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**VP Institutional Advancement**

<p>| Institutional Advancement         |           |        |     |          |             |           | 11,770               |
|-----------------------------------|-----------|--------|-----|----------|-------------|-----------|----------------------|----------------------------------------------------------------------|
| Reception                         |           |        |     |          |             |           | 200                  |                                                                      |
| Conference                        |           |        |     |          |             |           | 250                  | Shared Conference                                                   |
| Boardroom                         |           |        |     |          |             |           | 30                   | Divisible 60 person Conference                                       |
| Storage                           |           |        |     |          |             |           | 240                  | Boardroom Furniture                                                  |
| Kitchen                           |           |        |     |          |             |           |                     |                                                                      |
| General Office                    | 1         |        |     |          |             |           | 60                   | Front desk receptionian                                              |
| Office                            | 1         |        |     |          |             |           | 120                  | Admin Asst                                                          |
| Large Office                      | 1         |        |     |          |             |           | 180                  | Mgr Donor Relations                                                  |
| VP Office                         | 1         |        |     |          |             |           | 240                  |                                                                      |
| Workstations                      | 2         | 1      | 40  |          | 40          | 80        |                      |                                                                      |
| Copy/Storage                      | 1         |        |     |          |             |           | 360                  |                                                                      |
| Storage                           | 1         |        |     |          |             |           | 480                  |                                                                      |</p>
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Metro State Board of Trustees

December 3, 2008

209
### FACILITIES NEEDS

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Total ASF: 88,895
Circulation/Service: 60% 53,337
Total Gross Area GSF: 142,231
Efficiency: 62.5%
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IV.6 Space Relationship Diagrams

Following is a graphic representation of the Project program areas, and their desired adjacencies. The first page presents an overall look at the program areas, with key numbers in red. The key numbers relate to pages showing enlarged views of the overall diagram. In all diagrams the program blocks are drawn to scale relative to each other, and the color represents the spatial type as described in the color key on each page. On the overall diagram, dashed lines between groups of program elements indicate a desired relationship or proximity between those groups. On the enlarged diagram pages, desired adjacency between program elements is indicated by solid lines.
FACILITIES NEEDS

**Center for Innovation**

- Director: 180 SF
- Office: 120 SF x 4
- Reception: 240 SF
- Wk St: 80 SF
- Copy/Storage: 120 SF
- Conference: 300 SF

**First Year Experience**

- Classroom: 750 SF x 7
- Breakout: 150 SF x 7
- Reception: 240 SF
Financial Aid

SS-5

Scholarship Center

SS-6
### Facilities Needs

#### Urban Land Grant Office

- **Resource**: 120 SF
- **Reception**: 240 SF
- **Office**: 120 SF
- **Director**: 180 SF
- **Display**: 120 SF
- **Shared Conference**: 300 SF
- **Storage**: 120 SF
- **Workroom**: 120 SF
- **Faculty Chair**: 180 SF

#### Student Academic Success

- **Reception**: 400 SF
- **Office**: 120 SF (x9)
- **Classroom**: 500 SF
- **Group Projects**: 750 SF
- **Computer Lab**: 480 SF (x2)
- **Individual Tutoring**: 1600 SF
- **Supplemental Instruction**: 1500 SF
- **Group Tutoring**: 450 SF
- **Copy**: 120 SF
- **Printers**: 80 SF
- **Lockers**: 120 SF
- **Storage**: 120 SF (x3)
- **Peer Mentoring**: 240 SF
- **Resource Library**: 150 SF
- **WS**: 40 SF
### Administration & Finance

- **ACCESS**
  - Reception: 240 SF
  - Wk St: 80 SF
  - Gen Of: 180 SF
  - Copy: 120 SF
  - Lounge: 240 SF
  - Work Room: 360 SF
  - VP: 240 SF
  - AVP: 180 SF
  - AVP: 180 SF
  - Office: 120 SF
  - Office: 120 SF
  - Office: 120 SF
  - Office: 120 SF
  - Conference: 300 SF
  - Shared Conference: 300 SF

### Budgets

- **Access**
  - Director: 120 SF
  - Storage: 240 SF
  - Wk St: 40 SF
  - Office: 120 SF
  - Office: 120 SF
  - Conference: 120 SF

### Facilities Planning

- **Access**
  - Director: 120 SF
  - Work Room: 120 SF
  - Director: 120 SF
  - Office: 120 SF
  - Office: 120 SF
  - Wk St: 40 SF
  - Office: 120 SF

### Institutional Research

- **Access**
  - Shared Conference: 250 SF
  - Reception: 200 SF
  - Wk St: 80 SF
  - Office: 120 SF
  - Office: 120 SF
  - Office: 120 SF
  - Director: 180 SF
  - Library: 240 SF
  - Workroom: 240 SF
  - General Office: 180 SF
  - Files: 240 SF
IV FACILITIES NEEDS

VP of Information Technology

- Reception 240 SF
- Workst 40 SF
- Gen Off 60 SF
- Office 120 SF
- Office 120 SF
- Office 120 SF
- VP Office 240 SF
- Conference 300 SF
- Workroom 120 SF
- Copy 120 SF

One Stop Shop

- One Stop Student Center (5 Lounges) 1000 SF
- Queing 1000 SF
- IT-Support 160 SF
- Stand-Up Desks 800 SF
- Kiosks 800 SF

Metro Cafe

- Metro Cafe (Seating) 450 SF
- Coffee Counter 120 SF
- Storage 120 SF
IV.7 Building Requirements

Program spaces primarily include both, open and private offices, conference rooms, workrooms, reception spaces, classrooms, multi-use circulation spaces, storage spaces, and required support spaces. In addition to these spaces, a One Stop Shop, a Decision Theater and a Cafe area will be included in the building.

IV.7.1 Unique or Special Features

The most unique opportunity Metro’s First Neighborhood Building offers is the co-location of components of all of the College’s divisions. There are vast potential efficiencies for allied departments currently scattered across the Auraria campus, and there are great opportunities for sharing certain facilities to the benefit of all.

By co-locating components of all divisions of the college, a synergistic and collaborative environment will be created, which will enhance learning opportunities, organizational management, and service to students. Specific spaces that will have a unique impact on the College are outlined below.

One Stop Shop

The One Stop Student Services Center is a single location where students can take care of a range of school-related business, all under one roof. Including many typical student service functions along with important components that will serve the needs of students on a daily basis, the One Stop Shop will become a hub of daily life for Metro students on campus. The space itself will be the signature of the College and represent the unique Metro identity in the new neighborhood.

First Year Experience

The First Year Program began on the Metro State campus in 1986 with the purpose of assisting first year college students adjust to the demands of college life. For many first year students, college can be an isolating experience, and the First Year Experience program encourages entering students to learn about the world around them, and how they can acquire tools to effect change.

The First Year Program introduces students to critical reading, writing, and thinking skills while also encouraging students to present ideas in an open forum. First Year courses focus on real-life issues that effect the daily lives of Metro students. With designated FYE spaces, the College will shape learning communities that challenge new students to get involved in their new campus. Research shows that students who become active and engaged members of the College community in their first year are more likely to make it to graduation than other students. The FYE goal is to give Metro students every opportunity to succeed and obtain a degree.

The First Year Experience classrooms will be tailored to the seminar format and provide convenient access to other important student service and academic support functions. Typical Metro students with many demands on their time will find a convenient home for assimilation into the College community.

Decision Theater

President Stephen Jordan’s vision sees Metropolitan State College of Denver as the pre-eminent public urban baccalaureate college in the United States. This vision is embodied in the notion of the “urban land grant” institution, leveraging its urban location with the original land grant mission of service to the community. In this program plan for its new urban neighborhood, MSCD seeks a symbolic and practical center for service to the community embodied by the high-tech Decision Theater. The Decision Theater is one example of the urban land grant college in action. It brings together campus resources with the community to explore diverse and challenging issues.

The Decision Theater will build on state-of-the-art computer aided visualizations that will connect the academic resources of MSCD with the needs of the community. It’s a home for policy makers, community leaders, business leaders and others to explore issues ranging from urban growth and the education to the environment and public health. The Decision Theater will make a big difference in the Denver metropolitan area as it uses technology, talent, and tools to help leaders find the best solutions for major challenges.
Cafe

Research suggests that vibrant communities thrive in neighborhoods anchored with small public squares that offer a café which serves simple food and drink. Metro’s new neighborhood will offer this special place to wait for friends, finish up a homework assignment, or simply watch people come and go. The Metro Café will be the heart of the new Metro Neighborhood, bringing people together in a uniquely Metro setting. It will be located within the One Stop Shop which will be a busy crossroads for Metro students, faculty and staff.

IV.7.2 Health, Life Safety and Codes

Auraria Higher Education Center has overall jurisdiction for the First Neighborhood Building project and will provide final interpretation on code issues. Within its jurisdictional authority, AHEC will employ the services of an independent code consulting firm to be responsible for review of the design and construction documents for compliance with applicable codes and standards. State inspections will be required during construction for elevators, electrical, and plumbing work.

A comprehensive code analysis will be completed during the Schematic Design, Design Development and Construction Document phases of the project.

This project falls under the State Buildings Programs (SBP). As such, the following list of building codes and standards shall govern this project:

2006 International Building Code (IBC)
2006 International Mechanical Code (IMC)
2006 International Energy Conservation Code (IECC)
2005 National Electric Code (NEC)
2006 International Plumbing Code (IPC)
2006 International Fuel Gas Code (IFGC)
2006 International Fire Code (IFC)
2004 ASME Boiler and Pressure Vessel Code
2004 National Boiler Inspection Code (NBIC)
2004 Controls and Safety Devices for Automatically Fired Boilers CSD-1
2004 Boiler and Combustion Systems Hazards Code, NFPA 85
2003 ICC/ANSI A117.1 Accessible and Usable Buildings and Facilities
National Fire Protection Association Standards (NFPA) as follows:
IV.7.3 Energy Conservation / LEED

INTRODUCTION

A high performance building is energy efficient, has low short-term and long-term lifecycle costs, is healthy for its occupants, and has a relatively low impact on the environment. High performance buildings use key resources such as energy, water, materials and land much more efficiently than buildings simply built to code or through a standard design process. The design process starts with cooperation among building owners, facility managers, users, designers and construction professionals through a collaborative team approach. Each design decision regarding site orientation, design, window location and treatments, lighting, heating, air conditioning, ventilation, insulation, material selection, and controls must be integrated throughout the design, construction and operation in order to create a high performance building. The project considers the true cost of a building through the life cycle assessment of each individual building component. The project is developed to minimize demolition and construction wastes and use products that minimize waste in their production or disposal. The building can be easily reconfigured and reused as the use of the building changes. The process will educate building occupants and users to the philosophies, strategies and controls included in the design, construction and maintenance of the project.

Some of the goals for energy efficiency and environmental design that could be implemented for the MSCD first building should be used to set a benchmark that could be implemented for the rest of the neighborhood development. Some of the goals identified in this report will have to be further studied and carefully evaluated once a design team is selected and a detail budget is prepared for the building. The commitment to develop a highly efficient building with a lesser environmental impact derives from the Governor’s commitment to do their part in reducing green house emissions. The state of Colorado passed Senate Bill 07-51, which sets a goal of LEED Gold certification or better for all capital construction projects that receive 25% or more of their funding from the state of Colorado. Although funding for this project may come from non-state sources, as a landmark project for an important Colorado institution, serious consideration should be given to meeting the LEED standard.

LEED AS A REFERENCE FRAMEWORK:

In the 2007 state legislative session, a bill (Senate Bill 07-51) was passed requiring all state-funded buildings designed after January 2008 to achieve a LEED® certification level of Gold or higher. To achieve Gold certification, a building must earn between 39 and 51 points. The City of Denver through the Mayor Hickenlooper’s Green print initiative, currently recommends that private building infrastructure projects within the city and County of Denver comply with LEED® Silver standard or an equivalent energy performance standard.

The initial step to achieve these goals is to review the LEED® NC (New Construction) checklist and determine which strategies are achievable or are campus goals, which strategies require additional information and therefore will be determined during design phase, and which strategies are not achievable. In pursuing a LEED® Gold certification, there is a cost premium associated with design fees, documentation, commissioning, energy modeling and construction costs. To evaluate the additional costs to pursue LEED® gold certification, the design team should review the budget to determine the impact of achievable and potential strategies recognizing that life cycle cost and life cycles assessments should drive budget figures and not first cost.

A preliminary LEED® scorecard is presented in this report. The credits listed will help the design team identify targets of opportunity for selecting sustainable design strategies. Some of these credits have been successfully been implemented on the new AHEC science lab building currently under construction. The design team should review these targets frequently to ensure the project goals are being met and the budget and the project cost benefits are being evaluated based on life cycle cost or life cycle assessment criteria.

The scorecard provided is based on the current USGBC 2.2 version under New Construction and is intended to be a guide at this time. An updated version v3 (2009) will most likely be released by the USGBC in late November in which the point assignment for specific credits will change. A revised scorecard will have to be developed by the design team based on the new point structure once the new version is officially released by the USGBC.
DESIGN GOALS

Site Selection:

Building location is critical since the site location can affect the building and the building can affect the site environment. Decisions made early in the process can often have a significant impact on many aspects of the design and the site development. The greatest opportunities for project success rest in the initial stages of goal and strategy determination. The site location and design process will impact the surrounding land and local watershed, limit storm water runoff, prevent erosion, and reduce impacts on local wildlife and wetlands.

Water Use:

Water use in Colorado is a significant issue. Colorado has experienced drought conditions that have directly affected the quantity and quality of water available to users. The quality and quantity of water leaving the state is important since the river basins that originate in Colorado directly affect seven states and indirectly affect another five. The use of water in the construction process and long-term ownership of a building concerns not just utility bills, but also, impacts the availability of water for downstream users. Water laws in Colorado influence and eliminate some of the strategies identified in the national standards on high performance buildings. The landscape design should minimize the disruption to existing vegetation as much as is practical. The design should incorporate native and drought-resistant plants and low-water landscape principles to minimize irrigation requirements. The design should reduce or eliminate the requirements for portable water for irrigation. The capture of rainwater for irrigation is not currently allowed in Colorado, but the design should control the flow of surface water to support the vegetation. Working with the local water provider to review the possibility of a “green roof” being utilized as part of the storm water retention requirement is encouraged.

Water efficiency is based upon the equipment used in the heating and cooling system as well as the bathroom and kitchen equipment. All heating and cooling components and systems should be both energy and water efficient. The water system quality is an important aspect and the choice of materials and products needs to limit or eliminate the introduction of potentially harmful chemicals into the water system.

Use of waterless technology or high efficient fixtures to reduce the use of water consumption for the building should also be evaluated into the design of the new building.

Energy Use:

An energy efficient design can reduce the energy use of buildings by 40% or more than the energy use of a building designed to comply with the minimum requirements of the International Energy Conservation Code. A computer simulation of the building modeling all potential design and equipment options is indispensable to adequately determine the most effective and efficient mix of building elements. The energy aspects of a building can be broken down to a few basic elements: the envelope, the lighting system, the heating/cooling/ventilation system, the electrical plug loads, and the connection to the utility provider. The orientation of the building can have a major impact on the energy characteristics of a building through the year and on the occupancy comfort during the day. The integration of the multiple elements is the key to controlling the energy usage of a building while achieving an indoor work environment that is productive and a building that is efficient to operate in the future. Renewable energy technologies should be considered as a potential energy source. Colorado has the potential for solar power in many locations. Wind power, biofuels, and geothermal have potential in certain Colorado locations. The final building design requires the combined efforts of all the members of the design team.

Indoor Environmental Quality

The goal for the Indoor Environmental Quality of the new building is to prevent IEQ problems for building occupants by specifying materials that release fewer harmful chemical elements into the environment. In addition, it is important to design for good air quality, efficient and effective lighting, and comfortable temperatures, acoustic and aesthetic qualities. It is also important to allow occupants some ability to control individual indoor conditions. Lighting design and control of a space should reflect the usage of the space, the potential occupants of a space and their particular requirements, and the amount and quality of natural light. The choice of materials for finishes, fixtures, and equipment needs to consider potential off-gassing, acoustic properties, and their aesthetic qualities. The indoor environment is directly related to the choice of materials and...
products and their potential impact to the building’s air quality. The design and construction of the building should focus on the occupants and their ability to work and be productive.

**Education:**

Suggested strategies for green building education include publishing reports and case studies regarding building performance, providing detailed comparisons of monitored and modeled (simulated) data for the various building systems, and creating pamphlets highlighting “lessons learned” regarding sustainability from both a design and a construction perspective.

