations of Community Interactions," in Metropolitan Universities: An Emerging Model in Higher Education. Denton, TX: University of North Texas Press, 1995, 27 – 34)*

The mission, vision, and values of UCCS reflect Ruch and Trani's definition of the metropolitan university. Only about 50 other institutions nationwide are public, urban-based, doctoral granting, non-flagship, non-land-grant universities that have this same organic relationship with the city where they are located — among them, Cleveland State University, Indiana University-Purdue University at Indianapolis, Oakland University, Portland State University, the University of Massachusetts-Boston, and Wichita State University. These and other like universities share a kinship in public engagement with their home communities. Most network together to share ideas and information and discuss emerging issues of concern to metropolitan universities through such organizations as the Portrait of Universities with Metropolitan Alliances and the Coalition of Urban and Metropolitan Universities. In 2002, the American Association of State Colleges and Universities recognized UCCS as fulfilling its mission by naming it one of the two most publicly engaged institutions in the nation.

Much has changed in the Colorado Springs region since 1965, changes matched in the growth and quality of enhancements at UCCS. Economic and demographic developments have transformed El Paso County from a small city-based area of fewer than 200,000 inhabitants to a major metropolitan area with more than half a million residents (U.S. Census 2000). UCCS has kept pace with this fast-changing region, having quadrupled the number of students enrolling in 1972. As a result, UCCS has grown to be the largest comprehensive public university in southern Colorado. Total enrollment reached 3,000 in 1974; 4,000 in 1977; 5,000 in 1981; 6,000 in 1991; and 7,000 in 2002.

This enrollment growth has been reflected in the concomitant growth of the campus' physical infrastructure. Milestone events in this process through the last NCA visit in 1997 include the construction

of Dwire Hall (1972), the Science building and Gallery of Contemporary Art (1980, 1982), the Engineering building (1985), the University Center and gymnasium (1988), the Campus Services building (1996), Summit Housing Village (600 units of residential housing, 1996 – 97), and Columbine Hall (1997). Although most campus buildings still occupy the original Cragmor Sanatorium land parcel, today the university owns more than 521 contiguous acres. The carrying capacity of this land is estimated to be 25,000 students, so the campus retains its ability to keep pace with the ongoing growth of this region.

Finally, the campus has continued to tailor its degree offerings to meet the needs of the students it serves. At the undergraduate level, the number of different degrees offered has actually decreased (from 26 in 1972 to 25 today), despite expansion in engineering and in nursing and health sciences. At the graduate level, in 1972 the campus offered just 6 master's degrees. Today, the campus offers 17 master's degrees and 2 doctoral degrees. Most of the additional programs are in the professional areas of engineering, education, nursing, and public administration. As exemplified by the master of applied geography, even the additional graduate programs in the traditional arts and sciences fields — communication, history, geography, psychology, and sociology — often have a strong professional preparation element.

Changes in Enrollment, Faculty, and Staff

Between 1997 and 2006, UCCS has undergone a sweeping transformation from a commuter campus to one that enrolls residential learners directly out of high school. This change in character and purpose has been responsible for increasing the student population from fewer than 6,500 to 7,600 learners (a 17 percent increase).

New housing facilities and expanded academic, library, and recreational space have been part of the reason for attracting more traditional-aged college students. An increased emphasis on improving student learning and increasing institutional effectiveness has also advanced the academic reputation of UCCS and its programs. These attributes have spurred the number of first-time student applications from 1,434 in the fall of 1997 to 2,725 in the fall of 2005; that is a 90 percent increase. Similarly, the number of new first-time students rose from 596 to 1,026; the additional 416 students represent a 70 percent increase in the entering class.

The infusion of so many young learners caused the average age of undergraduates to fall from over 26 years to below 24 years. The vibrant energy and abundant enthusiasm of teenagers who live on campus has superseded the once pervasive sound of adult learners rushing to class and soon thereafter rushing out of class and on to employment or parental duties.

A more youthful presence among the UCCS student population is further evident in the following table. The total number of undergraduate students has risen sharply; in contrast, the number of students studying at the graduate level has declined.

Figure 1.1 — Number of Students by Level, 1997 and 2005

	1997	2005
Undergraduate	4,714	6,122
Graduate	1,753	1,459
Total	**6,467**	**7,581**

The following table depicts the changing composition of faculty during a period of tremendous growth in enrollment and sponsored research.

Figure 1.2 — Number of Faculty, 1997 and 2005

	1997	2005
Professor	84	81
Associate Professor	57	62
Assistant Professor	43	57
Senior Instructor/Instructor	41	132
Research	2	36
Visiting/Adjunct	2	4
Lecturers (Part-time)	183	163
Total	**412**	**535**

By far the most dramatic growth in instructional faculty has been at the instructor/senior instructor level. The ranks of tenured faculty — full and associate professors — have remained stable, but a significant growth in assistant professors has occurred. As a result of the increasing numbers of full-time faculty — tenure-track or non-tenure-track — there is less reliance on part-time lecturers than in 1997; however, the proportion of part-time lecturers among faculty still remains high. Another significant increase is in the number of research faculty who hold titles of either senior professional research analyst or professional research analyst and who are involved in a variety of sponsored projects.

The most dramatic growth in instructional faculty has been at the full-time non-tenure track instructor/senior instructor level.

A significant change in the composition of full-time staff over this period has taken place. Specifically, full-time staff positions have grown by 88 percent between 1997 and 2005. As indicated by the following table, the largest increase during this period has been in professional staff.

Figure 1.3 — Number of Full-Time Staff, 1997 and 2005 by Category

	1997	2005
Executive/Managerial/Administrative	36	49
Professional	97	220
Secretarial/Clerical	43	80
Technical	18	25
Skilled Crafts	7	15
Service Maintenance	25	36
Total	**226**	**425**

The increase in staff has primarily stemmed from a larger undergraduate student population and the accompanying services for that population — housing operations, campus security, student support services, and the expansion of sponsored program activities. The growth in staff paid from unrestricted general fund sources has been much more modest: 23 percent as compared to the 30 percent increase in student credit hours and the 48 percent growth in full-time instructional faculty.

Figure 1.4 — Number of Full-Time Staff Paid from the General Fund, 1997 and 2005 by Category

	1997	2005
Executive/Managerial/Administrative	26	17
Professional	83	134
Clerical/Secretarial	38	41
Technical	16	17
Skilled Crafts	6	9
Service Maintenance	25	21
Total	**194**	**239**

This comparison shows that almost all staff were general fund employees in 1997, but that today a substantial number are supported from sources other than tuition and state funding. This is highly appropriate, given the expansion of auxiliary and sponsored program activities; it represents an expansion of the types and volume of activities the campus engages in, an expansion that goes beyond its growth in enrollments.

Changes in Programs

UCCS currently offers 25 bachelors, 17 masters, and 2 doctoral degrees. There are five colleges and one school on campus:

- College of Business and Administration (COB)
- College of Education (COE)
- College of Engineering and Applied Science (EAS)
- College of Letters, Arts, and Sciences (LAS)
- Beth-El College of Nursing and Health Sciences (Beth-El)
- Graduate School of Public Affairs (GSPA)

The campus also offers a number of certificate, extension, and professional programs through both the state-supported resident instruction program on-campus and the cash-funded extended studies program. Major shifts in programs over the last ten years have occurred in response to changes in institutional goals, priorities, and the approved expansion of the campus' mission statement. As captured in the 1999 Academic Master Plan, the planning and development of new programs have supported the specific, long-term strategic goals of the campus to:

- Meet the growing demand for undergraduate education among both Colorado students and those in other states and nations by becoming a campus of 10,000 students by 2010

- Develop a core curriculum that is uniquely tailored to future life and work demands and to the opportunities offered by the region for experiential learning
- Strengthen existing programs, add new degree programs, and offer certificates, short courses, and employer-requested education that support the economic and social development needs of the community
- Enhance research by faculty and students, both graduate and undergraduate, with emphases on service to complex electronics, the military, nonprofits, the sports industry, and medical products and services to the aging
- Enhance and accelerate student learning by integrating technology into all courses on campus, lifelong learning opportunities both on campus and off campus, and university management

The planning and creation of new programs and areas of study are guided by an inclusive and deliberate academic planning and budgetary process which closely aligns the allocation of resources with the strategic goals and initiatives of the campus. All new programs are advanced through an approval and review process established under the Academic Master Plan, currently under revision. After review and approval at the departmental and college levels, proposals are reviewed by the Academic Planning Committee, which includes faculty representation from each of the colleges, and for graduate programs, proposals are reviewed by the Graduate School Executive Committee. Based on the recommendations of those bodies, the campus leadership team decides whether to forward proposals for consideration by the board. Programs must meet further review, culminating in approval by the Board of Regents. The establishment of state-approved performance contracts in 2005, as part of a comprehensive higher education accountability and reform effort in Colorado, gives the campus greater latitude and flexibility in developing new programs and degree offerings than has historically been permitted under prior CCHE policy.

Major Program Changes Since 1997

Undergraduate

Most undergraduate degree programs have been aligned to require 120 semester hours for degree completion. This change was made based upon regulations set by the CCHE. In addition, institutions are required to work with students to guarantee that they can graduate within four years. UCCS also has clear articulation agreements with the two-year colleges of Colorado and participates in the guaranteed transfer (GT - 25) of core courses among public institutions in Colorado and the 60+60 agreement to help transfer students complete their degrees within the 120-hour requirement. Such initiatives are designed to help improve access and help students complete their undergraduate degree program within a reasonable time frame. UCCS works closely with Pikes Peak Community College (PPCC), the source for 70 percent of all transfers to the campus.

Merger of Beth-El College of Nursing

In fall 1997, through an agreement between the Board of Regents and the city of Colorado Springs, the Beth-El College of Nursing and Health Sciences merged with UCCS. The merger, an extension of a long history of partnership between Beth-El and UCCS, was approved by a vote of the citizens of Colorado Springs, and it provided both entities with an increased ability to utilize resources to support the growing demand for nursing and health care professionals in southern Colorado. With the merger, 276 undergraduate nursing and health care students and 107 graduate nursing students became part of the campus community. Today, nursing and health sciences enrollments have increased to 701 undergraduate and 113 graduate students in the following programs:

- Undergraduate nursing degree (RN to BSN, BS in nursing)
- Graduate nursing degree
- Undergraduate health care sciences degree
- Nursing outreach and Extended Studies (ES) program
- Master of sciences degree
- Certificate programs (post-baccalaureate and post-masters)

Undergraduate pre-Education Emphasis in the College of Letter, Arts, and Sciences

In 2000, in response to projected teacher shortages in Colorado and a change in state law regarding requirements for teacher licensure, the College of Education (COE) realigned programs in cooperation with the College of Letters, Arts, and Sciences (LAS) to offer undergraduate students opportunities to begin coursework toward a teaching and special licensure, integrated with an undergraduate program in a selected content area. The benefits of the program provide a clearly articulated curriculum for those students planning to pursue teacher licensure or advanced degrees in education and integrate education-specific courses as part of their undergraduate experience. The integration of curriculum decreases the time it takes to obtain licensure and permits students to take methodology courses as part of their undergraduate program and pursue student teaching sooner. In addition, post-baccalaureate courses were integrated with master programs to help students achieve an advanced degree while pursuing remaining licensure requirements.

Professional Golf Management Program

In 2003, UCCS received professional endorsement from the Professional Golfers' Association (PGA) to become one of just 13 institutions in the nation to provide the professional golf management curriculum emphasis under the AASCB accredited BS in business and administration degree. The program, which currently has 90 students enrolled, is the fastest growing PGM program in the United States.

Options for Undergraduate Specialization and Development of Academic Minors

Since 1992, UCCS has increased the diversity of its programs and academic majors by adding over 50 academic minors or new tracks within existing majors. Since 1997, 15 minors have been added to provide students ways to concentrate their studies in areas of interest that are interdisciplinary in nature or to expand their studies beyond the scope of their major. Examples of recently added minors include forensic science, international business, game development and design, and leadership studies. Special options or tracks within majors allow students opportunities to identify the foci of their studies, more clearly align them with specific interests, and document those foci for employers and others who review their transcripts. Both the use of academic minors and major options have provided opportunities for the campus to diversify and expand programs that may not yet have the demand to support a full major, but which the campus has the faculty expertise to support.

Master of Basic Science Degree Changes to Master of Sciences Degree

Formerly offered as the master of basic science degree with several options for interdisciplinary and focused study, the MBS degree was changed to a master of sciences degree program with several areas of emphasis, including biology, chemistry, sports medicine, forensics, geography, science teaching, mathematics, and physics. Sixty-one students are currently pursuing advanced studies under the master of sciences program.

New Degree Programs Added Since 1997

BS and MS in Mechanical Engineering

In 1998, UCCS was approved to offer both undergraduate and graduate programs in mechanical engineering with several options. The programs are interdisciplinary and incorporate mathematics, physics and chemistry, humanities and social sciences, business, engineering science, electrical theory, measurement science, mechanical engineering core courses — computer-aided drafting, dynamics and controls, solid and fluid mechanics, thermodynamics, materials science, and heat and mass transfer — and selected elective courses. The mechanical engineering program is a growing program with 176 undergraduates and 21 graduate students enrolled as of fall 2005.

BS in Computer Engineering

The BS in computer engineering began in fall 2000, and it offers students the opportunity to combine the disciplines of electrical engineering and computer sciences in a single integrated degree program. As of fall 2005, the program had 49 majors.

MA in Applied Geography

Established in 2003, the MA in applied geography provides graduate level education that enables students to address community concerns through applied geographic research. Graduates of the program have integrative skills that link human activity to natural systems and that apply a spatial perspective to human and natural processes. The program currently has 16 students.

PhD in Geropsychology

Established in fall 2004, following several years of planning and approval, the PhD in geropsychology provides students with training in older adults' mental health assessment and intervention. The program trains students in basic and applied research on the psychological functioning of aging individuals. Upon completion of the program, students have been trained to work either in a range of settings — mental health clinics and clinical practices, hospitals, nursing homes, colleges and universities, state offices, and research institutes — as consultants to a wide variety of housing and social service providers that serve older adults. Eight students are currently enrolled in the program.

PhD in Engineering

This program replaced the previous PhDs in computer science and electrical engineering. The doctoral program in engineering offers several areas of emphasis, including applied mathematics, electrical engineering, computer science, and mechanical and aerospace engineering. The course of study is designed to prepare students to communicate effectively and help them understand the issues, standard practices, and state of the art in the applied field. Currently 35 students are pursuing doctoral programs in engineering.

Discontinued or Realigned Degree Programs Since 1997

MS in Physics

Discontinued by action of the CCHE in 2003, the MS in physics has been integrated under the master of sciences degree with a concentration in physics. Specific information about the program can be found at http://www.uccs.edu/~physics/grad.html.

Master of Arts in American Studies

Established in 1994 and discontinued in 2002.

PhDs in Computer Science and Electrical Engineering

These degrees were discontinued when the PhD in engineering was approved. The corresponding areas of emphasis in that degree preserve the essential purposes served by the earlier programs.

Changes in Funding

The following summary describes campus funding changes during the past ten years. The last few years (2001 – present) are specifically highlighted to emphasize the severe cuts in state funding experienced by the university and all public institutions in Colorado and the strategies implemented to help overcome this decline in state support.

In September 2001, the Colorado economy fell into a slump from which it is has not yet fully recovered. Prior to that date, the state was a major center of telecommunications and internet-based firms, which began experiencing economic turmoil in 2001. On top of the economic slump resulting from 9/11, Colorado was in the midst of severe drought conditions and highly publicized wildfires, which significantly reduced tourist visits to the state and further decreased state tax receipts. Major employment layoffs caused additional decreases in retail trade sales, and record numbers of bankruptcies and foreclosures were soon recorded throughout the state.

State funding support has declined by nearly 35 percent.

The state general fund budget was negatively affected by these events, and annual state GF revenues fell from $6 billion to $5 billion over an 18-month period. Due to existing state commitments to the federal and state Medicaid programs for low income citizens, continued increases in the state prison population, and constitutionally mandated increased spending levels in the state's K – 12 public school system that were adopted by Colorado voters in 2000, the majority of GF spending reductions were made to the state's higher education system.

When state revenues did begin to rebound, the "ratcheting" effect of a complex amendment to the Colorado Constitution, called the Taxpayer Bill of Rights (TABOR), prevented the state from restoring funding to areas impacted by budget reductions. This "ratchet" was removed by Colorado voters in November 2005, and the university realized its first increase in state support since 2001 for its operating budget in FY 2006 – 07.

Fiscal Years 1995 – 2002

In FY 1995, UCCS had state support of $12.7 million, and it generated tuition of about $11.6 million. For the next seven years, the campus used this 50:50 ratio funding model to provide the majority of its general fund operating funds. For example, in FY 2002, just before the multiyear budget cuts began, state support had risen to $21.4 million while tuition revenues had grown to $21.2 million. During this time frame, auxiliary and sponsored programs activities grew moderately.

Fiscal Years 2003 – 2005

State Funding

Since early FY 2003, changes in funding at UCCS have been significant. UCCS has become an institution that is much more dependent on tuition revenues and other sources of funds than on state support. To illustrate, state support for UCCS has declined nearly 35 percent, decreasing from a peak of $21.5 million for FY 2002 to $15.6 million by FY 2005. At the same time, tuition revenues increased from $21.2 to $31.6 million.

The shift from state funding to tuition-based funding becomes particularly apparent when actual FY 2002 data are compared to FY 2005 data:

Figure 1.5 — State Funding Shift for UCCS, 2002 and 2005

	FY 2002		FY 2005	
	Dollar Amounts	**Percent of Total**	**Dollar Amounts**	**Percent of Total**
State Support	$21,490,556	50.4%	$15,636,327	33.1%
Tuition	$21,176,779	49.6%	$31,574,028	66.9%
Total	**$42,667,335**	**100.0%**	**$47,210,355**	**100.0%**

As the table indicates, state support (as described above) has dropped sharply while tuition revenues have risen just as sharply. Tuition revenues grew in part because of substantial enrollment growth, but tuition rate increases were also employed to help offset some of the state cuts and cover mandated expenditure increases. As a result, the campus was forced to implement larger tuition rate increases for UCCS students than it would have preferred. However, during this time of fiscal uncertainty, not one degree program, educational program, or research endeavor was eliminated. Thus, despite unprecedented reductions in state support for public higher education, the campus was able to maintain quality programs for a growing student population.

Auxiliary Funding

With total revenues increasing steadily over the last several years, auxiliary revenues continue to be an important part of UCCS' operations. As the institution continues to emphasize diversification of revenues, Extended Studies (ES), in particular, has become increasingly important. Revenues in ES have increased dramatically over the last five years, going from $1.4 million in FY 2001 to $2.9 million in FY 2005. Additionally, the expansion of campus housing and other non-general fund auxiliaries on campus has increased total auxiliary revenues 164 percent from FY 1997 to FY 2005. [See Figure 1.6] The growth of these revenues and attendant overhead charges help fund campus operations and reduce reliance on general fund revenues to support select campus operations.

Figure 1.6 — Auxiliary Revenues, 1997 and 2005

	FY 1997		FY 2005	
	Dollar Amounts	Percent of Total	Dollar Amounts	Percent of Total
Academic Auxiliary	$651,843	8%	$4,116,678	19%
Other Auxiliary	7,497,429	92%	17,406,082	81%
Total	**$8,149,272**	**100%**	**$21,522,760**	**100%**

Sponsored Programs

A strong emphasis has also been placed on increasing research activity across the campus. The last five years have seen a noteworthy increase both in award proposals and in funded awards even though the number of tenured or tenure-track faculty has not increased significantly over this time period. FY 2004 was particularly successful, in large part because of a single award of $5.2 million.

Figure 1.7 — Award Proposals and Funded Awards, 2001 – 2005

Fiscal Year	Number of Proposals	Dollars Requested	Dollars Awarded
2001	65	$8.5M	$3.2M
2002	88	$14.8M	$2.4M
2003	115	$30.6M	$9.1M
2004	158	$48.8M	$13.1M
2005	140	$34.3M	$8.7M

Future Funding

The passage of a change to the Colorado Constitution, Referendum C, on the statewide ballot in November 2005 allowed growing state revenues to be reinvested and appropriated by the Colorado General Assembly in areas that were reduced during the state budget challenges in 2001 – 04. This vote and subsequent legislative action in the 2006 Regular Session of the General Assembly represented a key turning point for public higher education in Colorado and for the UCCS campus. While the growing state revenues were not sufficient to restore all of the reductions made during the years the state experienced its budget challenge, additional state support was appropriated for public higher education, including reinvestments in need-based financial aid, additional support for the undergraduate College Opportunity Fund, and additional funds for the operation of graduate programs.

In FY 2005 – 06, a year in which the state pledged not to reduce any state funding during the implementation of a new higher education funding system, the amount of state funding for UCCS remained the same as in FY 2004 – 05. During this year, the state of Colorado implemented the College Opportunity Fund (COF) for resident undergraduate students and the fee-for-service contracts for resident graduate students. This change to the funding system represented a structural shift in the format of state funds supporting the campus. This shift is illustrated in Figure 1.8.

Figure 1.8 — State Funding Budget Reformat, 2005 – 2006

	FY 2005		FY 2006	
	Dollar Amounts	Percent of Total	Dollar Amounts	Percent of Total
State Support	$15,636,327	33.1%	$0	0%
COF	N/A	—	$12,300,000	23.8%
Fee for Service	N/A	—	$3,336,327	6.5%
Tuition	$31,574,028	66.9%	$36,088,351	69.7%
Total	**$47,210,355**	**100.0%**	**$51,724,678**	**100.0%**

In FY 2006 – 07, state funds coming to UCCS will be determined by resident student enrollments for undergraduates and a fixed amount of fee-for-service funds for resident graduate students. The current model for COF for all public higher education institutions in Colorado is $86 per credit hour for undergraduate students. In FY 2006 – 07, the state support is translated into a support amount per credit hour that is then deducted from an undergraduate student's tuition bill. The UCCS portion of fee-for-service dollars is $4.9 million for graduate students. These funds are not treated in the same manner as the COF and serve to support the campus and graduate programs that are offered.

The improving state economy in Colorado and the passage of Referendum C allowed the Colorado General Assembly to make some reinvestment in public higher education. Figure 1.9 illustrates the additional funds appropriated to the campus in FY 2007 and compares these amounts to the prior fiscal year.

Figure 1.9 — State Funding Increase, 2006 – 2007 (Budgeted)

	FY 2006		FY 2007	
	Dollar Amounts	**Percent of Total**	**Dollar Amounts**	**Percent of Total**
COF	$12,300,000	23.8%	$13,661,195	24.1%
Fee for Service	$3,336,327	6.5%	$4,957,776	8.7%
Tuition	$36,088,351	69.7%	$38,137,886	67.2%
Total	**$51,724,678**	**100.0%**	**$56,756,857**	**100.0%**

The challenging fiscal climate in Colorado mandates that the leadership of the campus and the university look at innovative ideas, partnerships, and growing revenues where possible to provide a quality experience for the students and researchers on campus. While the campus is appreciative of the renewed state investments in public higher education in the current fiscal year, the campus must continue to look for stable and diverse funding strategies to ensure that the campus is well-positioned financially to meet the demands for service from the public and our community. Diversifying auxiliary and sponsored programs funding, fundraising, and community partnerships have become a key part of the strategic planning process and will be an important planning parameter for the future as described under Criterion Two.

Other Changes Since the Prior NCA Visit

As a result of the statewide Blue Ribbon Panel review of higher education in Colorado in 2003, the legislature changed the mission of UCCS in several significant ways. First, the prior mission conditioned the campus' offering of graduate programs as being those that would "serve the needs of the Colorado Springs metropolitan area." The new mission, however, makes no such statements, granting a statewide delivery area. Second, the prior mission called for an emphasis on providing professional programs "not offered by other institutions of higher education." This condition was removed from the current mission. Finally, the prior mission did not mention doctoral-level education, while the current mission explicitly includes "a selective number of master's and doctoral degree programs" in the expected offerings of the campus.

Also notable is that Beth-El College of Nursing and Health Sciences was not a part of UCCS in spring 1997. The merger was approved by the HLC in November 1998. With three exceptions, the general organization of the other colleges has remained relatively stable since 1997. In 1998, GSPA on the Colorado Springs and Denver campuses reestablished historic ties under the leadership of a single dean across the two campuses. In 2001, in recognition of its substantial participation in offering undergraduate degrees in LAS that lead to teacher certification, the School of Education became the College of Education. Most recently, effective fall 2006, the Department of Mathematics will transfer from the EAS to LAS.

The administrative organization of the campus has continued to adapt to the increasing size and complexity of the institution. The opening of residential housing and the expansion of student life pro-

grams along with proactive recruitment, retention, and enrollment management has led the campus to establish the position of vice chancellor for student success (VCSS). The VCSS joins the lateral positions in academic affairs and administration and finance. Over the years, other adjustments have been made in financial services, sponsored programs, and facilities. Through the end of FY 06, the current executive leadership had been in place since July 2003, a fortunate constancy given the economic and political storms weathered by higher education in Colorado these last several years. The vice chancellor for academic affairs is currently filled on an interim basis.

Overview of the Colleges

College of Business and Administration

COB Mission

Tenure-track faculty are expected to serve the college, campus, and CU System. In addition, service to the community and area disciplines are also critical components of the college's mission to build futures. To achieve this mission, the college will:

- Provide an innovative, learner-focused education of superior quality and value that integrates theory and practice
- Cultivate strong partnerships
- Create and disseminate knowledge through excellent teaching and nationally recognized publications
- Motivate students, faculty, and staff to achieve their potential, be principled professionals, and have positive impacts on the organizations and communities in which they work

The College of Business is accredited by the Association of Accredited Collegiate Schools of Business.

The mission is achieved through:

- Conducting and publishing original research
- Maintaining a broad management curriculum with selective emphases in areas consistent with market opportunities
- Working with CU administration and business, civic, and discipline-specific leaders

While service is at the heart of the college's mission, the primary focus of that service is the instruction of students and creation of original research within the discipline of management.

Programs

Accredited by the Association of Accredited Collegiate Schools of Business, COB has approximately 1,000 undergraduate and 500 graduate students, with 181 students receiving the BS in business in 2004 – 05 and 132 receiving the MBA. The undergraduate and graduate programs provide a broad-based management curriculum. The undergraduate areas of emphasis are as follows:

- Accounting
- Business Administration
- Marketing
- Professional Golf Management

- Human Resource Management
- Information Systems
- International Business
- Organizational Management
- Services Management

The graduate areas of emphasis are as follows:

- Accounting
- Finance
- Health Care Management
- International Business
- Management
- Marketing
- Operations and Technology Management
- Project Management
- Services Management
- Technology Management

The MBA degree is offered through a variety of formats, including on-campus, online (Internet-based), and two-year off-campus, as well as through the executive program taught in conjunction with CU-Boulder and CU-Denver. Besides traditional degrees, the college offers a select set of certificate programs.

COB values teaching and research equally. Original research is a critical aspect of the mission and a point of distinction that separates the college from local competitors. All tenure-track faculty are required to engage in original research in the field of management and encouraged to collaborate with peers within the college, across campus, or at other research institutions. The college has a general commitment to the expansion of knowledge in the field of management and related topic areas. It also has a specific commitment to bringing that knowledge to the classroom and its students to enhance their educational experiences in management.

College of Education

The COE has been an integral part of UCCS for more than 40 years. The guiding mission, as it was formed in the 1960s, has grown over the past four decades to support the campus' mission.

COE Vision Statement. The College of Education (COE) will be the college of education for the twenty-first century.

COE Mission Statement. To serve a diverse, inclusive citizenry of lifelong leaders and learners through the following:

- Unexcelled undergraduate and graduate professional programs that promote high standards of professional practice
- Development, implementation, and expectation for the demonstration of the best research-based instructional practices in the preparation of professional educators
- The support of individual and collaborative research, creative work, professional development, and service efforts within and outside the college and the university that contribute to knowledge of best practices and student achievement
- An academic culture that supports and reinforces ethical and professional practice

COE Goals

- Customer service

- Organic link to the community
- Professional development of faculty, staff, and students
- Research
- Entrepreneurial model to fund activities
- Enhanced use of technology

Each of the COE goals links to the UCCS goals.

Programs

In 2002, the regents approved the change from the School of Education to the College of Education. In the CU System, the title "school" refers to units that provide only graduate education, while "college" denotes both graduate and undergraduate education. Both the Teacher Education Program (TEP) and Special Education programs now provide undergraduate and graduate course work.

The COE maintains initial licensure programs in elementary and special education and, in secondary education, offers licensure programs in the areas of English, mathematics, science, social studies, and Spanish. The college's advanced programs include school counseling, leadership, reading, and English as a Second Language (ESL). Within the Education Leadership program, three district-based cohort groups of administrator candidates are offered as well as online courses that lead to principal and superintendent licensure. Also, the COE offers online coursework in ESL.