Educational building tours should also be encouraged in order to share with the general public and students some of the design strategies implemented into the new building.
### LEED - NC v2.2 PRELIMINARY SCORECARD

**Sustainable Sites**

<table>
<thead>
<tr>
<th>Y</th>
<th>M</th>
<th>N</th>
<th>Notes:</th>
<th>Phase</th>
</tr>
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<tbody>
<tr>
<td>Y</td>
<td>Prerequisite 1</td>
<td>Erosion and Sedimentation Control</td>
<td>C</td>
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<tr>
<td>X</td>
<td>Credit 1</td>
<td>Site Selection</td>
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</tr>
<tr>
<td>X</td>
<td>Credit 2</td>
<td>Development Density</td>
<td>D</td>
<td></td>
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<tr>
<td>X</td>
<td>Credit 3</td>
<td>Brownfield Redevelopment</td>
<td>D</td>
<td></td>
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<tr>
<td>X</td>
<td>Credit 4.1</td>
<td>Alternative Transportation, Public Transportation Access</td>
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<tr>
<td>X</td>
<td>Credit 4.2</td>
<td>Alternative Transportation, Bicycle Storage &amp; Changing Rooms</td>
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<tr>
<td>X</td>
<td>Credit 4.3</td>
<td>Alternative Transportation, Low-Emitting &amp; Fuel Efficient Vehicles</td>
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<tr>
<td>X</td>
<td>Credit 4.4</td>
<td>Alternative Transportation, Parking Capacity</td>
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<tr>
<td>X</td>
<td>Credit 5.1</td>
<td>Site Development, Protect or Restore Habitat</td>
<td>C</td>
<td></td>
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<tr>
<td>X</td>
<td>Credit 5.2</td>
<td>Site Development, Maximize Open Space</td>
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<td>X</td>
<td>Credit 6.1</td>
<td>Stormwater Management, Quantity Control</td>
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<td>Stormwater Management, Quality Control</td>
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<tr>
<td>X</td>
<td>Credit 7.1</td>
<td>Heat Island Effect, Non-Roof</td>
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<td>Heat Island Effect, Roof</td>
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<td>X</td>
<td>Credit 8</td>
<td>Light Pollution Reduction</td>
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**Water Efficiency**

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<tr>
<td>X</td>
<td>Credit 1.1</td>
<td>Water Efficient Landscaping, Reduce by 50%</td>
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<tr>
<td>X</td>
<td>Credit 1.2</td>
<td>Water Efficient Landscaping, Reduce Additional 50% or No Irrigation</td>
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<tr>
<td>X</td>
<td>Credit 2</td>
<td>Innovative Wastewater Technologies</td>
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<tr>
<td>X</td>
<td>Credit 3.1</td>
<td>Water Use Reduction, 20% Reduction</td>
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<tr>
<td>X</td>
<td>Credit 3.2</td>
<td>Water Use Reduction, Additional 10% Reduction</td>
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**Energy and Atmosphere**

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<tr>
<td>Y</td>
<td>Prerequisite 1</td>
<td>Fundamental Building Systems Commissioning</td>
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<td>Y</td>
<td>Prerequisite 2</td>
<td>Minimum Energy Performance</td>
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<td>Y</td>
<td>Prerequisite 3</td>
<td>Fundamental Refrigerant Management</td>
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<tr>
<td>X</td>
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<td>Optimize Energy Performance, 10.5% new, 3.5% existing</td>
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<td>X</td>
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<td>X</td>
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<td>Optimize Energy Performance, 17.5% New 10.5% Existing</td>
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<td>Credit 1.4</td>
<td>Optimize Energy Performance, 21% New 14% Existing</td>
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<td>Credit 1.10</td>
<td>Optimize Energy Performance, 42% New 35% Existing</td>
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<td>Renewable Energy, 2.5% Contribution</td>
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<tr>
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<td>Renewable Energy, 7.5% Contribution</td>
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<td>Renewable Energy, 12.5% Contribution</td>
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<td>Credit 3</td>
<td>Enhanced Commissioning</td>
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<td>Enhanced Refrigerant Management</td>
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<tr>
<td>X</td>
<td>Credit 5</td>
<td>Measurement &amp; Verification</td>
<td>C</td>
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<tr>
<td>X</td>
<td>Credit 6</td>
<td>Green Power</td>
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**Total Possible:**

- Sustainable Sites: 14 Possible
- Water Efficiency: 5 Possible
- Energy and Atmosphere: 17 Possible
### MATERIALS AND RESOURCES

<table>
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<tr>
<td>Y</td>
<td>Prerequisite 1</td>
<td>Storage &amp; Collection of Recyclables</td>
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<tr>
<td>X</td>
<td>Credit 1.1</td>
<td>Building Reuse, Maintain 75% of Existing Walls, Floors &amp; Roof</td>
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<tr>
<td>X</td>
<td>Credit 1.2</td>
<td>Building Reuse, Maintain 95% of Shell</td>
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<tr>
<td>X</td>
<td>Credit 1.3</td>
<td>Building Reuse, Maintain 50% of Interior Non-Structural Elements</td>
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<tr>
<td>X</td>
<td>Credit 2.1</td>
<td>Construction Waste Management: Divert 50% from Disposal</td>
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<tr>
<td>X</td>
<td>Credit 2.2</td>
<td>Construction Waste Management: Divert 75% from Disposal</td>
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<td>C</td>
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<tr>
<td>X</td>
<td>Credit 3.1</td>
<td>Material Reuse: 5%</td>
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<td>Credit 3.2</td>
<td>Material Reuse: 10%</td>
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<td>X</td>
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<td>Recycled Content: 10% (post-consumer + 1/2 pre-consumer)</td>
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<tr>
<td>X</td>
<td>Credit 4.2</td>
<td>Recycled Content: 20% (post-consumer + 1/2 pre-consumer)</td>
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<tr>
<td>X</td>
<td>Credit 5.1</td>
<td>Regional Materials: 10% Extracted, Processed &amp; Manufactured Locally</td>
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<tr>
<td>X</td>
<td>Credit 5.2</td>
<td>Regional Materials: 20% Extracted, Processed &amp; Manufactured Locally</td>
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<tr>
<td>X</td>
<td>Credit 6</td>
<td>Rapidly Renewable Materials</td>
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<tr>
<td>X</td>
<td>Credit 7</td>
<td>Certified Wood</td>
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**Total Possible:** 13

### INDOOR ENVIRONMENTAL QUALITY

<table>
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<tr>
<td>Y</td>
<td>Prerequisite 1</td>
<td>Minimum IAQ Performance</td>
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<td>Prerequisite 2</td>
<td>Environmental Tobacco Smoke (ETS) Control</td>
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<tr>
<td>X</td>
<td>Credit 1</td>
<td>Outside Air Delivery Monitoring</td>
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<tr>
<td>X</td>
<td>Credit 2</td>
<td>Increase Ventilation</td>
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<td>X</td>
<td>Credit 3.1</td>
<td>Construction IAQ Management Plan: During Construction</td>
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<tr>
<td>X</td>
<td>Credit 3.2</td>
<td>Construction IAQ Management Plan: Before Occupancy</td>
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<td>Low-Emitting Materials, Adhesives &amp; Sealants</td>
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<td>Low-Emitting Materials, Paints &amp; Coatings</td>
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<td>Low-Emitting Materials, Carpet System</td>
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<td>X</td>
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<td>Indoor Chemical and Pollutant Source Control</td>
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<td>Controllability of Systems, Lighting</td>
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<td>Controllability of Systems, Thermal Control</td>
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<td>Thermal Comfort, Design</td>
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<tr>
<td>X</td>
<td>Credit 7.2</td>
<td>Thermal Comfort, Ventilation</td>
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<tr>
<td>X</td>
<td>Credit 8.1</td>
<td>Daylight and Views, Daylight 75% of Space</td>
<td></td>
<td>D</td>
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<tr>
<td>X</td>
<td>Credit 8.2</td>
<td>Daylight and Views, Views for 90% of Spaces</td>
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**Total Possible:** 15

### INNOVATION & DESIGN PROCESS

| X | Credit 1.1 | Innovation in Design | | D |
| X | Credit 1.2 | Innovation in Design | | D |
| X | Credit 1.3 | Innovation in Design | | D |
| X | Credit 1.4 | Innovation in Design | | D |
| X | Credit 2 | LEED™ Accredited Professional | | D |

**Total Possible:** 5

### PROJECT POINTS

| 0 - 25 | Insufficient |
| 26 - 32 | Certified |
| 33 - 38 | Silver |
| 39 - 51 | Gold |
| 52 - 69 | Platinum |

**Project Points:** 39

**Maybe:** 8

**Gold**
IV.8 Project Phasing

This project will not be designed or constructed in phases, and future program plans for the new Metro Neighborhood will be submitted separately.

Some unfinished (shelled) space is allowed for in the program to accommodate growth and also allow for uncertainties in the current economic environment. If market conditions create additional cost burdens on the project, the shelled space could be completely eliminated from the project in the early design phases. Alternatively, more favorable market conditions will allow minor restructuring of the project to include some items excluded from the program to align the budget with available financing.

A major benefit of the project to MSCD and the Auraria campus will be the creation of “backfill” space in Central Classroom and the Administration Building. This is space vacated by departments relocating to the new facility, and, after completion of the First Neighborhood Building, it will be made available for space starved Metro programs to accommodate faculty offices and specialized classrooms. Strategies for redeployment of backfill space and costs for reconfiguration are not included in this program plan.
V.1.1 Architectural Narrative

The development of the first MSCD neighborhood building presents many opportunities to enhance the Auraria campus and to establish a new presence on Auraria Parkway.

The major site influences that will impact the placement of the building are Auraria Parkway, the relationship to the Tivoli center and the King Center. The new building will embody a response to these forces. The new building has the potential to create a new campus “gateway”.

The building will be expressive, both in terms of revealing the character of the spaces within and by revealing the activity in the building. The lower levels of the building are expected to be highly transparent and inviting. The building will present a different scale and material detail on the side that faces Auraria Parkway than it presents to the campus and its pedestrians.

The building will set the tone for the new Metro neighborhood. It should not be constrained by the uniformity of materials and look of many of the present Auraria buildings, though it will visually relate to them and appear to belong to the campus community of buildings.

The first two levels of the building will contain mostly student activities and will allow for higher levels of traffic and interaction. It is anticipated that a great deal of natural light will infiltrate the lower levels to create a feeling of transparency and openness.

A four story main space will allow for a sense of connectivity throughout the building, allowing each department to feel connected to the others.

V.1.2 IT Narrative

The communications infrastructure system – which includes communication rooms, cabling and termination equipment, raceways and grounding/bonding – provides the communications media systems necessary to support various data, voice, CATV, and other low voltage systems and applications. Properly sized, located and provisioned communication and telecommunications rooms are critical to the ability of the facility to grow with and accommodate technology systems as they change over time. The types, quantities and locations of the communication and telecommunications rooms have not been finalized and will be addressed in the next phase of the project. In general, a minimum of one Telecommunications Room will be required on each floor, with each TR serving a radius of no more than 180 feet. A good rule of thumb is to assume one TR per 25,000 square feet, assuming that each TR is generally centered within the area it serves. For multiple-floor facilities, TR’s should be stacked if possible to eliminate costly horizontal raceways and eases the future maintenance of the system. In addition to standard convenience outlets located throughout the facility, one two-port outlet will be provided for each wireless access point locations, and one one-port outlet will be provided for ceiling mounted projectors. Specialized outlets will have to be coordinated as necessary.
V.1.3 Structural Narrative

The structure for the neighborhood first building will be structural steel or reinforced concrete. Structural steel framing will likely be 4.5” of normal weight concrete on composite metal deck on composite steel beams and girders. Reinforced concrete framing will likely be 5” of normal weight concrete on one-way joists or two-way waffle slab. Concrete will use mild reinforcing to increase the flexibility for future renovations. Foundations could be drilled piers founded in bedrock to minimize differential settlement and to support the significant loads for this multistory building. Lateral systems will likely be cast-in-place shear walls at the stairs and elevator cores supplemented with other shear walls or diagonal bracing where necessary. A further study and recommendation of preferred structural system will take place in the next phase.

V.1.4 Mechanical, Electrical, and Plumbing Narrative

A detailed study of MEP alternatives will be evaluated in the next phase. One of the primary goals of the systems evaluated will be the introduction of energy saving measures.
V.1.5 Site Narrative

The site landscape and hardscape character related to the first MSCD neighborhood building are of critical importance to the future of the neighborhood. Not only does the design of the site establish the standards and framework for future development of outdoor spaces in the neighborhood, but site design is critical to the success of this first building as it relates to the surrounding uses. The assurance that the site is developed in a way that offers connections and cohesiveness with the rest of the campus pedestrian spaces and provides relief from the surrounding surface parking, while establishing a vision for the ultimate build-out of the neighborhood, must be reflected in the design of the site for this first building.

The site design of this first building needs to address four key critical connections of the building to the remainder of the campus and the city’s infrastructure: an appropriate treatment to building frontage on Auraria Parkway, the streetscape treatment along 9th Street (an important gateway street to the campus and to the neighborhood), the pedestrian connection to 9th and Larimer Streets, and the provision of usable outdoor space internal to the MSCD neighborhood.

Auraria Parkway: The urban design and streetscape along Auraria Parkway have yet to be defined on the campus in the relationship to an active building, and it will be the responsibility of this building to establish a comfortable streetscape that minimizes the impact of the high-volume street on accessibility and prominence of the building. A building entry plaza at the corner of Auraria Parkway and 9th Street will be developed to mark both campus and MSCD identity. This space should provide both comfortable movement and opportunity for rest. Given the proximity to the Pepsi Center and the active signalized intersection, this space must be able to accommodate the movement of large crowds while both protecting the facility from transient pedestrian traffic and encouraging a welcoming front door to MSCD’s functions inside.

9th Street: The streetscape design along 9th Street is important to establishing the identity of the College and the campus upon a symbolic campus gateway. The streetscape should be respectful of the historic Tivoli building while also reflecting the accessibility and functions of the first MSCD neighborhood building. The choice of appropriate pedestrian-scale lighting, seating, paving, and landscape materials will all lend to a streetscape that should have a character that is simple and elegant.

Pedestrian connection to 9th and Larimer: In some respects, this is the continuation of the 9th Street streetscape discussed above. However, given the amount of surface parking that will remain adjacent to the building in the near-term and the relative disconnect from this intersection, an effort should be made to extend a prominent pedestrian connection and enhanced landscape to the southern entrance of the building. This connection should include a plaza or other site expression related to the entrance to the Tivoli building, while also providing vertical expression (landscape or otherwise) to provide a buffer to the surrounding surface parking. This connection should not be realized as a simple sidewalk connection – rather, it must serve as a comfortable space to move through.

Outdoor space related to the first MSCD building: The pedestrian connection to the remainder of the campus discussed above is intended to connect both to the building through and internal corridor and adjacent to the building through an outdoor corridor. In the exterior environment, this connection is expected to terminate in an outdoor space related to the first building. The importance of this space cannot be understated, as it provides opportunity for the building and the outdoor space to interact (allowing for activities within internal public spaces to “spill out” into the outdoor environment), provides a transition to the surrounding surface parking in the near term, and establishes standards for the future development of a quadrangle internal to the MSCD neighborhood. This size of the space to be considered should take into account the need to accommodate both active and passive outdoor activities, the provision of a plaza space related to the interior one-stop shop, and a level of landscape that provides a comfortable outdoor retreat from the building and surrounding pavement.
V.1.6 Civil Narrative

AHEC is currently in the process hiring a firm to develop a full Infrastructure Master Plan. This effort will engage all of the campus infrastructure needs and will be coordinated with the Overall Master Plan and subsequent Neighborhood Plans. From information provided by the city of Denver and AHEC, several major utility infrastructure lines have been discovered running east-west along what used to be the Walnut ROW.

These include a 20” gas line that was lowered about 8 to 10 years ago to avoid collision inverts with Denver’s 48” sanitary sewer. The line is 20 inch and is a 150psi intermediate pressure artery feeding downtown. Several Denver Water lines have also been discovered as well as an electrical ductbank and conduits. A further analysis will have to be made to determine what actually exists under the site and to proposed the best way of accommodating the future infrastructure for the development of the new MSCD neighborhood. For now a preliminary cost will be carried in the budget for relocation of these utilities until more information is available.
V.2.1 Relation to Auraria Master Plan

A master plan for the Auraria Higher Education Center (AHEC) was developed in 2007. The campus plan was developed to enhance the individual institutional identity and to provide a land use structure to guide AHEC campus growth. The idea behind the plan was to create a series of neighborhoods with an individual identity for each institution.

The Institutional Neighborhoods provide the opportunity for the administrative center of each institution to have a distinct and recognizable character while maintaining a level of visual continuity for the larger Auraria campus. The MSCD neighborhood is located along Auraria Parkway just west of the Tivoli building. It is in this neighborhood that the first building for MSCD will be located. It will be part of this report to recommend the preferred location for the first building and to try to define the character of MSCD neighborhood by showing future building phases and a build-out scenario that can help as a guide for the neighborhood as it gets developed.
V.2.2 Relation to MSCD Master Plan

The proposed building will address several key principles of the new Master Plan for the Metro Neighborhood adjacent to the Tivoli Student Center. By holding the northwest edge of the site along the Auraria Parkway, the building will create a strong address and identity for MSCD to the Denver community. The front door to Metro on the Auraria campus will be located on one of downtown Denver’s busiest streets. First time visitors to Metro will gain easy access to the main entrance at the corner of 9th Street and the Auraria Parkway from convenient parking in the adjacent TAPS garage. At the same time, the southeast entrance to the building will create a relationship with the main entrance to the Tivoli Student Center, where many important student activity and related student services are headquartered. Landscaping along the perimeter right-of-ways will establish and maintain a pleasant urban/pedestrian feel. The proposed L-shape building massing will begin to define the major central quadrangle suggested by the Master Plan. The edges of the building facing the quadrangle will be developed with a porous quality to promote activity within the quad and in the circulation spaces at the edges of the proposed building. The image of the building will establish the character for the successive development of the Metro Neighborhood.
### Neighborhood Capacity

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<th>Gross SF</th>
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</tr>
<tr>
<td>Building 2</td>
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</tr>
<tr>
<td>Building 3</td>
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<td>Building 4</td>
<td>140,000</td>
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<tr>
<td>Building 5</td>
<td>152,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>687,000</strong></td>
</tr>
</tbody>
</table>
Pedestrian Circulation

Gateways
Campus Quad

Pedestrian Activity
V.3 New Building Site Description

GENERAL SITE CONDITION
& EXISTING ADJACENT BUILDINGS

The First Neighborhood Building will be located in a site bounded by local streets and existing Auraria campus facilities. The site is currently used as the Tivoli Visitor Parking Lot, as well as Parking Lot D.

This site would be subdivided in the future into smaller sections to be used as building sites for future MSCD “Neighborhood” buildings. This effort will be informed and controlled by the Auraria Master Plan. The First Neighborhood Building will be one of many future MSCD buildings on this site.

On the northeast side of the site sits the Tivoli Student Union Building and the Tivoli/Auraria Parking Structure. These two buildings are separated from the building site by Ninth Street, which serves as a vehicular access and service road, and continues northward to connect into the Pepsi Center’s main entrance. The nearby Pepsi Center is a major sports venue for the City of Denver, hosting the Colorado Avalanche and the Denver Nuggets.

The Tivoli Student Union Building is used by all three institutions on the Auraria Campus. Originally constructed in 1866 as twelve smaller buildings, the Tivoli functioned as a brewery. The Tivoli was named after the world-famous Tivoli Gardens in Copenhagen, Denmark. It changed ownership many times before closing in 1966. In 1994, the Tivoli newly renovated, opened as a student unions for the Auraria Campus, where students as well as the local community, can enjoy shops, full-service restaurants, a food court and beautiful conference and meeting space in an historical setting. The Tivoli Student Union is the focus for cultural, social, leisure, recreational and organized co-curricular activities of the campus. In addition, the Tivoli Student Union provides a variety of facilities, services, programs, and activities which are designed to meet the needs and interests of students, faculty, staff, alumni, as well as the community.

The Tivoli Auraria Parking Structure is a five-level, 819-space parking facility, which provides covered parking to staff, students, and visitors of the three institutions. Visitors to the Pepsi Center also use the structure.

The northwest side of the site is bounded by Auraria Parkway. This major vehicular route serves as a major entry point for vehicles and pedestrians into Lower Downtown Denver from Interstate 25, and is lined with deciduous trees and a planted median.

Seventh Street borders the site to the southwest, which is a vehicular traffic route running from the Elitch Gardens Parking Lots along Auraria Parkway southward towards Colfax, after which becoming Osage Street, leading to Lincoln Park.

On the south end of the site the Parking and Transportation Center establishes an irregularity in the site boundary. This four-story, 1,721 space parking structure is used by staff, students, and visitors of the three institutions.

On the southeast side of the King Center completes the site boundary. Officially addressed as the Kenneth King Academic & Performing Arts Center, the facility houses six performing spaces: three permanently assigned production studios, a 200 seat Recital Hall; 520 seat Concert Hall; and a 300 seat Courtyard Theatre. There are dressing rooms, green room, recording studio, lighting lab, music electronics lab, classroom space, box office, scene shop, paint shop, and costume shop. All spaces are fully equipped with state-of-the-art equipment and a variety of spaces for exhibiting fine art. The entire facility has over 180,000 square feet dedicated to the education of the student and development of the student who wishes to go into the performance of the arts. The center, because of its six performing spaces, can support many forms of entertainment, anywhere from legit theatre to large choral ensembles and other forms of performances.
PROJECT DESCRIPTION

Auraria Parkway
Seventh Street
Walnut Street

Future MSCD Neighborhood

Pepsi Center Parking
Athletic Fields

Tivoli/Auraria Parking Structure
Tivoli Student Union

Parking Lot D
Parking Lot C
Parking Lot E

Tivoli Visitor Parking
Tivoli Visitor Parking

Parking & Transportation Center
King Center
Plaza Building
EXISTING VEHICULAR & TRANSIT CIRCULATION AND ACCESS

The majority of the vehicular traffic in this area passes along Auraria Parkway, which provides access from I-25 into Lower Downtown Denver. Visitors to the Auraria Campus use this Parkway, along with visitors to Downtown, the Pepsi Center, and Elitch Gardens. Seventh Street also supports vehicular traffic, but at a much lower volume.

In this area of the Auraria Campus, there are currently two major entry points for student, staff, and visitor vehicles, as well as service vehicles.

The first being at the corner of Auraria Parkway and Ninth Street, this entrance is located directly across from the main entrance to the Pepsi Center and adjacent to the Tivoli Auraria Parking Structure (TAPS). Vehicles entering at this point can access both the TAPS and the Tivoli Visitor Parking Lot. This entrance also serves a secondary vehicle route which winds around to the northeast side of the Tivoli Student Union next to the Athletic Fields.

Service and delivery vehicles use this entrance to access service points for the Tivoli Student Union and the King Center. There is currently a loading dock on the southwest face of the Tivoli Student Union. This loading dock had been constructed as a temporary attachment to the facility, and could be removed from the building if required for construction of new MSCD Neighborhood buildings.

The second major entry point to this area is at the corner of Walnut Street and Seventh Street, which is adjacent to the Parking and Transportation Center (PTC). Vehicles entering at this point can access Parking Lot D, and this serves as an exit for the PTC. Parking Lot D had been separated from the Tivoli Visitor Parking in order to control traffic flow, control usage for special events, and charge different rates.

There are also four Denver Regional Transportation District (RTD) bus stops along Auraria Parkway in this area. Larger amounts of bicycle parking is also provided on the northwest side of the King Center, and the northeast side of the Tivoli Student Union.
EXISTING PEDESTRIAN & TRANSIT CIRCULATION AND ACCESS

The majority of the pedestrian traffic comes to this site via the primary pathway running between the Tivoli Student Union and the Plaza Building towards the King Center. This pathway connects the academic core of the campus to the Tivoli Student Union and the Parking and Transportation Center.

A second primary pathway leads from the Auraria Parkway and Ninth Street RTD stop and heads past the Tivoli Student Union and the King Center towards the MSCD academic buildings.

A few secondary pathways to this area include pathways through the interior of the King Center and Tivoli Student Union. Usage of these pathways increased during inclement weather, where pedestrians use them as sheltered areas.

Exterior secondary pathways include a path from the western parking lots (W, A, C, & E) around the Parking and Transportation Center into the campus core, as well as a pathway from Auraria Parkway to the Tivoli Student Union and King Center.

A network of tertiary pathways crosses areas of this site leading to various facilities and different parking lots.

RTD bus routes that serve the stops along Auraria Parkway in this area include routes 1, 20, and AF.

RTD Route 1 currently begins in the suburb of Lakewood and heads east to the Auraria Campus, passing through areas of western Denver. After leaving the Auraria Campus the route continues through Downtown Denver and then into the Santa Fe Arts district, followed by the Cherry Creek Mall, eventually arriving in Glendale, where it reverses its route back to Lakewood.

RTD Route 20 currently begins at the National Renewable Energy Lab near Golden, and heads through Denver to the Auraria Campus. After leaving the Auraria Campus the route continues through Downtown Denver to Park Hill, and eventually to the Anschutz-Fitzsimons Medical Campus, where it reverses its route back to the Renewable Energy Lab.

RTD Route AF is a special route that links areas of Denver to the Denver International Airport with limited stops. This Route begins in Lakewood at a Park-n-Ride, and continues to the Auraria Campus, after which it goes through Downtown Denver, and then out to the Airport. Many people use this service to access the airport, in order to catch flights and avoid paying vehicle parking fees at the airport. Auraria students living on or near campus can use this route to access the airport.

Additional RTD bus routes serve the Auraria Campus, with stops located in other areas of the Campus. A large RTD transit hub is located along Colfax near Lipan Street.

The Denver RTD also operates a series of light-rail trains which currently connect the southern Denver metropolitan area to the Auraria Campus and Downtown. Although not shown on this diagram, the light rail stop is only a few blocks to the south near Colfax and 5th Street, as well as a major stop at the transit hub near Colfax and Lipan Street. A third stop is located on the north side of the Pepsi Center.

MSCD expects that ridership of buses and light rail will increase as enrollment increases.
PROJECT DESCRIPTION

LEGEND
- Primary Pedestrian Route
- Secondary Pedestrian Route
- Secondary Through Building
- Tertiary Pedestrian Route
- Pathway Node
- Bus Route
- Bus Stop
EXISTING SITE CONSTRAINTS & MAJOR AXIAL ALIGNMENTS

This project site will be constrained by both building setbacks from the street, and side yard setbacks from adjacent buildings in order to reduce the required fire ratings and to utilize more cost-effective construction types. One of the largest setbacks will be that of the building setback along Auraria Parkway. A larger setback is expected here due to the parkway landscaping and views along the roadway.

Major alignment axis have been established on the Auraria Campus along major pathways which also align with Denver city streets. These axis should be used in aligning and positioning new buildings and building features.

A few of the street and pathway axis include that of Larimer Street, Ninth Street, and an additional pathway axis that runs along what used to be Eighth Street.

The Larimer Street Axis divides the Tivoli Student Union from the Plaza Building and King Center. This is used as a major pedestrian route on campus, and is related to the historic Larimer Square in Downtown Denver.

The Ninth Street axis aligns with the main entrance to the Pepsi Center to the north, and run towards the historic Ninth Street Parkway to the south along which major plazas and pedestrian nodes are established.

The pathway axis that runs along what used to be Eighth Street is expected to become a major pedestrian route in the future as the MSCD Neighborhood is built out.

Another major axis on this site is that which aligns with the west entrance to the Tivoli Student Union, which also aligns with Walnut Street. Major Tivoli building features align symmetrically with this axis, including the entry, stairs, and western facade.
EXISTING LANDSCAPE CHARACTER

The character of the existing landscape of the site ranges from open parking areas with landscaping used for shading, intimate spaces defined by landscape, formalized perimeter walkways, and landscape buffer zones along major streets.

The northern and western portion of the site, defined Auraria Parkway and Seventh Street is generally a turf buffer zone lined with deciduous shade trees along the roadway. Throughout the parking areas and eastern edge of the site, similar plantings are used for shading and heat absorption.

The southern portion of the site is developed as a more intimate outdoor spaces as pedestrians move towards the campus core. This area includes formal plantings of ornamental trees and groundcovering.

Open turf athletic fields are located nearby, on the eastern side of the Tivoli Student Union, and additional formal landscape is featured across Auraria Parkway at the entry of the Pepsi Center.

The topography of the site is generally gently downward sloping from east to west, with site storm water drainage in the parking areas and pedestrian plazas.
V.4 Project Cost Estimate

The program plan project cost estimate for the MSCD First Neighborhood Building is an assimilation of best-practices and recent relevant construction project costs. Specific costs for each spatial type were developed (see Unit Costs, following the Cost Estimate). These costs are applied to each individual space in the program in order to estimate the overall construction cost.

The overall project budget was developed by allocating costs in the various categories of the typical State of Colorado project budget summary. Accepted practice and recent comparable experience were used to establish appropriate budgets for each line item. Per standard State practice, an additional project contingency equal to 5% of the estimated construction cost is included in the overall project budget.

Site development costs are budgeted as a separate line item from building construction costs. Because the project involves transforming an existing parking lot into a new campus neighborhood for MSCD, there was significant discussion during programming about the appropriate site development budget for the project. The team evaluated potential site costs including demolition, earthwork, utilities, hardscape, landscape, and parking access to arrive at an appropriate budget. Basic assumptions included only limited buildout of landscape and hardscape closely related to the proposed building rather than full buildout of the sitework as suggested by the new master plan. It was assumed that much of the parking southwest of the Tivoli and Northwest of the King Center will remain in the near term until future building projects complete the Metro Neighborhood and associated site enhancements. No basement space was assumed for the proposed project.

During the programming process, initial project cost estimates suggested a budget of roughly $57M. Based on financial analysis by MSCD and their financial consultants, the project budget was established at $52M. The following cost reductions were implemented to bring the original project cost estimate in line with the established budget:

- Reduce the furniture budget by 50%, and allow for potential re-use of existing furniture rather than all new.
- Increase building efficiency from 60.6% to 62.5%.
- Reduce kitchen/lounge spaces from 2 per floor to one per floor.

To balance some of these assumptions and allow for some flexibility based on marked conditions, the construction escalation per month was increased from initial assumptions. Also, 1,500 GSF of shelled space is included for future expansion. If market conditions create additional cost burdens on the project, the shelled space could be completely eliminated from the project in the early design phases. Alternatively, more favorable market conditions will allow restructuring of the project to include some of the cost savings items highlighted above.
## V.4.1 Project Budget

### Building Area

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<tr>
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<td>Site Surveys, Investigations, Reports</td>
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<td>Communications</td>
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</tr>
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<td>Other Costs</td>
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### Project Contingency

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<tr>
<td>10% for Renovation</td>
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<td><strong>Total Contingency Requested</strong></td>
<td>$ 13.68</td>
<td>$1,946,411</td>
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### Total Estimated Budget

| Budget | $ 365.60 | $52,000,153 |
|        |          | $52,000,000 |
| **Delta Estimate vs. Budget** | ($153) | |

---

<table>
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<tr>
<th>Metro State Board of Trustees</th>
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<tbody>
<tr>
<td>Metropolitan State College of Denver</td>
<td>December 3, 2008</td>
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</table>
V.4.2 Unit Costs

Estimated unit costs for the project were based on comparable recent projects in the regional market using the following key principles:

- The base cost per square foot was estimated for each division of work based on bidding in 3Q2008.
- Mechanical, electrical and plumbing unit costs were estimated as separate line items.
- Since much of the building contains typical of office programs, Tenant Improvement (TI) costs were broken out as a separate line item.
- Unit costs include premium costs related to sustainable design required to achieve LEED Gold certification.
- An estimating contingency was applied to all of these items to establish the total Direct Cost per GSF.
- The estimated contractor markup was applied to the Direct Cost and was based on the Construction Manager/General Contractor delivery method typical of many recent large projects at Colorado’s campuses.
- Bidding and construction contingencies typical of the State CM/GC contract are included in the General Contractor Indirect Costs & Markup.
- Although the baseline costs were established for bidding the project in 3Q2008, an escalation contingency is included to allow for 15 months of estimated construction cost increases through bidding in 4Q2009. Market conditions and/or deviations in the suggested schedule may impact the accuracy of this escalation projection.
- To establish the overall construction cost estimate, the unit costs per GSF were applied to the effective gross area (Assignable Area x Grossing Factor) of each programmed space. The sum of the cost of each space is the estimated construction cost.

Alternative construction delivery methods might be considered to deliver the project at a lower cost, and each has tradeoffs. Traditional Design/Bid/Build or “hard bid” may yield a lower GC markup, but creates more risk for the Owner that the project will be on budget on bid day. Design-Build may also save money, but with some Owner sacrifice of quality and control because the design team is contracted to the General Contractor rather than the Owner.

The following assumptions were used to establish the estimated unit costs per GSF:

- All costs are based on City & County Of Denver construction costs
- Assumed construction start date is 1st Quarter 2010
- Assumed construction completion time is twenty (20) months
- Indirect Costs & Mark-Up are approximately 15% of Direct Cost
- Indirect Costs & Mark-Up include the following:
  o General Conditions
  o Building Permit & Plan Check Fee
  o Builder's Risk Insurance
  o Umbrella & General Liability Insurance
  o CM/GC Contingency
- A/V Equipment is included under Owner's Budget and not in the construction cost
- Technology cabling is included under GC scope of work
- A/V and Telecommunications conduit and backboxes are included in Electrical under the GC.
## REFERENCE:

### PROJECT DESCRIPTION

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**Market Rate Threshold:**

- Estimated Construction Cost
- Direct Costs
- Indirect Costs & Markup
- Escalation per Month
- Technology & Cabling
- MEP Total

**Space Type Name:**

- Office
- Classroom Flat
- Classroom Tiered
- Shelled Office Space
- Weighted Unit Cost

**Division:**

- Division 01
- Division 02
- Division 03
- Division 04
- Division 05
- Division 06
- Division 07
- Division 08
- Division 13
- Division 14
- Division 31-33

**Remarks:**

- New Construction
- Escalation to
- 4Q2009

**Estimated Construction Cost**

**Total**

**TOTAL COSTS**

**MEP UNIT COSTS**

**CORE & SHELL UNIT COSTS**

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Metro State Board of Trustees

December 3, 2008

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December 3, 2008

Metro State Board of Trustees
V.5 Project Schedule

The Overview Schedule below represents an anticipated design and construction schedule. The Project will be built by the Construction Manager/General Contractor (CM/GC) process. The CM/GC will be hired during the design phase and will develop the actual construction schedule. It is anticipated that the CM/GC will issue a Guaranteed Maximum Price for the Project at the end of the Design Development phase.

It is presumed that the new building will be built first, then occupants of the current administrative departments will move into the new building and then the backfill space will be renovated as a separate project/contract.

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2008 2009 2010 2011 2012

Metro State Board of Trustees

December 3, 2008
V.6 Program Stacking Diagrams

- LEVEL 4
  - VP Academic Affairs
  - Institutional Advancement
  - VP Student Services

- LEVEL 3
  - President's Office
  - Administration & Finance
  - Alumni Relations

- LEVEL 2
  - First Year Experience
  - Student Academic Success
  - Decision Theater

- LEVEL 1
  - One Stop Shop
  - Student Services
V.7 Conceptual Floor Plans
PROJECT DESCRIPTION

Screened Mechanical Equipment

THIRD FLOOR
FOURTH FLOOR
VI.1 Room Diagrams

Office
120 ASF

Large Office
180 ASF

VP Office
240 ASF

General Office
60 ASF

Shared Office (2)
120 ASF

Shared Office (4)
240 ASF

750 ASF

Classroom (30 Student Stations)
AGENDA ITEM: METRO STATE BUILDING ONE PROGRAM PLAN

ISSUE:

Metropolitan State College of Denver seeks approval of the Metro neighborhood’s first building program plan.

ANALYSIS:

The Colorado Department of Higher Education requests board approval of capital construction program plans before they are submitted to the Commission on Higher Education. Program plans need to be consistent with the role and mission of the academic, facility, and technology planning goals. This plan is consistent with the campus facilities master plan, the academic master plan, and the strategic plans for Administration & Finance, Institutional Advancement, Academic Affairs, Student Services, Information Technology, and Office of the President. The space utilization is also consistent with CDHE guidelines. The Neighborhood Planning Committee has worked closely with the Auraria Higher Education Center, and senior administration to make sure the program plan is consistent with the college’s goals. The committee has reviewed the program plan and made changes based on credit hour production, program needs, regional needs, budget modeling, and location.

BACKGROUND:

In early 2008, Anderson Mason Dale along with studioINSITE and Sasaki Associates were commissioned to develop the Master Plan for Metro’s neighborhood. Parallel to the master plan effort, the team was asked to develop a program plan for Metro’s first neighborhood building. A steering committee of faculty, staff, and students was formed to guide both of these efforts.