Changes Since the Last Comprehensive Visit

Since the last comprehensive visit in 1997, COE's enrollment has increased by 36 percent, largely due to the increased numbers of students in licensure programs at both initial and advanced levels. In addition, a 1999 CCHE mandate required that students beginning their college career in 2000 should be able to complete both an academic major and teacher licensure in four years and 120 semester hours. (Since then, this has been amended to 126 semester hours). Thus, COE now provides teacher licensure at both the undergraduate and graduate levels. All COE licensure programs received approval in 2000 from both the CCHE and the Colorado Department of Education (CDE). In addition, all programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE), and the program in counseling is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The College of Education now provides teacher licensure at the undergraduate and graduate levels.

Since 1998, COE has added coursework in English as a Second Language. The ESL program provides licensure as well as paraprofessional training in second language learning.

The TEP is both an undergraduate and graduate teacher licensure program. Undergraduates receive a degree from LAS in which the requirements for TEP are included as a minor. Graduate TEP candidates have the opportunity to complete the requirements for a master of arts in curriculum and instruction. The graduate TEP program has additional course work requirements for each class. Graduate candidates must also complete research requirements for the MA.

The Alternative Licensure Program (ALP) is a graduate teacher licensure program. The Special Education Licensure Program (SELP) can be completed by either undergraduate or graduate candidates. Master's degrees are also offered by the college in school counseling (120 majors and 64 2004 – 05 graduates), curriculum and instruction (226 majors and 148 2004 – 05 graduates), and special education (84 majors and 31 2004 – 05 graduates).

In 2001, COE was organized into two departments: the Department of Teaching, Special Education, and Curriculum and the Department of Counseling and Leadership. Prior to that, as a School of Education, the unit was organized into six program areas: Teacher Education, Special Education, Curriculum and Instruction, Educational Foundations and Technology, Counseling and Human Services, and Educational Leadership.

Effective March 2004, COE revised its organizational structure to provide viable means to consolidate personnel resources, establish a more effective process for assessing student and program performance, and develop further institutional collaboration within the CU System. This reorganization resulted in the establishment of four departments in the college: the Department of Curriculum and Instruction, the Department of Counseling and Human Services, the Department of Special Education, and the Department of Leadership, Research, and Foundations.

Programs in COE have been offering licensure and degree programs since 1972. Combining these programs into four appropriate and efficient academic departments enhanced the institution's ability to respond to the growing needs of the Pikes Peak area, an area with 246 schools and approximately 6,500 certified teachers. Further, identified needs within the expanded mission of the UCCS are more efficiently and effectively addressed.

College of Engineering and Applied Science

EAS has three departments: Computer Science, Electrical and Computer Engineering, and Mechanical and Aerospace Engineering. In addition to its academic departments, the college supports two cross-departmental degree programs: the master of engineering (MEng) and the PhD in engineering. From 1983 through June 30, 2006, the Department of Mathematics was also a part of the college, but on July 1, 2006, this department joined LAS as the result of a faculty initiative supported with the collaboration of the deans of the two colleges.

The Department of Mathematics was a part of EAS until July 1, 2006, when it joined LAS.

EAS Vision. The College of Engineering and Applied Science aspires to improve health, welfare, and prosperity through technical learning, research, professional practice, and invention.

Key EAS Strategic Goals. EAS' mantra is illuminate, investigate, and innovate. In that regard, the mission of EAS, in partnership with the community and EAS alumni, is to do the following:

Illuminate
Inspiring a passion in our students for lifelong learning and graduating engineers and scientists who are knowledgeable and competitive in the global marketplace throughout their careers

Investigate
Conducting recognized and relevant research that has both local and global impact

Innovate
Engaging in leadership, service, economic and technology development that improves health, welfare, and prosperity through engineering

EAS faculty are dedicated to providing a first-rate education, using their experience in both academic and industrial environments to deliver a curriculum that includes both the practical and theoretical aspects of their fields. Faculty also pursue an active research program in a variety of areas and receive both internal and external awards and recognition for their work.

Programs

Master of Engineering Program

The master of engineering program (MEng) was created in 1995 and is offered with specialty tracks in space operations (distance only), software engineering, information assurance, and engineering management. The degree is intended for those practicing engineers who wish to improve their skills or cross-train into another engineering area. A total of 10 courses, or 30 semester hours, is required for the degree. A creative investigative report must be written and orally defended. The program had 33 combined majors in fall 2005 and graduated 16 students in 2004 – 05.

PhD in Engineering

In 2003, the CCHE approved the reorganization of the college's two doctoral programs in electrical engineering and in computer science into a single college-level PhD in engineering. This has afforded the other departments in the college the opportunity to participate in the PhD program and has encouraged more cross-disciplinary collaborations. A college-level PhD Governance Committee, with representation from each of the college's departments, administers the degree with programmatic control for the traditional specialties of mechanical engineering, electrical engineering, and computer science relegated to each of the departments as "home departments." Across the tracks, this program had ten students in fall 2005. Four PhDs were conferred in 2004 – 05.

Department of Computer Science

The Department of Computer Science offers BS and MS degrees in computer science (BSCS, MSCS) and master of engineering (MEng) degrees in software engineering and information assurance. The department also supports the PhD in engineering with an emphasis in computer science and co-offers a BS degree in computer engineering (BSCpE) with the Department of Electrical and Computer Engineering.

The BSCS program closely follows the recommendations of the Association for Computing Machinery, the primary professional computer science society. This program was accredited by the Computer Science Accreditation Board in 1989 for a six-year period, in 1995 for a six-year period, and in 2001 for a three-year period. In 2004, it was accredited by the Computer Accreditation Committee of the Accreditation Board for Engineering and Technology (ABET) for a six-year period. The BSCpE degree is accredited by ABET and was accredited in 2003 for three years. Within these degree programs, the curriculum is designed to ensure that graduates can function successfully in a professional employment environment immediately upon graduation.

The department currently has 13 faculty members, 127 undergraduate majors, and 90 graduate students. Twenty-six bachelor's degrees and 16 master's degrees were conferred in 2004 – 05. Part-time instructors are regularly hired to teach both standard and specialized courses.

Department of Electrical and Computer Engineering

The Department of Electrical and Computer Engineering (ECE) offers the BS, MS, and PhD degrees in electrical engineering (BSEE, MSEE, EE track in PhD) and co-offers the BS degree in computer engineering (BSCpE) with the Department of Computer Science. The BSEE and BSCpE degrees are accredited by the ABET; the BSEE was accredited in 2000 for six years, and the BSCpE was accredited in 2003 for three years.

Currently, there are 140 undergraduate students and 80 graduate students matriculating as declared majors in the program. During AY 2004 – 05, the department awarded 17 BSEE, 9 BSCpE, 13 MSEE, and 4 PhD degrees.

Department of Mechanical and Aerospace Engineering

The Department of Mechanical and Aerospace Engineering offers the BS and MS in mechanical engineering (BSME, MSME), selected specialty areas of the master of engineering, and the college-wide PhD in engineering. The department has 8 faculty, 175 undergraduate students, and 75 graduate students matriculating as declared majors in the program. The department awarded 14 BSME, 2 MSME, and 13 MEng degrees during the 2004 – 05 academic year.

From its inception in 1999, the undergraduate BSME curriculum was developed to be consistent with ABET EC (Engineering Criteria) 2000 guidelines. The department also offers an undergraduate minor in aerospace engineering. This program option consists of eight courses that significantly overlap the mechanical engineering curriculum, thus not requiring students to complete any additional hours for both the BSME and the aerospace engineering minor.

Course work for the MSME and college-wide PhD in engineering degrees is offered locally. The MSME degree requires 30 semester hours. One option includes six hours of thesis work; a second option is composed entirely of course work, but it requires a final project report and presentation. The department also offers a master of engineering in engineering management degree locally and a master of engineering in space operations degree online.

Future of EAS

Recent EAS budget reductions present the biggest challenge for the college. While other revenue sources are being sought, the reductions in budget occasioned by the decrease in state funding have necessitated a significant decrease in the total number of faculty in the college, making the pursuit of the college's goals more challenging. Nevertheless, the college is making strides in all aspects, and it has implemented strategies to address those areas most in need of improvement.

College of Letters, Arts, and Sciences

With over 50 percent of the students (3,679 students in fall 2005) and faculty (around 170 full-time faculty in fall 2005), LAS is at the core of UCCS' campus academic activities. LAS supports the campus vision and mission through its activities in transmitting knowledge, creating new knowledge, and applying knowledge to the needs of our communities.

Mission. The college mission statement (p. 101 of the 2005 – 2006 UCCS Bulletin) recognizes that our college is

> *a community of teaching scholars whose mission is to advance an understanding of the human condition and the natural world and communicate this understanding to the people of Colorado and the world at large.*

LAS is responsible for curriculum and degrees in the humanities, arts, social sciences, and natural sciences. LAS faculty and students are deeply involved in teaching and learning, research and creative work, and service to the community, campus, and professions represented in the college. LAS is also responsible for providing the majority of the general education program on campus.

With over 50 percent of the students and faculty on campus, LAS is at the core of UCCS' academic activities.

General Education Program

The purposes of the general education program are described in the college mission. LAS provides a breadth of instruction which

> *exposes all students to the challenge, excitement, and demands of clear self-expression, analysis, reasoning, comparison, experimentation, and awareness of alternative perspectives.*

The university's general education requirements seek particular student learning outcomes and proficiencies in English composition, quantitative and qualitative reasoning, oral communication, cultural diversity, global awareness, and scientific experimentation. In addition to these requirements, all students are expected to secure a breadth of knowledge in the humanities and arts, social sciences, and natural sciences. A variety of courses in these broad disciplinary areas have been chosen by faculty as being particularly appropriate for general education. Depending on the specific selection of courses, students can complete the general education requirements with 45 credits of course work.

Academic Programs

In addition to the breadth of knowledge provided by our general education program, students achieve depth of understanding in their major subject(s). LAS degrees cover the core areas that might be expected in a liberal arts and science college of this size. LAS currently offers the following 17 undergraduate degrees, 30 undergraduate minors, and 7 graduate degrees:

Anthropology	BA, minor
Art History	minor, VAPA BA option
Biology	BA
Chemistry	BA, BS, minor
Communication	BA, MA, minor
Distributed Studies	BA
Economics	BA, minor
Energy Science	minor
English	BA, minor
Ethnic Studies	minor
Film Studies	minor, VAPA BA option
French	minor
Gallery Management	minor, VAPA BA option
Geography and Environmental Studies	BA, MA
German	minor
Gerontology	minor
History	BA, MA, minor
Leadership Studies	minor

Mathematics as a Liberal Art	minor
Military Science	minor
Music	minor, VAPA BA option
Philosophy	BA, minor
Physics	BS, minor
Political Science	BA, minor
Pre-Law	minor
Professional Writing	minor
Psychology	BA, MA, PhD (Geropsychology), minor
Sociology	BA, MA, minor
Spanish	BA, minor
Sustainable Development	minor
Theater	minor, VAPA BA option
Visual Arts	minor, VAPA BA option
Visual and Performing Arts (VAPA)	BA
Women's Studies	minor
Master of Sciences	MSc

In addition, the college offers pre-professional programs in dental hygiene, dentistry, education, law, medicine, nursing, pharmacy, physical therapy, physician assistant, and veterinary medicine.

For comparison, at the time of the university's last self-study in 1997, the campus offered 18 undergraduate degrees, 22 minors, and 6 graduate degrees. The mathematics BA was temporarily transferred to EAS to better conform to certain state reporting rules. This degree, along with the mathematics BS and MS, will return to LAS on July 1, 2006. The college lost one graduate degree when the physics MS was discontinued by the state due to failure to meet enrollment projections. LAS gained two graduate degrees — geography MA and the geropsychology PhD.

In addition, the master of basic science degree has been renamed the master of sciences degree and has been administratively restructured. These actions were taken to make the degree program more responsive to the needs of students.

Departments in LAS vary considerably in size. The number of tenure-track faculty in a department varies from 4 (economics) to 15 (psychology). The numbers of undergraduate majors varies from 42 (physics) to 432 (biology). Our graduate programs are all relatively small, ranging from 8 in the geropsychology PhD program, which is just in its second year, to 35 in the psychology MA program. For comparison, in 1995 the number of tenure-track faculty in a department varied from 4 (economics) to 12 (psychology). The range in numbers of undergraduate and graduate majors in departments is actually rather similar from 1995 to 2005. For example, in 1995, physics had 33 majors, while psychology had the largest number of majors with 448.

Overall, in fall 2005, the college had 3,825 undergraduate majors (a tremendous increase from 2,593 in 1995) and 192 graduate majors, indicating that it is predominately an undergraduate college. Similarly, in 1995 – 96, the college awarded 414 undergraduate and 37 graduate degrees, but in 2004 – 05, it awarded 674 undergraduate and 64 graduate degrees. The number of tenure-track faculty has increased 14.7 percent, or from about 95 in 1995 to 109 in the fall of 2005. During this time, undergraduate students increased 47.7 percent in the number of credit hours taken. Numbers increased from 75,681 in 1994 – 95 to 111,794 in 2004 – 05. Similarly, graduate student credit hours increased 25 percent, or from 2,054 in 1994 – 95 to 2,570 in 2004 – 05. Much of the increase in student credit hours was met by a strong increase in full-time non-tenure-track instructor-rank faculty.

Research

LAS faculty and students are committed to research as a crucial component of the campus' academic mission, so LAS faculty have dramatically increased their success in securing external funding for research. In 1993 – 94, LAS faculty had 13 new grant awards, totaling $750,909. In 2004 – 05, the number of grants increased 85 percent. The 24 new grant awards have an total anticipated funding amount of $866,991, which is a 15 percent increase. The excellence of LAS' faculty is also evident in having three faculty members selected to perform research abroad this past year under the Fulbright Award program.

LAS undergraduate students have also been active in research. In spring 2004, UCCS teamed up with the U.S. Air Force Academy to initiate an Undergraduate Research Conference. In the first year of the conference, 65 of the 103 presentations were by LAS students; in spring 2005, 79 of the 171 presentations were by LAS students. In both years, the quality of the presentations was excellent.

Other Administrative Units

In addition to departmental organization, the college has centers that are used both to cross departmental boundaries and emphasize specialty areas within departments. One example is the Center on Aging, which has shepherded the campus' ever-growing emphasis on aging-related issues for more than 20 years. A new center, the Matrix Center for the Advancement of Social Equity and Inclusion, has recently been formed to bring together issues of race, gender, and equity. In addition, the Heller Center for the Arts and Humanities was created through a gift of property to establish a small facility to support programs in the arts, humanities, and environmental science. Other centers focus on trauma, biotechnology, magnetic nanostructures, economic education, and Colorado policy studies. These centers give LAS greater flexibility to work in areas that do not naturally fit into departmental structures. Many of the current centers were created during the last 10 years and have since developed very strong community foci.

The college also has two auxiliary organizations in the arts that help support the curriculum while also providing outreach to the Colorado Springs community. These are the campus' professional theater group, TheatreWorks, and the Gallery of Contemporary Art. TheatreWorks stages six to nine productions each year, and many of the actors involved with TheatreWorks also work with students. The second auxiliary organization in the college, the Gallery of Contemporary Art, presents five to six major exhibits each year and is the home for the university's Gallery Management academic program. Both of these organizations existed in relatively similar form at the time of the last NCA visit.

Ten years ago, the campus maintained a very small, centralized Extended Studies (ES) program. Several years ago, responsibility for ES decentralized. During that time, LAS' ES has developed from a small, struggling operation with a half-time director to an established, self-supporting enterprise with a full-time director. LAS ES gives the college greater flexibility in offering both noncredit and for-credit classes needed by the community at locations both on and off campus.

Future of LAS

In current LAS discussions of future directions for academic programs, it is clear that many of the curricular areas of most interest to students and faculty cross traditional disciplinary boundaries. Areas such as nanotechnology, bioengineering, gaming theory, race and gender, and classical studies could all develop into degree programs that would not fit well in a single department. Hence, the college needs to develop policies and procedures that accommodate and encourage such programs.

The college welcomes campus plans that promise relief in such areas as increasing the number of tenure-track faculty, augmenting the number of staff, and expanding departmental budgets. Investing in core programs to establish a solid foundation on which to develop new and exciting opportunities for students, faculty, and community is essential if the campus is to continue to thrive.

Beth-El College of Nursing and Health Sciences

History of the College and Accreditation

Beth-El College of Nursing and Health Sciences traces its origins to 1904, when an agency of the Methodist church established it as a diploma school. In 1909, the school was approved by the Colorado State Board of Nursing. In 1943, Beth-El Hospital and Beth-El School of Nursing were purchased by the city of Colorado Springs. It was not until the mid 1970s that the faculty of the school began to explore the option of conversion to college status. Once regional NCA candidacy status was received, a college Board of Trustees was appointed to govern the collegiate institution, and in August 1985, the first baccalaureate nursing students were admitted. In 1988 and 1996, the National League of Nursing (NLN) accredited the undergraduate nursing (BSN) program.

Beth-El traces its origins to 1904.

In spring 1993, the college established a graduate nursing program, offering a master of science in nursing. Following a focused site visit, the NCA approved the college to grant the degree. Initial accreditation by NLN for the master's degree was granted in 1996. The Commission on Collegiate Nursing Education (CCNE) accredited the master's program in 2002, and although this accreditation is valid though 2007, the decision was made to put the graduate and undergraduate programs on the same accreditation schedule. Since the initial accreditation, NLN accreditation had been maintained for the undergraduate program. However, the college decided to seek only CCNE accreditation for both the undergraduate and graduate programs during the 2005 renewal period, and a spring 2005 site visit was scheduled. The CCNE Board approved both the BS in nursing and the master of science in nursing degrees for the maximum time span allowed (five years for BSN and ten years for MSN) and noted no compliance issues.

The name of the college was changed to Beth-El College of Nursing and Health Sciences in 1994, following an NCA panel review, which approved the offering of a baccalaureate degree in health care services. Until the time of its merger with UCCS on July 1, 1997, the college operated as a nonprofit, public, city-owned professional college that offered curricula leading to undergraduate and graduate degrees in nursing and undergraduate degrees in health sciences. Following the merger with UCCS, the college maintained the historical name of Beth-El.

In 1998, the required NCA visit was scheduled one year after a merger was conducted, and NCA approved the merger. The congruency of missions between Beth-El and UCCS was perceived to offer significant benefits to both institutions and the community. Both institutions have a strong commitment to excellence in teaching, outstanding scholarship and research, and service to the community. The mission of the college is stated thus:

Beth-El College of Nursing and Health Sciences is a professional college within the University of Colorado at Colorado Springs preparing graduates for service and leadership roles in health care. The college addresses the nursing and allied health science educational needs of the city of Colorado Springs and Southern Colorado by offering undergraduate and graduate degrees as well as certificate and continuing education programs. The multidisciplinary approach to academic and clinical excellence fosters a community of scholarship and caring that extends beyond the walls of the college influencing the present and future direction of health care. The college facilitates collaboration for the promotion of a healthy community.

Programs Offered

Beth-El currently offers a variety of undergraduate and graduate degree options:

Nursing (undergraduate)

- Bachelor of science in nursing (BSN)
- Registered nurse to BSN option (for graduates of associate degree programs)
- Accelerated BSN (new program)

Nursing (master of science in nursing (MSN) options)

- Nurse practitioner (adult nursing, adult/geriatric nursing, family nursing)
- Clinical nurse specialist (adult nursing, adult/geriatric nursing, community health nursing, forensic nursing, self-defined option)
- Nursing administration

Health Care Science (undergraduate)

- Forensic science
- Nutrition
- Sports, health, and wellness promotion
- Self-defined option
- Allied health completion

Health Care Science (graduate)

- Health care administration (offered in collaboration with COB)
- Master of sciences with options in forensic health care, sports medicine, and health promotion

Current student numbers enrolled as majors in the above programs are as follows: Traditional BSN, 350; Accelerated BSN, 21; RN to BSN, 21; Nursing Prep, 214; and Health Care Science, 160. There are 156 graduate nursing majors and 17 graduate health care science majors. The college also offers

various certificate programs and extended-study offerings to improve the quality of health care in the region.

Faculty and Staff

In addition to the dean, the college employs 21 full-time faculty (totaling 22); 17 of the 22 are educationally prepared at the doctoral level. In addition, 34 part-time faculty, 5 classified staff, and 2 nonclassified employees are employed at Beth-El. Of the 39 part-time faculty at the college, most supervise clinical experiences.

Space Accommodations

Beth-El moved into University Hall in 2003. The spacious stone and glass building accommodates existing programs and includes space to expand. Offices, classrooms, and laboratories use most of the space. Funding for Beth-El's portion of the building came from bonding.

Research and Service Mission

In addition to the teaching mission, the college has a strong research and service mission. All tenure-track faculty are expected to publish in refereed journals and are encouraged to apply for external funding to support research, usually amounting to about $300,000 (in total) per year. The college has also been extraordinarily successful with gift funding from foundations and supportive individuals. Two of the local hospitals have provided scholarships totaling $2.6 million. A local foundation contributed $1.25 million toward the new building. An alumna's brother gave a $1 million scholarship in her name. A foundation supported the initiation of the accelerated nursing program with a $200,000 grant. Human patient simulators have been purchased through gift funds. Additionally, the college has been named in about five major wills, and a health care foundation has funded a half-time faculty position for three years and has contributed $20,000 per year in scholarships for two years.

The college is also involved in extensive community service. One example is the collaborative effort of Beth-El with El Paso County and the city of Colorado Springs to establish an Employee Clinic to serve county and city employees. Under a fee-for-service agreement, the college provides all of the clinical staff. The clinic provides not only a research and practice setting for faculty but also a valuable learning environment for graduate and undergraduate students; it is an innovative enterprise that provides a cost-effective model of health care with positive satisfaction scores and quality care. Since the clients are all insured, the nurse practitioners who staff the clinic work collaboratively with the patients' primary care providers. Wellness promotion is an important component of the clinic. The college maintains over 140 formal clinical contracts with community agencies in the city and beyond. Faculty and students are involved in service through their involvement on boards, the delivery of health care services, innovative educational offerings, and programs such as health fairs and immunization clinics.

Future of Beth-El

The college engages in ongoing strategic planning to determine future direction(s), maximize resources, and address community needs related to health care program planning, research, and service projects. Plans for the future involve expanding the Violence Intervention Center, starting a new doctorate degree in nursing practice (currently under review by the HLC), expanding the programs offered within the master of science degree, developing collaborative community relationships such as the Employee Clinic that is offered in conjunction with El Paso County and the city of Colorado Springs, and increasing both funded and unfunded research. The highest priority for the future is to maintain excellence in all of the college's endeavors.

Graduate School of Public Affairs

GSPA is a two-campus graduate professional school within the CU System, existing on both the Colorado Springs and Denver campuses. GSPA at UCCS grants the master of public administration degree (MPA), which had 58 majors in the fall of 2005 and 27 graduates in 2004 – 05; it also grants certificates in public management, nonprofit management, criminal justice, and homeland defense in partnership with the Center for Homeland Security (CHS). Each certificate program specifies a set of four courses that students must complete to be awarded the certificate. All requirements for the master of criminal justice (MCJ) degree can be completed within GSPA at UCCS (13 majors in fall 2005); however, the University of Colorado at Denver (CU-Denver) and Health Sciences Center grants the degree.

GSPA is a two-campus graduate professional school, existing on both the Colorado Springs and Denver campuses.

The **mission** of GSPA is to *improve the quality of public service in Colorado and the Rocky Mountain West.*

To achieve this mission, GSPA has set the following objectives:

- Build educational and research excellence, establishing the Graduate School of Public Affairs as the best school of public affairs in the Rocky Mountain West and a top-ranked national school
- Focus on solving pressing public problems, both by helping students build strong problem-solving skills and by committing the entire GSPA community to participate in problem-solving efforts
- Strengthen GSPA's contribution to successful student career development
- Serve all of Colorado, the Mountain West, and the global community

GSPA is the only school authorized to offer graduate degrees in public administration in Colorado and accredited by the National Association of Schools of Public Affairs and Administration. U.S. News and World Report ranks GSPA as 35th of 253 master's programs in the nation. The GSPA faculty at UCCS consists of two tenured full professors and an associate dean. Expert practitioners from the community serve as lecturers who bring both content expertise and important community links to the program and its students.

Changes within GSPA

Students can now complete all requirements for the master of criminal justice degree on the UCCS campus. The first criminal justice course in GSPA at UCCS was offered in fall 1997, and the first students completing the program were awarded their degrees in spring 1999.

In fall 2002, GSPA partnered with HSC to offer a certificate in homeland defense. The certificate classes are offered online, in the classroom, and at Peterson Air Force Base (PAFB).

Finally, the CU Board of Regents has approved a proposal from the campus to allow GSPA to add a bachelor of arts in criminal justice.

Kraemer Family Library

The Kraemer Family Library has as its mission to serve and support the colleges and schools of UCCS by providing information services, resources, and instructional support services that are essential to

the teaching, research, and service missions of the colleges and campus. The library also supports the campus' core values of student success, innovation, service, and lifelong learning.

To accomplish this mission, the library will:

- Provide a learner-focused information literacy instructional program that fosters self-sufficiency in finding, selecting, evaluating, and using information
- Provide collections and access to collections of print, nonprint, and electronic library resources with a diversity of perspectives
- Collaborate with the campus and CU System and cultivate strong partnerships with the broader information community
- Provide and maintain a library facility and infrastructure, which is conducive to scholarship, research, and serious study

The library's core values are the following:

- Student success is paramount to our services and collections and central to our success
- We commit to serving others with respect and to anticipating, understanding, and responding to their information needs
- We support innovation, experimentation, and risk-taking in our effort to maximize our provision of information access and services
- We believe in and uphold the principles of intellectual freedom, including the freedom to read, to learn, and to discover and the free exchange of ideas

Librarians are faculty with 12 month appointments on either tenure-track or non-tenure track lines.

Organizational Structure

Since the last NCA visit, the library has had several changes. In 1997, the dean of the library also managed the Computing Services Department and the Teaching and Technology Center. When financing became available for the El Pomar Center, it became evident that extensive expertise was required to lead the planning of the centralization and merger of voice, video, and data into a single infrastructure. Thus, Computing Services became an independent department with its own director who reports to the chancellor and was renamed Information Technology Services (IT). In 1999, the VCAA merged faculty development activities into a restructured Teaching and Learning Center (TLC), which subsumed the previous Teaching and Technology Center.

The library is currently organized into the areas of user services, technical services, and administration. User services have 5 FTE faculty, 4.5 FTE staff, and 5.4 FTE student employees in reference, circulation, and interlibrary loan. Technical Services has 2.0 FTE faculty, 4.5 FTE staff, and 1.5 FTE student employees in acquisitions, cataloging and archives, government documents, and serials. Administration has 1 FTE faculty, 1 FTE staff, and .5 FTE student employees.

The library staff has grown from a total of 23.2 FTE (7.5 FTE faculty, 7.5 FTE staff, and 8.2 FTE student employees) in 1997 – 98 to a total of 25.4 FTE (8 FTE faculty, 10 FTE staff, and 7.4 FTE student employees) in 2005 – 06. An expanded volunteer program has provided an additional .5 FTE

during 2004 – 05. The librarians are faculty with 12-month appointments on either tenure-track or non-tenure-track lines. A Library Advisory Committee of faculty from the colleges and students from the Student Government Association (SGA) advise the library faculty in areas of planning, policy, and collection development. Library staff members are classified staff within the state of Colorado's personnel system.

A full description of the Kraemer Family Library's services, facilities, and collections, as well as the library's use of its webpage to facilitate user access, appears in the discussion of the institution's learning resources under core component 3d.

Context

Students Served

Between 1997 and 2006, the student population at UCCS has changed in several dramatic ways that continue to transform the institution. Over this period, undergraduate enrollment increased from 4,714 to 6,119, an increase representing a growth rate of 30 percent among undergraduates, primarily through an influx in the number of first-year students. While fewer than 600 new first-year students enrolled at UCCS in 1997, nine years later the number exceeded 1,000. As a result of this youthful infusion, the average age of undergraduates has gone from 26 years to 24 years.

During this period, while the same selective undergraduate admission standards have remained in place, an increasing number and percentage of students with higher ACT scores and higher high school GPAs have been applying to and entering UCCS. Applications from first-year students have risen from 1,400 to nearly 3,000 in fall 2005, and the number of applications not accepted has more than doubled.

The in-state and out-of-state mix of undergraduate students has remained relatively stable. Enrollment growth has come from capturing a greater market share of recent local high school graduates and a larger number of Colorado residents coming from outside the greater Colorado Springs area. These new undergraduate students are selecting programs of study mainly in the social sciences, sciences, and humanities.

The average age of undergraduates has gone from 26 years to 24 years.