The guiding principles for the first building laid out by President Jordan and supported by the committee were to develop an enhanced One Stop Shop for student services to include functions currently in the Central Classroom building. In addition to serving student service needs, the new One Stop Shop will become a true signature space for the Metro experience, offering a welcoming environment for prospective students, continuing students, alumni, and the broader community. The second objective was to consolidate administrative functions in the new building to free up space in Central Classroom and the Administration building to enhance academic programs and their strategic initiatives.

ACTION:

The Neighborhood Planning Committee requests the Board of Trustees approve the concept and plan so that it can be presented to the Colorado Department of Higher Education for approval. The implementation of the program plan will be based on actual funding. The committee is only requesting that the board approve the concept at this time.
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Strategic Context 4
Neighborhood Goals & Aspirations 5
Physical Context 7
Neighborhood Master Plan 9
Phasing 17
Program and Backfill Concepts 21
Acknowledgements 25
Metropolitan State College of Denver (MSCD) is uniquely positioned within the competitive higher education market to provide a dynamic and needed education for Colorado citizens. Catering to a broad range of both traditional and non-traditional college students, MSCD reflects the diversity of the Denver metropolitan area in its students and curriculum. The Vision for the school expressed by President, Dr. Stephen M. Jordan, captures this connection to context and urban mission, in combination with a dedication to providing an affordable, high-quality, undergraduate experience to the people of Denver and beyond. Metropolitan State College of Denver aspires to be the Premiere Urban Land Grant institution in the United States.

MSCD shares the Auraria Higher Education Center (AHEC) campus with two other institutions, the University of Colorado Denver, and the Community College of Denver. In 2007 the Administrators of AHEC completed a Master Plan for the entire campus that generated a vision for how each of the institutions would develop on the campus in the future. A “neighborhood” area at the corner of Auraria Parkway and Seventh Street was identified for Metropolitan State College identity and specialized programs. This neighborhood was envisioned as an area on campus where MSCD could establish a unique presence apart from the joint AHEC facilities. This neighborhood plan outlines how the realization in the MSCD neighborhood will create capacity to support the unique and diverse elements of the MSCD academic profile, and express its Urban Land Grant institutional vision.
The Auraria Higher Education Center was created by the Colorado State Legislature in the early 1970s to provide an academic environment in the context of Downtown Denver. Initially imagined to support a student population of 15,000 across three separate institutions, the success of the AHEC model is revealed in a growing campus population that today is approaching 40,000 students. The largest of the three institutions, and one of the largest 4-year public institutions in the country, Metropolitan State College of Denver accounts for over fifty percent of the campus population serving over 21,500 students.

With success has come a critical challenge, however: the ability of AHEC and each of its resident institutions to keep pace with growing space demands on the campus. Studies have shown that there currently exists a shortfall of nearly 1,000,000 square feet to adequately serve the population. In addition, the historic model of shared facilities across the campus has at times impeded the ability of the individual institutions to provide space for programs or services unique to their specific needs.

The approval of the 2007 AHEC Master Plan has ushered in a new era for the Auraria campus and MSCD. While the core of the campus will continue to serve the entire population in the sharing of academic, cultural and student life space, “neighborhoods” have been set aside for each of the institutions to meet the demands specific to their mission and operations. Besides physical space, these neighborhoods will also afford the opportunity to instill a sense of institutional identity within the context of the larger campus – identity that is important in the recruiting and retention of students, faculty and staff.
The key to the success of any physical master plan is its relationship to the strategic plans of the institution. In order to conceptualize the physical form of future development, a thorough understanding of the strategic goals and initiatives that are core to the institutional mission is important – because it is these goals and initiatives that are elemental to the success of the College. The physical form of neighborhood development can help to instill the College’s values in the daily lives of those it strives to serve.

The context of the campus within the urban Downtown Denver environment is important to the mission of the College. Striving to be the preeminent Urban Land Grant Institution in the country, the campus’s downtown location helps to serve four goals that are of primary importance to the College:

**Goal 1:** Prepare students for success in their education, career and life

**Goal 2:** Provide a high-quality educational experience

**Goal 3:** Engage, collaborate and work with the community

**Goal 4:** Embrace and promote diversity

The intent of the neighborhood master plan is to provide a physical construct that allows the College to achieve these goals. In support of the goals and the College’s vision to be the premier Urban Land Grant Institution in the country, several strategic initiatives are currently being pursued by the College:

**Hispanic Serving Institution (HIS) Initiative**

In April 2007, Metro launched the goal of becoming a Hispanic Serving Institution (HSI), increasing its Latino student enrollment from its current 13 percent to 25 percent. In achieving this goal, Metro will become the first HSI in the state, and further the mission of the Urban Land Grant Institution. With the second-largest undergraduate student population in Colorado and the highest number of students of color, Metro already enrolls a quarter of the state’s baccalaureate-seeking Latino students. If enrollment of Latinos continues to grow at its current rate, the College will achieve HSI status within the next decade.

**Student Success Initiatives**

Important to the attraction, retention, and success of Metro students, a number of College initiatives are intended to provide consistent support to students from their first day on campus to graduation. Included in these initiatives are the 1st Year Experience program, Student Academic Success, and Metro’s Learning Communities. These programs are intended to provide transitional support to students entering college for the first time and consistent academic support to students throughout their Metro experience.
NEIGHBORHOOD GOALS & ASPIRATIONS

The physical plan for the development of the neighborhood is based on a number of goals and aspirations that were defined in interviews with a broad range of Metro and campus constituents at the outset of the planning process. These goals serve as the framework around which decisions related to the physical environment of the neighborhood will be made – ensuring that the all future development of buildings and open space support the aspirations of the College.

Premier Urban Land Grant Institution Vision

The intention of establishing Metro as the premier Urban Land Grant Institution in the country is a bold vision that is at the core of the mission of the College. The characteristics of Land Grant institutions are based on the Morrill Act of 1862, which set aside land for institutions of higher learning to preserve and advance knowledge in practical and applied education. Many Land Grant Institutions formed as a result of the Morrill Act are located in rural areas, using the nature of the environment as a “laboratory” for practical and applied education – often with an emphasis on agriculture and engineering.

Following that model of the campus context as a laboratory for students, the Urban Land Grant Institution strives to provide an academic setting aimed at proving the student with a practical education in the urban environment. This setting encourages socio, economic, and ethnic diversity consistent with the surrounding community, while providing a knowledge-based education that prepares students to live and work in fields that are elemental to the function of a city.

Promote visibility of uniquely Metro programs and services

The development of the Metro neighborhood should provide opportunities to enhance the visibility and identity of those programs that are unique among the institutions on campus, whether those opportunities occur within the neighborhood or at other points on campus.

Express a MSCD Identity & Sense of Place

The physical planning and development of the neighborhood provide an opportunity to express Metro’s unique identity on the campus and provide a sense of a home for the Metro community. The historic development on campus has tended toward buildings, signage and open spaces that – while consistent in the context of the larger campus – have not allowed the individual academic institutions to express themselves in physical form. The notion of the neighborhood gives Metro the ability to establish an identity through the organization of programs and services, the materials used in the buildings and outdoor spaces, and the provision of signage and other features that express Metro’s presence within the larger campus context.

Activated indoor/ outdoor spaces

While the provision of functional space is of primary concern to the College, the physical development of the neighborhood must aspire to provide and inspire active uses in both the indoor and outdoor environments. A goal of the Metro neighborhood is to provide a sense of place for the Metro community, and the organization of interior and exterior spaces to provide comfortable environments for a range of active and passive uses is important to the sensory perception of the user.
Employ sustainable practices
Identified as a principle of the AHEC Master Plan, the pursuit of sustainability initiatives is an important aspect of this plan. Metro has an opportunity and responsibility to be a local leader in the practice of sustainability through the development of its neighborhood, which can serve as a regional laboratory for these initiatives.

Sustainability in the context of the development of the neighborhood can mean a number of things. Designing and developing indoor and outdoor spaces with respect of and response to the local climatic and environmental conditions in one aspect of sustainability. The selection of building materials and systems that reduce negative impacts on the earth either through their production or operation is another. Indeed, the sense of sustainable practices is an evolving one – and the College should aspire to be a leader in the employment of sensible sustainability as its neighborhood develops over time.

Accommodate short-term MSCD development priorities
Understanding that the College cannot develop its neighborhood in its entirety immediately, the plan strives to identify and prioritize opportunities that maximize the success of the mission of the institution.

Elemental to the success of Metro is the success of the Metro student. The first priority of the College is the maximization of the attraction, retention, and academic success of its students. The 1st Year Experience and Student Academic Success initiatives, intended to assist the first year student in the acclimation to college life and to provide consistent academic support to all students during their time at Metro, are immediate priorities for the College.

Another short-term priority for the College is the consolidation of administration and student service functions. This consolidation would hold a number of benefits for the College, not the least of which would be to allow spaces currently used for these functions at the campus academic core to be made available for the consolidation of academic programs.

Plan for future/long-range MSCD development
While the plan cannot identify specific future uses given the ever-changing face of higher learning, the neighborhood plan can organize a framework that anticipates future development. The visibility of flagship programs, appropriate representation from each of MSCD’s schools to enable innovative synergies between programs and schools, and the support of civic outreach & collaboration are some of the long-range opportunities that should be considered for future campus development.
The MSCD neighborhood is comprised of approximately seven acres at a location that will serve to provide the College with a clear presence and identity within the urban context while also relating to important cultural and activity centers on the campus.

Bounded by Auraria Parkway on the north, the neighborhood has excellent visibility to commuters entering and leaving the central business district as well as the opportunity for views to the neighborhood from Interstate 25. The proximity to the Pepsi Center provides a chance to identify the College to the thousands of people attending events throughout the year.

Seventh Street, the only street that traverses the campus - connecting Auraria Parkway and Colfax Avenue - is the western edge to the neighborhood. An important vehicular connection to the majority of parking on campus, 7th Street also provides a prominent opportunity for identifying Metro within the larger campus context.

The southern boundary of the neighborhood is defined by the extension of Larimer Street through the campus. The AHEC Master Plan, along with the 2007 Downtown Denver Area Plan, identifies the Larimer Street corridor through the campus as an important multi-modal link from the relocated Auraria West light rail station to Downtown. The relationship of the neighborhood to this corridor is yet another opportunity to provide visibility to the College and its programs in front of a captive daily audience.

At the eastern edge of the neighborhood, 9th Street is an important symbolic entrance to the campus. The connection of 9th Street to the historic Tivoli building provides an opportunity to create a neighborhood edge that is blends with the history of the Auraria neighborhood and its transition to a premier campus of higher learning.
The relationship of the neighborhood to the larger Auraria campus - both as realized today and in plans for the future - provides both great opportunity and great responsibility to the College. With two major campus cultural and activity centers as neighbors (the King Center for the Performing Arts and the Tivoli Center), the College is able to capitalize on the importance of these facilities to the campus and community of visitors they attract. The frontage of the neighborhood on Auraria Parkway allows the College to reach out to the civic and business communities in a physical sense, representing not just the students and faculty of MSCD but the campus as a whole.

**Current Metro Centers of Operations**

Today, Metro’s operations – both with regard to academic departments and student support and administration functions – are divided among a number of campus buildings.

Central Classroom serves as the primary Metro administrative and support building, housing much of those services centered around student administration (Admissions, Bursar, Financial Aid, Registrar) and academic support (academic advising, Student Academic Success). Also located in the Central Classroom are the offices of the President and Provost, along with a number of academic departments within the School of Letters Arts and Sciences. West Classroom is the current home for the Schools of Business and Professional Studies. And the Administration Building houses the offices of Administration and Finance, Information Technology, Institutional Advancement, and Athletics. Additional programs, departments, and offices are located in various other buildings across the campus.
Urban Design Framework

The Urban Design Framework organizes the spatial elements that comprise the Metro neighborhood; buildings, open space, landscape, and circulation. The structure established for the neighborhood is informed by the larger goals and aspirations of the institution, and allows for flexibility over time for development of facilities to meet the evolving needs of the College. The neighborhood is organized into five development parcels. The five buildings suggested in the plan, one associated with each development parcel, reflect a balanced space allocation for reasonable development phasing. This allows the College to proceed with smaller or larger programmatic units as needed. No single building/parcel represents more than 22 percent of the total capacity of the neighborhood, with the largest development unit being the first building proposed. Successive development may consist of phased, w buildings as feasible and necessary. The final massing of the neighborhood structures should conform to the parcel framework illustrated in this plan, and respect the definition of building edges as suggested by the plan.

The first building program and location establishes an initial center of gravity for Metropolitan State College neighborhood on the AHEC campus. It is sited at the northeast corner of the neighborhood to relate to the important campus gateway at Ninth Street and establish a visual presence for MSCD along the campus edge at Auraria Parkway. The architecture and massing of the building responds to the campus context by connecting back to important pedestrian corridors and Tivoli Center at the southeast corner of the neighborhood site.

The first building also begins to frame the open space that will become the central quadrangle...
for the MSCD site. This core public space will become the fundamental organizing element for the Metropolitan State College neighborhood. The central quad relates to all the buildings within the neighborhood, tying them together to establish a strong sense of place for the College. This unifying presence creates a fluid indoor-outdoor “living room” environment that programmatically and visually links the circulation and gathering spaces within the buildings, to the larger framework of circulation and gathering spaces within the neighborhood. As the neighborhood develops, subsequent building projects will establish the urban edges of the neighborhood along Auraria Parkway and Seventh Street, and further define the internal open space in a deliberate way.

Connective spaces between the buildings will form gateways into the neighborhood, linking pedestrians to the central quad and facilitating circulation within and through the neighborhood. Small courtyard and plaza spaces formed by buildings within the development parcels and/or associated with individual building entries should tie to these connective spaces, and/or the central quad, to integrate into the larger patterns of neighborhood connectivity.

Significant gateway spaces at the neighborhood edges relate to important shared AHEC facilities and larger AHEC campus circulation corridors. These include:

- The Tivoli Student Center,
- King Center for the Performing Arts
- The Larimer pedestrian corridor,
- The Seventh Street vehicular corridor,
- The Auraria Parkway vehicular corridor.

A unique landmark structure will highlight the important gateway at the southeast corner of the neighborhood. The program for this building should reflect its prominent location and important visibility and outreach context.
Land Use Framework

The overall building capacity expressed in the MSCD Neighborhood Plan is approximately 580,000 gsf. This is roughly equivalent to 80 percent of the space that the College currently maintains in its inventory. This will allow Metropolitan State College to greatly increase its overall functional capacity, while creating a “Metro-place” for students, faculty, and staff on the AHEC campus. To encourage the creation of a distinct sense of place the ground floor uses each building within the neighborhood should facilitate congregating, and the sharing of ideas across MSCD departments and user groups. These social spaces include informal meeting and instruction areas, student and faculty support functions, and group study and project spaces. Transparency to the outside helps integrate indoor and outdoor areas to provide cohesive character and programmatic potential for expanding the academic environment.

The complete program for the MSCD neighborhood will evolve over time, but will likely be largely academic uses. The first phases of neighborhood development, including the first building, focus on the enhancement of student services and support, and the consolidation of senior administration space. These uses are seen as the most efficient means to initiate a Metro identity within the neighborhood, and are sited to achieve visibility and accessibility.

Successive program development in the neighborhood will likely include departmental, and specialized instructional space, and collaborative space to accommodate exemplar programs and support uniquely MSCD initiatives. Some of this space will likely provide shared instructional capacity for the AHEC campus. Specialized facilities
and currently less visible elements related to high-profile academic programs from each of the MSCD schools should be situated within the neighborhood to increase their visibility. Again, the visual permeability of the buildings and programmatic representation of the structures will accentuate the physical representation of MSCD’s academic strengths.

Overall the land use expression of the Metropolitan State College neighborhood should be an integrated environment of deliberate indoor and outdoor spaces that seamlessly interact to illustrate the unique and exceptional academic and social mission of the College.
Landscape Framework

The central quadrangle of the MSCD neighborhood creates a primary organizing component and a strong sense of place for the neighborhood and the institution. This core open space is defined and activated by the buildings around it. It provides space for informal day-to-day interactions between students, faculty, and staff in addition to accommodating larger MSCD gatherings and events. Plaza areas associated with neighborhood gateways, building entries, and connective spaces serve to inter-connect neighborhood buildings, and tie the neighborhood as a whole to the surrounding campus. These plaza areas support flexible programmatic use of the outdoor space, and provide setting for gateway elements, art installations, and way-finding signage. Plaza areas, circulation corridors, and smaller building lawns and courtyards are shaded and sheltered from wind wherever possible by landscape and building placement, to create desirable microclimate and facilitate use. Street tree plantings are also used along neighborhood/ campus edges to accent urban edges and create a more pedestrian scale streetscape.
Circulation Plan

The MSCD neighborhood must integrate with the surrounding campus context to facilitate accessibility to the full range of AHEC facility resources.

The first experience of the MSCD Neighborhood is presented at its primary entry points. These gateways address visitors from both within and without the AHEC campus. The primary gateways relating to the on-campus population accessing the neighborhood occur at along the northeast edge of the neighborhood. A primary gateway at the eastern corner of the MSCD neighborhood relates directly to two important public facilities, the Tivoli Student Center and King Center for the Performing Arts. Also at this corner a heavily trafficked campus pedestrian route along the Larimer corridor connects to the MSCD neighborhood from the campus core areas to the north and east. Visitors to the AHEC campus accessing the TAPS Garage at the northern corner of the site will also enter the MSCD neighborhood along the northeast edge. Lastly, pedestrian traffic passing between the mixed-use campus district and Denver LODO area to the north, and student housing and parking, transit connections, and future campus development to the south, will enter and exit the MSCD neighborhood via gateways at the eastern corner and along the northeast edge of the site. Secondary gateways to access the neighborhood are found along the southern and western edges of the neighborhood.

The gateways that provide access the neighborhood tie to internal circulation routes that provide pedestrian access through the site and connect to primary building entries. Primary building entry points are located to relate to visual and pedestrian corridors. Secondary building access points facilitate movement between neighborhood facilities, and

Figure 7: Neighborhood Vehicular Circulation Plan
provide for sheltered circulation routes through MSCD neighborhood.

Vehicular access and building service access is provided from existing vehicular circulation routes around the periphery of the neighborhood. Limited vehicular access allowing for service and emergency uses is maintained along the eastern edges of the neighborhood. Along the southeastern edge of the neighborhood, building service areas should be coordinated with existing loading dock locations and vehicular circulation patterns which serve the King Center, PTC parking garage. In the long-term service for neighborhood developments will also need to coordinate with any future development that may happen on the PTC garage site. Service areas for buildings that front along Auraria Parkway and Seventh Street should be handled in a coordinated fashion to group access points and leverage screening and mitigation efforts to minimize their visual impact. As primarily academic buildings minimal service requirements can be handled via smaller campus vehicles. Heavier program specific service requirements beyond this should be considered early in the building design phases to minimize their visual consequence.

The MSCD neighborhood is unique from the other institutional neighborhoods on the AHEC campus in that its location, as designated in the AHEC Master Plan, does not include any existing buildings that would possibly be displaced. However, it is estimated that the full development of the MSCD site will displace 22 percent of the total parking supply for the Auraria Campus, including the possible long-term displacement of the PTC garage. Future opportunities for the AHEC campus to replace this supply and accommodate future parking needs may involve perpetuating all or
part of the PTC garage site for continued use as a parking facility, and potentially exploring the joint development of structured parking in conjunction with AHEC campus neighbors. MSCD should work with AHEC Administrators to explore strategies for the phased replacement of displaced parking as the neighborhood develops.

Figure 9: A conceptual view of the neighborhood at build-out, looking across the site from the above the intersection of Auraria Parkway and 7th Street.

Figure 10: A conceptual view of the neighborhood at build-out, looking across the site from the above the intersection of Larimer Street and 9th Street.
PHASING

Phase 1 – First Building

The first phase of neighborhood development has been defined by a parallel effort to this master plan, resulting in a Program Plan for the First Neighborhood Building for Metro State College of Denver. The project (described in detail in the Program Plan document under separate cover) is intended to accommodate the current and future needs of many of the administrative departments of MSCD.

These departments are grouped under the President of MSCD, and further under the Vice Presidents of Academic Affairs, Student Services, Administration and Finance, Institutional Advancement, and Information Technology. While some departments will be relocated into the first neighborhood building, others will be relocated into backfill space, while still others will remain in their current location.

The project involves the construction of a new four story building of approximately 142,000 square feet. The first neighborhood building will be located in a site currently bounded by the Tivoli Student Union building and the Tivoli/Auraria Parking Garage to the northeast, Auraria Parkway to the northwest, Seventh Street to the southwest, the Parking and Transportation Center to the south, and the King Center to the southeast. This site allows for an immediate expression of Metro’s identity at perhaps the neighborhood’s most visible location, while also relating the first phase of neighborhood development to the Tivoli.

Figure 11: Conceptual illustration of Phase 1 of neighborhood development.
Phase 2 – Successive Buildings

Beyond the first building program, successive projects within the MSCD neighborhood should be developed to most effectively highlight those academic departments and initiatives that exemplify the Urban Land Grant Mission of the College. The capacity expressed in the Second Phase of development within the Neighborhood is approximately 424,000 GSF of building. This includes the northwest, western, and eastern development parcels, as well as the landmark building proposed just south of the first building. Development in the neighborhood should be prioritized to proactively serve specific programmatic goals, rather than meeting “surge space” or over-flow needs. As programmatic elements are relocated from elsewhere on campus, their space needs should be assessed based on the most current existing space use, enrollment, and justifiable growth projection information available. This process should also consider the relationship to those departments with which they are most closely associated or co-located.

As part of the programming and design of new facilities within the neighborhood, the capacity and potential back-fill options for space vacated elsewhere on campus should be documented for the consideration of the College. Potential concepts for backfill identified through this neighborhood planning process, should be reexamined and adjusted to respond to program development required at the time each project is initiated. The second phase of neighborhood development will vacate between 200,000 and 210,000 assignable square feet of space elsewhere on campus1.

Figure 12: Conceptual illustration of future phases of neighborhood development, with the PTC in current form.

1 This assumes approximately 65% assignable space use efficiency in their existing facilities.
The second phase of development within the neighborhood will substantially complete the development of the outdoor environment. This includes the definition of central quad, and formulation of the connective spaces and circulation corridors within the neighborhood. As each building is developed an adequate proportion of each project budget should be dedicated to developing neighborhood open space.

**Full Build Out**

The final phase of development within the neighborhood is the only phase which impacts an existing AHEC structure. The PTC Garage represents a significant portion of the campus-wide parking resources. The AHEC Campus Master Plan, completed in 2007, indicated that the garage would eventually be truncated to allow the Larimer Street pedestrian corridor to be continued from the PE/Events Center drop off, through to Seventh Street. This vacates the southwest corner of the MSCD neighborhood for development. The final building parcel within the MSCD neighborhood represents 156,000 GSF, approximately 21 percent of the total capacity expressed in the neighborhood plan. The serviceable duration and long-term maintenance of the PTC Garage, in conjunction with the continued need and ability to replace the parking capacity it provides, will determine if and when this structure will be able to be adapted or replaced.

Figure 13: Conceptual illustration of the neighborhood at full build-out.


**Process and Methodology**

To provide a framework for the MSCD neighborhood master plan and first building program plan, the planning process estimated MSCD’s current and future space needs and explored options for backfill of space vacated by program elements that could potentially be located in the first building developed in the neighborhood. The recommendations contained herein are intended to provide guidelines for the backfilling of space and an initial conceptual program strategy for the first building to be used by the programmers for that building, rather than a final overall backfilling strategy or building program.

Program spaces shared with UCD and CCD as part of AHEC-managed space, such as general purpose classrooms and laboratories, recreation, and student life facilities, were not included in the space needs analysis.

The programming and planning process included numerous stakeholder interviews and review and discussion of findings and recommendations with the MSCD neighborhood master-planning committee and senior administration.

**Inventory existing space**

Working with Metro and AHEC staff, the team updated the existing space inventory. In addition, we linked the floor plans with the space database, so that space moves and alternatives could be tracked both numerically and graphically. The space-use database prepared for this planning effort will be useful in evaluating alternative backfilling strategies in the future.

**Determine existing space deficits**

Space deficits were determined based on interviews with key stakeholders, and assessment of space needs based on international space standards (CEFPI) for each type of space. The space needs analysis generally confirmed the significant deficits identified through the stakeholder interview process. The departments with the highest identified space needs are the history, philosophy, political science, sociology and teacher education departments.

**Estimate future space needs**

In addition to accounting for existing space deficits, a reasonable projection of future space needs was factored into total departmental space needs before evaluating options for space moves. Future space needs were based on the growth rates of the last six years. During this period, enrollment at the School of Business remained stable; the School of Letters, Arts, and Sciences grew at four to five percent; and the School of Professional Studies grew between 4.5 and 6.5 percent. Administration, support, and office-space growth projections were based on employment projections provided by the College.
New Building and Backfill Priorities

Working with the MSCD Neighborhood Master-Plan Committee and the administration, the following priorities were established for the first building to be located in the new neighborhood and for the backfill of vacated space.

**New Neighborhood Building Priorities**

- Core Program focused on student service and student support
- Consolidate space for the executive leadership
- Accommodate flagship elements such as decision theater
- Support general education programs such as First-Year Experience
- Create a new Metro identity in the new neighborhood through location of signature programs

**Backfill Priorities**

- Focus academic department space in the Central classroom building
- Address identified space deficits and projected growth needs
- Consolidate divided departments dispersed among multiple buildings
- Co-locate interrelated programs to achieve desired adjacencies

**Backfill Strategy**

Three alternative backfill strategies were tested to help identify the potential program for the first building and to test the advantages of different backfill strategies in achieving space use goals and priorities. The preferred strategy maximized the opportunity to meet existing and future departmental space needs, consolidate departments dispersed among multiple buildings, and achieve desired adjacencies between departments. The preferred strategy is outlined below.

- Consolidate LAS departments to Central Classroom
  - **Co-locate Criminal Justice, Anthropology, Sociology, & Behavioral Science**
  - **Co-locate Political Science & Philosophy**
  - **Consolidate Journalism Program**
- Consolidate Music, Art, and Theater to King Center
- Co-locate Health Professions and Nursing to East Campus
- Vacate trailer space

The dean of the School of Business has expressed a desire to move all six School of the School of Business departments into one location. The School of Business accounts for about 19,000 assignable square feet (asf) with about 12,500 asf in the West Classroom building and 6,500 in the Central Classroom building. Although not part of the original study of space backfill alternatives, options to explore in the future for the consolidation of the School of Business could include a move to the vacated space in the Administration building or consolidation in the West Classroom building if enough non-business program space can be identified to relocate from West.
Mid-Term and Long-Term Neighborhood Development Strategy

Working with the MSCD Neighborhood Master Plan Committee and senior administration broad strategies were identified for future buildings developed in the neighborhood.

**Mid-term programs identified for the neighborhood**

- Institutional advancement and alumni center
- Aerospace and aeronautics
- Expanded Faculty Development Center, Web Instructional Technology Center, Faculty Commons

**Long-term programs identified for the neighborhood**

- New School of Education with an educational resource center
- New Business School
- Co-locate LAS departments providing subject curricula with the School of Education
- Specialized laboratory space, including labs for Allied Health and Nursing, Engineering Technology, and Industrial Design
- Co-locate elements of Computer Information Management, Computer Science, and the "Genius Bar" help desk model
ACKNOWLEDGEMENTS

PROJECT TEAM

studioINSITE, LLC
Chris Geddes and Dennis Rubba

Sasaki Associates, Inc.
Daniel Kenney, Janne Corneil, and Jennine Talbot

Anderson Mason Dale Architects
Andy Neilsen and Gerry Salinas

We would like to thank the following groups associated with AHEC and its resident academic institutions for their participation and contributions to the master planning process:

MSCD Board of Trustees
MSCD Neighborhood Planning Committee
Office of the President, MSCD
Office of Administration and Finance, MSCD
AGENDA ITEM:

Approval of Amendment to Memorandum of Agreement with the Metropolitan State College of Denver Foundation

BACKGROUND:

Under section 23-5-112(3), Colorado Revised Statutes, nonprofit entities such as foundations, institutes, and similar private organizations established for the sole benefit of a state institution of higher education are entitled to receive gifts and bequests of money or property, subject to certain state requirements. Also, governing boards are authorized to establish private, nonprofit corporations to develop discoveries and technology under section 23-5-121, Colorado Revised Statutes. However, the statutes do not establish a procedure under which such organizations can be created, and their relationship with the institution defined.

ANALYSIS:

The Foundation Board believes it is essential that Metro State’s fundraising should be coordinated and cohesive. In the absence of a statutory process for the creation of private affiliates and the establishment of appropriate organizational roles and relationships, the fundraising effort could lose focus if new outside organizations and relationships are created unilaterally by one party or the other. The Foundation seeks an amendment to the MOU with the Trustees, under which the approval of both boards would be required to establish any new foundation, institute, or technology transfer organization.

RECOMMENDATION:

The staff recommends the board adopt the following resolution:

Resolved, that the Board of Trustees of Metropolitan State College of Denver hereby approves the attached Amended Memorandum of Understanding between the Trustees and the Metro State Foundation, and authorizes Dr. Stephen Jordan, as President of the College, to execute it on behalf of the Board.
Memorandum of Understanding
Between Metropolitan State College of Denver and Metropolitan State College of Denver Foundation, Inc.

THIS AGREEMENT, entered into as of this 1st day of July 2007, by and between the Metropolitan State College of Denver (the College) and the Metropolitan State College of Denver Foundation, Inc (the Foundation).

The Foundation was organized and incorporated in 1978 for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the College.

The Foundation exists to raise and manage private resources supporting the mission and priorities of the College, provide opportunities for students and a margin of institutional excellence unavailable with state funds.

The Foundation is dedicated to assisting the College in the building of endowments and in addressing, through financial support, the long-term academic needs and other priorities of the College.

As stated in its articles of incorporation, the Foundation is a separately incorporated 501 (c) (3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the College; soliciting cash, securities, real and intellectual property, and other private resources for the support of the College; and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

Furthermore, in connection with its fund-raising and asset-management activities, the Foundation reimburses the College, in full or in part, for the salary and benefits of the Executive Director of the Foundation and such other personnel necessary to the Foundation to carry out its purpose.

In consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

Foundation Name, Seal and Logotype

Consistent with its mission to help to advance the plans and objectives of the College, the Foundation is granted the use of the name of the College as well as the seal and logotype of the College in the fund-raising and promotion of the College.

Institution or System Governance

- The Board of Trustees of the College is responsible for overseeing the mission, leadership, and operations of the College.
- The Board of Trustees is responsible for setting priorities and long-term plans for the College.
• The Board of Trustees is legally responsible for the performance and oversight of all aspects of College operations.
• The Board of Trustees is responsible for the employment, compensation, and evaluation of all College employees, including the president.

The Foundation’s Relationship to the Institution
• The Foundation is a separately incorporated 501(c)(3) nonprofit organization created to raise, manage, distribute, and steward private resources to support the various missions of the College. The Metropolitan State College of Denver Foundation, Inc. is currently the only 501(c)(3) established for the support of Metropolitan State College of Denver. Any other entity wishing to be established as a 501(c)(3) to support the College must be approved in advance by the Foundation Board and the Board of Trustees.
• The Foundation board of directors is responsible for the control and management of all assets of the Foundation, including the prudent management of all gifts consistent with donor intent.
• The Foundation is responsible for the performance and oversight of all aspects of its operations based on a comprehensive set of bylaws.
• The Foundation is served by the College acting as an independent contractor. The College employs the personnel who provide executive services and manage the private contributions, distributions, and day to day operations of the Foundation. The Foundation agrees, in consideration of these services, to reimburse the College in whole or in part as negotiated from time to time, for the salaries of these individuals. The Foundation will evaluate annually the services provided by the College as a contractor, by assessing the services of the Executive Director. The College President will consider this evaluation in assessing the performance of the Executive Director as Vice President for Institutional Advancement.
• The College’s Vice President for Institutional Advancement (VPIA) shall function as the Foundation’s Executive Director, the duties for whom are contained in the Foundation’s Bylaws and subject to negotiation with the College. The Foundation agrees to reimburse the College for 15% of the salary and fringe benefits of the VPIA for performance of these duties. Annually, the Chair of the Foundation’s Board of Directors and/or his/her designee shall review the job performance of the VPIA with the VPIA and the President of the College. If the VPIA’s position becomes vacant, the Chair of the Foundation’s Board of Directors or his/her designee shall be a member of the College’s search committee to select a new VPIA.
• The Foundation may earmark a portion of its unrestricted funds to discretionary funds for the president, vice presidents and deans of the College and will reimburse appropriate College-advancement expenditures in accordance with Foundation policy. All such expenditures must comply with the I.R.S. 501 (c) (3) code and be consistent with the Foundation’s mission. Such funds will be audited as part of the Foundation’s annual independent audit. When the Board of Trustees for the College considers that spousal travel with the President is essential to College advancement and relations, the Foundation will reimburse the College for the cost of reasonable and justifiable spousal travel from the discretionary funds provided and within budgetary limits.

The Institution’s Relationship to the Foundation
• The College President is responsible for communicating the College priorities and long-term plans, as approved by the trustees, to the Foundation.

• The Chair of the College’s Board of Trustees shall be an ex-officio non-voting member of the Foundation Board of Directors. A designee by the Chair may serve as an ex-officio non-voting member of the Foundation Board and shall serve a one-year term. The trustee serving as the ex-officio member would be selected by the Board of Trustees annually in consultation with the Foundation Chair and may serve successive terms.

• Ex-officio Foundation board members shall receive written notice of all meetings, including special meetings, of the entire Foundation Board of Directors and Executive Committee. All meetings will be conducted in accordance with Foundation Bylaws.

• The College recognizes that the Foundation is a private corporation with the authority to keep all records and data confidential consistent with the law.

• The Executive Director of the Foundation shall be included as a member of the College President’s cabinet and senior administrative team.

• The College shall include the Foundation as an active and prominent participant in the strategic planning for the College.

• The President of the College shall serve as an ex-officio non-voting member of the Foundation board and shall assume a prominent role in fund-raising activities.

• In consideration of Foundation services, the College will also provide in-kind support, including staff, for the Development portion of the office of Institutional Advancement, office furniture and informational technology support for computer systems, postage and office supplies, telephone service, including long-distance service, fax service and copier machine usage.

• The College shall establish and enforce policies that support the Foundation’s ability to respect the privacy and confidentiality of donor records. As such, the Foundation shall own and assume responsibility for maintenance of the donor database (supported by Blackbaud Raisers Edge software).

Foundation Responsibilities

1. Fund-Raising

• The Foundation shall create an environment conducive to increasing levels of private support for the mission and priorities of the College.

• The Foundation and the College will collaborate, through their respective authorized representatives, to plan and execute comprehensive fund raising and donor acquisition programs in support of the institution’s mission. These programs include annual giving, major gifts, planned gifts, special projects and campaigns as appropriate.

• The Foundation will establish, adhere to, and periodically assess its gift-management and acceptance policies. It will promptly acknowledge and issue receipts for all gifts on behalf of the Foundation and the College and provide appropriate recognition and stewardship of such gifts.

• The College recognizes that the Foundation and the office of Institutional Advancement bear major responsibility for fund-raising. College representatives will coordinate fund-raising initiatives including major gifts solicitations with the Foundation and the office of Institutional Advancement.
• The College President will work in conjunction with the leadership of the Foundation board and the Foundation executive director to identify, cultivate, and solicit prospects for private gifts.

• The Foundation’s primary role and responsibility is to raise funds from private sources for the benefit of the College. This includes solicitation and receipt of private gifts, annual giving contributions, deferred gifts, devises and bequests, corporate gifts and foundation grants, and special events. The Foundation is not expected to be involved in raising federal funds, state funds, corporate sponsorship, sponsored research and other similar revenue, which is to be deposited and administered directly through the College or the College’s Sponsored Programs and Academic Research department. For this purpose, sponsored research includes, without limitation, state or federal grants, or private foundation grants, with an express expectation of a deliverable product or result.