Nine years ago, UCCS was a commuter campus, primarily serving adult learners who worked and attended college part-time. Today, adult learners are still present, but they are joined by a sizable number of 18- to 22-year-old students who attend college full time. As a result, the student population has become bimodal, with two groups of students having divergent expectations about college and its services. Traditional college-aged students at UCCS want more campus activities and social events, with courses offered during daytime hours. Nontraditional college-aged students want more online transactional services, evening support services, and evening and weekend course offerings. The campus continues to be challenged in delivering instruction and services to these two student populations, each with divergent needs. UCCS also enrolls over 200 active-duty military personnel and approximately 20 U.S. Olympic athletes each semester, bringing additional diversity to the student population.

The growing segment of traditional college-aged students at UCCS resembles their counterparts elsewhere in their expectations of college, but they are characteristically nontraditional in other ways. The majority of these students come from middle-class working families and are the first generation in

their families with the opportunity to complete a bachelor's degree. Despite family contributions, institutional aid, and government loans, these students carry an average of $2,000 in unmet need toward covering the educational expenses incurred in their first year of college. About 69 percent of these first-year students work off campus to help pay for their education, nearly half working more than 20 hours a week. In contrast, most first-year students attending four-year institutions nationally are not first generation and do not work in their first year of college.

The growth in UCCS' graduate student population is somewhat more complex. The institution has seen a tremendous growth (116 percent) in those programs offered through the more flexible ES programs that are not supported by state funding. Some of these programs are in an electronic distance format, some resemble traditional correspondence courses, and some are held physically off-campus. Similarly, some students are enrolled in full degree programs while others are pursuing certificates or even individual courses. At the same time, the state-funded, campus-based programs have seen a 17 percent decline. The net effect of these contrary trends has been an overall 20 percent increase in the number of graduate students served. This is not without complications, however, since the campus' budget is built primarily on the general fund, but ES funding comes to the campus as auxiliary revenue.

UCCS graduate students are, for the most part, professionals already working in the greater Colorado Springs area and now returning to college to earn advanced degrees. Many came to Colorado in the 1990s as part of a large in-migration of college-educated workers. Nearly three-quarters of UCCS graduate students earned their bachelor's degree at an institution other than UCCS.

The average age of UCCS graduate students is 35, an age far exceeding that of the traditional student who goes on to graduate school soon after earning a bachelor's degree. Only 26 percent of UCCS students fall into the traditional graduate school age range of 26 years or younger. Of these, only about 7 percent have entered a UCCS graduate program immediately after earning a bachelor's degree from UCCS.

Community

Colorado Springs is the hub of a metropolitan area of 561,701 residents located in southeastern Colorado (El Paso County Demographic and Economic Profile, Pikes Peak Council of Governments, 2005). The city sits at the eastern base of 14,110-foot high Pikes Peak, a prominent feature along Colorado's Front Range of the Rocky Mountains.

Nomadic tribes, including the Ute, Kiowa, Arapaho, Cheyenne, and Comanche, camped and hunted throughout the region prior to 1806, when Lieutenant Zebulon Pike explored the territory. They were largely unaware that Pike's expedition had surveyed the land for cartographers, resulting in new maps of the region. These maps were later used to draw the boundaries of the Kansas Territory, which included what was later to become Colorado, as designated in the Kansas-Nebraska Act.

After gold was discovered in Colorado in 1858, the slogan "Pikes Peak or Bust" was scrawled upon many covered wagons headed west. Civil War Union General William Jackson Palmer brought a sense of civility and dignity to this untamed region when he moved here in 1871 and founded Colorado Springs. Palmer avidly supported the development of institutions in the city that would attract businesses and families. His generosity is seen in his grants of land to establish the Colorado College, the Union Printer's Home, the Colorado School for the Deaf and Blind (CSDB), and Cragmor Sanitarium, a tuberculosis sanitarium that was converted into UCCS in 1965.

Indeed, a number of tuberculosis sanatoria were established in the city in response to the consumption epidemic that spread throughout the United States at the turn of the twentieth century. An elevation of 6,000 feet and a relatively arid climate were thought to have curative powers. This perspective contributed to the promotion of health and fitness in Colorado Springs, a reputation reinforced when the city was selected to be the home of the U.S. Olympic Committee and Training Center and the base of operations for 46 national and international sports organizations, including the U.S. Figure Skating Association, USA Basketball, USA Boxing, and the International Racquetball Federation. In 2005, Colorado Springs was named the 3rd most fit city in the United States by Men's Fitness magazine and the 14th Best Running City in America by Runner's World. This year, Colorado Springs was named the best big city to live in by Money magazine.

Colorado Springs continually ranks high in national studies of urban areas with high tech industries. For example, Colorado Springs was named the 10th most technology-advanced city in the nation by the Center for Digital Government (Market Wire, 2004). Among the top 25 employers in the area are leaders of the high tech industry such as Verizon, Agilent Technologies, Hewlett-Packard, Quantum Corporation, Electronic Data Systems, Compaq Computer, SCI Systems, Lockheed-Martin, Oracle Corporation, ITT Industries, and Matrix Logistics. In the past year, Intel has expanded its presence in Colorado Springs and now has two facilities currently in operation.

The Colorado Springs area plays an increasing role in the nation's defense.

The Colorado Springs area also plays an increasing role in our nation's defense. Military installations in the area comprise 82,000 armed forces personnel, their dependents, and civilian employees, contributing over $2.5 billion annually to the region's economy (El Paso County Statistical Profile, Pikes Peak Council of Governments, 2001). Today, Colorado Springs is home to Fort Carson Army Base, Schriever Air Force Base, Peterson Air Force Base, Cheyenne Mountain Air Station, and the United States Air Force Academy. The U.S. Northern Command headquarters and the North American Aerospace Defense Command (NORAD) are also located here.

The second largest metropolitan area in Colorado, Colorado Springs has grown by 81 percent since 1980 to over 252,000 inhabitants (Colorado Demography Office, 2005). Between 1992 and 2002, in-migration to the area ranged from 7,000 to 11,000 new residents annually. With the subsequent high tech slump and economic recession, in-migration slowed to fewer than 2,100 new residents in 2003. A slight increase in job creation may cause in-migration to reach 3,100 new residents in 2005 (Pikes Peak Council of Governments, 2005).

A recent national economic recession had a dramatic impact on Colorado, with Colorado's general fund revenues plummeting from $6 billion to $5 billion. The negative effects were exacerbated in the Colorado Springs economy by the predominance of the high tech industry and the military, both hard hit by budget cuts. The high tech downturn rippled across construction and service sectors, and between 2000 and 2002, net employment in the region fell by more than 12,000 jobs. As of 2003, unemployment in the area stood at 7.3 percent, and per capita income in the Colorado Springs area continues to lag behind the rest of Colorado (Colorado Department of Local Affairs, Bureau of Wages and Salaries, 2003).

The characteristics of the population are dynamic. Latinos are the fastest growing minority ethnic group in the region and comprise 11 percent of the population (U.S. Census, 2000). African Americans are the second largest minority group with 6 percent of the population (U.S. Census, 2000). Persons under 18 and over 65 years of age have steadily increased in numbers since 1970, but the largest

growth segment of the local population has been the "baby boomers," the result of the significant in-migration that occurred during the 1990s.

State of Colorado

The state of Colorado is a geographically varied land area of 103,598 miles. The Great Plains extend for over 100 miles on its eastern side and run the distance from the Nebraska and Wyoming borders to the New Mexico and Oklahoma borders. The western border with Utah is largely made up of deep canyons and expansive plateaus. Between the Great Plains on the east and canyon lands to the west are the Rocky Mountains. The Colorado Rocky Mountains are a series of mountain ranges that extend 140 miles wide and 270 miles long through the central section of the state.

As of 2004, Colorado had 4,601,403 residents, making it the 22nd largest state in population (Colorado State Demography Office, 2005). Approximately 80 percent of the state's population lives along the Front Range urban corridor that runs from Ft. Collins, 30 miles south of the Wyoming border, to Pueblo, 80 miles north of the New Mexico border. The Front Range refers to the most eastern mountain range, the first mountain range encountered by those traveling east to west.

The early Colorado economy was predominantly mining and agriculture. Today, agriculture, still a vital component of the state, is centered on livestock and the harvesting of wheat, corn, and hay. However, now Colorado's economy is built upon service industries, including medical providers and other business and professional services. In addition, there is a significant manufacturing base in such areas as electrical instruments, printing and publishing, and machinery. Tourism and the ski industry provide a year-round economic boost to the rural and more remote areas of the state.

Following September 11, 2001, the Colorado economy fell into a slump from which it has not yet recovered. Major employment layoffs caused decreases in retail trade sales and a record high number of bankruptcies and foreclosures. In 2002, personal income growth trailed every state but New York, and personal per capita income fell by 0.5 percent. Colorado's chief economist, Tom Dunn, accounted for the severe downturn by concluding that "Colorado's recession was deeper than the nation because it had a higher than average concentration in the advanced technology, telecommunications, airline travel, and tourism sectors" (Colorado Economic Chronicle, July 2003).

Since the low point in 2003, Colorado's Gross State Product (CGSP), which currently hovers around $2 trillion, has been trailing the rest of the United States but rebounded at a 6 percent growth rate for 2004 (Bureau of Economic Analysis, 2005). Signs of economic health vary across Colorado. Most of the positive growth indicators are found in the metro Denver area. The Eastern Plains, San Luis Valley, and other rural areas show little evidence of improvement. Nearing the end of 2005, Natalie Mullis with the Colorado Legislative Council predicted that "economic recovery had hit its stride" while cautiously noting that "higher than expected energy prices and an unexpected run-up in interest rates could constrain consumer spending and dampen employment growth" (Colorado Economic Chronicle, May 2005).

The tempest of economic events witnessed in Colorado in recent years pales in comparison to the dire circumstance of embroiled state politics over the same period. In 1992, voters amended the Colorado State Constitution to include the provisions of the Taxpayer's Bill of Rights (TABOR). The aim of TABOR is to curb the growth in the size of government. It mandates that the state cannot increase non-enterprise revenues by more than the combined percentages of inflation and population growth, with any collection above the caps returned to taxpayers. It also stipulates that voters must approve all tax increases by popular vote.

For nine years following 1992, TABOR worked as planned in limiting the expansion of government while also allowing the functions of the state to be carried out. Beginning in 2001, however, Colorado realized decreasing revenues. Over the next several years, the general fund revenue fell from $6 billion to $5 billion. The result was a $1 billion reduction in spending by the state.

Health costs picked up by the state were on a matching basis with the federal government. As such, this level of expense was relatively inflexible. Furthermore, public safety concerns made for hesitancy in cutting the budget for corrections and law enforcement. The voters had approved a constitutional amendment that protected and mandated increases in the level of K – 12 appropriations from the state budget. Thus, higher education became the visible and vulnerable target to absorb the mandated cuts in the state budget.

Between 2002 and 2004, appropriated state taxes for operating expenses in higher education were slashed by $191.9 million (Center for the Study of Education Policy, 2002 – 05), including a $4.2 million cut for UCCS and the de-appropriation of $69.5 million in previously authorized capital construction for campus projects. The effect on UCCS between 2000 and 2006 was a 44 percent reduction in its state appropriation per student FTE, though some of the lost revenue was recovered through tuition rate increases.

As the Colorado Gross State Product began to crawl out of stagnation, the state began to realize more revenue in its coffers. It was estimated that an additional $3.7 billion in revenue could be collected between 2006 and 2011. However, the TABOR spending limitations would keep state spending at nearly 2005 levels. Instead of using the additional revenue to gain back some of the ground lost in the cuts of the early 2000s, the state would actually have to cut $400 million in 2006 from its already "bare-bones" budget (Office of State Planning and Budgeting, 2005). Colorado was headed for a grave fiscal crisis.

In response, a plan was developed between Republican Governor Bill Owens and the leadership of the Democratic-controlled House and Senate to avoid the impending crisis. Referendum C proposed to allow the state to keep the $3.7 billion in estimated revenue between 2006 and 2011 to avoid more draconian cuts to higher education, health care, and transportation. On November 1, 2005, Colorado voters approved Referendum C by a margin of 52 to 48 percent.

In 2006, while Colorado faces a good number of daunting challenges, it also has the opportunity to celebrate successes in the area of higher education. For example, Colorado has an educated workforce. For a decade or longer, the state has maintained a higher percentage of residents with bachelor's degrees than found in most states. In 2004, only Massachusetts and the District of Columbia had a higher proportion of the adult population with a college education (National Center for Education Statistics, 2004).

Also on the positive side, Colorado is making advancements that may channel a larger number of young residents into college. More Colorado middle and high school students are taking courses that lead to success in college (National Center for Public Policy and Higher Education, 2005). Additionally, eighth graders are performing well on assessments in math and reading (National Assessment of Educational Progress, 2005), and high school graduates are testing at the same or nearly the same level on the ACT test as college-bound high school graduates nationally (ACT, 2005). In addition, the CCHE has recently established a Precollegiate Consortium to aid low-income and first-generation high school students in planning for, applying to, and entering college.

CCHE is also focusing on the single largest challenge facing Colorado higher education: stemming a widening achievement and opportunity gap between those most likely and least likely to attend col-

lege. Despite currently having one of the most educated adult populations of any state, Colorado drops to 46th among the states in 18- to 24-year-old youngsters who complete high school (National Center for Education Statistics, 2004). In the past ten years, the gap has widened to the point where college participation is twice as likely for white constituents as it is for ethnic minority groups (National Center for Public Policy and Higher Education, 2005).

The affordability of college has also become a greater issue for first-generation students from low-income families since tuition has increased to offset declines in state support. The National Center for Public Policy and Higher Education estimates that "if all ethnic groups had the same educational attainment and earnings as whites, total personal income in the state would be $2.8 billion higher, and Colorado would realize an estimated $967 million in additional tax revenues." Until the gap between achievement and opportunity is closed, adequately financing public higher education is a priority challenge facing Colorado.

Securing funding on a per-student-FTE basis to recover and return to previous levels of state support will be difficult.

Securing funding on a per-student-FTE basis to recover and return to previous levels of state support will be difficult for two reasons: first, the high number of postsecondary education institutions in the state; second, the increased competition with private nonprofit and for-profit institutions. Currently, 13 public four-year institutions and 15 public two-year institutions are in the state. Of these, 18 enroll fewer than 5,000 students. Geography has much to do with the large number of small public institutions. Many are located in rural areas far apart from one another or on either side of the mountain ranges that divide Colorado. Providing postsecondary educational opportunities to the residents of these areas has depended on the operation of a nearby small two-year or four-year institution.

Additionally, stiff competition for students exists between public and private for-profit institutions in the two metropolitan areas of Denver and Colorado Springs. Only five public institutions are in place, but at least 47 private institutions in these two areas are available. Most of the private institutions are for-profit enterprises that have appeared only recently in Colorado's urban centers, a result of Colorado's relatively lax process, compared to the processes in other states, of approving programs in the private for-profit sector. High-dollar marketing by this sector is attracting students, while the five urban public institutions, which cannot justify million dollar marketing campaigns, lose thousands of prospective students.

The University of Colorado System

CU was originally established as a territorial university by act of the Council and House of Representatives of the Colorado Territory on November 7, 1861. Upon Colorado's admission to the Union in 1876, the Constitution of the State of Colorado declared the territorial institution of the University at Boulder to be an institution of the state. Today, the three universities that make up the CU System are governed by a nine-member constitutionally authorized elected Board of Regents. Regents are elected to staggered six-year terms, one from each of Colorado's seven congressional districts, and the other two at large by the state as a whole.

The administrative structure of the CU System consists of the president; vice presidents for academic affairs and research, budget and finance, human relations and risk management, and administration and chancellors for the Boulder, Colorado Springs, and Denver/Health Sciences universities. The policy structure of CU is provided by the Constitution of the state of Colorado, which recognizes each

institution and grants authority to the regents; Colorado law, which sets the mission for each university and authorizes the CCHE to enforce statutes pertaining to higher education; laws and policies of the regents; CU System administrative policy statements; and campus policies. System-wide governance groups are formally recognized by the regents as representing, respectively, faculty, staff, and students.

The largest recent structural change has been the merger of CU-Denver and the University of Colorado Health Sciences Center (UCHSC). The new entity is now led by a single chancellor. Some administrative services are now provided centrally for the entire merged institution, but others are still provided separately to the former campuses. A common campus policy structure is being created. The merger will be completed over the next several years, but at this point all the implications of the process are not yet entirely clear. The new entity is substantially closer in terms of enrollment and total budget to CU-Boulder than to UCCS.

National

The national issues and trends with the most significant bearing on UCCS are the nursing and teacher shortages, emphasis on bolstering homeland security, economic downturn, meager increases in student aid, and off-shoring of high tech jobs to other counties.

The shortage of qualified nurses in the United States is fast reaching crisis proportions. The U.S. Bureau of Labor Statistics predicts that by 2012 over one million additional nurses will be needed nationwide. The U.S. Bureau of Health Professions anticipates that the nursing shortage will loom larger to affect nearly every state by 2020. Between 1994 and 2004, as the demand for nurses increased, the number of nursing school graduates taking the national licensure examination for registered nurses, NCLEX-RN, actually decreased by 10 percent.

Beth-El has initiated several new programs to respond to the nursing shortage. Along with the traditional BSN program, an RN to BSN program and accelerated BSN program are underway. The MSN program has been expanded to provide options in clinical nursing specialist, nurse practitioner, and nursing administration. A total of 17 courses are available over the Internet to assist distance learners and provide more flexibility to current students. As a result of these efforts, graduates from the BSN program have increased in the past five years from 60 to 89 annually, while MSN graduates have increased from 21 to 39 over this period.

Another critical workforce shortage facing the nation resides with keeping sufficient numbers of qualified teachers in the classroom. The pending retirement of the most experienced teachers, those who are a part of the baby-boom generation, is happening at the same time that the nation is experiencing annual increases in K – 12 enrollment. The shortage is amplified by a high turnover among those who enter teaching, where 20 percent of new teachers leave the profession within three years. The high turnover rate and the demographic shifts that are transpiring led the National Education Association to estimate that two million more teachers will be needed in the next ten years.

Along with traditional teacher education licensure and graduate degrees, COE sponsors two other programs geared toward increasing the number of qualified teachers. The first program, ALP is a rigorous, fast-paced program leading to recommendation for teacher licensure for secondary schools (grades 7 – 12) at the graduate level. The second program, Troops to Teachers, is a cooperative program of the Department of Education and Department of Defense (DOD) that provides referral and placement assistance to military personnel interested in teaching as a second career. These programs and other initiatives of the COE have increased the number of teachers recommended for licensure and the college's output of master's recipients from 108 to 243 over the past decade.

Homeland security has been a visible and integral part of Colorado Springs for over 40 years. Since its ground breaking at Cheyenne Mountain in 1961, this location has been the home of the North American Aerospace Defense Command (NORAD). Its mission is to monitor and defend North American airspace. On September 11, 2001, NORAD faced an "unprecedented challenge" in homeland security. Since that day, NORAD's Operation Noble Eagle has been on the frontline in preventing further terrorist attacks. In 2002, the U.S. Northern Command (USNORTHCOM), the command center for America's defense, was established with its headquarters at Peterson Air Force Base (PAFB), which is adjacent to Colorado Springs.

UCCS began its support of homeland security research and preparation of space professionals in the mid-1980s in cooperation with the U.S. Space Command. Over the next two decades, this partnership has continued and has expanded into new ventures. Several recent agreements between UCCS and the DOD include supporting the Air Force Space Command's education and research efforts, collaborating on U.S. Army and Air Force near-space research projects, establishing a graduate certificate in homeland defense, and operating the Homeland Security Center (formerly known as the Network Information and Space Security Center, or NISSC).

The national economic downturn had an especially strong negative impact on the Colorado Springs area. By 2003, a loss of 12,000 local jobs had occurred, and unemployment rose to 7.3 percent of the adult workforce. The local economy suffered another setback as thousands of military personnel stationed here were deployed to the Middle East. The stale economy resulted in a billion dollar loss in state revenue. Higher education absorbed an inordinate amount of this revenue loss in the form of reduced state appropriations. In fact, UCCS state appropriations went from 38 percent of total current funds in FY 2001 to 18.5 percent of current funds by FY 2006. Additionally, UCCS gained over 1,000 student FTE during this period that remain unfunded by the state. Colorado Springs and UCCS have yet to regain the respective economic footing they held in 2001.

UCCS has been in operation only 41 years. This short history has impeded the ability of UCCS to raise significant funds for institutional scholarships since it lacked a major source of donors, namely a large alumni base. Until the past decade, it was primarily a commuter campus with more part-time than full-time students. Raising scholarship funds for part-time students has been particularly difficult due to the reluctance of some potential sponsors to make donations for part-time students.

The combination of factors described above meant that UCCS and its students would be more dependent upon federal financial aid than more traditional and established institutions. This situation also meant that trends in federal financial aid would have a larger impact on the fiscal health of the campus and its students than they would elsewhere.

Over the past decade, UCCS started residential housing and began attracting a larger number of full-time students. At the same time, meager increases in federal student aid during this period have kept many UCCS full-time students in a financial struggle to stay in college and make ends meet. The National Center for Education Statistics reports that in 1993 federal grants reached 29 percent of undergraduate full-time students at public four-year institutions. This figure increased to only 30 percent of full-time undergraduates by 2000. Similarly, students at these institutions participating in the federal work-study program increased from 7 percent to only 8 percent in this same period.

Lack of financial support results in too many students working in order to pay for college.

Lack of financial support to deserving students results in too many students reverting to part-time course loads in order to work to pay for college. This action, in turn, reduces the amount of federal aid they are entitled to receive as part-time students. Ultimately, many UCCS students end up paying for most of their college education because the federal aid regulations are set up to disadvantage financially struggling students. This finding is also supported by the National Center for Education Statistics, which reports that part-time undergraduate students at public four-year institutions receiving federal grants and work-study remained nearly flat between 1993 and 2000.

The off shoring of high technology jobs is a national issue that has been prominent in recent economic news (Seattle Post-Intelligencer, Pittsburgh Post-Gazette, Christian Science Monitor). One common statistic used in related reports is that about 850,000 professional service and information sector jobs in America have disappeared and have been moved overseas. Even the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook now carries a warning for job seekers in certain high tech fields that reads, "Firms may look to cut costs by shifting operations to lower wage foreign countries with highly educated workers who have strong technical skills."

Securing an education in computer science or electrical engineering a decade ago was considered a guarantee of career security and financial prosperity. That aspiration has passed in many locations, including Colorado Springs, as a center for high tech manufacturing; the outsourcing of jobs overseas has been visible and dramatic here. So, too, has been the decline in UCCS students enrolling in related fields. Hardest hit has been the bachelor's in computer science program that has seen a drop in enrollment of one-third. Next in line is the bachelor's in electrical engineering, where enrollment has decreased by one-quarter. Further outsourcing of high tech jobs overseas is likely to continue to downsize the output of graduates in these two programs.

Conclusion

This overview of the institution, its history, and its relationship with the HLC provides the backdrop for evaluating the university's success in meeting the criteria for accreditation. As the succeeding chapters will show, the campus has configured itself to meet its mission, operate with integrity, and prepare well for its future. In its academic programs, processes, and supports, UCCS is clearly successful in promoting student learning through effective teaching and pursuing discovery. The campus has been recognized for its community engagement, and that continues to be one of its hallmarks.

Much of this success is directly tied to the historical evolution of the campus. The importance of community engagement flows directly out of the institution's origins, as does its role in serving its particular student body. Other influences, especially the campus' place within CU, have prompted its commitment to research, creativity, and scholarly work. The specific way in which those commitments result in community and student engagement goes back to UCCS' historical commitment to effective teaching and student learning. In many ways, the institution's success in improving its planning and in formalizing and making more transparent its processes indicates the increasing maturity that results from not only the passage of time but also the growth the campus has experienced.

This chapter has also raised the specific question of the existing stipulation to our accreditation regarding distance program. A discrete request to change that stipulation is being submitted in conjunction with this self-study.

EDITOR'S NOTE: The order in which the core components of some of the criteria appear has been changed to improve the readability of the self-study.

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

The University of Colorado at Colorado Springs (UCCS) is guided by a clear, legislatively mandated mission to serve the educational needs of Colorado, by a governing board-approved vision of the campus' future, and by well grounded, clearly articulated values. For many years now, the institution has focused on planning thoughtfully to achieve that mission and vision and to continue to improve its embodiment of the values it celebrates. As a result, the processes and policies by which the university ensures that it involves its major stakeholders and operates with integrity in compliance with federal, state, and governing board laws and policies are well aligned with the campus' mission, vision, and values.

Core Component 1a — The organization's mission documents are clear and articulate publicly the organization's commitments.

In 2001, Governor Bill Owens commissioned a Blue Ribbon Panel to study higher education in the state of Colorado and recommend changes in public policy that might improve the quality and usefulness of higher education to the state. This panel requested that each public institution in the state prepare a report addressing — among other things — a past, present, and proposed role and mission.

As a result of considerable investment in planning over the preceding decade, the campus administration, in collaboration with various campus constituencies, was well positioned to respond to this request. After consulting with campus leaders, the administration proposed the following mission statement to the Blue Ribbon Panel:

> *The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate liberal arts and sciences institution with selective admissions standards serving Southern Colorado and the State of Colorado. The Colorado Springs campus shall provide selected professional programs and such graduate and research programs as will serve the needs of Southern Colorado and unique programs that serve students statewide.*

In response to this proposal, and after much discussion with campus and the University of Colorado System (CU System) leadership, the Blue Ribbon Panel recommended the following mission statement for UCCS:

> *The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of masters and doctoral degree programs (Colorado Statute Title 23, Article 20, Part 1).*

The mission statement recommended by the panel and authorized by the state legislature in 2002 is much better aligned with the envisioned future of the campus than its previous mission. The new mission statement completely removes "service area" limitations and makes entirely explicit the expectation that the campus offer additional doctoral programs.

As recommended to the governor by the Blue Ribbon Panel, the University of Colorado (CU) Board of Regents played several roles in the formation of the campus' new mission. First, the regents were thoroughly involved in the preparation of the report that the campus made to the Blue Ribbon Panel. Second, the Blue Ribbon Panel sought the input of and had representation from all of the state's governing boards, including the CU Board of Regents. Finally, through CU's president's office, the board had its views represented to other state governmental entities and was kept apprised of legislative and executive actions regarding the state's review of the missions of all the public higher education institutions. Throughout the entire process, the president's office vigorously pursued its governmental liaison role.

Vision

Prior to the convening of the Blue Ribbon Panel, the campus had also developed this vision statement:

> *We will provide a public undergraduate education unexcelled in the state and selected excellent graduate programs.*

The campus' current vision statement is the result of the process that began with the SILO committee.

The core values that fleshed out this somewhat underdeveloped vision statement were essentially those that the campus currently articulates. In 2003, the chancellor convened a group to look at making planning more strategically focused. That group, the Strategic Investments in Long-Term Outcomes (SILO) committee, proposed a sharpening of the vision statement.

The campus' current vision statement is the result of the process that began with the SILO committee. In pursuit of the revised mission, UCCS has adopted and the regents have approved this revised vision for the campus' future:

> *The University of Colorado at Colorado Springs will provide unsurpassed, student-centered teaching and learning, and outstanding research and creative work that serve our community, state, and nation, and result in our recognition as the premier comprehensive, regional research university in the United States.*

Core Values

In support of the mission and vision of the campus, UCCS has articulated a number of core values.

Excellence. We will attract, develop, and retain outstanding faculty, staff, and students and focus on those programs and services that we can offer at an exemplary level.

Student Success. We will help traditional and nontraditional students succeed in their academic endeavors by assuring a stimulating, supportive, and safe environment in a naturally beautiful setting. We will encourage students to recognize their responsibility

to participate fully in their own educational success and to contribute to the quality of all aspects of campus life.

Community Interactions. We will make known our vision, values, and goals and provide a demonstrated return on investment to the citizens of Colorado. We will link the university more closely to the communities we serve. We will communicate the value of the university to the citizens and elected leaders of our state, alumni, and potential students everywhere.

Enriching Environment. We will aggressively seek the development of a multicultural campus environment in which each person contributes unique talents to make the university a better place. In turn, each person will be fully valued and supported. We will reaffirm the tradition of shared governance and encourage all members of our campus community to join together in creating a positive working environment where all enjoy respect, fair treatment, and a voice in campus decisions.

Quality Teaching. We will promote and reward teaching excellence. We will strive to maintain predominantly small classes taught by dedicated and accessible faculty.

Research and Creative Work. We will promote and reward research and creative work that advances knowledge, makes a valuable contribution, enhances our teaching and service missions, and encourages collaboration between students, both graduate and undergraduate, and faculty.

Service. We will attract and reward members of the campus community who place a high value on service and are committed to contributing their expertise to the university and the public good.