• The Foundation shall not accept grants from state or federal agencies.

• The Foundation shall establish and enforce policies to protect donor confidentiality and rights.

2. Asset Management

• The Foundation will establish asset-allocation, disbursement, and spending policies that adhere to applicable federal and state laws including the Uniform Management of Institutional Funds Act (UMIFA).

• The Foundation will receive, hold, manage, invest, and disperse contributions of cash, securities, patents, copyrights, and other specified forms of property, including immediately vesting gifts and deferred gifts that are contributed in the form of planned and deferred-gift instruments.

• The Foundation will engage an independent accounting firm annually to conduct an audit of the Foundation’s financial records and will provide the College with a copy of the annual audited financial statements, including management letters.

3. Institutional Flexibility

• The Foundation will explore current opportunities, including acquisition and management of real estate on behalf of the College for future allocation, transfer, or use.

• The Foundation may serve as an instrument for entrepreneurial activities for the College and engage in such activities as purchasing, developing, or managing real estate for College expansion, student housing, or retirement communities. It also may hold licensing agreements and other forms of intellectual property, borrow or guarantee debt issued by their parties, or engage in other activities to increase Foundation revenue with no direct connection to a College purpose.

• When distributing gift funds to the College, the Foundation will disclose any terms, conditions, or limitations imposed by the donor or legal determination on the gift. The College will abide by such restrictions and provide appropriate documentation.

4. Transfer of Funds

• The Foundation is the primary depository of private gifts and will transfer funds to the designated entity within the institution in compliance with applicable laws, College and Foundation policies, and gift agreements.
• The Foundation’s disbursements on behalf of the College must be reasonable business expenses that support the institution, are consistent with donor intent, and do not conflict with the law.

**Foundation Funding and Administration**

• The Foundation has the right to use the annual unrestricted funds, assess fees for services, or impose gift taxes, to support its operations.
• The Foundation, at its own expense, will provide computers and other such services that may be necessary or required to fulfill its responsibilities and obligations. The College will provide the cost of utilities, telephone and fax, office supplies and postage. The College owns the computer server which houses the records that are owned by the Foundation. Maintenance of the computer server is provided by the College while the maintenance of the software and data housed on the server is provided by the Foundation. Gifts-in-kind from the College shall be appropriately reported in the Foundation’s annual audited financial statements. The College provides support to the Foundation in the form of telephone service, postage and office supplies.
• The Foundation will lease office space from the College at 1201 5th Street, Denver, CO 80217 at a predetermined annual rate of allocated space (full service). The annual rate schedule is attached as Exhibit A.
• With the prior approval of the College, the Foundation may use College facilities subject to the same facility fee charges assessed by the College and/or the Auraria Higher Education Center.
• The Foundation will provide access to data and records to the College on a need-to-know basis in accordance with applicable laws, Foundation policies, and guidelines. The Foundation will provide copies of its annual report, and other information that may be publicly released.

**Terms of the Memorandum of Understanding (MOU)**

This Memorandum of Understanding, made this 1st day of July, 2007, by and between the board of the College and the Foundation (an Internal Revenue Code §501 (c) (3) nonprofit corporation), is intended to set forth policies and procedures that will contribute to the coordination of their mutual activities.

To ensure effective achievement of the items of the agreement, the College and Foundation officers and board representatives shall hold periodic meetings to foster and maintain productive relationships and to ensure open and continuing communications and alignment of priorities.

Neither the College nor the Foundation shall have any liability for the obligations, acts or omissions of the other party.

The Memorandum of Understanding shall be for one-year term, July 1 through June 30, and shall be automatically renewed for additional one-year terms at the beginning of each fiscal year unless written notice is given, by either the Foundation or the College, of its desire to terminate or modify
the provisions of the Memorandum or Understanding, by March 30 of the then current year of this agreement. If any such notice is given, the parties shall meet within thirty (30) days to try to reach agreement on any changes or modifications desired by either party.

Should the College choose to terminate this agreement the Foundation may require the College to pay, within 180 days of written notice, all debt incurred by the Foundation on the College’s behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this agreement the College may require the Foundation to pay debt it holds on behalf of the Foundation in like manner.

Consistent with provisions appearing in the Foundation’s bylaws and its articles of incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation will transfer its assets and property to the Board of Trustees of the College or its successor, to be held in trust for the purposes for which they were received, unless such distribution of particular property is prohibited by the terms of the gift thereof or the deed of trust of the Foundation, in which event said property shall be distributed exclusively to charitable, scientific, literary or educational organizations which are engaged in substantially similar activities for the purposes specified in the original gift or deed of trust and which have been determined to qualify under Section 501 (c)(3) of the Internal Revenue Code and its regulations, as they now exist or as they may hereinafter be amended.

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

_____________________________  ____________________________  
Chair      Chair  
Board of Metropolitan State College of Denver Board of Metropolitan State College of Denver Foundation, Inc.  

Date: _________________________  Date: ________________________

_____________________________  ____________________________  
President      Executive Director  
Metropolitan State College of Denver Metropolitan State College of Denver Foundation, Inc.  

Date: _________________________  Date: ________________________
Metropolitan State College of Denver Foundation, Inc.
Lease Payment Schedule
Through June 30, 2010

740 Gross Square Feet

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AGENDA ITEM:

Approval of Amendment to Memorandum of Agreement with the Metropolitan State College of Denver Alumni Association

BACKGROUND:

The Trustees’ MOU with the Alumni Association has not been revised for a number of years, and does not reflect all current practices and titles. The attached update of the MOU contains conforming amendments which are self-explanatory.

RECOMMENDATION:

The staff recommends the board adopt the following resolution:

Resolved, that the Board of Trustees of Metropolitan State College of Denver hereby approves the attached Amended Memorandum of Understanding between the Trustees and the Metro State Alumni Association, and authorizes Dr. Stephen Jordan, as President of the College, to execute it on behalf of the Board.
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“Memorandum”) is made this ______ day of ____________, 20 ___ by and between the Alumni Association of the Metropolitan State College of Denver, a Colorado nonprofit corporation (“Association”), and the Metropolitan State College of Denver (“College”); collectively as “the parties”.

RECITALS

WHEREAS, the College is a state institution of higher education with a mission to provide a high-quality, accessible, and enriching education that prepares students for successful careers, post graduate education and life long learning in a multicultural, global and technological society; and

WHEREAS, an integral goal of the College is to maintain and strengthen its vital connection with College alumni (“Alumni”) through dialog, input and Alumni programs and activities; and

WHEREAS, the Association is a nonprofit corporation that has adopted as its mission “To cultivate relationships, motivate participation and create opportunities for a continuous connection with the College, its alumni and the community;” and

WHEREAS, the College and the Association share a mutual strategic vision of the College as a preeminent urban institution of higher education and a mutual passion for strengthening the College for the continuous benefit of students, Alumni, faculty, staff professionals, and the community at large; and

WHEREAS, the College and the Association have agreed that in order to achieve their mutual objectives and forge a strong, lasting connection between the College and Alumni, it is in the interest of the College and the Association that the Association function in an advisory capacity to the College; and

WHEREAS, the College and the Association desire to formalize their working relationship in the form of this Memorandum;

NOW, THEREFORE, the parties agree as follows:

1. **Status of Incorporation.** In consideration of the above recitals, the Association shall maintain its status as a Colorado nonprofit corporation. **Exhibit A.** The Association shall file for and act to maintain an exemption from federal income taxes under section 501(c)(4) of the Internal Revenue Code. The Association shall continue to operate according to such principles as may be set forth in its Bylaws adopted by its Board of Directors.

2. **Assignment and Use of Association Revenues.** All present revenue-producing interests of the Association from private sources shall be assigned to the Metropolitan State College of Denver Foundation (“Foundation”) upon execution of this Memorandum. The Association shall continue to transfer, remit and assign all revenues, donations or funds to the Foundation. All such funds and income derived therefrom shall be held and managed by the Foundation in accounts restricted for Association use and Alumni programming. Approved expenditures of these funds shall be handled through the existing processes of the Foundation. **Exhibit B.**
3. **Obligations of the College to the Association.** In consideration of the above recitals and the covenants set forth herein, the College hereby agrees as follows:

   a. The College shall recognize the Board of Directors of the Association ("Alumni Board") as the official representative body for Alumni and shall not confer such recognition on any other entity, group, organization or body.

   b. The Alumni Board shall have one non-voting representative ("Alumni Representative") on the Board of Trustees of the College. The Alumni Representative shall be selected by the Alumni Board, in consultation with the College. The College, through its Board of Trustees, shall support appropriate legislative or other action that enables the Alumni Representative to be a full member of the Board of Trustees.

   c. The College shall provide funding for and shall operate an Office of Alumni Relations and shall hire a staff that is deemed by the College in its sole discretion to be sufficient to serve the needs of Alumni and that is consistent with College needs and priorities. The College shall define the activities of the Office of Alumni Relations to include, without limitation, maintaining communication with Alumni, providing programming for and on behalf of Alumni and generally maintaining the College’s vital connection with Alumni.

   d. The College designates the Office of Alumni Relations and its principle staff person ("Director") as its official liaisons with the Association and Alumni. The Director shall be designated as the Executive Director of the Association. In accordance with Association policies and procedures, and subject to Foundation and College policies, the Executive Director shall serve as an authorized signature for expenditures made from Association funds held by the Foundation.

   e. The College, in consultation with the Alumni Board, shall set priorities for Alumni programming and shall develop, revise and implement plans for the management of programming and resources for Alumni activities; establish standards for measuring the success of Alumni programs, activities, events and other efforts for and on behalf of Alumni; and establish procedures for regularly obtaining feedback from Alumni and use such feedback to guide the College in identifying opportunities and taking action to pursue continuous improvement in Alumni programs.

   f. The College grants the Association an exclusive license during the term of this Memorandum to use the name “The Metropolitan State College of Denver Alumni Association.” The Association shall be responsible for securing and maintaining trademark and trade name protection. The College shall retain the right to use the name for its own purposes. The Association may not sublicense this right without the express written approval of the College.

   g. The College grants the Association a non-exclusive license during the term of this agreement to utilize for Alumni purposes the name “The Metropolitan State College of Denver” and all College marks and logos, provided that the use of such names, marks and logos is consistent with the aims and purposes of the College and the Association. The College shall retain the right to use the name for its own purposes. The Association may not sublicense this right without the express written approval of the College.
h. The College shall be legally responsible for the activities of the Office of Alumni Relations and its staff. Individual members of the Alumni Board who perform in the advisory capacity described herein shall be considered by the College to be “authorized volunteers” for purposes of the Colorado Governmental Immunity Act indemnification provisions. This shall not be construed as a commitment by the College to indemnify and hold harmless the Association or its directors against claims.

4. Obligations of the Alumni Association to the College. In consideration of the above recitals and the covenants set forth herein, the Association hereby agrees as follows:

a. The Alumni Board shall function in an advisory capacity to the College and shall conduct its operations according to the By-laws adopted by the Association in consultation with the Office of Alumni Relations. The Association, after consultation with the Office of Alumni Relations, shall have the power to make, amend and repeal its By-laws at any regular meeting of the Association or at any special meeting called from time to time consistent with its corporate mission and purpose.

b. The Alumni Board shall act as an advisory board to the Executive Director and to the Associate Vice President for Development and Alumni Relations and, in this capacity, shall provide input, feedback, and guidance as the official representative of Alumni. The Association shall assist the Executive Director in organizing and implementing programs for the recognition of Alumni, students, faculty and friends of the College who have distinguished themselves and brought honor and assistance to the College.

c. The Alumni Board shall be represented in the hiring process of the Executive Director and shall be consulted in the annual review of the Executive Director.

5. Plans and Goals of the Parties.

The College, through the Office of Alumni Relations, and the Association shall work together to determine the feasibility of any programs involving Alumni including:

a. The development of a membership program for Alumni, including the determination of applicable criteria and guidelines for membership and related benefits to be provided under such program.

b. The development and support of Alumni communities (chapters) and local and national alumni programs, including the development of criteria for and the designation of appropriate communities (chapters), the enlistment of volunteer leadership, and the planning of special events.

c. The development and implementation of revenue-generating programs to help fund Alumni programs, activities and events.

d. The sponsorship and hosting of key events, reunions and other activities, and special programming for Alumni under the Association name.
The statements in this Section 5 are aspirational in nature and are not intended to be all-inclusive. The parties shall not consider failure to achieve the goals expressed herein or any other contemplated programs as breaches of this Memorandum.

6. **Compliance with Law.** The parties shall comply with all applicable federal, state and local laws, ordinances, rules and regulations in performing their respective obligations under this Memorandum.

7. **Integration.** This Memorandum constitutes the entire understanding between the parties. All amendments hereto shall be made in writing signed by the authorized representatives of the parties hereto.

8. **Terms and Termination.** This Memorandum shall be effective as of the date of its signing and shall be automatically renewed for one-year terms at the beginning of each successive fiscal year, unless written notice is given no less than 90 days prior to the end of the then current fiscal year by either the College or the Association of its desire to terminate or modify the provisions of this Memorandum. If any such notice is given, the parties shall meet within thirty (30) days of notice to try to reach agreement on any changes or modifications desired (including attachments) by either party.

THE METROPOLITAN STATE COLLEGE OF DENVER ALUMNI ASSOCIATION

Date ___________________________  Eric Peterson, President

THE METROPOLITAN STATE COLLEGE OF DENVER

Date ___________________________  Stephen Jordan, President
AGENDA ITEM: Conforming Amendments to Sections V, VI, and VII of the Metropolitan State College of Denver Handbook for Professional Personnel

BACKGROUND AND ISSUE:
At the December 2007 meeting of the Board of Trustees, the Trustees approved the following, as part of the College’s new Pay-for-Performance system for tenure and tenure-track faculty:

> Effective January 1, 2008 Metro State faculty evaluations will no longer be ranked on a letter-based system. The evaluations will now be based on “Meets Standards,” “Exceeds Standards” or “Needs Improvement.”

However, three sections (V, VI, and VII) of the Metropolitan State College of Denver Handbook for Professional Personnel still reflect the alphabetic-grade-based annual performance evaluation system that was in place prior to the Trustees’ December 2007 action. Certain minimal conforming amendments are necessary to bring the Handbook language in line with expected practice.

RECOMMENDATION:
Staff recommends that the Board of Trustees approve the conforming revisions to Sections V, VI, and VII of the Metropolitan State College of Denver Handbook for Professional Personnel, as attached.
METROPOLITAN STATE COLLEGE OF DENVER
Request for Consideration of Amendment to the Handbook for Professional Personnel

Initiator: Linda S. Curran       Title: Interim Provost / VP for Academic Affairs

Type of Amendment (Addition, Deletion, Language Change): Language change

Request:

(1) Mostly minor language changes to make the Handbook language consistent with a three tier evaluation system [Needs Improvement, Meets Standards, and Exceeds Standards] to replace the previous A, B, C, D and F framework.

College Impact:

1. What section of the Handbook is the request for change located? Please identify all sections of the Handbook impacted by the proposed amendment.
   Section V. Annual Evaluation Policies and Procedures, Section VI. Salary Administration and Outside activity, and Section VII. Reappointment, Tenure, Promotion, Post tenure Review, and Emeritus Status.

2. What is the current Handbook language?
   Please see the attached. Additions, deletions, and changes are indicated through the “Track Changes” function of Microsoft Word.

3. What is the change and/or preferred wording?
   Please see the attached. Additions, deletions, and changes are indicated through the “Track Changes” function of Microsoft Word.

4. Explain the rationale for this request.
   The Board of Trustees approved in concept the new evaluation system Fall 2007. The requested change makes revisions to the Handbook to make the Handbook consistent with the Board adopted concept.

5. Why is existing policy no longer appropriate?
   See number 4 above.

6. How will the proposed amendment resolve the problem identified?
   The proposed changes would, at minimum, make Handbook language consistent with new practices implemented during Fall 2007 for evaluation of faculty in 2008 and forward, as reflected in 2008 Department Annual Evaluation Guidelines.

7. What is the impact on any other departments/employees within the College?
   The impact should be minimal. Changes bring Handbook in line with newly implemented annual evaluation of faculty practice.

8. With which other individuals or groups have you discussed the proposed amendment?
   It has been discussed in general terms with the VPs, at Cabinet, at the
Academic and Student Affairs Subcommittee of the Board, and with deans and department chairs.

9. **Other information that may be helpful to the Committee in reviewing this request.**
I have signed electronically below, but only as the representative of many contributors. The three deans, myself, and Lee Combs, have participated in the proposed additions, deletions, and revisions.

Dr. Linda S. Curran  
Initiator or Group  
10/16/2008  
Date  

Effective Date of Implementation: ________________
V. **ANNUAL EVALUATION POLICIES AND PROCEDURES**

A. Policies Governing Annual Performance Evaluations of Faculty

Policies concerning evaluation of professional personnel and standards of performance for professional personnel are stated in this Section V. The duties of higher education professionals are complex and diverse. The number of sources of information required by the system of annual performance evaluation suggested below is an acknowledgment that no one source adequately reflects an individual’s performance and should not alone carry the burden associated with important personnel and salary decisions.

B. Purpose of Annual Performance Evaluations of Faculty

Evaluation of performance is critical to individual and institutional accountability and renewal. Only after evaluating the performance of professional personnel will the College be able to recognize outstanding contributions and be able to support, guide, and foster the development of individual talents and knowledge.

C. Use of Annual Performance Evaluations of Faculty

Annual performance evaluations of faculty shall be considered in the following actions and comprehensive evaluations (this section refers to “probationary” faculty as “tenure-track” faculty):

1. **Salary Administration**

   Annual performance evaluations will be used for the purpose of setting individual salaries according to approved salary administration guidelines. Salary increases shall be awarded solely on the basis of professional performance. Salary increases shall not be awarded to any person whose performance is below the minimum acceptable standards set by the College.