Staff Contribution. We will value the vital role that staff play in supporting and enhancing the mission of the university.

Innovation and Change. We believe that universities both preserve the past and help create the future. We will encourage innovation in teaching, research, and service, and we will prepare our students to succeed in a rapidly changing global and technologically advancing environment.

Lifelong Learning. We will commit to serving the educational needs of members of our community at many points along life's path — as K - 12 students, university students, graduates entering the work force, adults retraining for new careers, and all who continue to learn and grow throughout their lives.

Core Component 1c — Understanding of and support for the mission pervade the organization.

Communication of Mission

The university is committed to communicating its mission and progress in meeting goals and does so through a variety of venues. Several examples follow.

UCCS Website. The front page of the campus website contains a link to the university's campus vision and values statement.

Weekly e-Newsletter. The Communique is a weekly e-newsletter sent to faculty and staff to update them on the campus community, on the university's progress toward meeting its specific goals, and on the goals that move it forward in meeting its mission and vision. The e-newsletter format is more cost effective than traditional printing, has a higher readership than printed versions, and provides faculty and staff online links to more detailed information about the university's goals and other information.

Silver & Gold Record. The university's system-wide newspaper, the Silver & Gold Record, is distributed weekly to CU faculty and staff residing on the three CU campuses. It is produced by employees of the university but has a large degree of independence.

Chancellor Forums. The chancellor and her leadership team — the vice chancellor for academic affairs (VCAA), vice chancellor for student success (VCSS), vice chancellor for administration and finance (VCAF), and chief operating officer for advancement — meet monthly with faculty and staff to provide updates and answer questions. These face-to-face meetings are informally structured and include a presentation from the chancellor, which is often about a facet of the university's progress in meeting its mission, followed by updates from academic deans about individual college activities in supporting the mission and, finally, general questions from the audience. Summaries of the forums are included in the Communique and Silver & Gold Record and have been webcast on the campus' Internet-based radio station.

Deans, Directors, and Chairs Breakfasts. Each fall, the chancellor hosts a "year in preview" breakfast with the university's academic deans, department chairs, program directors, and nonacademic unit directors. The meetings begin with a review of the campus' mission statement and progress toward the anticipated actions that will take place during the academic year to support the mission. Each spring, the chancellor hosts "year in review" meetings to discuss past accomplishments that supported the university's mission and set the stage for actions that will occur during the summer months. The chancellor and her leadership team meet every six weeks with the academic deans.

Student Success and Administration and Finance Staff Meetings. The chancellor also meets quarterly with unit heads, who report to the VCAF and VCSS to review the university's progress toward meeting specified goals. Twice a year, the chancellor meets with members of the night custodial and security staffs to review campus progress and upcoming issues and field questions.

Student Government. The chancellor meets formally with elected campus student co-executives every six weeks and with the Student Government Association (SGA) at least twice per semester to review the university's goals and update them on the progress in meeting these goals. She meets informally with students through "Brown Bag with the Chancellor" meetings, where students are encouraged to provide feedback about the university's progress.

Faculty and Staff Governance. The chancellor, VCAA, and VCSS regularly attend meetings of the Faculty Assembly. They also frequently attend meetings of unclassified professional staff and classified staff governance groups to review the university's progress toward goals. The chancellor meets regularly with the officers of each of the governance groups.

Campus Surveys of the Mission

In the fall of 2005, the self-study steering group surveyed faculty, staff, and students regarding a number of issues relevant to the reaccreditation process, including several questions about the campus' mission, vision, and values. Faculty, staff, and students were asked to respond to the following statements on a scale of strongly agree, agree, not sure, disagree, and strongly disagree:

- Clear statements of UCCS' mission, vision, and values are readily accessible to (targeted survey group)
- My understanding of UCCS' mission, vision, and values is not as clear as I would like it to be
- I am supportive of UCCS' mission, vision, and values
- The institution does not always act in a way that is consistent with its mission, vision, and values
- The mission, vision, and values of UCCS are a good fit with its history
- The mission, vision, and values of UCCS are appropriate for its future
- The planning efforts of my unit are closely aligned with the mission, vision, and values of the campus as a whole (asked of faculty and staff only)

The following figures show the distribution of strongly agree and agree responses (in gold) and strongly disagree and disagree responses (in blue) to the above statements from each of the three groups surveyed.

The majority of faculty strongly agree or agree with all but one statement. On the question of whether the institution's actions are always consistent with it mission, vision, and values, more faculty support it than oppose it, but only 34 percent support that idea. Large majorities strongly agree or agree that the mission, vision, and values are readily accessible, that they as individuals are supportive of the mission, and that unit planning is aligned with campus planning.

Figure 2.1 — Faculty Support for and Opposition to Statements about Mission, Vision, and Values

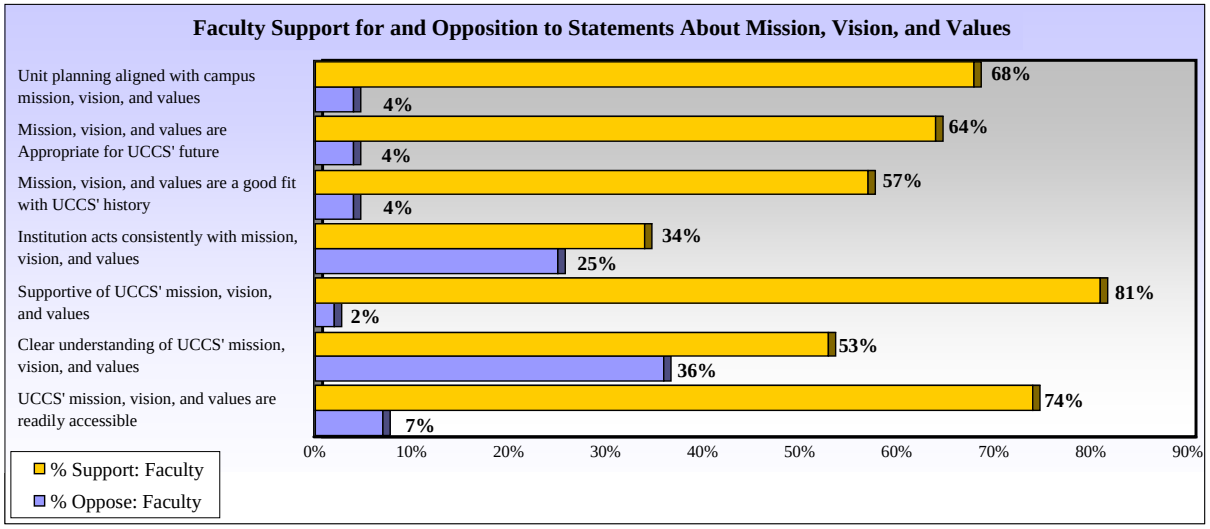
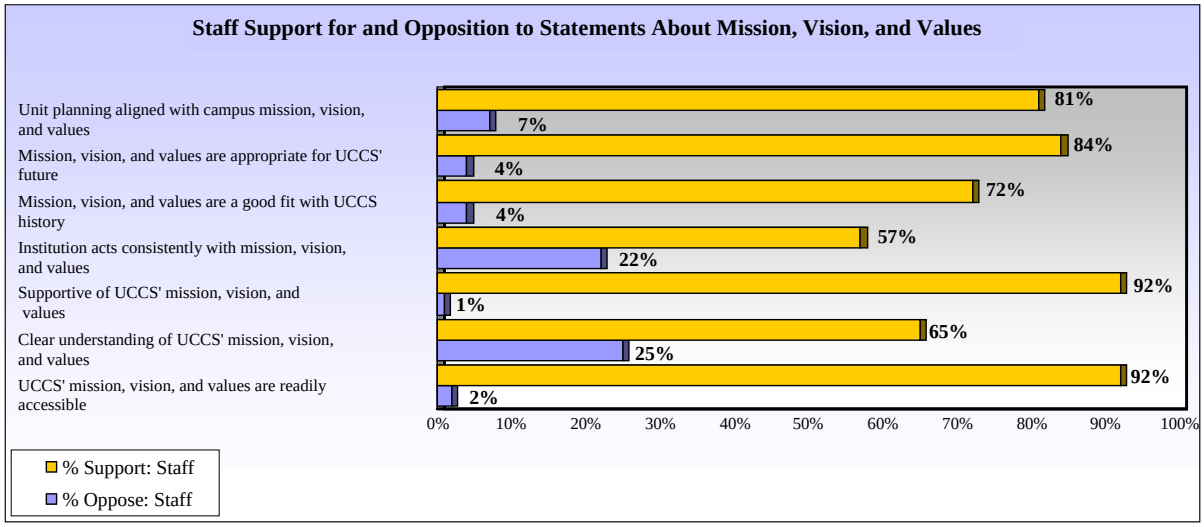


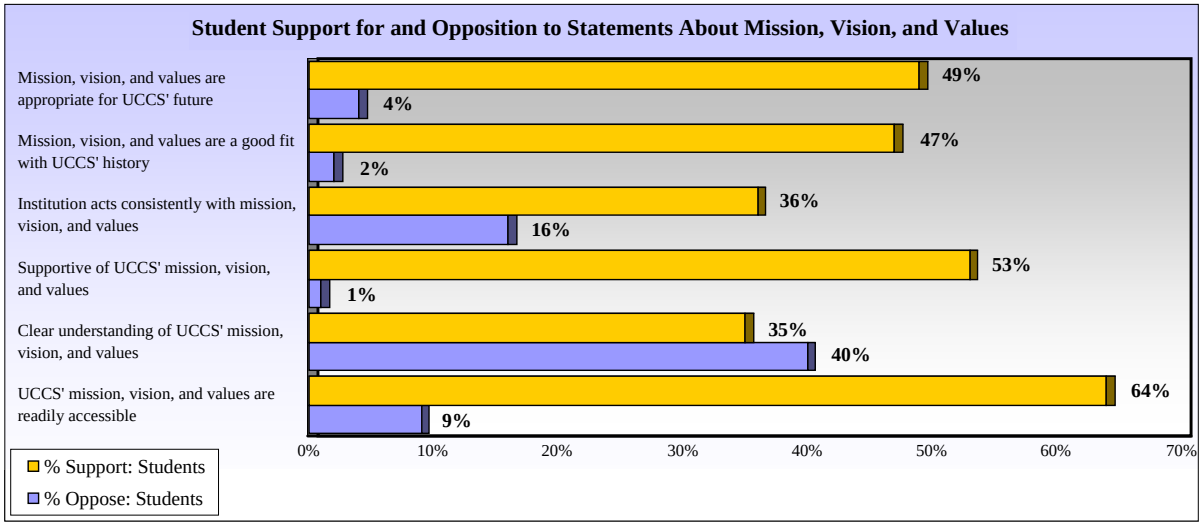
Figure 2.2 — Staff Support for and Opposition to Statements about Mission, Vision, and Values



Staff were even more supportive of these concepts than were faculty, with the largest majorities strongly agreeing or agreeing that (1) the mission, vision, and values are readily accessible; (2) staff members are supportive of the mission, vision, and values; (3) the mission, vision, and values are appropriate for the campus' future; and (4) unit planning is aligned with campus planning.

Students were less clear than faculty or staff about their own understanding of the mission, vision, and values; however, large pluralities supported all the other ideas, including the idea that the mission, vision, and values are readily accessible.

Figure 2.3 — Student Support for and Opposition to Statements about Mission, Vision, and Values



Taken together, these results suggest that the mission, vision, and values of the campus have been widely disseminated, that they are reasonably well understood, and that they have the support of all the campus' internal constituencies. Nonetheless, the institution recognizes that communication of

the mission and perceptions of whether the university's actions are consistent with its stated mission, vision, and values need to be addressed. The university's intention is to act on these data and work on improving communication regarding the campus' mission to faculty, staff, and students.

Unit Goals and Plans

The colleges, schools, library, and many of the administrative units have developed their own internal processes to identify goals. In every case, these goals are informed by and congruent with the campus' mission, vision, and values. What follows are examples of ways in which some units have aligned their internal planning processes with the campus.

College of Engineering and Applied Science

EAS, for example, lists these four goals that align well with campus goals and flow out of the campus' vision and values:

- Provide excellent engineering education opportunities for students from Colorado and beyond
- Achieve and maintain excellence in research and scholarly work
- Provide engineering leadership as well as educational and technical support to the community
- Secure and maintain adequate resources to support college activities

Goal 1 corresponds to the campus' goal to provide a comprehensive personalized educational experience that prepares students to excel personally, professionally, and as citizens. Goal 2 corresponds to the goal to enhance research, scholarship, and creative works on the campus and in the community. Goal 3 corresponds to the campus goal to expand and strengthen community partnerships. Goal 4 corresponds to the goal to create infrastructure that supports rapid expansion of entrepreneurial activities.

College of Education

Other colleges are more explicit in making this connection. COE, for example, includes the following statement in the first chapter of this self-study: "Each of the COE goals links to the UCCS goals."

Graduate School of Public Affairs

The Graduate School of Public Affairs (GSPA) states: GSPA fully supports the mission, vision, core values, and goals of the UCCS campus. Strong links include plans for responsible growth to meet identified student needs (e.g., the BA in criminal justice and increased nonprofit course offerings), commitment to a high quality and personalized educational experience for students, commitment to the research initiative, dedication to community service, participation in solving pressing public problems, and engagement with community partners.

College of Business and Administration & Beth-El College of Nursing and Health Sciences

As described in the History and Context chapter of this report, the College of Business and Administration (COB) and the Beth-El College of Nursing and Health Sciences (Beth-El) directly use the structure of the campus goals to organize their internal plans.

Core Component 1b — In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Public Statements Regarding Diversity

The Board of Regents' Policy 10-P, Diversity, reaffirms the board's commitment to diversity and offers the following description:

> *The University of Colorado is committed to building a community of students, faculty, and staff in which diversity is a fundamental value. People are different, and the differences among them are what we call diversity, a natural and enriching hallmark of life. A climate of healthy diversity is one in which people value a rich panoply of diverse ideas, perspectives and backgrounds, and individual and group differences, and [in which they] communicate openly.*

In addition, the CU System diversity Web page defines a vision of diversity that affirms CU is an institution that promotes the free flow of ideas and perspectives, that it values diverse pedagogies and interactions, and that it encourages constructive engagement across lines of difference.

At the campus level, valuing and celebrating diversity is a matter at the highest level of institutional commitment:

> *Enriching Environment: We will aggressively seek the development of a multicultural campus environment in which each person contributes unique talents to make the university a better place and in turn is fully valued and supported. We will reaffirm the tradition of shared governance and encourage all members of our campus community to join together in creating a positive working environment where all enjoy respect, fair treatment, and a voice in campus decisions.(from* Core Values*)*

Other campus values such as community interaction, student success, innovation and lifelong learning also support diversity, as does the university's vision statement that declares the university's service to Colorado. In her welcome to campus, published on the Web and included in new employee orientations, Chancellor Pamela Shockley-Zalabak connects the university's vision of excellence with diversity goals:

> *Our rise to the position of the number one regional comprehensive research university in the nation will depend on the security of our faculty, students and staff to ask hard questions of each other, investigate sensitive matters, and to debate the issues that shape our future. At the same time, we will fail in our responsibility to create a supportive community of learners if we allow the human dignity of any of our members to be denied or challenged. We seek to broaden our discussions, enable free inquiry, and encourage innovative thought while ensuring that discriminatory, bigoted, or intolerant remarks are not part of our conversation.*
>
> *We have in place, and will continue to support, a broad array of services and support systems that foster our environment of free, responsible discourse. At the same time, we must be vigilant to maintain our climate of respect for differences.*

> *Universities have historically provided the safe haven for lively debate during times of national or international conflict. Our university will embrace that tradition. It is imperative that our faculty, staff, and students demonstrate that inquiry linked to civility leads to an unsurpassed depth of understanding.*
>
> *— UCCS Chancellor Pam Shockley-Zalabak*

The university has worked diligently to make information readily available to students and employees regarding diversity issues, civility, safety, equity, affirmative action, and resources. Public statements regarding diversity in its broadest sense include the following:

Laws of the Regents, Article 10 — Nondiscrimination

Regent Policy 10-P — Diversity

UCCS Nondiscrimination Statement

Sexual Harassment Policy and Procedures (English and Spanish)

Online Sexual Harassment Training and Procedure Manual

Affirmative Action Resources

Equal Employment Opportunity Information

Search Procedures for Faculty and Professional Exempt Staff

Position announcements for faculty and unclassified/classified

Student Conduct Policies and Standards

Religious Expression

International Student Services office

Disability Services office

The university has worked diligently to make information on diversity readily available.

Blue Ribbon Commission on Diversity

The campus' most recent statements on diversity came in response to the CU President's Blue Ribbon Commission on Diversity. In December 2005, President Hank Brown established the commission, noting:

> *My intention in establishing a Blue Ribbon Commission is to launch a process through which our diversity programs are thoroughly reviewed by an external group. The immediate outcome of this analysis will be a set of recommendations for improving diversity, with a particular focus on student recruitment and the academic climate. The ultimate outcome will be important achievements in the recruitment and retention of students of color and other diverse students at CU and in creating a welcoming and enriching academic environment.*

The detailed UCCS Commission Report, prepared prior to the discussion with the commissioners, focused on the current circumstances of the university and its efforts and plans. The report and subsequent recommendations from the commissioners identified challenges for the campus in increasing recruitment and retention of underrepresented students, faculty, and staff and improving support for first-generation students and the campus' culture of inclusiveness. The chancellor's response reiterated UCCS' recognition of the importance of diversity in creating an academic environment that challenges and nourishes the entire university community, and her response identified specific steps that will be taken to address the commissioners' recommendations.

Accountability and Integrity

The Dean of Students office has integrated respect for diversity in its core values:

- Civic responsibility and student involvement
- Education and development of all students
- Respect, dignity, and equity
- A socially just community
- Fairness, honesty, and integrity

The Dean of Students office lists information for the following under its Student Conduct and Procedures section:

- Sexual Harassment and Misconduct
- Ethnic Intimidation
- The Colorado Law Regarding Rioting
- Sexual Harassment and Sexual Misconduct
- Intimate Partner Violence
- Stalking

The university's administrative policy for sexual harassment and ethnic intimidation is available at http://www.cu.edu/policies/Personnel/sexharass.html and http://web.uccs.edu/affirm. In addition to the online reference, information on the sexual harassment policy also is provided at new employee orientations and in the new employee handbook. Besides disseminating the information through those communication channels, each CU System employee must complete an online training course. Furthermore, the personnel office requires that each new employee read and sign a document on the institution's sexual harassment policy.

Thus, UCCS has made every effort to provide information on affirmative action and diversity issues to both students and employees. Information is also easily accessible on recruitment procedures that are relevant for all employee hiring categories — faculty, professional exempt staff, and classified staff.

Efforts to Provide Access

UCCS is committed to preparing students to live and succeed in a complex, multicultural society, one that continues to change as a result of an exploding population growth, changing demographics, the aging of the baby boom generation, and emerging technologies. The ability to adapt and respond to change is a critical component of the campus' efforts to prepare students to become lifelong learners. UCCS recognizes that diversity goes beyond race and ethnicity, encompassing age, contrasting values, cultural backgrounds, learning styles, cognitive abilities, socioeconomic strata, stages of life, and prior experiences. These all contribute to a learning environment where diverse individuals can come together to seek out solutions in a spirit of collaboration. The mission statement of the campus and various goals of the colleges and units reflect the role that diversity plays in guiding the campus in its growth of programs and services.

Figure 2.4 — Distribution of Undergraduate Students

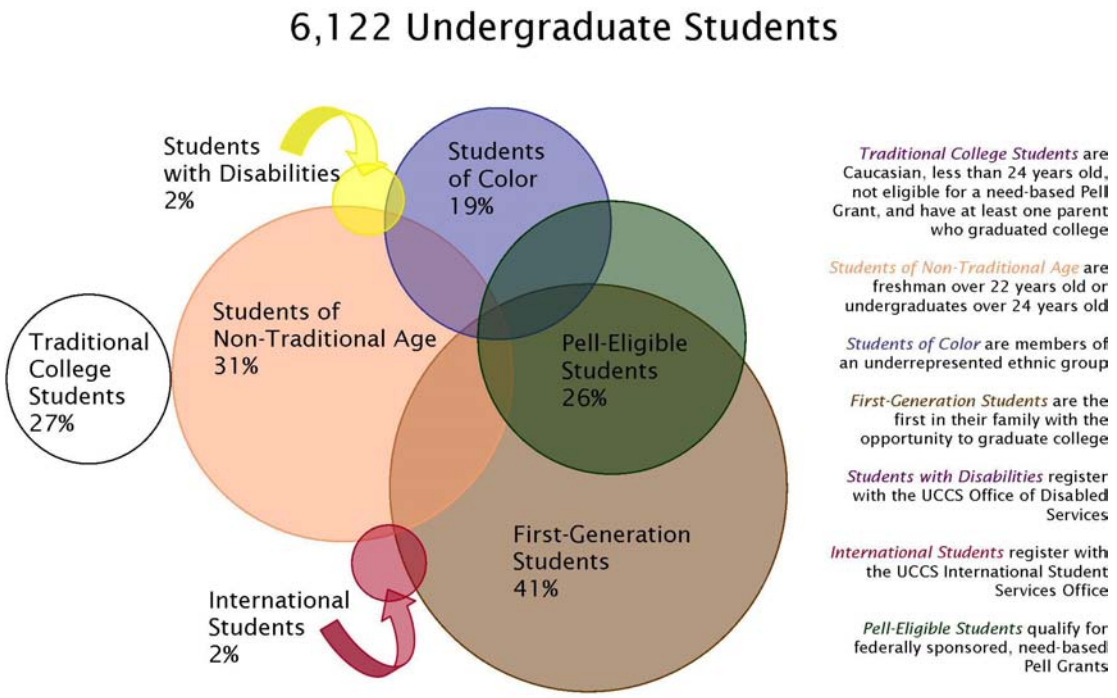
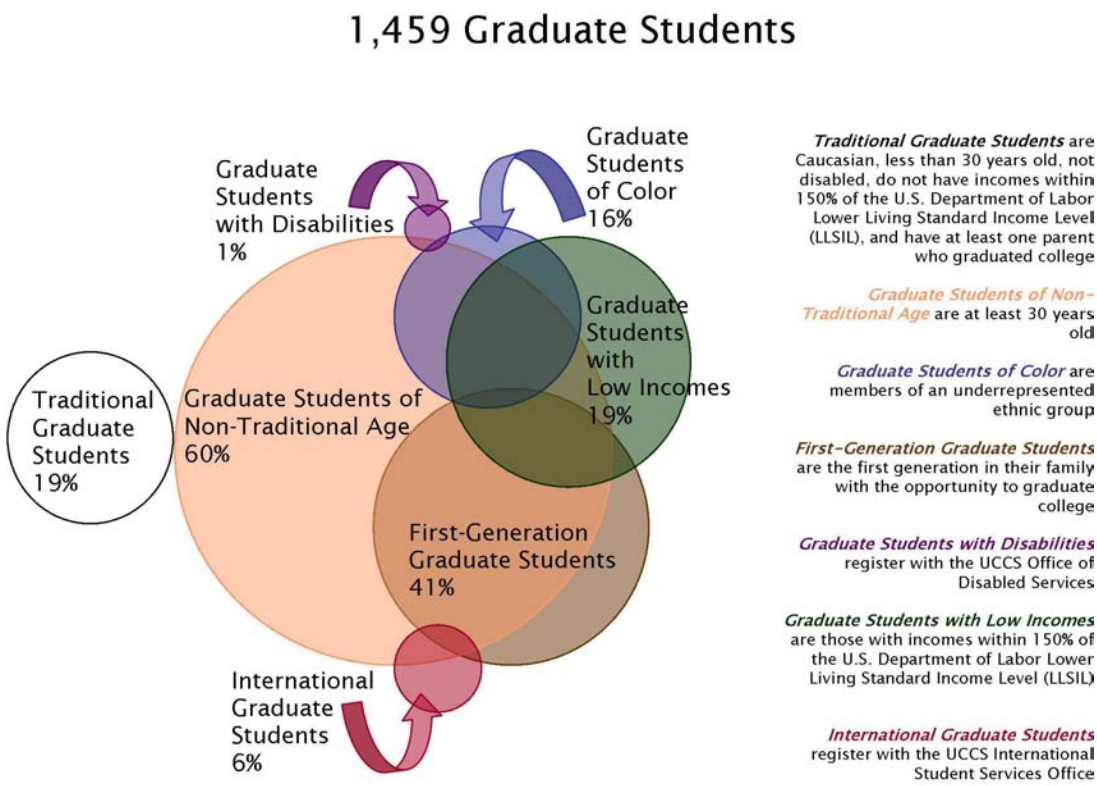


Figure 2.5 — Distribution of Graduate Students



Since 1998, the campus has transitioned from being an exclusively commuter campus primarily serving students residing in El Paso county to a relatively new role — that of a residential campus, attracting students from across the country. With this change, the percentage of traditional students (ages 18 – 22) has increased to 53 percent, up from 50 percent in 2000. The average age of students at UCCS has dropped from 27.07 five years ago to 25.46 currently. Ethnic minorities comprise more than 18 percent of the student population, showing an increase from 16 percent in 1997. Nonetheless, in the context of a campus enrollment growth of 15 percent and an increase in FTE of 22.7 percent during the same period, the percent of ethnic minorities has remained largely constant. As evidenced by the 2010 goal, the campus has this strong commitment to diversity: *Grow responsibly in order to meet the needs of the students, the community, and the state* — and the strategy within that goal — *Increase the percentage of underrepresented students on campus*. UCCS wants to not only attract a diverse student population but also maximize the probability that these students will be successful. This desire is reflected throughout the campus' goals and core values.

The mission statement of the Student Success Division, shown below, also reflects a clear awareness of and commitment to the needs of a diverse group of students:

> *The Student Success Division provides students of the University of Colorado at Colorado Springs with the financial, social, academic, and developmental support needed to achieve each student's educational goals. Understanding the complex demands of a student body comprised primarily of commuter students with a growing number of residential students, we provide the broad array of services that enable this diverse group of students to achieve academic and personal success. We work as a collaborative, creative consortium, dedicated to meeting the needs of students and fostering an inclusive learning environment in the setting of a comprehensive, regional university.*

The departments and offices within the Student Success Division that have the most impact on campus accessibility to underrepresented and nontraditional students are named here: Student Success Center (SSC), Financial Aid and Student Employment, Student Recruitment and Admissions Counseling, Student Multicultural Affairs, and Admission and Records. Discussion on each follows.

Student Success Center

The Student Success Center (SSC) provides centralized academic advising for all undergraduate students. Under its auspices are the degree audit, articulation coordination, orientation, Student Success Help Center, and Career Center; together they create an integrated, comprehensive collection of critical services. This overarching structure enables prospective and current students to ask questions — any questions — when they are unsure of what to ask or where to go for help, and it eliminates barriers new students often find daunting.

UCCS has a very high percentage of transfer students, and one of the ways in which this office assists them is through the comprehensive development of online transfer tables and 60+60 plans for Colorado community college students. In addition, the SSC has formulated 37 "Best Choices" guides for UCCS' primary feeder community college: Pikes Peak Community College (PPCC). These guides outline the easiest, smoothest way to transfer to UCCS from PPCC. Because the campus' transfer tables are so robust and because the campus has programs such as the University Connection, disadvantaged and underrepresented students who may have started at a community college find it relatively simple to transfer to UCCS. In addition, as part of the campus' effort to breakdown curricular barriers for transfer students, SSC advisors work hard to accept courses that meet the degree requirements but

that are not direct matches with the transfer tables. In other words, SSC takes extra time to consider how it can help transfer students succeed.

One way that SSC ensures access to information for incoming students is by requiring orientation for all new students. New student orientations are conducted by the SSC in collaboration with the Office of Campus Activities, the Dean of Students office, faculty, and a host of campus departments. SSC staff is very committed to providing this personal contact with entering students in order to meet their goal of encouraging students to visit the SSC for assistance throughout the students' time at UCCS.

The Student Success Help Center was established in 2002 with the renovation to Main Hall. Its presence represents a commitment by the campus to offer convenient, one-stop, comprehensive services in support of student success. It provides space not only for the reception and scheduling functions of the Student Success Center but also for Admissions and Records services.

The Help Center is committed to providing access to information and services in a variety of formats. In addition to walk-in advising options and required orientations, extensive information is provided through the SSC's and Career Center's websites. The websites include virtual videos on how to register, how to read progress reports, and how to "Ask an Advisor" by linking to his or her email address. Students can telephone, visit in person, access the website, or email an advisor for help. These various accessibility options are intended to remove barriers and foster the success of both prospective and current students.

The Career Center provides a full range of services to current students. Assistance includes help with choosing a major, preparing for an eventual career, developing a resume, and fine-tuning interviewing skills. The office also offers services to community members, including those high school students unsure about possible majors and future careers. This free guidance is especially helpful for first-generation and underrepresented students who want to go to college, but who are not familiar with the possibilities that await them. The Career Center also benefits nontraditional individuals who are retooling their careers, have been laid off, or are thinking of college for the first time. Hence, the Career Center is far more than a placement service; its focus on career counseling helps clear paths for students to come to and stay in college.

Financial Aid and Student Employment

The Office of Financial Aid and Student Employment helps students apply for, process, and receive financial aid — grants, scholarships, student employment, and loans — thereby increasing access and encouraging attendance at UCCS. This office does outreach in Colorado to let students know about opportunities to help finance their education that are made available by the state and federal government, private donors, and UCCS. Resources permitting, the office also does selected outreach outside of Colorado and publishes information on financing to nonresident students. Finally, the office is heavily involved in diversity, recruitment, and retention programs on campus.

Students are employed both on and off campus through the services of the Student Employment office. The office employs approximately 1,000 students each year in a wide variety of areas, ranging from computer programming, counseling, tutoring, and managing, to supporting food service and mowing lawns. About half of these students are work-study employees and half are student hourly. Generating 175 FTE, these student employees gross approximately $2.75 million in their earnings at the university and in select off-campus placements. Consequently, the scope, quantity, and value of their work contributions are significant to the community.

Students access job listings and opportunities through the campus' online job posting system named SEAN's Place. This job listing system allows students to search for current listings by placing a variety of parameters on the search, such as on- or off-campus, work-study or non-work-study, or by job category and/or specific employer. The office posted more than 840 different jobs on SEAN's Place during the 2005 – 06 academic year. As students are hired in numerous departments on campus, they gain a connection with the university and their fellow student employees, which creates another significant link to their schooling and success at UCCS.

National research studies have shown that part-time, on-campus employment actually improves students' academic performance and retention. Additionally, approximately half of UCCS students are placed in jobs that relate in some way to their academic field. As such, the experiences gained through their employment are invaluable, and, of course, their salaries help pay the bills. Numerous student employees are hired as full-time, career employees by their respective employers upon graduation; consequently, these placements successfully train students for professional positions while introducing them to potential employers who are then already familiar with their skill sets.

The Financial Aid office assists the chancellor and VCSS in developing scholarships and communicating with scholarship donors. The office has an automated scholarship application process for institutional scholarships, which allows students to apply online. The office also posts private scholarship information to the financial aid Website and contacts eligible students.

Merit scholarships have increased more than tenfold over a ten-year period.

The office awards and coordinates all institutional scholarships to ensure compliance with standard accounting practices and donor requirements. Complex program compliance is maintained with various governmental and reporting agencies, and the office undergoes yearly audits and program reviews.

The efforts of the Financial Aid office to support the UCCS 2010 Goals, discussed under Criterion Two, directly improve access for nontraditional and underrepresented students. Despite flat or marginally increasing federal funding and generally decreasing state funding, the overall financial aid picture improved exponentially from 1995 to 2005, largely through the support of UCCS administration. In spite of the above-mentioned funding challenges, merit scholarships have increased more than tenfold over a ten-year period (Figure 2.6). Surprisingly, while the headcount of students at UCCS has increased 22 percent (from 5,906 to 7,650), institutional merit scholarships, excluding state and federal merit funds, have increased 1,248 percent (from $210,675 to $2,628,998). Again, notwithstanding the funding cuts mentioned above, the average award increased 175 percent (from $1,003 to $1,760), and the number of merit scholarship recipients has increased 645 percent (from 185 to 1,193).

Figure 2.6 — Ten-Year Summary of UCCS Merit Scholarships

Year	*Awards*	*Students*	*Amount Awarded*
1995 – 1996	191	185	$210,675.00
1996 – 1997	305	279	$308,357.50
1997 – 1998	553	506	$688,899.50
1998 – 1999	747	600	$899,352.00
1999 – 2000	806	700	$1,055,949.90
2000 – 2001	847	720	$1,203,528.65
2001 – 2002	1,075	905	$1,471,448.00
2002 – 2003	1,057	872	$1,414,957.97
2003 – 2004	1,560	1,251	$2,214,540.28
2004 – 2005	1,494	1,193	$2,628,998.02
10-Year Total	**8,635**	**5,152**	**$12,096,706.82**

While federal law prohibits singling out ethnic minorities for federal need-based financial aid, the Financial Aid office participates in programs that provide aid specifically for students whose family income is below the poverty level or who are over the age of 24, transfer students, and/or first-generation college students. Ethnic and gender-specific scholarships are available through private donors. One example of such a scholarship is the Karen Possehl Women's Endowment, a renewable scholarship program for women over the age of 24 with a GPA of 3.0 or higher (Figure 2.7).

Figure 2.7 — Karen Possehl Women's Endowment Awards, 1996 – 2005

Year	Number of Awards	Amount Awarded
1996 – 1997	3	$1,900.00
1997 – 1998	8	$9,287.00
1998 – 1999	7	$9,000.00
1999 – 2000	11	$11,000.00
2000 – 2001	17	$28,000.00
2001 – 2002	15	$23,000.00
2002 – 2003	13	$23,886.00
2003 – 2004	11	$19,861.00
2004 – 2005	13	$24,500.00

Special provisions are made to accommodate student parents faced with child care needs. In addition, every Monday the Financial Aid and Student Employment office is open until 7:00 p.m. to accommodate working and other nontraditional students who cannot visit during regular daytime hours.

In 2005, the distance MBA program was certified by the U.S. Department of Education for disbursement of financial aid to eligible graduate students. As such, distance MBA students are receiving aid in increasing numbers. Four other distance learning majors have since been certified.

Financial Aid staff present "Financial Aid Nights" at high schools throughout southern Colorado. Staff also participate in programs that encourage transfer students to continue their education at UCCS. One such scholarship program for transfer students is provided by the Daniels Fund. Forty students — some over a period of two years — benefited from this scholarship in AY 2003 – 04 and 2004 – 05 (Figure 2.8).

Figure 2.8 — Daniels Opportunity Scholarship Fund for Transfer Students

Academic Year	Number of Awards	Amount Awarded
2003 – 2004	31	$101,500
2004 – 2005	26	$80,500

Several studies since 1995 have clearly indicated the value of renewable, dependable financial support to students seeking college degrees. As a result of these studies, UCCS has steadily increased the emphasis upon renewable multiyear financial aid, with the ultimate objective of providing four or five years of aid to undergraduate students and two to three years of aid for graduate students in degree-seeking programs, thereby enabling both undergraduate and graduate students to focus on academics rather than finances.

The emphasis on finding renewable, dependable financial support has manifested itself in a financial aid policy that provides similar year-to-year levels of federal, state, and institutional need-based aid to students whose ability to pay remains at approximately the same level throughout their degree-seeking careers. As of 2004 – 05, 16 of the 161 active merit-based scholarships were specifically designed to aid undergraduate students through their four or five year degree-seeking effort. Another 25 scholarships, while not specifically renewable, are available each year to students attending UCCS if they simply reapply and continue to qualify. Since 2000 – 01, 338 students have taken full advantage of multiyear financial aid packets.

In January 2006, UCCS and PPCC, in cooperation with American National Bank, announced a new merit-based scholarship program for Colorado residents. The scholarship program, one of the largest in the state, was made possible by the Kane Family Foundation and its benefactors Wanden and Andy Kane.

One of the Kane Family Foundation merit scholarship programs will select high-ability high school students for long-term support and will designate those students as Kane Family Scholars. These students will have all tuition, mandatory course fees and required books covered at either PPCC or UCCS for up to three years for an associate's degree at PPCC or five years to complete a bachelor's degree at UCCS. Additionally, some Kane Family Scholars may also start at PPCC, complete an associate's degree and continue as a Kane Family Scholar through the UCCS University Connection program. Initially, 10 Kane Family Scholars were chosen at each institution, and 14 University Connection Kane Family Scholars were chosen to start at PPCC in fall 2006. A second Kane Scholarship program will provide general funding for both institutions to award merit-based Kane Family Scholarships each semester.

In addition to providing access through scholarships, in 2005 the campus processed almost $25 million in loans, double the amount of five years ago.

Undergraduate Student Recruitment and Admissions Counseling

The Office of Student Recruitment and Admissions Counseling recruits qualified students who are likely to persist at the university. To recruit students successfully requires understanding the mission of the university, the learning environment, practical applications for knowledge gained, and the value of the institution and its programs. The office is responsible for undergraduate recruitment, transfer student recruitment, precollegiate development programs, and campus visitation programs. The office also helps UCCS increase access to a diverse population of students.

The first formalized recruitment effort began in 1996 with the addition of campus housing. Prior to 1996, limited local area recruitment was conducted by the Office of Admissions and Records. Over the past ten years, the office has expanded its efforts to include both in-state and select out-of-state recruitment activities. Through this expansion, the university has become more accessible to traditional, nontraditional, transfer, ethnic minority, and first-generation students. From 1995 to 2005, undergraduate enrollment has increased from 4,121 to 6,119 while the percentage of ethnic minority students has increased from 14.5 percent to 18.19 percent. During that same time period, the number of annual recruitment activities has increased from 100 to over 500, and the number of campus tour participants has increased from 900 to over 3,000.

To increase access for diverse populations and nontraditional learners, the office has undertaken several initiatives. First, the university has become an active participant in the Colorado Educational Services and Development Association (CESDA). The mission of CESDA is to promote, facilitate, and coordinate access to postsecondary education for all students, especially underrepresented students, to recognize and promote Colorado institutions and organizations, and to educate and support the community on the college process. Recruiters participate in CESDA-sponsored college fairs and make visits to target populations at local high schools to explain the college selection process in Colorado.

Second, the university has become a member of and an active participant in the Alliance for Colleges and Corporations for Education and Leadership (ACCEL). ACCEL members are educational representatives from academically accredited colleges and universities serving the Colorado Springs area since 1995. This network's primary objective is to promote, organize, and schedule college fairs for employees at corporate job sites. Through this organization, UCCS has been able to target nontraditional students by assisting working adults in identifying and pursuing appropriate educational opportunities and employers in disseminating information about UCCS to their employees.

Third, the offices of Recruitment, Student Multicultural Affairs, Student Success, and Financial Aid along with the chancellor have partnered to implement specialized recruitment activities in the San Luis and Arkansas Valleys (Southern Colorado) to increase access to and support for ethnic minority and first-generation college students. Receptions have been held for community leaders, high school counselors, school district administrators and students to discuss the university's programs, services, and performance contract with the State of Colorado.

Fourth, the office has begun a formalized program to recruit homeschooled students. Recruiters participate in local home school association college fairs and parent information sessions to explain the college selection process and admissions requirements.

Two primary changes have occurred in the Office of Student Recruitment and Admissions Counseling that have augmented the university's ability to increase access. In 2003, the responsibility for transfer student recruitment was moved from the Student Success Center to the Office of Student Recruitment and Admissions Counseling. This change removed the part-time responsibility from an academic advisor and created a full-time recruiter dedicated to transfer student recruitment. Closing the transfer gap

between two- and four-year institutions offers great potential for promoting underrepresented students' access to the baccalaureate degree. More first-generation ethnic minority students are enrolled at community colleges than at all of the nation's four-year colleges and universities combined. UCCS was the first four-year institution in the state to dedicate permanent, ongoing scholarship dollars through the University Connection program, a unique transfer scholarship opportunity for students attending Colorado community colleges. The program provides regular advising assistance to students to ensure that all 60 hours of their associate's degree will count towards their bachelor's degree at UCCS. University Connection students have their UCCS admissions application fee waived and receive up to $1,600 in tuition reimbursement at UCCS.

The second change occurred in 2003, when the Precollegiate Development Program (PCDP) was moved from the Office of Student Enrichment Services to the Office of Student Recruitment and Admissions Counseling to increase access. PCDP is a system-wide, institutionally funded academic program that targets middle and high school students. The program is designed to motivate and prepare first-generation and underrepresented students in pursuit of their higher educational goals. The Precollegiate Development Program is structured to ensure that students are academically prepared to enroll in and be successful at the University of Colorado or any other postsecondary institution the students choose. Staff provide academic support, conduct comprehensive follow-up services for program participants, and establish collaboration with parents, guidance counselors, and the community. Over 500 students participate in PCDP.

Student Multicultural Affairs

The Office of Student Multicultural Affairs (SMA) supports the mission of educational excellence at UCCS by providing access and support services for underrepresented students. Targeted students include nontraditional students, students of color, first-generation students, students with disabilities, students with alternative sexual orientations, and international students.

Access and support for these diverse students is facilitated primarily through SMA's own programs along with collaborative efforts with Student Recruitment and Outreach and the Office of Admissions and Records.

Access for underrepresented students is facilitated through a program called CU Opportunity.

In terms of support services, SMA works to engage underrepresented students with staff, faculty, and administrators through mentoring programs, participation in campus activities, and student club advising. Additionally, SMA provides support to students through information and programming, such as scholarship and internship opportunities, financial help to attend national conferences, and training and development workshops.

Access for underrepresented students is enhanced through SMA's collaborative efforts with the Office of Recruitment and Outreach. These two offices coordinate recruitment efforts at targeted high schools, college fairs, and community events where ethnic minority and first-generation students are highly represented. Additionally the SMA coordinator provides contact and referral information to high school students and their parents and encourages these students to explore higher education and UCCS. Currently, minority undergraduate and graduate students are also involved in these recruitment efforts.

Additionally, access for underrepresented students is facilitated through a program called CU-Opportunity (CUOP), which SMA coordinates. This program serves an advocacy role for students

applying to the university. It targets ethnic minorities, first-generation students, and students from educationally and financially disadvantaged backgrounds. In effect, the program creates alternate access opportunities for applicants who do not meet initial admission criteria (e.g., test scores, GPA, class rank). Each application received through CUOP receives a separate review by a committee composed of the CU-Opportunity Program coordinator and the director of Admissions. Admitted students are encouraged to work with a designated academic advisor in the SSC who will support their academic progress. CUOP students are also provided with academic support, including training on success skills such as time management, study skills, note-taking techniques, and stress management.

CUOP also collaborates with the University Connection program, providing academic advising and resources to community college students preparing to transfer to UCCS, thereby facilitating access for these students.

Admissions and Records

To support an already diverse student body and advance the campus' efforts to serve underrepresented students, the Admission and Records office (A&R) provides convenient, responsive, and accurate services. Admission processing is handled expeditiously on a rolling basis through a central processing office. The office works closely with academic departments, schools, and colleges to provide efficient and effective application processing and review. Admission committees, which include representatives from faculty and student services professionals, meet weekly to review applicant files.

Admissions and Records also has established agreements with the colleges so that qualified applicants can be admitted without having to wait for a committee review. Applicants whose qualifications are below assured admission requirements are always presented for committee consideration. Those applicants who are denied admission to professional programs (engineering, nursing, business) are automatically referred for consideration under the admission standards of the College of Letters, Arts and Sciences (LAS).

Additionally, there is a separate admission committee to support applicants to the CU-Opportunity program (CUOP). Consideration for admission through CUOP is voluntary, and these students must meet general admission standards. However, some flexibility exists in reviewing any single admissions criterion (e.g., test scores) in determining whether a qualified applicant has the potential to succeed at UCCS. In addition, the CUOP program helps provide a smooth transition to UCCS for students who were part of the Precollegiate Development Program. Similarly, a smooth transition is assured for transfer students through the University Connection program.

Efforts to Increase Diversity among Faculty and Staff

CU, as a system, has created personnel policies to promote diversity among its employees. Specifically, with regard to the appointment of faculty and staff, the system employee handbook includes the following policy:

> *. . . All hiring for permanent full-time faculty, permanent full-time unclassified administrators, and permanent full-time professional exempt positions will require a search procedure which will be defined in each campus' affirmative action plan. Exception to this policy will be made only with the approval of the president and the concurrence of the campus chancellor and the campus affirmative action officer. (The Board of Regents will approve exceptions for central administration.) Reasons for the exception must be documented and in keeping with the spirit and intent of affirmative action.*

Office of Academic Diversity

In 2005, UCCS created the Office of Academic Diversity to enhance the university's goals and objectives for diversity. The executive director of academic diversity reports to the VCAA and serves on the Chancellor's Strategy Team. The executive director is responsible for promoting the diversification of faculty and staff through recruitment and retention programs. Further responsibilities are as follows:

- Developing and facilitating access to a search database for all faculty and selected professional exempt staff
- Offering training to search committees
- Ensuring serious efforts to recruit and hire diverse candidates
- Monitoring the campus climate for diversity
- Collaborating with the Faculty Minority Affairs Committee in its initiative to promote diverse faculty and staff hires
- Serving ex-officio on various committees related to equity and diversity and represents the campus in various settings on diversity issues.
- Assisting the Ethnic Studies and Women's Studies faculty and staff with campus programming and conferences and may teach courses pertaining to gender, race, and diversity.

Faculty Minority Affairs Committee

The Faculty Minority Affairs Committee has implemented a program to promote the recruitment and retention of underrepresented faculty at UCCS. This program is designed to offer temporary financial support to deans, department chairs, and search committees in their efforts to recruit and retain underrepresented faculty and staff. It also assists with recruiting and provides consultation throughout the search and final selection processes. The committee showcases success stories that relate to campus activities and programming that enhance diversity.

Role of Deans in Enhancing the Diversity of the Faculty

The responsibilities of the Deans' Council in The Seven-Year Growth Plan include developing strategies for fiscal years 2006 – 12 that address tenure-track faculty positions, staff positions to support a growing campus, new programs in critical areas, and additional capital infrastructure to serve the educational community. The council also addresses the diversification of faculty and staff through the development of a hiring plan. The office of the vice chancellor for academic affairs reviews retirement vacancies with each dean to identify areas to target for future hires.

Each academic dean is fully committed to increasing the presence of underrepresented groups on the faculty. This means increasing the number of faculty of color in all of the academic areas, attracting more women to such areas as engineering and the sciences, and recruiting more male faculty members in nursing. Progress in recruiting and retaining a diverse faculty is a key element in the annual performance evaluation of each dean by the VCAA.

Academic Programs

The Ethnic Studies and Women's Studies programs have been two of the most active and successful initiatives fostering the appreciation and understanding of diversity. Both programs are interdisciplin-

ary and involve 26 faculty members from 14 academic departments in various colleges. The Ethnic Studies and Women's Studies programs promote curricular and faculty development and sponsor a variety of cultural events and colloquia. Students can earn a minor in either Ethnic Studies or Women's Studies. Because nearly 2,000 students a year enroll in at least one course that helps prepare them f or a diverse society and workplace, both programs support the general education requirement in LAS that every student complete one course that increases awareness of cultural diversity within the United States.

Faculty Recruitment and Retention Strategies

Whenever a faculty position becomes available — either as a new position or through resignation or retirement — the college or department forms a search committee comprised of faculty, staff and students. Every effort is made to have the search committee include diverse members.

The search committee chair initially meets with the executive director for academic diversity, to develop a recruitment plan that has a strong focus on diversity. The executive director assists the committee and consults with it throughout the entire process, a process that includes authorizing the search, training search committees, advertising announcements, determining application and screening processes, and hosting candidates during campus visits.

The executive director plays a key role assisting the search committee and assuring a focus on diversity. For example, two important functions the director provides are maintaining a data bank of sources for national, regional, and local advertisements and working with other relevant campus offices such as the Marketing Communications office to assist in placing advertisements in publications that will attract a broad, diverse pool of applicants. The executive director further helps search committees use the following strategies to expand recruitment and marketing efforts that focus on diversity:

- Making use of community outreach to build strategic partnerships for the recruitment and retention of diverse faculty and staff
- Advertising in local and national publications geared to racially and ethnically diverse communities
- Establishing relationships with diverse professionals in the military community and business industry for future hiring possibilities
- Engaging alumni of color and women in recruitment and retention initiatives
- Using national conferences at UCCS for actively recruiting diverse faculty and staff

At every stage of the process, the executive director for academic diversity is fully engaged with the university's academic units to provide guidance, consultation and support. The executive director plays a key role by assisting the search committee in broadening the applicant pool.

For recruitment and retention of a diverse faculty, UCCS also relies on community resources in the Pikes Peak region to ensure that the candidate or faculty member senses a welcoming community. A variety of organizations and events in the Pikes Peak region serve to communicate this sense of community. A partial list includes the following:

- African American Voice Diversity Brunch
- AISES (American Indian Science and Engineering Society) Film Native American Heritage Month

- Cinco de Mayo Celebration
- Collaborations with the Engineering and Applied Science Office of Student Support Minority Support Program
- Delta Sigma Theta Founders' Day
- El Pomar Emerging Leadership Multicultural Youth Program
- Juneteenth Celebration
- El Pomar Foundation, Penrose Chinese Reception
- World AIDS Day/Black Leadership Forum
- Denver Indian Family Resource Center: Fifth Anniversary
- Hispanic Chamber of Commerce Gala
- Latin American Education Fund Gala
- Martin Luther King Luncheon

Staff Recruitment and Retention Strategies

While the campus has progressed in its recruitment and retention of staff from underrepresented groups, additional efforts are needed. In the past five years, approximately 18 percent of new hires were from underrepresented groups. While this number is an improvement over previous years, university leaders recognize this progress is insufficient. To improve UCCS' ability to attract qualified individuals from underrepresented groups, several changes are underway. Efforts include a decreased use of highly structured selection devices and an increased use of video-based skill tests, "take home" experience surveys, and broad-based search committees. The campus will conduct more extensive community outreach efforts to increase the diversity of applicant pools for classified and professional exempt positions.

The campus has relatively low turnover rates in its classified and professional exempt positions. As the average length of service is eight years, this low turnover rate provides fewer opportunities to increase representation from underrepresented groups.

Evidence of Diversity

Currently, the students, faculty, and staff of UCCS are more diverse than at any point in the past. UCCS's Institutional Snapshot depicts some of the successes that have been realized to bring underrepresented ethnic groups to a visible presence. As evidenced in the snapshot, the university community is coming closer to reflecting the rich diversity represented in the makeup of Colorado, but more progress in this arena is needed.

The most significant area of progress in diversifying UCCS over the past decade has been increasing the representation of students of color. Recruitment, enrollment, and graduation of students of color have increased at a rate greater than overall enrollment growth. Diversifying the student population is particularly critical because UCCS has been the fastest growing four-year public institution in Colorado.

Since 1995, the number of students enrolled at UCCS has increased by 29 percent. This rate of growth pales in comparison to the proportional increases among students of color. Over the past decade, first-time students of color applying to UCCS increased by 178 percent, while first-time students of color who enrolled at UCCS increased by 130 percent. On top of that, with an average high school GPA of 3.34 and an average ACT score of 21, the applicants exceeded admission standards. The success in recruiting led to 1,367 students of color enrolling at UCCS in fall 2005. That number is the largest in the institution's history, and it represents a 19 percent increase over the previous year's enrollment. Likewise, over the past decade the percentage of students of color earning a bachelor's degree increased by 63 percent, and the percentage earning a master's or doctoral degree increased by 152 percent.

Recruitment, enrollment, and graduation of students of color has increased at a rate greater than overall growth.

Enrollment growth and the addition of new programs over the past decade have also expanded the faculty ranks at UCCS. The corresponding hiring opened opportunities to diversify the faculty, an effort which to some degree has been accomplished. Regular faculty, defined as tenured, tenure-track, and instructor ranks, grew by 61 percent over the decade. Faculty of color grew at a similar rate. Overall, the proportion of faculty of color increased from 12 percent to 13 percent. During the same period, hiring of female faculty increased dramatically, or 133 percent. Ten years ago, 32 percent of regular faculty were women; today, 48 percent are women, and 54 percent are assistant professors. These figures are encouraging indicators for maintaining gender balance in the future.

In recent years, ethnic minority representation among administrative faculty — department chairs, associate deans, deans, vice chancellors and the chancellor — has fluctuated. Ten years ago, and in more recent years, ethnic minorities constituted 17 percent of administrative faculty. Today, their proportion stands at 12 percent. In contrast, female representation among administrative faculty has steadily increased. In 2006, 43 percent of individuals in these leadership positions are women.

Support staff, including classified and professional exempt positions, have slowly become more diversified. Ten years ago, 9 percent of these positions were filled by employees of color. Today, employees of color hold 13 percent of these positions.

Review of Institutional Commitments

At UCCS, one of the core values, enriching environment, makes the statement: *We will aggressively seek the development of a multicultural campus environment in which each person contributes unique talents to make the university a better place.* Since the last HLC visit, a number of diversity initiatives have been strengthened. In addition, new initiatives are underway to advance a positive campus climate for people of different backgrounds. Together, these efforts link the campus and community and have brought high levels of faculty, staff, and student involvement to the forefront of campus programming.

Diversity is addressed in the 1997 University Plan and has been subsequently elaborated upon through a series of UCCS planning documents prepared during the past ten years. The plans emphasize the strategic and tactical importance of a faculty and staff that reflect the broad demographics, cultural diversity, gender identity, and sexual orientation present in the greater society. The plans also place

significant responsibility upon UCCS administration and faculty to foster an inclusive campus climate of excellence — one that attracts and supports scholars of all backgrounds, including students who represent an ethnic minority, are first-generation, are low-income, have disabilities, and are otherwise underrepresented.

The last campus diversity plan was designed in 1997 with yearly reports on diversity submitted to the CU System and Board of Regents. Reports generally detailed campus progress on the recruitment and retention of minority students and faculty. When the current university president assumed office in 2005, he immediately established a Blue Ribbon Commission to evaluate and make recommendations for university diversity programs. The UCCS campus developed a report to the commission prior to a daylong hearing held by the commission on campus in April 2006, received recommendations from the Commission, and prepared a response. Because the last diversity plan was developed nearly ten years ago, and, in response to the Blue Ribbon Commission on Diversity, the BRCD report was released in June 2006, the campus is currently engaged in the development of a comprehensive campus strategic plan for diversity to be presented to the regents in early 2007.

All the major campus plans of the past ten years, including those focused specifically on diversity, have emphasized UCCS' ability to bring together various constituencies for the common purpose of examining current conditions and arriving collectively at paths for advancing diversity. Several campus committees work to implement diversity plans.

The Faculty Minority Affairs Committee (FMAC) brings together minority faculty and staff to address a wide array of diversity issues on campus, including the recruitment and retention of minority faculty and the creation of a campus climate that embraces diversity.

The Diversity Alliance Committee (DAC) was established to promote and organize student-oriented diversity across UCCS. DAC members include the student multicultural affairs coordinator, Engineering and Science office of Student Support director, COB graduate recruitment coordinator, COB Career Placement and Undergraduate Programs director, the Campus Activities associate director, and representatives from the SGA.

The Student Diversity Council serves as a hub organization for clubs and organizations on campus that deal with diversity issues. SDC supports communication and collaboration among these groups and seeks to promote cultural diversity at UCCS.

Campus administrative authority for diversity efforts has been expressed through a variety of organizational structures. In some years, the position of diversity officer was held by a Faculty Associate, a faculty member who led campus efforts. In 2000, the position of assistant vice chancellor for academic diversity (AVCAD) was created to work with search committees on advancing the diversity of faculty and staff applicants. This position also assisted in coordinating the activities of the system-wide Diversity Committee and the campus FMAC and in representing the campus to community groups such as the Urban League and the Hispanic Chamber of Commerce. A faculty member filled this position for two years until a nationwide search could be completed and an AVCAD hired. This individual served as AVCAD before requesting full-time teaching duties. Subsequently, the position was reconceptualized as the executive director for academic diversity (EDAD) and a director was hired in 2005. That individual, too, has chosen to assume a teaching position. While a search is underway during 2006 – 07 for a new EDAD, a faculty member has agreed to serve as the director of diversity strategic planning for the campus and the role of compliance officer will be assumed by another staff member.

Core Component 1d — The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

System Shared Governance

One of the defining factors contributing to a healthy intellectual and communal environment in the CU System is a strong commitment to a shared governance model. This shared governance model is embraced throughout the CU System and represents a collaborative effort in communication and problem solving. Shared governance provides an ongoing feedback loop that enables the university to anticipate and address emerging issues and problems. It represents the joint effort of students, staff, and faculty, all of whom work collaboratively with administration.

While each of the CU campuses has its own governance structure, students, faculty, and staff are also represented at the CU System level. Shared governance follows a rational two-tiered model of authority. System-wide governance bodies define the overall structure under the regents' authority. Issues involving overall governance or governance of two or more campuses are deliberated by the system-level faculty, staff, and student governing bodies. Issues affecting only a single campus are the purview of the respective campus' governing bodies.

System-Level Faculty Governance

The CU System Faculty Senate consists of all tenured, tenure-track, and full-time non-tenure-track faculty on the three campuses. The constitution of the Faculty Senate provides a framework for the constitutions of the faculty governance organization on each campus.