2. **Reappointment and Awarding of Tenure**

   All annual performance evaluations of a tenure-track faculty member will be part of the documentation for reappointment and for the awarding of tenure. An award of tenure requires adherence to all contractual requirements; demonstration of long-term high-level performance in all four areas of teaching, advising, professional development, and service; and a record of conduct consistent with professional standards.

3. **Promotion**
Annual performance evaluations conducted since the last promotion, if any, or since the time of the first tenure-track contract will be part of the promotion application dossier submitted by faculty applying for advancement in academic rank.

4. Post-Tenure Review

Annual performance evaluations for the past four years will be considered in post-tenure review (see Section VII.H.).

5. Termination For Cause

All available annual performance evaluations will be part of all discussions and records concerning the termination of a faculty member if the termination is performance related.

D. Explanation of Terms

1. Guidelines:

All departmental guidelines must be used for all annual and comprehensive evaluations. The chair of each department, with the input and advice of department faculty, is required to write guidelines specific to the needs of the department pertaining to the performance areas of teaching, advising, professional development and service. Departmental guidelines for these performance areas written by the department chair must be approved by the dean and Vice President for Academic Affairs before they take effect. In the event there is disagreement concerning departmental guideline content, the Vice President for Academic Affairs will make the final decision. All guidelines must clearly indicate the qualitative and, if appropriate, quantitative standards necessary for evaluating a faculty member’s performance in accordance with the ratings scale set forth below, and provide examples of activities for each rating except for a Needs Improvement rating. All guidelines are to be consistent with the school’s and College’s mission statements, as applicable. Each year the guidelines must be reviewed and updated, as needed. If departmental guidelines are changed, the chair must submit the current departmental guidelines and revised departmental guidelines, highlighting any changes, to the dean of the school and Vice President for Academic Affairs for approval at least 30 days prior to the faculty/chair goal setting meeting in the fall semester. The Vice President for Academic Affairs may make revisions to such guidelines. The revised guidelines will be effective for the next evaluation period.

2. Areas of Performance:
College faculty are evaluated on their performance in four areas: teaching, advising, professional development and service. All relevant and official information, however, may be considered in the course of any evaluation.

3. Criteria:

Each performance area has criteria that provide the basis for evaluation. Refer to section F for greater detail. In general:

a. Teaching:

Teaching involves activities that impart knowledge and critical thinking skills to students. It includes preparing for courses assigned, assessing student progress, conducting curricular review, curricular development, and program review, including the use of new technology, as appropriate.

b. Advising:

Advising involves activities specifically directed to assist the student in choosing career options, choosing a degree program, successfully completing his or her degree, obtaining employment or graduate school placement, and keeping informed of College policies.

c. Professional Development:

Professional development is a process which includes activity that brings enrichment to the faculty member and the profession and results in new material that can be presented to students, as well as new skills which benefit the College community and are related to the faculty member’s assigned responsibilities. It may include investigative work or basic research; infusion of isolated facts with meaning and perspective; making connections across disciplines; placing the specialized in broad context; making knowledge broadly accessible; the solving of problems through the use of scholarly expertise, pedagogical research, creative exploration and production; and methods for the transformation and extension of knowledge, so long as such activities enhance the faculty member’s teaching and/or the faculty member’s ability to perform his or her assigned responsibilities.

d. Service:

Service involves contributions to the improvement of the welfare of the College at any level, and typically unpaid public service to the community or professional organizations which benefits the College.

4. Self-evaluation:
Except in the post-tenure review year, where a self-evaluation is optional, each full-time tenure-track, tenured full-time faculty member or any other faculty member eligible for merit pay will annually complete a self-evaluation based on the guidelines. The self-evaluation will be used for the annual performance evaluation, and included in the dossiers for retention, promotion, tenure, early tenure and post-tenure reviews. The procedure for self-evaluation is outlined in this section of the Handbook and is to be completed during the spring semester of each academic year. The specific due date will be listed in the academic calendar.

A faculty member who is on leave for all or a substantial part of the Spring semester may submit the annual self-evaluation (and/or the post-tenure review dossier) after the calendar deadline as follows: (1) for full semester sabbatical leave, and for full semester non-medical leave without pay – no later than 30 calendar days after the last scheduled day for Spring final exams, unless a later date and merit pay implementation plan was agreed in writing when the leave was approved; (2) for administrative leave and non-medical leave without pay that includes the semester due date and is completed before the end of the semester, no later than 30 calendar days after the date the faculty member returns to work; (3) for sick/family medical leave, or medical leave without pay that includes the due date and ends before the last day of the semester, no later than 30 calendar days after the medical release date permitting return to work.

5. Annual Performance Evaluation:

Each department will require an annual performance evaluation for each full-time tenure-track, or tenured faculty member. The chair will carry out this evaluation in accordance with departmental evaluation guidelines. Included in the Annual Performance Evaluation is the faculty member’s self-evaluation, peer classroom observations, as required, and student evaluations of the faculty member’s classes. Annual performance evaluation includes progress toward the faculty member’s annual goals for the evaluation period and, if appropriate, activity contributing to the comprehensive development plan. The use of a Department Evaluation Committee as part of the annual performance evaluation is an option, as discussed below. See section E for further information.

6. Department Evaluation Committee (Optional):

A department may establish a Department Evaluation Committee to aid the chair in making annual performance evaluation decisions. If used, the composition, method of selection, and duties of the Department Evaluation Committee must be specified in the departmental guidelines. The procedures used by the Department Evaluation Committee in arriving at its evaluation recommendations, including evidence examined and additional forms developed by the Committee for its use, must be
presented to and approved by a majority of the tenure-track and tenured faculty in the department. The Department Evaluation Committee must include, if possible, at least three tenured faculty members who have been trained in the evaluation process.

7. E. Annual Performance Evaluation

The evaluation of a faculty member’s annual performance will be based on the following contractual and evaluation guidelines, which must be consistent with Handbook criteria:

1. Timely performance of responsibilities specified in the faculty member’s contract and the Handbook (in accordance with the academic calendar).
2. Adherence to accepted standards of professional conduct.
3. Teaching performance measured by departmental standards as set forth in the guidelines. Classroom observation by peer observers and the evaluation of teaching by students will be included throughout the College in the annual evaluation of teaching. The College will provide an opportunity for peer observers to be trained.
4. Advising as measured by departmental standards as set forth in the guidelines. Student evaluation will be included throughout the College in the annual evaluation of advising.
5. Professional development consistent with departmental standards as set forth in the departmental guidelines. The College will make available professional development support.
6. Service consistent with departmental standards as set forth in the departmental guidelines.
7. Recommendations from the Department Evaluation Committee if such a committee exists.

8. Evaluation reports from institute directors if the faculty member teaches for an institute. Institute directors or their faculty designees must observe the classes of faculty members teaching in the institute using the departmental guidelines of the home department of the faculty member.

9. Evaluation of reassigned time activity as specified in subsection G.3.b of this section.

10. Any other relevant and official information.

11. Because of the difficulty of proper assessment of faculty performance and the importance of the activity, training in evaluation for new department chairs and new members of the Department Evaluation Committee will be provided.

F. General Standards of Performance for Faculty

Faculty at the College shall conform to the following contractual requirements:

1. Timely performance of responsibilities specified in the faculty member’s contract and the Handbook (in accordance with the academic calendar).

2. Adherence to accepted standards of professional conduct.

3. Faculty shall be responsible for the conduct of assigned classes; shall provide the chair with timely notice in the event that they cannot conduct a class (or classes); and, pursuant to written departmental policy, shall arrange, when possible, for instruction to be provided when they cannot be present — either by a substitute or by class assignment.

4. Faculty shall present to all students attending class, within the time span established by departmental policy, a course description, their NC policy, grading criteria, and special notices required by law or institutional policy (see Academic Policy Manual).

5. Faculty shall, as established by departmental policies, adopt such procedures as necessary to assure that adequate and accurate records of student performance are maintained.

6. Faculty shall establish, post, and keep a minimum of 5 office hours weekly during each academic term of the regular academic year. In addition, faculty shall set aside an additional 5 office hours weekly during which students may meet with faculty, if students sign up for appointments in advance. This latter requirement may also be satisfied by field or laboratory supervision of students, or similar activities, as determined by
the chair. Faculty granted reassigned time will keep office hours as determined by the chair.

7. The normal teaching load for faculty is 24 semester credit hours per academic year. This load is usually distributed 12 credit hours per semester. In order to accommodate high enrollments during a term or to meet other emergency situations, the College may assign excess loads. Reduction in teaching load in subsequent semesters or terms is authorized in these cases. Overload compensation is authorized but not guaranteed or required when teaching assignments exceed the usual distribution and load adjustments are not possible.

8. In addition to their teaching load, faculty members shall prepare for classes, evaluate students’ performance, confer with and advise students, and participate in committee work, professional development, service and other appropriate professional activities. Full-time faculty are expected to devote at least 40 hours per week during the contract year to meeting their teaching and other obligations.

9. Faculty shall keep syllabi and student records for all classes for one calendar year after the end of the semester in which the course was taught.

10. Faculty shall comply with all federal and state laws relating to the acquisition, handling, and disposal of hazardous materials and by-products or wastes therefrom.

G. Criteria, Guidelines and Rating Scale for Annual Performance Evaluations

Guidelines will be developed which will identify the activities to be used when evaluating a faculty member’s annual performance. Those guidelines shall address each criterion in each area of teaching, advising, professional development and service through standards for ratings identified in the ratings scale below. There must be qualitative and, if appropriate, quantitative standards of achievement for each rating and examples of activities for each rating, except for “Needs Improvement.” The guidelines shall also be the basis for the self-evaluation document used for the annual performance evaluation. All guidelines shall establish rigorous performance standards consistent with the goal of academic excellence.

Differences in disciplines and faculty activities among departments will be reflected in the departmental guidelines for teaching, advising, professional development and service. However, there are basic contractual and professional responsibilities expected of all faculty members as stated in subsection F above. Compliance with these responsibilities is mandatory. Departmental guidelines shall include the following: (a) a departmental mission statement that is aligned with the school and College mission statements; (b) current departmental goals that are consistent with school goals established by the dean and the Vice-
President for Academic Affairs; and (c) criteria consistent with standards set forth below.

1. Criteria and Guidelines

While criteria for teaching, advising, professional development and service are stated in this section of the Handbook, guidelines must specify the standards for each rating (Exceeds Standards, Meets Standards, Needs Improvement) pertaining to each criterion listed below, and must provide examples of activities for each rating except for a “Needs Improvement” rating:

a. Teaching

The process of teaching involves many components. The departmental guidelines should have standards that address the following criteria:

1. course materials that demonstrate currency in the field and describe the desired learning objectives for students;
2. appropriate and thorough assessment of student progress;
3. curriculum review, revision, and as necessary, the development of new courses and programs; and, as appropriate, incorporation of technology into curriculum and courses;
4. evaluation of teaching by students and through required classroom observations conducted by the chair or the dean or a reviewer designated by the chair or dean.

(a) Student Evaluations of Teaching: All annual performance evaluations shall include faculty teaching evaluations by students for all classes assigned. Classes with five or more students must be evaluated using the Faculty Senate-approved student evaluation instrument, and shall be administered at the end of the Fall and Spring Semesters and tabulated by the College’s Office of Institutional Research. Classes with fewer than five students (except for field experiences and internships) must be evaluated by students using a discipline-related form approved by the department chair. The results of these evaluations (for classes with fewer than five students) must be provided as part of the faculty member’s annual evaluation, but the results will not be included in the OIR tabulated
department, school or College means. Evaluation of part-time faculty is described in subsection I of this section.

The results of all classes evaluated must be reported in the faculty annual performance evaluation document.

(b) Classroom Evaluations: All tenured faculty (except tenured full professors, who will be evaluated at least once every three years) will be evaluated in at least one class by a peer observer during the annual evaluation period. If a “Needs Improvement” rating for teaching was received by a tenured faculty member in the previous year’s annual evaluation, all of the faculty member’s classes will be evaluated by a peer observer. All tenure-track faculty will have the majority of their classes evaluated annually not counting those taught in the summer semester. The College will provide an opportunity for peer observers to be trained; and

(5) other activities specific to the faculty member’s discipline (optional).

b. Advising

The process of advising involves many components. The departmental guidelines should reflect standards developed by the Vice President for Academic Affairs which address the following criteria: interacting with students for the purposes of providing career guidance and information, degree program guidance and information, advice on an appropriate schedule to facilitate progress toward a degree, and answers to questions relating to a discipline. Examples include

(1) providing supporting documentation or letters to assist students in obtaining employment or graduate school placement;

(2) providing other information important to students regarding a discipline, department, school or the College;

(3) working with students in discipline-related activities, such as student organizations, conferences, etc; and

(4) other activities specific to the faculty member’s discipline (optional).
c. Professional Development

Professional development includes scholarly or creative endeavors, pedagogical research, participation in professional activities or sharing expertise with other than students, so long as such activities enhance teaching or otherwise contribute to the faculty member’s growth in his or her discipline or assigned responsibilities. Departmental guidelines must address the criteria for measuring the level and type of demonstrated outcomes and participation expected for each evaluation rating based on the following:

(1) creative work and scholarly activity which supports classroom instruction; in addition to traditional creative and scholarly activities such as conference presentations and contributions of peer reviewed scholarship and creative activities, this criteria may include activities in which the faculty member shares knowledge with members of the learned and professional communities, other than students, and which are related to the faculty member’s discipline or area of instruction, and continued education and professional development activities appropriate to professional assignments; and

(2) other activities specific to the faculty member’s discipline and/or assigned responsibilities (optional).

d. Service

Service involves contributions to the improvement of the welfare of the College at any level and unpaid public service to the community or professional organizations. Departmental guidelines must address the criteria for measuring the level and type of participation expected for each evaluation rating based on the following:

(1) service to the department, and/or the school, and/or the College; and,

(2) unpaid public service to community and/or professional organizations which benefits the College; and

(3) other activities specific to the faculty member’s discipline (optional).

2. Rating Scale
The following rating scale must be applied to each criterion and must be used in summary ratings and the annual composite performance ratings.

**Exceeds Standards** (4.26-5.00)
This rating represents a level of extraordinary performance that demonstrably and substantially surpasses the “Meets Standards” rating. There is no limit on the number of faculty who may attain this rating, but it is reserved for those whose performance clearly meets or exceeds the highest expectations of the College.

**Meets Standards** (3.26-4.25)
This rating represents a level of performance that demonstrably and substantially exceeds the basic competency standard but does not meet or exceed the highest expectations of the College. Sustained performance at this level or above is necessary to support an application for tenure or promotion. However, ratings alone do not guarantee a favorable decision under the tenure or promotion policies. Performance at this level or above is necessary for a satisfactory post-tenure review.

**Needs Improvement** (1.0-3.25):
Does not meet standards. While this rating represents a level of performance that may meet a basic, minimal competency standard, it is insufficient to support an application for promotion or tenure, and if continued, a satisfactory post-tenure review.
Performance at this level may reduce a faculty member’s eligibility for base salary increases and in some cases may render the faculty member ineligible for salary increases, and subject to a performance improvement plan, disciplinary action, and dismissal in accordance with applicable College procedures.

In evaluating faculty members’ performance using this rating scale, evaluators shall conscientiously adhere to the descriptions of each rating category, taking care to acknowledge differing levels of performance among faculty members.

3. Determining Composite Annual Performance Rating
   a. Evaluative Weights
      (1) Evaluative weights must reflect the primacy of teaching at the College; therefore, 50% of the weight of the evaluation shall be assigned to teaching responsibilities.

      (2) The evaluation weights for the remaining performance areas of advising, professional development and service shall comprise the remaining 50%. Faculty members may divide that 50% between the three areas, adding evaluative weight to a specified area at their discretion, so long as each area is given a weight of at least 10%, but no more than 20% for advising and service or 30% for professional development. Five percent incremental weights may be used for advising, professional development and service, with no less than 10% assigned to any area. By November 1 of each year each faculty member shall declare in writing the evaluative weights to be assigned to each of the areas of advising, professional development and service. With approval of the chair, evaluative weights may be changed prior to December 31.

      (3) If no option is chosen by a faculty member, a weighting of 50 (teaching)-20(advising)-15(professional development)-15 (service) will be assigned and used for the evaluation.
b. Reassigned Time Activities

(1) All reassigned time activities are considered to be a component of the teaching evaluation. However, with approval of the chair and dean, reassigned time may be distributed over teaching, advising, professional development, and service.

(2) All reassigned time activities will be approved by the chair, dean, and Vice President for Academic Affairs.

(3) Evaluation of reassigned time activity to work within the department will be evaluated by the department chair. Evaluation of reassigned time to complete work outside the department will be done by the supervisor of the project in which the faculty member is involved.

(4) The evaluation of reassigned time shall be based upon the documented completion of the objectives approved in writing for reassigned time.

(5) It is the responsibility of the faculty member who has the reassigned time to provide the supervisor with documentation of the reassigned time activities two weeks prior to the annual performance evaluation document due date. It is the supervisor’s responsibility to complete the evaluation in time for inclusion in the faculty member’s annual performance evaluation document. The reassigned time evaluation must be included in the annual performance evaluation document for the chair to use in the annual performance evaluation annually by the department faculty. The annual performance evaluation cannot be completed until the reassigned time is evaluated.

(6) Failure of the faculty member to provide documentation of reassigned time activities in accordance with the timeline may result in an “Needs Improvement” evaluation of the reassigned time activities.

(7) If a faculty member has been granted reassigned time to work on a project for which there is no supervisor on campus, then the department chair will evaluate the faculty member's contributions based on documentation collected jointly by the chair and the faculty member. This evaluation shall be completed after consultation with the dean.
(8) If the annual performance evaluation document is due before the reassigned time activities are completed, a progress report and evaluation of completed activities will be provided by the faculty member. The chair will use this to provide an interim rating of reassigned time for use in the annual performance evaluation.

(9) At the completion of the reassigned time, the faculty member will provide a final report to the chair and/or supervisor.

(10) Reassigned time from teaching will not change expectations of performance in the other standards.