The senate's representative governing body is called the Faculty Council, and it is composed of the following members:

- Officers of the Faculty Council — the chair, vice chair, and secretary
- The most recently retired chair of the Faculty Council for the year following retirement
- Three representatives from each campus in the CU System
- The chairs of the campus faculty assemblies
- The chairs of the standing committees of the Faculty Council and Faculty Senate
- A representative from the Retired Faculty Association

Faculty Council operates a set of standing committees that act as official faculty advisory panels to the Faculty Council with regard to matters within their purviews.

The Budget Committee considers matters concerning the allocation of university resources.

The Committee on Women considers concerns of women faculty.

The Educational Policy and University Standards (EPUS) Committee considers and recommends policies on education and on academic and procedural standards.

The Ethnic Minority Affairs Committee (EMAC) considers concerns of ethnic minority faculty.

The Gay, Lesbian, Bisexual, and Transgender Issues Committee considers concerns of gay, lesbian, bisexual, and transgender faculty.

The Learning, Educational Technology, Teaching, and Scholarship (LETTS) Committee considers and works with multi-campus initiatives to foster educational and research efforts by supporting innovative educational practices, creative use of technology, and interdisciplinary collaboration.

The Personnel Committee considers policies in the general area of university faculty personnel and benefits.

The Privilege and Tenure Committee (P&T) reports directly to the Faculty Senate and the Faculty Council Executive Team. It conducts investigations, mediations, and hearings of grievances concerning faculty rights, privileges, and tenure. It also recommends changes to policies and procedures governing faculty rights, privilege, and tenure.

The standing committees of the Faculty Council are responsible for developing and maintaining close working relationships with officers in the CU System administration whose duties are related to the concerns of the committee in question. To ensure open communication, such officers are invited by the committee to participate with it on an ongoing basis as ex officio, or nonvoting, members. Faculty Council committee actions or recommendations are provided officially to the administration or any officer thereof only by formal actions on the part of the Faculty Council.

The Faculty Council is further represented in shared governance through the official role of the Faculty Council chair. The chair serves as a member of the president's executive team and interacts formally and informally with the members of the vice president's office, university council, and the Board of Regents. The chair gives a monthly report at the regularly scheduled Board of Regents' meetings and responds to requests of the Board. The chair officially represents university faculty to the state legislature through its committee structure, but generally does so as a collaborative effort with administration, staff governance, or student governance.

System-Level Staff Governance

Staff Council serves to provide a forum for the staff governance groups on each campus to share concerns with CU System administration and the Board of Regents. It consists of a system-wide chair and secretary, representatives from each campus, a presidential liaison, the CU System director of human resources, and the editor of the CU System newspaper, the *Silver & Gold Record*.

Since March 2005, there has also existed a System Staff Council (SSC), which serves as a representative body for communicating the ideas and concerns of system administration employees to CU administration. The SSC represents both classified and exempt professional staff.

The Staff Council is further represented in shared governance through the official role of the Staff Council chair. The chair serves as a member of the president's executive team and interacts formally and informally with the members of the vice president's office, University Council, and Board of Regents. The chair gives a monthly report to the regularly scheduled Board of Regents' meeting and responds to requests of the board. The Staff Council chair collaborates on both a formal and an informal basis in areas of shared interest with faculty and student governance groups. The Staff Council chair is sometimes called on by CU System administration to represent the views of staff to the state legislative process.

System-Level Student Governance

Finally, executives of the student governance organizations from each campus work together to represent students' interests through the Intercampus Forum. The Intercampus Forum is represented in shared governance through the official role of the Intercampus Forum chair. The chair serves as a member of the president's executive team. The chair regularly interacts formally and informally with members of the vice president's office, university council, and Board of Regents. The chair gives a monthly report to the regularly scheduled Board of Regent's meeting and responds to requests of the board. The Intercampus Forum collaborates on an ongoing basis in areas of shared interest with faculty and staff governance groups. The chair of the Student Intercampus Forum sometimes represents the views of students or the interest of the CU System to the state legislature, generally as a collaborative effort with the administration, faculty governance, or staff governance.

Campus Governance

UCCS has four governance groups on campus: Faculty Assembly, Staff Council, Professional Exempt Staff Association (PESA), and student government. These four groups work closely with UCCS administration, the Board of Regents, and the CU System's other governance groups to achieve campus and CU System goals. They serve as the voice on issues related to their group or on issues of expressed interest to the group. The governance groups have meetings, set agendas, and represent themselves at functions and other governance group meetings. In addition to meeting regularly, the governance groups place a high value on service and commit to contributing their expertise to the campus and public good.

The governance groups play an important role in advancing the university's mission. The campus affirms the tradition of shared governance and encourages all members of the campus community to join together in creating a positive working environment where all enjoy respect and fair treatment and where all have a voice in campus decisions.

UCCS Faculty Governance

Faculty government is mandated by the regents (Article 5, Laws of the Regents) and consists of the Faculty Senate and its committees, Faculty Council and its committees, governing bodies on each campus, and faculty of each school and college. These bodies are identified in the constitution found in the Rules of the Senate.

Each campus has a governing body and that governing body has a constitution that is consistent with the Rules of the Senate. At the Colorado Springs campus, this body is the UCCS Faculty Senate. All full-time faculty members of UCCS are members of the Faculty Senate. The Laws of the Regents specify (Article 5) that each campus have a "Faculty Senate" to "share the governance of the university with the administration and the Board of Regents." A constitution guides its workings. Meetings of the senate occur at least twice yearly. All faculty members are welcome to participate in discussion and voting privileges when the senate is in session.

The Faculty Assembly is a representative elected body of the Faculty Senate under proportional representation as determined by a vote of members from the respective colleges. Officers are elected annually by campus-wide vote. The Faculty Assembly meets at least three times per academic year, but in practice usually four or five times each semester. A smaller group consisting of officers and other members of the Assembly comprises the Executive Committee. It meets frequently to discuss matters in need of immediate attention and advise campus administration. Article 5.3.5 of the Laws of the

Regents states that the Faculty Senate for each campus has jurisdiction over campus academic policy, scholastic policy, and academic ethics.

The Faculty Assembly has three executive standing committees, which have committee structures and address areas of concern defined in the bylaws: the Committee on Educational Policy and University Standards (EPUS), the Committee on Personnel and Benefits, and the Faculty Advisory Committee on the Budget. Reports on activities of the Faculty Assembly and its committees are issued in the form of meeting agendas and minutes posted monthly on the Faculty Assembly website. The Budget Committee posts periodic budget briefs to the campus community as well.

The Faculty Assembly routinely reviews and revises the constitution and bylaws which govern the faculty. In 2005, for example, the Assembly reexamined the bylaws and made changes reflecting the current status of governance practices on campus. The Assembly and EPUS also routinely review all policies involving academic and curricular practices on campus.

As part of shared governance mandated by the regents, faculty governance continues to play an important role in the UCCS community, and it continues to evolve as the campus grows.

UCCS Staff Council

According to Section 2 of Article 1 of the UCCS Staff Council Bylaws, "Staff Council is established to represent classified, contract, and CU Foundation employees of the University of Colorado at Colorado Springs."

With the establishment of Staff Council, the following ideas, outlined in Article II of Staff Council Bylaws, represent the fulfillment of its purpose:

- To initiate and provide means for the exchange of information among UCCS employees relative to issues of mutual concern
- To foster a spirit of unity, cooperation, and loyalty among all UCCS employees
- To consider methods and means by which overall working conditions may be improved and operating efficiency increased
- To study and to make recommendations to administrative officers concerning problems and policies of mutual concern relating to UCCS employees and the general efficient functioning of the university
- To be responsible for matters of concern as may be assigned to it by the chancellor
- To disseminate information and make recommendations concerning candidates for the various state boards which have an impact on the staff
- To work with any and all similar councils, groups, or bodies on all of the university's campuses to fulfill the aforementioned purposes
- To aid in the strategic planning goal for establishing an environment conducive to the recruitment, retention, development, and recognition of an excellent staff
- The organization of this Staff Council shall in no way affect the right of staff employees to belong to other organized groups of their choice, nor shall it preclude the functioning of such organizations

Staff Council holds monthly meetings at which the entire campus community is welcome to participate. During these meetings, information is gathered and disseminated among the group. Staff Council also uses these monthly meetings as a platform for professional development, often through presentations by guest speakers. Staff Council members exchange ideas at these meetings and put forward proposals for future activities to enhance the campus community.

Staff Council also oversees several different committees, which serve numerous purposes. These committees are dedicated to serving the campus community as well as the larger municipality. Examples of the committees are as follows: Blood Drive Committee, Staff Enrichment Committee, Legislative Watch Committee, Courtesy Committee, and School Supply Drive Committee. Staff Council works diligently to serve the campus, faculty, professional exempt staff, classified staff, student body, and local community while cultivating an environment that promotes loyalty, cooperation, and growth.

The Staff Council Executive Board meets at least quarterly with the chancellor to discuss matters pertinent to the continued success of the campus and issues that staff deem crucial. The chancellor also may request information or action from the Staff Council. Depending upon the nature of the request, either the Staff Council Executive Board addresses the request or a committee is formed to do so.

Professional Exempt Staff Association

According to Section 2, Article 1 of the Professional Exempt Staff Association (PESA) bylaws, "The Professional Exempt Staff Association is established to represent all personnel who are exempt from the Colorado State Personnel System and who are not faculty members." UCCS is the only CU System campus that has a specific governing association for professional exempt staff to represent their interests.

According to its bylaws, the purpose of PESA includes the following elements:

- To be an advocate for the unique interests of professional exempt staff of UCCS
- To provide means for the career development of the professional exempt staff of UCCS
- To foster a spirit of unity and cooperation among all UCCS employees and to promote communication with the administration and among professional exempt staff of UCCS
- To study and make recommendations concerning problems and policies of mutual concern relating to UCCS employees and the overall efficiency of the campus
- To provide representation to boards, councils, and committees and to work collaboratively with these groups in such areas as strategic planning, fiscal matters, and the recruitment, retention, and recognition of professional exempt staff
- To be responsible for matters of concern as may be assigned by the chancellor

PESA complies with these purposes by holding general meetings that are open to all professional exempt staff and where issues that have an impact on them are discussed. Feedback from the members is then incorporated in policy discussions and official position statements.

PESA works collaboratively with the university and other governance groups by providing representation on committees, councils, and boards dealing with issues relevant to UCCS professional exempt staff. Working closely with other groups on campus contributes to the collaborative process of managing the campus and providing excellent education and services to students.

As the campus grows, one of the functions of PESA is to educate its members about upcoming changes and provide them with the information they need to adapt to the changes. When the campus faces important issues, the PESA executive board meets with the chancellor to get information which they then share at general meetings, allowing PESA members to see how potential changes may affect positions or responsibilities. Comments and concerns about changes are then relayed back to the chancellor for consideration. This open dialogue is critical for managing growth effectively in a time of rapid changes.

PESA also provides professional development opportunities for its members. The general meetings are used not only as a forum for the exchange and discussion of information but also as a chance to learn about leadership, management, or other job-related skills. Speakers are arranged to give presentations and seminars so that staff can continue to develop professionally.

One of the issues addressed by the PESA executive board every year is salary compression. The board works with campus administration to ensure that PESA members are earning a wage that is typical for their position and experience. Comparisons are made with other schools across Colorado and nationally to gather these data, and the executive board works to ensure that pay rates on the campus match those of other campuses across the country. Annually, PESA also looks at funds available for raises and determines what part of any increases should be used for salary compression and what part for merit-based raises. By ensuring that the reward structure is equitable, PESA helps to maintain quality staff on campus, leading to better delivery of services to students.

Student Governance

The administrative structure of the UCCS SGA promotes effective leadership and supports collaborative processes that help enable UCCS to fulfill its mission. Serving as the voice of students on campus, SGA comprises elected co-executives, a senate with 16 elected and appointed members, and a judicial board. In an effort to project the UCCS student voice, elected and appointed members of the student body represent their fellow students by serving on one of the executive, legislative, and judicial branches, on numerous campus advisory committees, and throughout the CU System, as outlined in the SGA constitution. The SGA acts as a foundation for campus clubs and organizations by serving as a communicator, host, and sponsor. In this capacity, SGA disburses student fees to clubs and organizations for various activities and events.

SGA serves as the voice of students on campus.

One student college representative from each college is elected by the students within that college. Undergraduate students majoring in a specific college or graduate students majoring in a department within a school or college are eligible to run for the position of student college representative. One student college representative represents all graduate students. Eight senators-at-large, a director of finance, and one student director of multicultural affairs are also elected by the student body as a whole. A student Housing Village liaison is elected by housing residents and serves as a nonvoting member.

The primary functions of the senate are to serve as the legislative body of student government and to disburse student activity fees. The senate ensures that the policy, programs, and services of any fee-funded student facility reflect the needs and desires of the SGA membership. This duty does not supersede the authority of the chancellor or the Board of Regents.

The Student Assembly has authority, within the guidelines set by the Board of Regents, over all student activity policies. Monies generated from student activity fees are disbursed only to student organiza-

tions, student clubs, or events that benefit UCCS students. Any student activity fees, or subsequent profits from them, may only be disbursed to faculty or staff organizations or any agency outside of the CU System by a two-thirds majority vote of the active membership of the Student Assembly. The SGA monitors student activity fee accounts for compliance with state and university fiscal policy, and all data concerning student activity fee accounts and policies are open for public inspection.

The executive branch is elected at large by the student body. One co-executive chairs the assembly while the other serves as vice-chair. All appointments made by the executive branch are submitted to the senate for approval. Vacancies are officially posted on the student government bulletin board and are advertised for at least nine full school days prior to nominations being made. The executive branch, senate, judicial board, and all student activity fee-funded organizations write their own bylaws. All bylaws of SGA organizations are subject to approval by the senate, and bylaws of a branch of Student Government are subject to approval by the other two branches.

The judicial board consists of seven members appointed by the executive branch and approved by a majority vote of the senate. Judicial board members elect their own chair and vice-chair at the beginning of each fall semester. The judicial board interprets the SGA constitution and rules on constitutional disputes. The board also determines election policy, which is subject to review by the Student Assembly. The board administers regular and recall elections, approves special stipends, and serves as ombudsman for the student body. Judicial board rulings may be appealed through the chancellor, but the final appellate authority is the Board of Regents.

The work of the SGA is intimately tied to the mission and goals of UCCS. SGA assists in contributing to student success by funding facilities, clubs, and activities that enrich campus life outside the classroom. As UCCS strives to grow responsibly, SGA initiates and reviews policies related to campus growth initiatives to voice student needs and concerns. As UCCS continues to transform itself from a commuter campus to one with a resident student body, campus life initiatives have become increasingly important.

Administrative Structure

UCCS is one of three universities comprising the CU System. The university system is led by the president, a team of vice presidents, and CU System personnel. Each campus is led by a chancellor who reports directly to the president of the CU System. The chancellor of each campus serves as the chief executive officer of the campus and is granted broad authority under Regent Laws to oversee and administer the programs and academic mission of the campus.

The UCCS campus is organized under the chancellor of the campus in three main areas: Academic Affairs, Administration and Finance, and Student Success. Each of these three principal areas is led by a vice chancellor, associate, and assistant vice chancellor(s), directors, deans, and supervisors of key academic, business, and support units on the campus. University Advancement, which coordinates fundraising and other approaches to expanding campus revenues, is led by the chief operating officer for advancement. A key partner in this aspect of the campus is the University of Colorado Foundation, the private fundraising arm for the university. In addition to raising private support, the foundation also manages the investments on behalf of the university. Additionally, the Offices of Information Technology and University Relations report directly to the chancellor. These functions are detailed on the following organizational charts for the Office of the Chancellor and for the three functional areas of the campus — Academic Affairs, Administration and Finance, and Student Success.

Figure 2.9 — Office of the Chancellor

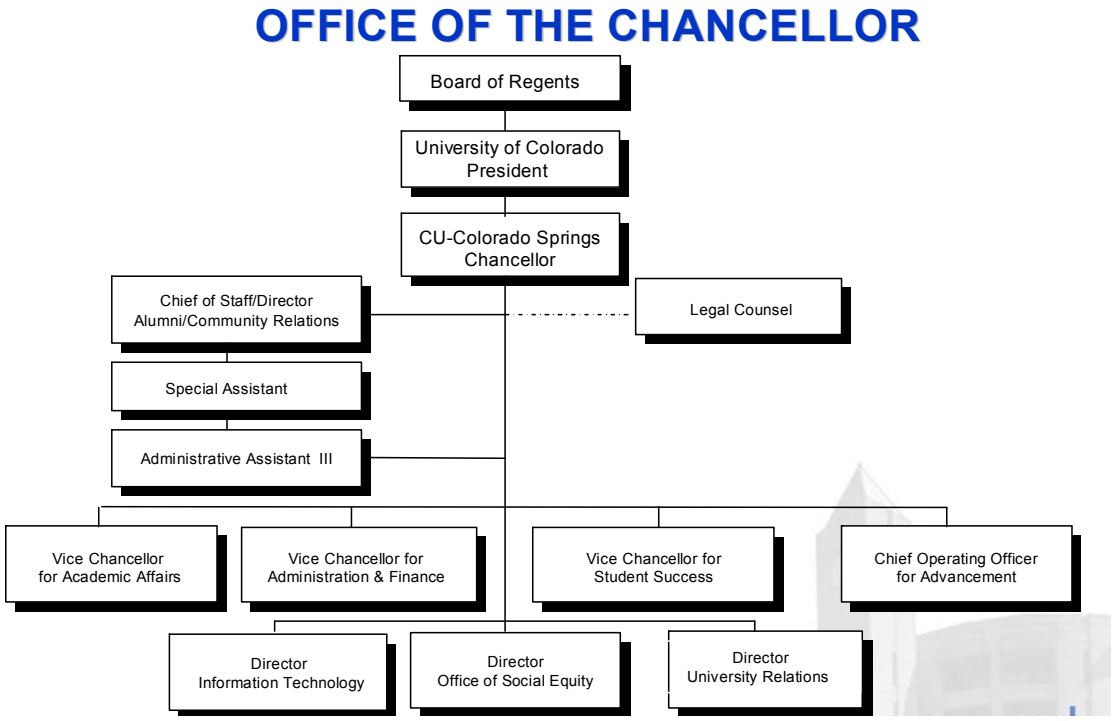


Figure 2.10 — Academic Affairs

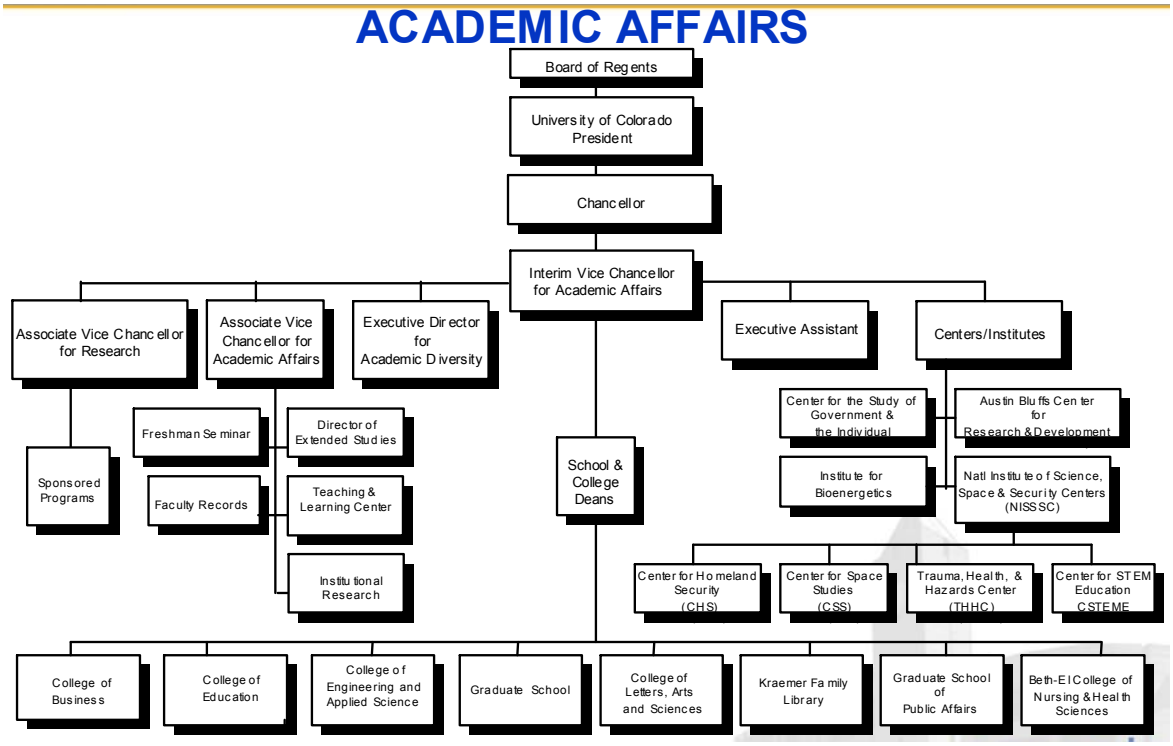


Figure 2.11 — Administration and Finance

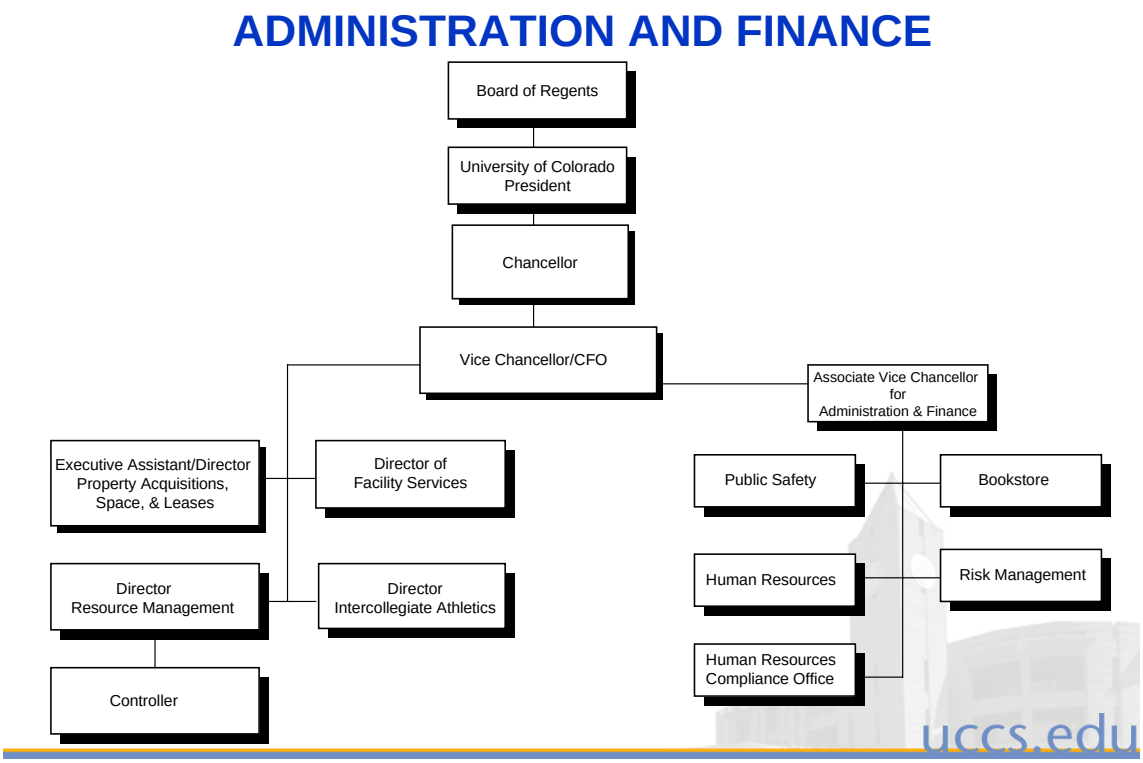
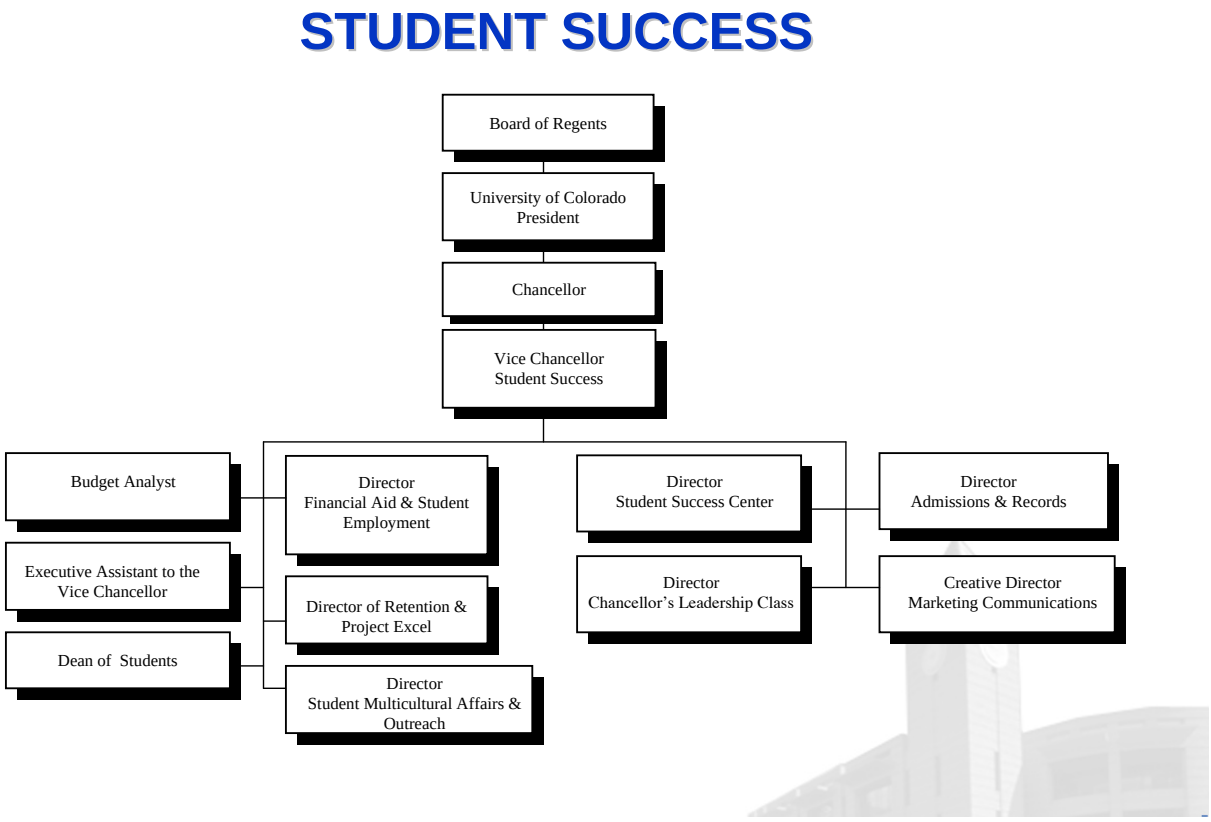


Figure 2.12 — Student Success



Governance groups and a variety of other committees play important roles in the administration of the university. Two of these committees — the Deans' Council, which is the administrative body for the coordination of the academic units, and the University Budget Advisory Committee, which is a representative body designed to assist the leadership team in making financial decisions — are of particular significance in advising campus leadership on a wide range of issues

Deans' Council

The Deans' Council is an administrative committee whose members include the seven deans of the schools, colleges and library; the Faculty Assembly president; the associate vice chancellor for academic affairs; the associate vice chancellor for research and dean of the Graduate School. The council meets twice a month and reports to the vice chancellor for academic affairs. The Deans' Council also serves as the Extended Studies advisory board. At least once a semester, the Deans' Council meets with the chancellor, CU System deans, and CU Foundation.

The Deans' Council provides a forum for communicating administrative decisions to the colleges and for the colleges to inform campus administration about the implementation of campus policies, plans, and budgets. The Deans' Council also provides a forum for the deans to discuss and resolve issues beyond a single college and exchange information on their colleges' issues, programs, and plans. In addition, the Deans' Council recommends and reviews policy. In the past ten years, the Deans' Council has addressed and resolved issues related to graduate school structure, student recruitment and enrollment, general education, budget cuts, merit and base salary, research division restructuring, personnel and tenure, diversity planning, fund raising, assessment, and system-wide developments.

University Budget Advisory Committee

The University Budget Advisory Committee (UBAC) is a standing university committee. Meeting regularly with the chancellor, UBAC makes detailed recommendations to the chancellor concerning the university's budget. These recommendations reflect the university's statements of mission and vision, the deliberations and decisions of campus committees, and the actions of the Board of Regents, president of the university, and UCCS chancellor. In addition to their advisory role to the chancellor, all committee members are advisors to the general campus community about the nature and state of the budget and the budget process.

The primary overriding principle of UBAC is open discussion among all participants. The committee regularly examines all sources of revenue such as the general fund, tuition, other cash, auxiliaries, contracts, and grants. Additionally, all types of expenditures — appropriated programs, auxiliaries, contracts, grants, and plant funds — are reviewed during the committee's deliberations. UBAC also reviews new auxiliary enterprises for financial viability and makes recommendations to the chancellor as to their prospects for success. Periodically, UBAC reviews existing auxiliaries and enterprises and advises the chancellor on whether such programs should continue to be maintained, have funds increased, or be eliminated.

UBAC consists of 19 members, representing all constituencies of the campus, including faculty, classified and unclassified staff, administrative leadership, and student representatives. Membership includes at least one faculty member from each college, with three members from LAS. All members of the higher administration (Leadership Team) are nonvoting members of the committee.

The committee's membership structure provides for a continuity of expertise as well as an opportunity each year for new members to join. All members are expected to represent the campus as a whole, rather than a narrower constituency.

By meeting regularly with UBAC, university administration holds itself accountable to all of the campus constituencies. Administrators open themselves to questions and criticism on all budgetary matters and related issues that have an indirect effect on budgets. Perhaps more importantly, the committee has been supportive of administrative efforts to make budgetary cuts that are sensible and realizable and which have as little impact on the student body, faculty, and staff as possible. Through regular discussions with UBAC and by considering all opinions expressed at UBAC meetings by various members of the represented UCCS constituencies, the administration is working together with all campus constituents to prepare the campus for the future.

Core Component 1e — The organization upholds and protects integrity.

State and Federal Law Compliance Provisions

The Board of Regents of CU was established by the Colorado constitution, Article IX, Section 12. The campuses of the CU System are declared to be state institutions of higher education in the Colorado constitution, Article VIII, Section 5.

Legal Overview

As a constitutional body corporate, the regents must comply with all applicable federal and state laws and regulations. The scope of the regulatory requirements is exceedingly broad and complex. Examples include federal and state civil rights laws, state personnel rules regarding state classified employees, privacy laws and regulations regarding students' educational records, privacy laws and regulations regarding data security, intellectual property law, federal laws regarding overtime pay, conflict of interest regulations for sponsored research and public employees, and financial law and regulations, such as the state of Colorado fiscal rules. In addition, UCCS complies with the requirements of the Higher Education Reauthorization Act. The Student Right to Know Act requires each institution to report graduation rates for entering freshmen cohorts and to make the information available in university publications. The graduation rate information is published on the university's web site and in the Schedule of Courses.

To ensure compliance with state and federal laws and regulations, UCCS has been assigned a full-time senior associate university counsel and special assistant attorney general to help administrators understand legal requirements and limitations and to find appropriate resolutions to conflict situations. While not all litigation and agency hearings can be avoided, a good faith effort to resolve conflicts at an early stage is essential to the operation of a university with integrity. Luckily, the campus does not have many cases that have advanced to litigation.

Extensive training takes place on campus regarding compliance with state and federal laws and regulations. For instance, the campus requires all employees to take an online sexual harassment training course. Likewise, the campus also requires anyone who deals with hazardous wastes to take an online course. While not required, campus employees are encouraged to take other online courses, such as the Fair Labor Standards Act, Personnel Effort Reporting, and the Family Educational Rights to Privacy Act (FERPA). Research administrators take an online course, as do all employees who are issued a university procurement card. Finally, all officers and fiscal employees sign an annual disclosure statement.

In addition, CU System administration provides an Office of Internal Audit to help the campus establish appropriate controls and identify areas where controls can be strengthened and policies and procedures can be created or updated.

Division of Resource Management

The Accounting, Budget, Bursar, and Loan offices, which comprise the Division of Resource Management, were established in early 2005, with the former budget director appointed as the new director of Resource Management. This division is responsible for the oversight of all campus financial activity, including budget development and monitoring; general, auxiliary, plant, contract, and grant accounting; cashiering; collections; student loan disbursement; and third-party billing.

This current mission statement of the division was adopted in summer 2005:

> *The Resource Management Division exists to support the campus fiscal managers in the most efficient and effective manner possible to ensure that expenditures of university funds are reasonable, necessary, and in compliance with state and other external mandates. It does so by coordinating the development of the budget, recording the budget, and compiling, analyzing, interpreting, and monitoring financial information and activities.*

In consultation with the CU System controller, the campus controller develops fiscal policies, accounting principles, and standards and procedures that are unique to the Colorado Springs campus. Division of Resource Management staff conduct proactive outreach programs to deliver professional accounting and consulting services to department personnel. Some of the programs include (1) developing proper internal controls, (2) training departmental personnel in fiscal areas, (3) post-auditing financial transactions to ensure that they comply with established rules, policies, and regulations, and (4) reconciling the financial system to the state of Colorado Financial Reporting System (COFRS).

The Division of Resource Management works with the system-wide Office of Internal Audit to examine and evaluate independently the activities of the CU System campuses. The office assists campus members in effectively discharging their responsibilities by furnishing analyses, appraisals, recommendations, counsel, and information concerning the activities audited and promoting effective systems of internal control.

As a state institution of higher education, UCCS adheres to all state and federal regulations and policies, including state of Colorado fiscal rules, statutes, and regulations. Colorado statutes grant the Office of State Auditor access to all books, accounts, records, files, documents, correspondence, or other information in any state institution. The Office of State Auditor contracts an external public audit firm to conduct an annual financial audit of the entire system in accordance with the Federal Office of Management and Budget. The results are presented to the Legislative Audit Committee that is responsible for reviewing and releasing annual audit reports and recommending special studies.

Department of Public Safety

In support of the university's mission and goals, the UCCS Department of Public Safety (DPS) provides police, emergency preparedness, environmental health and safety, parking and transportation services, and identification services to the university community. The department recognizes that its authority comes from the U.S. Constitution, and all members are dedicated to upholding its express belief in the fundamental value of all people.

Public Safety views its community and employees as invaluable assets whose welcomed diversity encourages Public Safety to strive to create a place where each individual's expression and worth can flourish. Public Safety does this with the clear understanding that its ultimate responsibility is to enhance and celebrate the university experience and provide superior service to the campus community, residential neighbors, and the Pikes Peak region. Public Safety further recognizes that specific programs aimed at encouraging community participation will be most successful when fostered within a climate of mutual communal trust.

In support of the campus mission, Police Operations offers a variety of educational programs each year. Introduced in 1997, the Rape Aggression Defense (RAD) program is taught an average of ten times per year. Alcohol and drug awareness programs are ongoing, with a variety of programs held several times each semester, depending on police staffing and program demand.

In fall 2004, Police Operations purchased a Simulated Impaired Driving Experience vehicle (SIDNE), the first law enforcement agency in the state to do so. A battery-powered vehicle, SIDNE simulates alcohol and other drug impairment through a delayed response mode, affecting steering, braking, and acceleration. Purchased exclusively with donated funds, the vehicle is used in demonstrations several times a month, including programs at area high schools. First Aid and CPR classes, fire safety, additional sexual assault programs, workplace violence programs, and programs designed exclusively for children at the campus day care facility are other crime prevention programs offered by campus police.

UCCS maintains a full service Department of Public Safety (DPS) to respond to criminal acts and emergencies on campus. DPS operates under a director, and department officers are state certified, holding police commissions with the state of Colorado. The department is staffed with professional police officers and police dispatchers 24 hours a day, 7 days a week, 365 days a year.

UCCS police officers respond to all reports of crimes that occur on campus and other properties owned, operated, or under the control of the CU. They are generally the first to respond to any emergency or call for service on campus. The DPS and the city of Colorado Springs police have a close working relationship and coordinate their responses to crimes as appropriate.

The UCCS police communications center relays reports of crimes and calls for service via radio to uniformed field officers. University police officers patrol the campus by car, by bicycle, and on foot. Officers are authorized to carry firearms and are trained in laws concerning the use of force. They respond to crime reports as appropriate, using state and municipal laws as guidelines. They detain, arrest, or warn offenders based on established standards of criminal or constitutional law. UCCS police officers write reports on all law violations, and administration uses the reports to compile daily, monthly, and yearly statistics for the FBI's Uniform Crime Report. They also review reports of old or "cold" crimes.

UCCS police coordinate with the district attorney's office for the filing of criminal charges. Cases involving students are referred to the Office of Student Life for review and possible sanctions. Crime reports containing information that may affect the security of other UCCS units are routed to appropriate administrators.

All student organizations leasing or using off-campus space must report any criminal activity that occurs off campus to central administration. All reports involving criminal activity are filed with the Department of Public Safety for inclusion in the Campus Safety and Security Report.

Crime Report Information

Guidelines regarding how and when to report a crime are provided at student, staff, and faculty orientations. Colorado Revised Statute, 18-8-1215, "Duty to Report a Crime," requires all persons

who believe a crime has been committed to report the suspected crime promptly to law enforcement authorities. Faculty, staff, and students (except those who have counseling responsibilities) must forward any report of a crime on campus to campus police for further investigation. Because police reports are public records under state law, Public Safety cannot hold reports of crime in confidence. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can generally be made to the Counseling Center.

Police Authority

UCCS police officers are Colorado peace officers and receive their authority via the provisions of Colorado Revised Statutes, Title 16, Article 2.5, Part 101. This statute gives officers the authority to enforce all laws of the state of Colorado while acting within the scope of their authority and in the performance of their duties. The Board of Regents has delegated authority through the campus chancellor to DPS to enforce university rules and regulations as well as municipal, county, and state laws. UCCS police officers have full police authority on all properties owned or controlled by the university and can make arrests when not on state owned or leased property.

UCCS police officers receive the same training as other full service police officers in Colorado. They must successfully complete an authorized Colorado Law Enforcement Training Academy with a minimum of 480 hours of specialized instruction. Under the supervision of experienced officers and supervisors, they also complete a minimum of four months of field-training, covering security and crime concerns specific to the university community. Finally, officers complete a probationary period of six months to one year before being certified to their staff positions.

Public Safety recognizes the importance of maintaining cooperative working relationships with the city of Colorado Springs Police Department, the El Paso County Sheriff's office, and the El Paso County District Attorney's office. Public Safety meets with these departments on a formal and an informal basis on specific issues as the need arises. Through an intergovernmental agreement with the Colorado Springs Police Department, UCCS police are granted enforcement authority of state offenses off campus and enforcement of city traffic and parking violations on campus and within a defined enforcement boundary.

All of these law enforcement entities share information to track offenders' criminal histories and arrest information as well as crime trend information. Public Safety has direct lines of communication with these entities, allowing for fast, efficient coordination. Public Safety also works with other state and federal law enforcement agencies as required.

Because the university is committed to personal safety, Public Safety has implemented sexual offense prevention and personal empowerment programs that promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses. These programs are offered several times throughout the year, and program dates are made public at the beginning of each semester and announced at new student orientations.

Campus Safety and Security Report

UCCS police contribute monthly crime statistics to the Colorado Bureau of Investigation (CBI) and the FBI through the National Incident Based Reporting System (NIBRS). Statistical information is published annually by both of those agencies. The Clery Disclosure Act requires UCCS to "prepare, publish, and distribute, through appropriate publications or mailings, to all current students and employees, and to any applicant for enrollment or employment upon request, an annual security report containing at least the campus security policies and campus crime statistics of the institution." Crime statistics must include the most recent three years' information. Public Safety requests crime statistics

from the Colorado Springs Police Department for the areas surrounding campus and those properties that the university owns, leases, or rents. The department requests disciplinary referral statistics from the dean of students and the Housing Village director.

In addition to police services, DPS offers these safety services to the campus community: environmental health and safety, emergency preparedness, and risk management.

Environmental Health and Safety

The goal of DPS is to provide a safe working environment at UCCS. An integral part of this effort is management and control of chemicals, particularly those identified by regulatory agencies as hazardous to the environment or humans.

Environmental Health and Safety administers the chemical safety plan, hazardous materials management, and fire safety programs for the campus. University community members who handle hazardous substances on behalf of the university must maintain, use, and dispose of such substances in accordance with both the UCCS Hazardous Material Management Plan and federal, state, and local regulations.

Emergency Preparedness

The Emergency Preparedness office guides preparedness, response, and recovery actions. Emergency preparedness applies to a broad range of emergency incidents and may be activated during severe weather events, hazardous materials releases, natural disasters, fires or explosions, extended power outages, mass casualty events, and police and medical emergencies.

The UCCS position is that a major emergency in the community is also a university emergency.

The Campus' Emergency Plan may also be activated during a community or regional crisis. For example, a regional utility outage, toxic spill on a major highway, or brush fire in a local area may necessitate an activation plan to coordinate emergency information and support services for personnel. The UCCS position is that a major emergency in the community that affects students, faculty, and staff is also a university emergency.

Risk Management

Risk Management is administered at the CU System level. In addition, UCCS has a dedicated, senior risk manager who has worked on the campus for over a decade. CU and its campuses are exposed to risks of loss resulting from occurrences involving disappearance, damage, and destruction of its own property and the property of others, injuries to employees or others, dishonesty, and unforeseen liabilities imposed by law or assumed by contract.

The philosophy of the CU System is oriented toward affirming control and minimizing risk to the greatest extent practicable. Recognizing the need for a systematic and coordinated approach to the handling of risk, the Board of Regents has established a risk management policy.

The primary accomplishment in hazardous material management has been periodically inspecting research labs, based on state and local regulations, and assisting laboratories in improving safety practices. DPS has also created a central fire alarm monitoring capability for Public Safety Dispatch to reduce Colorado Springs Fire Department responses for false alarms and improve management of fire systems (alarms, hydrants, extinguishers, and sprinklers).

Parking Services and Transportation Services

In support of the campus mission, Parking Services must be ever diligent in providing for safe movement and storage of vehicles within the limits of available space. An auxiliary operation receiving no tax dollars for support, parking planning is a collaborative process on campus. Recently, the university invested in a five-story, 800-space parking garage, which provides close parking for those students, faculty, and staff who choose to purchase a main campus parking permit. By using only one-fifth as much land as would be needed for a surface lot of equal parking capacity, the parking garage also contributes to the sustainability of the campus. Parking planning for the future is considered at both the academic and facilities strategic planning levels to ensure that university members have equitable access to the campus.

Parking Services also administers the photo identification card program for the campus. A recent upgrade in the photo I.D. system has enhanced the university's ability to service student, faculty, and staff needs. Examples of this include the use of a single I.D. card to check out library books, purchase meals in any of the campus restaurants, and enter the exterior doors of the housing village.

Personnel Office

The Personnel office has five employees: a director, a human resource specialist, a program assistant, an administrative assistant, and a student employee. The primary goal of the office is to provide comprehensive personnel services: to recruit, attract, and retain quality employees in four different personnel systems — faculty, classified, officers and professional exempt, and student employees; to ensure efficient compensation and benefits administration; to maintain records; and to consult with employees on a variety of human resource issues. Increased web capabilities have greatly enhanced Personnel's ability to make information available to employees and future applicants. The Personnel office webpage now includes such topics as online employee handbooks, step-by-step guides, benefits information, policies and procedures, state personnel system rules, job announcements, and online training.

For classified employees, the Personnel office duties include the following:

- Recruitment, selection, job analysis, examination development, and administration
- Position classification of new and encumbered positions
- Layoff administration
- Appeals processing
- Grievance processing
- Performance management, planning, and evaluation
- Rules interpretation, including state personnel system policies and rules, CU rules, and State fiscal rules
- Employee counseling
- Family and Medical Leave Act (FMLA) and Fair Labor Standards Act (FLSA) administration
- Assistance to supervisors to understand the rules of the classified system

Policies and Processes in Contracting and External Relationships

Training is also a large component of how OSP ensures the integrity of sponsored programs.

The Office of Sponsored Programs (OSP) is the point of contact and the officially sanctioned office for externally funded programs for the campus. As such, the office is responsible for ensuring that all submitted proposals comply with the myriad laws, policies, and guidelines of the campus, the CU System, state and federal governments, and any sponsor-initiated guidelines. Financial reporting of actual expenditures is monitored by OSP and the Sponsored Programs Accounting (SPA) office. Details for monitoring compliance and support are provided under Criterion Four of the self-study. The following is a list of compliance committees, boards and oversight activities the campus maintains to ensure the integrity of all sponsored programs:

- The Institutional Review Board for the Protection of Human Subjects (IRB)
- The Institutional Animal Care and Use Committee (IACUC)
- The Institutional Biosafety Committee (IBC)
- The Scientific Misconduct and Fraud Committee
- A Conflict of Interest Policy
- A Restricted, Proprietary, and Classified Research Administrative Policy Statement
- Personnel Effort Reporting through the Sponsored Programs Accounting (SPA) office

Training also is a large component of how the OSP ensures the integrity of sponsored programs at UCCS. What follows is a partial list of the training available or required of principal investigators and coprincipal investigators (a more detailed accounting of the training is provided under Criterion Four of this report).

- Online grant and contract administration
- Online personnel effort reporting
- Monthly research administrator training sessions
- Periodic campus discussion groups on OSP and SPA topics
- Proposal workshops (both internally and externally run)

Policies and Procedures of Cocurricular and Auxiliary Activities

UCCS upholds its integrity in all areas, including cocurricular and auxiliary activities. Cocurricular activities in such units as the Athletic Department and self-supporting auxiliary activities in such units as Extended Studies, student government, housing, and parking services are subject to the same basic rules and processes as are all other areas of the campus. All funds generated from these activities are state funds. All contracts generated by these activities are subject to institutional review and processing by legal counsel, OSP, risk management, and tech transfer.

The university's fiscal goals are to safeguard and manage its financial assets by accounting for the funds it receives and ensuring that these assets are effectively employed to support the campus' teaching, research, and service functions and that they comply with state, federal, and sponsor reporting requirements. Cocurricular and auxiliary activities are held to the same fiscal goals.

Each operating department of the university, including cocurricular and auxiliary activities, has a special stewardship obligation to process properly and accurately all receipts and disbursement of funds, account for all financial resources received and used, and ensure that all financial transactions conform to legal requirements and administrative policies. In addition, they are recorded in accordance with generally accepted accounting principles for colleges and universities.

Financial management policies and practices at UCCS are guided by campus and CU System policies and procedures, state rules, federal regulations, and professional accounting standards. All operating departments on the campus are charged with using the fiscal resources allocated to them to achieve their stated objectives. Thus, no matter the source of funding, the responsibility for implementing fiscal controls resides at the operating departmental level.

Academic Policies and Procedures

Campus academic policies and procedures exist within the larger framework of CU. At the most fundamental level are the Laws of the Regents which set the basic parameters within which the institution operates. The regents have also promulgated a number of Regent Policies. As deemed appropriate, the CU System has developed Administrative Policy Statements to provide an additional policy framework. Those regental and system policies relating to faculty have been collected into an online *Faculty Handbook*.

In some cases, the existing CU System policy structure requires that additional policies be developed for each campus. In others, the campus has found it necessary to elaborate more specific campus policies to implement the system policy. In a few cases, campus policy deals with situations peculiar to the campus and not addressed by the system policies. Those Campus Administrative Policy Statements, including the process for the approval of campus policies, are maintained online. University and college academic policies that have an impact on students are maintained in the *Bulletin*.

The campus governance structure is extremely important in the creation and revision of all campus policies. In the case of academic policies, the Faculty Assembly plays a crucial role, and its key mechanism for engaging in this process is the Educational Policies and University Standards (EPUS) committee, charged with considering and recommending from the Faculty Senate Bylaws policies on education and academic procedural standards, including:

- University academic standards, including the Uniform Grading Policy
- Procedural standards affecting academic affairs common to all academic units of the university
- Honorary degrees and recognition medals
- Evaluation and improvement of learning and teaching at all university levels

The Deans' Council is another important part of the process for academic policies. The Graduate Executive Committee, composed of all the directors of the university's graduate programs and the dean of the graduate school, also plays a central role in policies that affect graduate programs. Ultimately,

the authority of the campus to promulgate policy comes from the regents' delegation of authority to the chancellor (The Laws of the Regents, 1990, Article 3 Section B.8). Thus, the chancellor has final approval on the adoption and revision of campus policy.

Each college and school has its own mechanism for approving its internal policies and procedures based on principles of faculty governance. Faculty control and oversee curricula and maintain the integrity of the academic programs through college committees that review and approve new student requirements, new courses, and new academic programs. Standards for academic programs are widely available on campus web pages and in the yearly bulletin.

Undergraduate Programs

College of Business and Administration

COB separates the administration of programs into graduate and undergraduate committees. The Undergraduate Committee oversees the structure and content of COB's undergraduate program. This committee comprises a chair and various members of the faculty and staff. Each of the four departments within COB is represented along with the director of undergraduate programs and the designated undergraduate advisor from Student Success. With the exception of the advisor from Student Success, all members have a vote on issues being considered.

The Undergraduate Committee is responsible for periodically evaluating the content of the program and making suggestions regarding major changes. The committee has the power to enact incremental changes and is charged with reviewing undergraduate student petitions. It also works closely with the director of undergraduate programs in scheduling classes. Student petitions for waivers or grievance redresses are typically reviewed every two weeks. Scheduling issues arise each semester. Program review is an ongoing process, punctuated infrequently by periods of significant change. Major changes to the curriculum proposed by the Undergraduate Committee are brought to the full tenure-track faculty for a final vote.

Standards of Performance

To be in good standing, a minimum scholastic cumulative grade point average of 2.0 is required for all courses attempted at UCCS, as is a 2.0 for all business courses. For a student to be eligible to graduate from the Professional Program, he or she must have a grade point average of 2.5 for the area of emphasis courses, with no grade below a C-; a 2.5 for all business courses attempted; and a 2.0 overall. Students who graduate with area of emphasis and/or business grade point averages from 2.0 to 2.49 and at least a 2.0 overall grade point average will graduate with general business degrees. These grade point averages apply to work taken at all CU campuses. Remedial course work is not included in the overall average. The college also maintains a detailed and well-enforced policy on academic probation and suspension.

Transfer Credit

COB reserves the right to disallow any credit that it determines not to be appropriate. Only credit from regionally accredited institutions will be considered for transfer to the undergraduate degree program.

Registration and Enrollment Status

Course prerequisites as listed for individual courses in the Course Descriptions section of the bulletin are enforced for all students, including nonbusiness students. At the undergraduate level, with the exception of BUAD 300, a minimum of junior standing is required for all business courses numbered 300 – 499.

Graduation Requirements

Students seeking to participate in commencement and other academic ceremonies will need to complete all academic requirements in advance. Participation in academic ceremonies that recognize or honor students for the completion of an academic program or specific academic accomplishment is based on the understanding that all requirements have been completed. Every effort will be made to determine eligibility in advance, and only students who have met requirements will be permitted to participate.

College of Engineering and Applied Science

The College of Engineering and Applied Science (EAS) offers BS degrees in computer science, computer engineering, electrical engineering, and mechanical engineering. These bachelor's programs are accredited through the Accreditation Board for Engineering and Technology (ABET), which serves as the primary vehicle by which EAS ensures the integrity of these programs. This rigorous multiday evaluation by a team of external reviewers considers program outcomes and assessment strategies, departmental resources and facilities, and the quality of students.

EAS programs are accredited through the Accrediting Board for Engineering and Technology.

In addition to the periodic accreditation processes, the college deploys a continual set of processes to ensure quality programs and campus integrity. The following briefly describes these processes:

Admittance

The college maintains high standards for admission. Currently these standards consist of a combination of SAT scores, ACT scores, class rank, and grade point averages. When a complete application is received, to ensure compliance, it is reviewed by the college advisor and EAS's Admission Committee. Students who are selected for admission are contacted by the college to answer students' questions and encourage their enrollment. New students attend an on-campus orientation that provides information about the college, its programs, and support mechanisms. Faculty from the college assist these students in registering for classes.

In addition, the college maintains an active community-building environment that starts with a daylong welcome session prior to the start of fall classes. The program for this session includes presentations by the faculty and department chairs, panel discussions by current students, a working lunch for parents and students to interact with faculty, and several sessions that target resources for student success. This community-building effort is sustained through a series of "meet and mingle" events that bring parents, students, industry mentors, and college faculty and staff together in an informal and casual setting.

Advising and Academic Progress

After students are admitted and enrolled in classes, they are assigned to an EAS advisor until they declare a major. The advisor is well versed in the practices and procedures of the college and is a permanent member of EAS Leadership Team, which includes chairs, directors, and staff members who advise the dean on all aspects of the college.

After students declare a major, they are assigned a faculty member within that discipline as a permanent advisor. Students are required to meet with their advisors at least once each semester and cannot register without doing so. Typically, the advisor provides students with career information, works with them to select appropriate courses for their majors, and mentors them in the academic environment.

One of the expectations of the required advising sessions includes a review of the academic progress of that student. Interventions can be made early on because of these regular sessions to ensure continued academic progress by the student. Students who do not participate in required advising and, therefore, do not register for classes in a given semester are identified and contacted by college faculty.

When students are ready for graduation, they work with an EAS advisor on a graduation check that ensures students are able to graduate.

Curriculum Development

Each department maintains a curriculum committee to ensure that course outcomes are aligned with program outcomes and that course prerequisites match course outcomes. New emphases of programs emerge from these departmental curriculum committees. In addition, the college-wide curriculum committee ensures that the curriculum across the departments meets the educational objectives of the programs and avoids duplication. This committee approves new courses, programs, and tracks.

Proposed interdisciplinary programs are the current focus of new curriculum within the college. These include a game design and development BS degree, a bachelor of innovation degree program, and a bioengineering program. EAS believes that such interdisciplinary programs, which cross college boundaries, will become increasingly important in future curricular planning.

Assessment

As part of the ABET accreditation process, Computer Science, Electrical and Computer Engineering, and Mechanical and Aerospace Engineering have established community advisory boards. These advisory boards primarily assist the departments in collecting industry feedback on their academic programs, especially as this feedback pertains to the educational objectives of the programs. Each department also maintains a robust set of assessment practices which include exit surveys, capstone course assessments, and faculty evaluations.

Academic Integrity

The college maintains a rigorous policy on academic honesty and supports this policy through the charter of the EAS Discipline Committee. Other student grievances are considered through a consistent policy that requires students to work with their instructor, the department chair, and, if needed, EAS's associate dean.

College of Letters, Arts, and Sciences

LAS is the largest of the colleges offering undergraduate programs at UCCS. LAS upholds the integrity of its undergraduate programs in a number of ways. Starting at the broadest level, the college works with the campus academic program review process to ensure that all academic programs are reviewed periodically by external review teams. These reviews require the response of both the department chair and the dean at the conclusion of the process. Examples of changes resulting from these reviews include the expansion of a staff position in physics from part time to full time to better support instructional laboratory classes, transfer of additional lecturer funds to economics to expand coverage of the discipline, a disciplinary background check of instructors hired in philosophy to provide better coverage of the discipline, and a faculty retreat to review the external team recommendations in biology regarding the structure and scope of its degree programs.

New Program Approval

All new undergraduate academic programs (minors, BA, and BS degrees) undergo extensive review within LAS. Proposals for new academic programs typically involve input from the dean during the

development stage. They are then presented to LAS's Curriculum and Requirements Committee for discussion and review. This committee frequently requests changes in program and course proposals (as in the proposals for the military science minor, the pre-law minor, and the sustainability minor), although most faculty know what is expected and, so, bring forward solid proposals requiring minimal changes. If the proposal is for a new academic degree, rather than a minor, the proposal is also reviewed by a council of department chairs and program directors. Following these reviews, the proposals are submitted to the full LAS faculty for a vote. At the completion of LAS' approval process, the dean forwards degree proposals to the campus to begin the campus approval process.

All academic programs in LAS are reviewed periodically by external review teams.

Curriculum Development

An important component of undergraduate programs is the specific curriculum required for graduation. This curriculum involves two main components — general education and discipline-based courses. The general education curriculum is established by LAS within guidelines set by the campus. The Curriculum and Requirements Committee is given responsibility for oversight of the classes nominated to fulfill the general education curriculum. For courses recommended for inclusion in the general education curriculum, an additional form is required, addressing how the course contributes to these areas:

- Breadth of knowledge
- Communication skills — reading, writing and oral
- Critical thinking
- Historical synthesis
- Quantitative reasoning
- Cultural diversity
- Locating and gathering information
- Global awareness

The proposal discusses each of these categories in terms of course content, evaluation, and teaching strategies. No course is expected to have significant components in all areas, but inclusion in the general education program requires significant contributions in several of these areas.

New discipline-based courses must also be approved by the Curriculum and Requirements Committee. A new course proposal, signed by the proposing faculty member and the department chair, is submitted to the committee. The faculty member proposing the course is then invited to attend a committee meeting to explain the nature of the course and its role in the program's curriculum. The committee may, and frequently does, recommend changes in the course, and ultimately approves or rejects the course. Most courses eventually receive approval from the committee.

Advising

Student advising is centralized under the Student Success Center. Full time advisors, dedicated to the college's students, provide advising for general college requirements as well as for the major. Additional advising, specific to the major, is available within the departments. A graduation audit is

performed by the central advisor during the year prior to graduation. Any issues regarding the student's major that come up in this audit are referred to the major department for resolution.

Academic Integrity

Students are held to a high level of integrity in their academic activity. Minor issues are often handled by the instructor and department chair. Serious questions of integrity are dealt with by the associate dean working with the department chair and instructor. Student grievances are initially directed to the relevant department chair and then to the associate dean.

Academic Progress

Students who seek exceptions to standard progress through their academic programs have two main processes. Issues regarding the major are typically resolved by discussion with the department chair in the form of requests for waivers, exceptions, or class substitutions. Issues regarding college policies and requirements may be appealed to LAS's Committee on Academic Progress, which meets monthly to review these appeals.

Beth El College of Nursing and Health Sciences

Beth-El offers programs in nursing and health science at the undergraduate level. A department chair provides the administrative oversight for all of the academic programs. Departmental committees for both groups consist of all of the full-time faculty teaching in those programs. The departmental committees meet once a month and meetings are facilitated by the department chair.

Curriculum Approval Process

The departmental committees are responsible for initiation of as well as review of all curriculum related decisions involved with programs offered by that department. The membership provides for the development of curriculum, ongoing oversight, initiation of change in curriculum, and proposals for new programs. Since many of the programs offered within the college have external accrediting bodies, it is also the responsibility of this group to continually assess curriculum to determine congruency with accreditation standards. If major changes are proposed within the department, the change is then presented to the Curriculum Committee for approval and/or feedback. Major changes or new program proposals are then presented to the Faculty Committee, consisting of all full-time faculty members within the college for final approval. The dean evaluates the proposal to determine capacity to offer the program or initiate the change, as well as additional resources needed. Changes can then proceed within the college structure. If a new program is proposed, then the new program approval process established for UCCS is then implemented. The doctorate in nursing practice has recently undergone this established process.

Admission Procedures

Admission standards are determined by the departmental committees and approved by the college faculty. These standards are reviewed frequently to determine appropriateness for success in the various programs. For example, the admission criteria for the undergraduate nursing program have been raised in light of success rates on the State Board of Nursing exam (NCLEX). The admission criteria for Beth-El have a higher standard than UCCS as a whole, so there is a second level of admission for the BSN program. Several faculty members serve on an Admission Committee and review the nursing application files. Fully qualified applicants are placed on a waiting list, which is managed by the Student Success office. Applicants are usually about three times the number that the college has the capacity to admit. There is an opportunity for "Priority Admission" status if GPA is over 3.8 or other characteristics such as military scholarships that must be completed in a designated time frame. The

Health Science Department establishes admission criteria, and the Admissions Department admits those students using those criteria.

Advising

The college has a representative in the Student Success Center who monitors each student to determine that he or she is registered for appropriate courses to complete degree requirements in the expected time frame. Progression is monitored carefully to allow for progression from one level to another, since many of the courses in the nursing and health science programs depend on completion of prerequisites to register for the next level of course work. The department chairs also advise related to academic progression. Faculty are available for advising related to career choice, clinical placements, course work, student government and other areas of interest for students. Degree progress reports, or degree audits, are reviewed each semester by the department chair to ensure progression.

Admission criteria in Beth-El have been raised in light of success rates on the State Board of Nursing exam.

Academic Honesty and Student Conduct

The college has established rigorous academic integrity polices that can be found in the Beth-El Student Handbook. These policies are very specific in regard to issues such as plagiarism. In addition, professional issues are critical for that student who is working with patients and other vulnerable populations within the community. Each syllabus contains specific expectations for professional behavior on clinical or preceptor supervised sites. Students can fail a course if the clinical expectations are not met, even if they pass the theory component of a course. Students are encouraged to discuss grievances with their instructors, and if the issue is not resolved at that level, grievances are taken to the department chair and finally to the dean.

Academic Progress

Progression within the nursing and health science programs is monitored on an ongoing basis by an academic advisor in Student Success and the department chairs. Students who fail two courses are dismissed from the program. They can apply for consideration for reentry. The department chair and a faculty representative consider the application. If compelling reasons are identified, such as illness or family emergency, the student may be given an opportunity to progress.

Beth-El observes the policies and procedures developed by UCCS unless the nature of a Beth-El program requires an expansion, elaboration, or different policy from that of the other colleges. Examples of a difference in policies would be the requirement of a higher grade point average for admission to Beth-El than to UCCS, a higher pass rate on a course for it to fulfill degree requirements (minimum grade of C), or dismissal from a program for two courses with less than a C grade. All academic policies are made available to students through a student handbook and are available on the UCCS website.

Other academic policies and procedures relate to the clinical experiences required of students enrolled in nursing and health science programs. Policies related to dress, immunizations, HIPPA requirements, patient record orientation, class attendance, drug and alcohol no tolerance policies, and background checks are generally required because of clinical agency rules or because the students are involved in the care of vulnerable populations.

Graduate Programs

The Graduate School has many responsibilities, but the most important is ensuring that the integrity of the graduate academic programs on campus is maintained. Several levels of oversight ensure integrity. First, the Graduate School's policies and procedures, administered by the dean of the Graduate School, govern the operation of the campus' graduate programs, setting requirements for admissions, organization, and the awarding of degrees.

Second, appointment to the graduate faculty of the Graduate School recognizes the ability of faculty members to contribute to the education of graduate students. All members of the graduate faculty have earned a doctoral degree or the terminal degree appropriate to the discipline, or have demonstrated, through experience or other achievements, qualities that qualify them for membership in the graduate faculty. A graduate program includes all graduate faculty members appointed specifically to the faculty of that program. A list of all members of the graduate faculty is maintained in the Office of the Dean of the Graduate School.

Third, the Graduate School Executive Committee focuses on issues of graduate education including, but not limited to, student affairs, curriculum development, academic transactions, and research and creative work. In particular, the Graduate School Executive Committee approves all policies and procedures of the Graduate School. A subcommittee of the Executive Committee, the Graduate Curriculum Coordinating Committee, following approval of the department and school or college, reviews all proposals for new courses, course changes, and modifications of existing programs.

The Graduate Curriculum Coordinating Committee reviews all proposals for new courses, course changes, and modifications to existing programs.

Fourth, when problems arise for a student, the process for grieving a decision or an application of the policies is outlined in the Graduate School Policies and Procedures. This grievance process is explicit and thorough, but every effort is made at the faculty level to solve problems. If the preferred avenue fails, the grievance goes to the department or program level. If resolution still does not occur, the grievance goes to the college or school level. Finally, a committee selected from the campus wide graduate faculty reviews the grievance and gives its recommendation to the graduate dean, who makes the final determination.

Fifth, proposals for new degree programs and major modifications of existing degree programs will be initiated by the faculty of the sponsoring unit in accordance with its rules. Proposals must be approved by the college or school dean before submission to the vice chancellor for academic affairs. The Academic Planning Committee consists of representative faculty members and associate deans from the colleges and schools. Any new proposed graduate program must be justified and approved by this committee before the campus will submit the program for approval at the system-wide and state levels. The programs are vetted for need, the qualifications of the faculty, and the availability of the required resources. After review by that body, the vice chancellor will refer all such proposals for graduate programs to the graduate dean and the Graduate School Executive Committee for review and recommendations prior to the vice chancellor's recommendation to the chancellor for submission to the vice president for academic affairs and research (CU System). Approval of the new degree program will be made by the vice president for academic affairs on the recommendation of the campus. New

degree programs must then be approved by the Board of Regents and must be submitted to the CCHE for review for compliance with legislative mission, in accordance with state law.

Policies on Admissions

UCCS operates with a combined Admissions and Records office, which is an integral part of the Student Success Division that serves prospective, new, continuing, and former students. The office provides convenient, responsive, and accurate services supporting the following:

- Student recruitment
- Compliance with admissions standards
- Efficient application processing and review
- Transfer credit evaluation
- Course inventory and classroom management
- Course scheduling and production of the schedule of courses
- Management of registration
- Student record maintenance

Other areas of responsibility include but are not limited to:

- Tuition classification
- Enrollment verification
- Transcript processing
- Veterans benefits certification
- Athletic eligibility certification
- Graduation checkout
- Diplomas issuance
- International student admission
- Compliance under SEVIS
- Other services to support the campus community both administratively and academically

The office also performs admission, registration, and records related functions for the Division of Extended Studies.

The Admissions and Records office actively promotes and fosters student development and achievement by providing comprehensive and integrated services. The office seeks ways to maximize resources and improve services to students, and it supports campus short- and long-range admissions and enrollment planning efforts to achieve responsible growth and diversification of the campus. The office also assists applicants, students, faculty, other staff, and academic/administrative units to navigate the maze of rules, regulations, and requirements necessary to accomplish their goals.

CU maintains a centrally managed Student Information System (SIS), which supports many of the administrative functions performed by several offices and provides for a secured means of housing student records. The current system is organized to provide for a single university-wide transcript with individualized business processes to support the autonomy and uniqueness of each of the three campuses. A governance structure is in place to provide oversight of the systems and ensure that each campus has an equal voice in system enhancements or changes. In addition, key users from various functional units on the campuses meet at least monthly to discuss issues, enhancements, and changes.

The Admissions and Records office supports the integrity of the institution by applying campus admission standards and requirements in the review and acceptance of first year, transfer, and returning undergraduates. Graduate school admission processing is handled by individual departments and culminates with a final review, verification of credentials, and posting of accepted graduates to the SIS by the Admissions and Records office only for those accepted for graduate study. The office is working toward front-ending the graduate admission process by the development and use of an online, interactive graduate application form. In 2004 – 05, the Admissions and Records office processed over 8,859 applicants, representing a 32 percent increase in total applications since 1997. Freshman applications have increased by 111 percent during this same period. The increase has resulted from the merger of the Beth-El College of Nursing, more resources devoted to recruitment, publications and web development, and the shift from being entirely a commuter campus to a more residential campus, with on-campus housing for 900 students. The yield rate of accepted freshman applicants who enrolled has ranged between 53 – 46 percent during this time frame.

Admissions requirements and standards are published in the campus Viewbook, in the Bulletin, and on the Web. UCCS is selective in its admissions requirement and qualifications for freshmen. Assured admission is based upon students being at the top 40 percent of their high school graduating class, having a GPA of 3.0 or above, and having a 24 composite ACT or combined SAT of 1080. In addition, freshmen must demonstrate readiness to succeed at the college level by completing a comprehensive college preparatory course of study while in high school, which is reflected in the Minimum Academic Preparations Standards (MAPS) of the CU Board of Regents, requirements in effect since in 1987. The MAPS requirements are listed in the Bulletin and in admissions literature.

UCCS complies with the admissions standards for four-year institutions set by CCHE, which establishes a tiered admission system defined by an admission index derived for freshmen from their competitive high school rank in class or high school GPA and ACT composite, or SAT combined scores. The UCCS index is set at a 92, the second tier of selectivity in the state. Institutions are required to accept no more than 20 percent of their incoming freshmen below this index score and no more than 1 percent who are 10 points below this score. This range is referred to as the “admissions window.” UCCS has historically demonstrated a very low use of the “window” because of higher admission standards.

Although the index metric was implemented in 1984, UCCS does not base admission solely upon the index score; rather, admission is based upon the assured admission criteria set by the individual colleges. Freshmen applicants who meet the assured minimum admission standards for the campus have a calculated index of 106 or above. In future years, the window for UCCS will shrink to a maximum of 15 percent admitted freshmen, and applicants who do not meet the new Higher Education Admission Requirements, which are similar to but distinct from CU-MAPS requirements, will count in the window.

Transfer admissions are based on institutional and state policy. Transfer students with fewer than 12 hours of transfer work from a regionally accredited institution are admitted based upon a freshman

standard. Assured admission is granted to transfer students with a 2.5 GPA or above for all attempted college level work. Transfers with 13 to 29 college credit hours are admitted based upon a review of both college and high school records. Those with more than 30 transfer hours are admitted based upon their college level work and an overall college GPA of no less than 2.0. Transfers who do not meet these requirements may be admitted as nondegree or unclassified students. Those transfers, regardless of transferable hours, who have an overall college GPA of less than a 2.4 fall under the transfer window, based upon CCHE admission standards set in 2003. Prior to this change, the transfer was based on a 2.0 GPA, and the window utilization for UCCS was less than 3 percent. With this change, the window utilization in 2005 – 06 has increased to 12 percent.

UCCS is committed to working with transfer students in achieving their academic goals by having clearly stated articulation policies with all the two-year institution in Colorado. UCCS has a number of bridge programs, including the University Connection program, mentioned earlier in this chapter, geared to help students start at the two-year level to complete their associate's degree, then transition to UCCS to complete their four year program under the 60+60 program. UCCS also participates in the gtPathways Program and provides an appeal process for transfer students regarding accepted hours as set by CCHE, an effort aimed at providing better access to higher education and eliminating some of the transfer guesswork for students.

The Admissions and Records office strives to process applications expeditiously and effectively. Applications are accepted and processed on a rolling admission basis. Since 1997, a major change has been to shift to web-provided services, including online contact cards and applications which feed into the SIS. While paper applications are still an important means of applying for many students, approximately 60 percent of applications are now received electronically.

The office oversees the committee review process, and most admission committees, which include faculty representation, meet weekly. Students that meet assured admission criteria are accepted by admissions staff immediately without need to await a committee review. Applicants whose qualifications fall below assured admission or who are out-of-balance or show recent negative grading trends are submitted for individual consideration to committees. Those applicants who are denied admission to professional programs (engineering, nursing, and business) are automatically reconsidered for admission under criteria of LAS.

The Admissions and Records office maintains student records and supports registration-related activities. Records are maintained based upon best practices established by the ACCRAO, university, campus, and state policies concerning records retention. In addition, the office provides oversight in applying requirements for student privacy and rights under FERPA.

A major initiative this past year, requiring intercampus coordination and cooperation, was the legislated change in funding for undergraduate resident students to a voucher system under the College Opportunity Fund (COF). This effort required numerous system, policy, and service changes to address the complexities of implementing a voucher-funded system in the state. The CU System was a leader in this effort and developed system modifications not only to accommodate the COF, but also to help students track their status under COF.

Currently, the university is undertaking a project to replace the current student information system with a more modern and functional one to be implemented by the year 2010. This is a major initiative in the life of an institution and will have a significant positive impact upon the scope and quality of services rendered to students and academic units. Over the next few years, it will also have a significant impact upon staff and increase the need for resources.

In addition, the Admissions and Records office has oversight for the Veteran's Affairs office and the International Students Services office (ISSO). Both offices provide critical services in serving special groups of students while adhering to compliance requirements for veteran certification and reporting, authorizing, and tracking international students based upon federal regulations. The role of the International Students Services office has especially been affected over the past five years, and its role has shifted significantly from an office focused on meeting the social needs of international students to an office meeting regulatory and compliance requirements resulting from the implementation of SEVIS and the Homeland Security Act. This has limited the ability of the campus to both attract and retain international students in recent years, and enrollments of international students have declined by almost two-thirds since 2000. The number of veterans served has also declined as a result of major military initiatives and the calling back of reservists. Currently, UCCS enrolls over 400 students receiving some form of veteran assistance. Both the ISSO and Veteran's Affairs play a vital role in helping the campus achieve greater diversity among the students attending and served by the campus.

Campus Recruiting Policies, Processes, and Procedures

Undergraduate

The primary function of the Office of Student Recruitment and Admissions Counseling is to recruit qualified students for UCCS. The office is responsible for undergraduate recruitment, transfer student recruitment, precollegiate development programs, and campus visit programs. The office was founded ten years ago with the charge to conduct local recruitment activities. As on-campus housing for students was phased in, this mission grew to include areas beyond the Front Range.

In-state recruitment activities currently include participation at college fairs in each Colorado school district, follow-up visits to Colorado high schools throughout the state to meet with students, organized visits to campus by high school students and counselors, career fairs, local business employee fairs, and focused community outreach programs.

Out-of-state recruitment efforts have consisted primarily of attendance at regional and national college fairs in demographically desirable areas. Thousands of students attend the fairs, materials are distributed, and brief personal contacts are made. Due to budget constraints, the campus has not been widely represented at national education fairs. Limited participation in national fairs occurs with an emphasis on the Western Undergraduate Exchange (WUE) states, such as New Mexico. WUE is a program whereby students from participating western states may enroll in UCCS at 150 percent of Colorado resident tuition. Recruitment activities also occur in higher yield states outside of WUE, such as Minnesota.

The Precollegiate Development Program (PCDP) is a system-wide academic enrichment program for middle and high school students, designed to motivate and prepare first-generation and underrepresented students. Since 1988, this recruitment pipeline program has provided a wide variety of academic enhancement and support services to program participants.

The Pre-collegiate Development program is designed to motivate and prepare first-generation and underrepresented students.

To serve students more effectively and maintain high standards of integrity and practice, the office has adopted the Statement and Principles of Good Practice, developed by the National Association for College Admission Counseling (NACAC). These standards include mandatory and best practices regarding promotion of the institution, recruitment of students, admission and financial aid practices, and testing policies. Best practices for promotion and recruitment include the following:

- Accurately representing and promoting UCCS
- Avoiding disparaging comparisons to other institutions
- Complying with applicable laws regarding students' privacy
- Stating clearly requirements for first-year and transfer admission, financial aid, housing, notification deadlines, and refund procedures
- Avoiding recruiting students who are enrolled in, registered at, or have declared their intent to attend another institution

Admission, financial aid, and testing policies and procedures include the following:

- Sending and receiving information about students in confidence
- Considering transcripts official only when transmitted in a confidential manner
- Accepting full responsibility for admission and financial aid decisions and for proper notification to candidates
- Establishing waitlist procedures
- Notifying accepted aid applicants of financial aid decisions before the enrollment deadline
- Not guaranteeing admission, specific college placement, financial aid, or scholarship awards prior to an application being submitted
- Not using minimum test scores as the sole criterion for admission
- Not knowingly offering financial aid packages to students who are committed to attending other institutions

The office exercises appropriate responsibility for all personnel involved in recruitment activities such as staff, alumni, coaches, students, faculty, and other institutional representatives. It also provides ongoing training that educates staff in understanding and interpreting institutional policies on recruitment, admissions, financial aid, and student housing.

Campus visit programs provide opportunities for students to experience the campus prior to enrollment. Most recruitment activities are geared to encouraging prospective students and parents to visit campus to determine if UCCS would be a good fit for them. The Mountain Lion Experience is a particularly popular visit program. Participants spend the day on campus and receive a campus tour, participate in a faculty lecture, eat lunch at the Lodge, hear presentations from student service departments, and participate in activities. Campus visit information is advertised on the Web, in publications, during high school visits and college fairs, by email and direct mail, and by phone invitations. Student

ambassador tour guides receive extensive training and are taught to go beyond the call of duty in assisting prospective students and parents to make a connection with the campus. Guides write a thank you note to each prospective student and include a personal business card to encourage future communication.

The office collaborates with the Marketing Publications Communications office to produce the campus Viewbook, the primary recruitment publication for the university. Other publications produced within the unit are an admissions application booklet, a graduate student recruitment brochure, a transfer student recruitment brochure, a Precollegiate Development Program brochure, and a self-guided campus tour booklet. Information regarding prospective student perceptions is gathered from surveys and focus groups and incorporated into the publications.

The UCCS website is quickly becoming one of the campus' most effective marketing tools. Prospective students state that the Web is their primary source of information about the institution. The user-driven website, organized by user goals rather than by administrative hierarchies, has been very effective. In particular, the webpage for prospective students reflects the look and feel of the Viewbook. While the office will continue to use print to communicate, especially via direct mail pieces, the role of printed materials is changing. Rather than having print carry the whole message, print is more effectively used to point students to the Web for more detailed information.

Graduate

The Office of Graduate Student Recruitment recruits students for 17 graduate programs offered at the university. Although in some respects similar to the undergraduate recruitment process, graduate student recruitment involves a heightened understanding of the interests and concerns of adult learners as well as the features of graduate programs that are typically of interest to them.

Since the average age of graduate students at UCCS is 36, graduate recruitment efforts are focused primarily on promoting the aspects of the campus that are most attractive to adult learners. One of the most important aspects of graduate education for adult learners is the opportunity to complete course work in the evening, on weekends, or online. Adult graduate students are also interested in the resources that will be available to them during the degree program and the opportunities that their degree will provide after graduation. Tailoring graduate student marketing materials to address these issues more effectively has thus far produced promising results.

Graduate recruiting efforts are focused on promoting aspects of the campus most attractive to adult learners.

Because many adult learners also work between the hours of 8:00 a.m. and 5:00 p.m., the Office of Graduate Student Recruitment has recognized and responded to the need for extended office hours. For example, each Monday evening, the office is open until at least 6:30 p.m. for group tours of the campus, one-on-one tours of the campus, and general advising sessions. Since the extended office hours began, the office has seen a number of prospective graduate students who opted to come late and who would not have otherwise visited the campus.

Promoting the Graduate School throughout Colorado Springs is also essential in recruiting graduate students. As with the Office of Student Recruitment and Admissions Counseling, the Office of Graduate Student Recruitment is an active member of the Alliance for Colleges and Corporations for Education and Leadership (ACCEL). Since ACCEL's objective is to recruit adult students from cor-

porate job sites, the organization provides an outstanding vehicle for the Graduate School to increase its visibility and competitiveness within the Colorado Springs community. During the past ten months, UCCS has participated in 13 graduate school fairs that were organized by the ACCEL group.

The office is also active in building relationships with local businesses above and beyond its participation in the ACCEL organization. Currently, the graduate student recruitment coordinator is working to promote UCCS graduate programs at 229 organizations in the Pikes Peak region. The promotional materials delivered to these organizations include Graduate School brochures, marketing letters that identify the strengths of UCCS, and two posters for display within the organization. Since many adults within the Colorado Springs community are also exploring educational options for their children, undergraduate recruitment materials are delivered as well.

According to the Office of Institutional Research, the Graduate School website remains the primary means by which a prospective student becomes aware of the opportunities for graduate study at UCCS. In the spring of 2006 alone, the Office of Graduate Student Recruitment received 240 online inquiries from prospective students. It is believed that the number of students who choose to contact their program of interest directly is comparable. Given the high number of students who seek information online, the Office of Graduate Student Recruitment has created "Prospective Student" and "Frequently Asked Questions" pages on the Graduate School website. The addition of these targeted web pages has made it easier for prospective graduate students to find the information they are seeking.

In addition, since many graduate programs do not hold orientations (and since the success of campus-wide graduate student orientations has been limited), the Office of Graduate Student Recruitment developed an online "Graduate Student Survival Guide." The Survival Guide, accessible in both print and online formats, allows both prospective and current graduate students to access information on the many resources available at UCCS. The graduate student recruitment coordinator is also working to develop program-specific recruitment plans and materials for all graduate programs.

The recruiting activities conducted in the Office of Graduate Student Recruitment are directly tied to the mission of the campus. By targeting the majority of recruitment activities to the adult learner, the Office of Graduate Student Recruitment is encouraging a diverse group of enrolled students. The Office of Graduate Student Recruitment also plays a significant role in strengthening the relationship between the university and the community by clearly separating UCCS graduate programs from other colleges and universities in the Pikes Peak region, specifically in the areas of teaching and research excellence. In addition, Graduate School recruitment materials focus specifically on the highly personalized experience that all UCCS students receive — regardless of their ages, ethnicities, or backgrounds. In this regard, the Office of Graduate Student Recruitment works closely with the Diversity Alliance Committee, the executive director of Academic Diversity, and the Office of Social Equity to continue to improve the ways in which the campus recruits graduate students and to identify potential areas for further growth and improvement.

Faculty and Staff

The Laws of the Regents, Article 2.A.4(B), sets forth powers of the Board of Regents regarding appointments and Article 3.B.(1)(G) sets forth powers of the president regarding appointments. General guidelines and other provisions for the appointment of officers are also set forth in Part C of article 3 of these laws. The Board of Regents approves all appointments of officers and exempt professionals unless appointment authority has been specifically delegated to the president, or unless the president has further delegated appointment authority in writing to the chancellors. Delegation of personnel authority is specified in Regent Policy 2-K, and the president's further delegation is specified in the administrative policy statement Delegation of Personnel Authority. All appointments shall be made subject to the constitution and applicable statutes of the State of Colorado and in accordance with the rules, policies, and procedures of the University as well as the campus' Affirmative Action plan.

The University of Colorado is a highly regulated state institution with four separate personnel systems.

UCCS has a personnel office, which facilitates the appointment of staff, and a faculty records office, which does the same with faculty. Both offices provide resources to hiring authorities across campus to ensure that hiring practices conform with all applicable laws and policies. All appointments are approved by an officer of the university, and all full-time, nonstudent appointments are approved by the appropriate vice chancellor and the chancellor.

Grievance Processes and Policies

The mission of the Office of the University Counsel is to provide legal advice to the Board of Regents, the chancellors, and CU System administration. The office reports to the Board of Regents and to the CU president.

Beginning in December 2004, the Colorado Springs campus secured full-time campus counsel. Campus counsel's role is to advise policy makers on all legal issues; interpret state and federal law, regent rules, presidential policies, and campus policies; defend the university from a variety of legal complaints; and require compliance with and training about laws and policies. In addition, campus counsel's role is to assist all campus units in establishing processes and structures which ensure that the campus operates with integrity. Within these processes and structures, there must be a balance between individual rights and campus prerogatives.

CU is a highly regulated state institution of higher education with four separate personnel systems: classified personnel, professional exempt personnel, faculty, and student employment. All classes of employees can file a complaint with the Colorado Civil Rights Commission and the Equal Employment Opportunity Commission alleging discrimination and may make a complaint about sexual harassment, discrimination and other employment issues to the Office for Social Equity. The complaints are investigated and resolved if possible. Obtaining a successful resolution may include mediation and other conflict resolution techniques.

The classified personnel system is a highly regulated "for cause" system that uses a "progressive discipline" approach to personnel issues. Classified employees have the right to a hearing before an administrative law judge if their "pay, status, or tenure" is affected by an action of the employer. They also have the right to file an internal grievance about any other employer action that does not affect "pay, status, or tenure."

The professional exempt employment system is an "at-will system." With some exceptions, (some faculty, students and all classified staff), state statute requires that all state employees be considered "at will."

The faculty personnel system treats tenured and tenure-track faculty differently from non-tenure-track faculty. Tenured and tenure-track faculty have property rights in their employment, while non-tenure-track faculty, pursuant to state law, are employees at will. However, along with tenured and tenure-track faculty, full-time non-tenure-track instructors have access to the CU System Faculty Senate Committee on Privilege and Tenure. They may file a grievance to this committee concerning any aspect of their working conditions.

Student employees are not subject to the at-will statute. Thus, UCCS has implemented a "for cause" employment system for them. Student employees have the right to grieve and have a hearing if they believe that they have been wrongfully terminated. The grievance process is handled by the Office of Student Employment, and complaint procedures are explained in the Student Employment Handbook.

Students may also file appeals regarding grades, sexual harassment, and/or race, sex, gender, disability, and sexual orientation discrimination. Student complaints regarding sexual harassment, race, sex, gender, and sexual orientation are filed with the Office of Social Equity. Students may also be the subject of complaints for plagiarism, other forms of academic dishonesty, and for nonacademic infractions, outlined in the Student Conduct Standards and Procedures.

Public Depiction of UCCS

The Office of University Relations reports to the chancellor and is responsible for accurately and honestly helping to create a positive image of the university. The Council for the Advancement and Support of Education provides guidelines for ethical standards and accurate depiction of the institution. The office works closely with the Office of Student Recruitment and Admissions Counseling, CU Foundation, and CU Alumni Association to communicate the university's high quality and commitment to serving students and the community. Campus-based public relations offices at Boulder, Denver and Colorado Springs campuses work cooperatively as part of the CU System.

University Relations serves as the university's official communication link to local, regional, and national media. In many cases, University Relations staff serve as official university spokespersons. In other cases, the office staff work actively with faculty to publicize their work at the university or to link media members in search of academic expertise with appropriate faculty. When contacted by the media, faculty members are encouraged to work in coordination with University Relations to highlight faculty research, service, and teaching. All press releases issued by University Relations are archived and are searchable by topic.

University Relations is also responsible for the university's internal communications. The office produces Communique, a weekly online newsletter for faculty and staff. In addition, the office works in coordination with Information Technology to maintain the university website and an all-university calendar of events.

University Relations assists in the production of various speeches and presentations for top members of campus administration and is available for consultation to others representing the university.

In addition to its role in covering university faculty and campus activities, University Relations plays an active role in the campus crisis plan and is charged with serving as the primary spokesperson and "rumor control" office. When crises occur, the office responds quickly and accurately to calls for information.