(11) If the faculty member is given a non-departmental administrative appointment, the evaluation of this reassigned time will be considered separately from the faculty’s annual performance evaluation. The percentage of the annual performance evaluation assigned to the faculty’s administrative duties will be equal to a 100% minus the percentage of 24 hours taught. The remainder of the annual performance evaluation will be determined by evaluating the faculty member’s responsibilities in teaching, advising, professional development, and service as described in this Section with the exception of the following. The performance area of teaching will account for the majority of the faculty member’s evaluation. The areas of advising, professional development and service will each be evaluated with a minimum of 10% of the remaining percentage.

c. Special Cases

(1) Leaves of absence (medical, without pay):

Faculty granted a leave of absence for no more than one semester will submit an annual performance evaluation document to evaluate their activity only during that part of the year in which they were fulfilling their responsibilities as a faculty member. If a faculty member was on leave for more than a semester, no evaluation will be conducted, and the faculty member will be ineligible for any increase in salary for that year.

(2) Sabbaticals: Faculty on a year long sabbatical will use the sabbatical evaluation as their annual evaluation rating. Faculty on a semester sabbatical will use the rating of self-
evaluation document to account for 50% of their annual evaluation and the sabbatical evaluation as the other 50%.

(a) Evaluation of sabbaticals awarded for one semester (spring or fall) will be included in the material submitted for the annual review of the calendar year in which they occurred.

(b) Sabbaticals awarded for an academic year (i.e., fall and spring semester) will be evaluated each semester based on the proposed timeline. A report of the faculty member’s semester’s activities must be provided to the Vice President for Academic Affairs and dean within 30 days of the end of the semester. Evaluation of this material will be included in the material submitted for the annual evaluation of the calendar year in which they occurred.

(c) The Vice President for Academic Affairs will submit the sabbatical evaluation to the faculty member’s department chair prior to the chair’s submission of the annual evaluation to the dean. If no sabbatical evaluation is provided to the chair, the faculty member’s annual evaluation document will be forwarded to the dean without the sabbatical semester evaluation.

(d) Composite Annual Performance Rating

The composite evaluation will be the sum of the weighted evaluation values for teaching, advising, professional development and service, and, as modified, by a sabbatical leave and reassigned time. An overall rating of:

- 4.26 - 5.00  = Exceeds Standards
- 3.26 – 4.25  = Meets Standards
- 1.0 – 3.25   = Needs Improvement

H. Annual Performance Evaluation Procedures

1. Responsibilities

   a. Faculty member: Each spring semester faculty members must prepare a self-evaluation summarizing and documenting their activities according to the departmental guidelines. The evaluation
period is from January 1st of the prior academic year to December 31st of the current academic year. The due date for the document will be published in the academic calendar.

Any faculty member who refuses to provide the required self-evaluation document or fails to submit it in a timely manner may be evaluated as “Needs Improvement” for the year and will become ineligible for any increase in salary based on the annual performance evaluation. Faculty who can document an emergency or extenuating circumstances shall be given appropriate consideration.

b. Chair: The department chair works with the tenured and tenure-track faculty to develop departmental guidelines which contain clearly articulated standards for each criterion. These departmental guidelines must be written in the context of the College’s, school’s and department’s/program’s mission and the contractual obligations of the faculty. The chair must ensure that the guidelines are reviewed and commented on annually by the department faculty. The chair or the Departmental Evaluation Committee (if one exists) will use the departmental guidelines as the basis for faculty’s annual performance evaluation.

(1) The department chair is to hold two annual conferences with each faculty member. At the annual fall conference, to be held before November 1, the faculty member will choose the weights for evaluation of advising, professional development and service and set goals for the next evaluation year that are consistent with the departmental and School goals, mission, Handbook requirements, and, if appropriate, activities contributing to the post-tenure review comprehensive plan. In this conference, the chair and the faculty member should discuss the chair’s expectations for each faculty member. Where a faculty member received a rating of “Needs Improvement” in any area in the prior evaluation, the conference shall address how the faculty shall go about demonstrating satisfactory improvement in each such area. During the annual spring conference, the chair reviews the faculty member’s self-evaluation and provides written comments regarding the faculty member’s comments, which become part of the annual performance evaluation.

(2) Department chairs must maintain copies of the signed annual performance evaluation of each faculty member and provide a copy to the dean and the faculty member.
c. Dean: Deans, in consultation with their chairs and the faculty, provide the overall vision for their school as defined in a mission statement.

(1) Deans shall approve departmental guidelines, ensuring that, although the differences between departments reflect the diversity and uniqueness of the different disciplines within each school, all departments’ guidelines are, in general, equally comprehensive and rigorous.

(2) Deans shall review with the chair the evaluation of a faculty member’s performance in all areas before the chair completes his or her evaluation of the faculty member.

(3) Deans shall ensure that all documents required for the annual performance evaluation are completed. These include the departmental evaluation guidelines, the signed annual performance evaluation and the summary form and comments of the chair’s evaluation of faculty.

(4) Deans shall make efforts to ensure the fair and equitable performance evaluation of individual faculty.

(5) Deans shall review and render a decision on the annual performance evaluation of any faculty member who does not agree with the chair’s evaluation.

(6) Deans will forward the signed annual performance evaluations to the personnel office.

d. Vice President for Academic Affairs:

(1) The Vice President for Academic Affairs sets general College academic goals that reflect the teaching and advising mission of the College as set forth by the Board of Trustees. These goals are to be given to the dean of each school for use in designing and, if appropriate, revising school goal statements in concert with the faculty of the school.

(2) The Vice President for Academic Affairs ensures that the guidelines established by each department in each school for teaching, advising, professional development and service are generally equally comprehensive and rigorous and consistent with College policies and goals.
2. Annual Performance Evaluation Document

The annual performance evaluation document will include the following, as applicable:

a. Evaluation form cover sheet with identifying information completed.

b. Faculty goals statement from fall meeting.

c. Faculty self-evaluation and documentation.

d. Student evaluations of teaching.

e. Peer classroom observations.

f. Reassigned time form, report, and evaluation.

g. Sabbatical evaluation.

3. Disagreement on Rating

If the faculty member and chair disagree on the rating(s) and/or the deficiencies noted during the review of the Annual Performance Evaluation Document, the procedure below should be followed:

a. The faculty member should mark the disagreement statement on the self-evaluation cover sheet.

b. The faculty member will have five working days to provide the chair with a written statement justifying a higher rating.

c. The chair will review the case presented by the faculty member within five working days following the presentation of the statement.

d. The chair and the faculty will meet again within 15 working days following the marked disagreement date to attempt to reach an agreement.

e. If agreement is not reached, the chair must, within five working days of the meeting, write a response to the justification presented by the faculty member explaining why the rating was not changed.

f. The faculty member’s justification and the chair’s response, along with the evaluation document and documentation, shall be forwarded to the dean. The dean will consider both carefully, along with the departmental guidelines, and make a determination of a rating within seven working days of receiving the document.
The dean may also consider other documents, e.g., evaluations of other faculty to assess consistency in applying guidelines.

g. The faculty and the chair will be informed of the dean’s decision in writing.

h. In cases where, after the dean’s evaluation, disagreement still exists, the Provost shall consider the rating. The determination of the Provost will be final.

I. Review of Teaching: Part-Time/Temporary Faculty

1. Student Evaluations

Part-time and temporary faculty will have all classes they teach evaluated by students using the evaluation instrument or instruments approved by the Faculty Senate and chosen by the department.

2. Classroom Observations

Part-time and full-time temporary faculty shall be observed using the evaluation instrument or instruments approved by the Faculty Senate and chosen by the department at least once a year by the chair or chair’s designee.

J. Department Chairs: Role, Selection, Duties, Responsibilities and Conditions of Employment

NOTE: Throughout this section, the term “department” includes academic institutes and the term “department chair” includes directors of academic institutes.

1. Role. Department chairs are faculty appointed by the President to provide stable, productive leadership and administration at the department level. They assist in identifying and achieving department, School and College goals. Although department chairs report to the dean, together with the dean they are responsible for the management of the School.

2. Selection. Department chair appointments are recommended by the dean to the Vice President for Academic Affairs who makes a recommendation to the President. The President makes the actual appointment. Candidates, preferably tenured, holding the rank of assistant professor or higher may be nominated by tenured and tenure-track faculty members within the academic department. If necessary, the President may consider other candidates and appoint a temporary chair for a period not to exceed one year from outside the department, the school or the College. Chairs serve in their administrative capacity at the pleasure of the President. However, chairs are typically asked to commit to a three-year term. When the chair
serves a full term, the faculty of the department, within six months prior to
the end of the three-year term, will conduct a preference poll for chair.
The dean is in charge of the preference poll and consults with the
department on the conduct and results of the preference poll. At any time
the faculty, by a two-thirds vote, may conduct a preference poll for a new
chair. The same consultative procedure will apply should the chair’s
position become vacant at any time.

3. Duties. As part of the dean’s management group, the department chair has
three primary responsibilities: first, the chair, as the department’s official
representative, represents and supports the academic, professional and
economic needs and interests of the department; second, the chair provides
the department with direction and leadership in curriculum and personnel
matters; and third, the chair is responsible for the administration of the
department consistent with the policies as stated elsewhere in this
Handbook and in accordance with School missions and goals. New chairs
will participate in workshops or other professional development activities
related to chair duties sponsored by the College.

Without limiting the above description, the paragraphs below are intended
to illustrate and clarify the responsibilities of the chair in the seven service
areas identified.

a. Department Administration

The department chair, in consultation with the department faculty
and dean, develops and implements the department’s long- and
short-range goals and plans. The chair provides leadership and
guidance to the department’s committees and assures that the
department fulfills its administrative and committee
responsibilities.

b. Instruction

The chair provides leadership in planning and implementing
academic curriculum, programs, and policies. The chair promotes
high academic standards and high quality instruction in the
department. The chair should be familiar with curriculum
processes and procedures in addition to current trends in content
and pedagogy.

c. Faculty Affairs

The chair is responsible for faculty personnel administration as
stated elsewhere in this Handbook. The chair provides leadership
in developing, implementing, and revising departmental guidelines
that follow both Handbook criteria and College policies, as well as
reflecting the standards of the discipline.
d. Student Affairs
The chair provides leadership in student recruitment, retention, and advising. The chair administers academic policies and procedures affecting students, as consistent with department policies and procedures.

e. External to the College Relations
The chair serves as the department’s representative and advocate to the administration and its voice in external communities.

f. Budget and Resource Management
The chair develops and manages the allocated departmental budget and assists in developing external sources of financial support, all in accordance with the College’s guidelines and procedures.

g. Office Management
The chair manages the affairs of the department office, including personnel, facilities, equipment, and records management in accordance with the State’s policies and procedures.

4. Reassignment of Chair’s Administrative Duties

For purposes of achieving a more effective departmental operation or need as specified by the chair, a portion of the chair’s administrative duties may be reassigned to a faculty member in the department with permission of the dean and Vice President for Academic Affairs. This request must be made by the chair and approved by the dean and Vice President for Academic Affairs prior to the semester for which the reallocation of duties is given. The change in the chair’s duties should be compensated for by an increase in teaching assignment for that semester. The faculty assigned to the chair’s duties should be compensated with an appropriate number of reassigned time hours. However, the chair’s authority and responsibility cannot be delegated. The chair is required to supervise and approve the actions of the faculty member to whom duties have been delegated.

5. Performance Evaluation

a. Chair Goals
The department chair and the dean will develop annual performance goals which will address the duties described above as well as faculty responsibilities. A chair’s goals should recognize the percentage of the annual performance evaluation derived from the chair’s administrative assignments versus the
faculty responsibilities and be written accordingly. The goals will be reviewed and agreed upon in a meeting with the dean held prior to November 1 of each year. Annual performance goals may be modified during the year with the approval of the dean. If the chair and dean disagree on the goals, the Vice President for Academic Affairs will make the final decision.

b. Performance Review

In conducting the performance review, the dean will consider the faculty evaluation of chair’s performance using Exhibit I of Appendix IV along with evidence and/or information provided by the chair regarding the chair’s performance on the duties specified above (V.J.3) and the chair’s faculty self-evaluation document. The chair’s faculty self-evaluation document must be evaluated in accordance with the chair’s department guidelines.

c. Chair’s Evaluation Weights

The percentage of the annual performance evaluation assigned to the chair’s administrative duties will be equal to 100% minus the percentage of 24 hours taught. The remainder of the annual performance evaluation will be determined by evaluating the chair’s faculty responsibilities in teaching, advising, professional development and service as described in this Section.

d. Appeal of Evaluation

(1) If the chair and the dean disagree on the annual performance evaluation, the chair should mark the disagreement statement on the self-evaluation cover sheet.

(2) The chair will have five working days to provide the dean with a written statement justifying a higher rating.

(3) The dean will review the case presented by the chair within five working days following the presentation of the statement.

(4) The dean and the chair will meet again within 15 working days following the marked disagreement date to attempt to reach an agreement.

(5) If agreement is not reached, the dean must, within five working days of the meeting, write a response to the justification presented by the chair explaining why the rating was not changed.
(6) The chair’s justification and the dean’s response, along with the evaluation document and documentation, shall be forwarded to the Vice President for Academic Affairs. The Vice President for Academic Affairs will consider both carefully, along with the departmental guidelines, and make a determination of a rating within seven working days of receiving the document. The Vice President for Academic Affairs may also consider other documents, e.g., evaluations of other chairs to access consistency in applying guidelines.

(7) In cases where, after the Vice President’s evaluation, disagreement still exists, the Provost shall consider the rating. The decision of the Provost shall be final.

6. Conditions of Appointment

a. Administrative Appointment

The chair will receive a letter documenting the administrative appointment as chair, which will state that the appointee serves in such a capacity at the pleasure of the President. The letter will recite the chair’s stipend and reassigned time for chair’s duties. A similar letter of appointment will be issued each year to document changes.

b. Faculty Responsibilities

The chair will be expected to teach at least one class per year. In the capacity of a faculty member, the chair will retain all rights, including earned tenure and rank.

c. Salary on Return to Full Time Faculty Duties

Upon termination of the chair’s administrative appointment, the faculty contract will reflect the return to full-time academic faculty status at the base salary level established under the faculty contract.

d. Professional Development

The department chair is expected to engage in continuing professional development as appropriate to the dual role as teacher/scholar and academic leader. Time constraints inherent in the dual role of chair and faculty member will be duly considered by the dean when the chair’s annual goals for professional development are set.
e. Service

The department chair is expected to engage in continuing service as appropriate to the time constraints inherent in the dual role of chair and faculty member. These time constraints will be duly considered by the dean when the chair’s annual goals for service are set.

K. Evaluation of Administrators

1. General Policies

a. An effective performance evaluation process recognizes and rewards outstanding performance and addresses areas for improvement. While accomplishing this, and if conducted fairly and objectively, the process will promote a healthy dialogue between the employee and the supervisor, which should provide an opportunity to clarify individual departmental, and institutional goals; update and revise, if necessary, the job description; emphasize areas of importance and identify new directions; improve individual performance; and provide a basis for planning individual growth and development. If the evaluation process accomplishes this, it should lead to increased productivity and communication while positively improving the overall effectiveness and efficiency of the institution.

b. Administrators who are assigned to academic departments or programs should be evaluated by the dean of the school, except in those cases where the administrative duties are directly related to instruction, such as program direction, coordination, or management of laboratories, and the employees are not in the State Personnel System (classified), in which case they shall be evaluated by the chair or academic institute director.

c. Under these provisions all administrators must be formally evaluated in writing once each year. It is recommended that employees and supervisors meet informally during the year to discuss goals/progress prior to the evaluation.

d. The evaluation period shall be May 1 through April 30. Supervisors may conduct a preliminary performance review for a new employee between three and six months after initial employment. However, employees may request a preliminary performance review from their supervisors.

e. Performance reviews may be completed at any time under special circumstances, such as a substantial change in the employee’s
assignment, a change in the level of performance, disciplinary action, etc.

f. Disagreements between the supervisor and the employee will not be sufficient cause to interrupt the evaluation process.

2. The Planning and Evaluation Process
   a. The supervisor and the employee shall participate in at least one meeting for the purpose of planning and evaluation prior to April 30 of each year. A planning and evaluation meeting for new employees shall be held within 60 days after employment begins.
   b. During the planning process a performance plan shall be agreed upon to serve as the basis for employee’s evaluation. The employee’s job description shall be reviewed and revised if necessary with recommendations forwarded through the appropriate channels.
   c. During the evaluation process, the supervisor evaluates the employee on each performance factor and discusses with the employee areas of strength and areas for improvement as defined by the performance plan.
   d. Both parties shall sign the evaluation and the performance plan.

3. Performance Factors
   a. The key to the success of the subsequent evaluation is the determination of the weights assigned to the performance factors upon which the employee will be evaluated. The supervisor may select performance factors which are not listed on the performance evaluation document.
   b. Certain performance factors may be designated as critical. During the planning process these factors will be identified by entering a “C” next to the weight.
   c. The relative weights of the performance factors will be agreed upon or determined by the supervisor if the parties cannot agree.

4. Performance Review
   a. At the end of the review period, the supervisor will examine the performance factors and assign a numerical rating to each in writing. Weights assigned to each factor during the planning process will be multiplied by the numerical rating to give a factor
value. The factor values will be totaled then divided by 100 to give the overall numerical rating.

b. An “F” rating in any critical area will be sufficient for an overall “F” rating and/or disciplinary action regardless of the total rating in writing.

c. The supervisor will write a brief rationale explaining the numerical ratings and describing areas of strength and areas needing improvement in writing.

d. The scale upon which the numerical rating is based as follows:

(1) 4.26-5.00 – A Performance is substantially above expectations.
(2) 3.26-4.25 – B Performance is above expectations.
(3) 2.26-3.25 – C Performance meets minimal expectations.
(4) 1.26-2.25 – D Performance is below expectations. Improvement is required.
(5) 1.00-1.25 – F Performance is substantially below expectations. Significant improvement is required.

e. If the administrator is retained in employment after receiving a “D” or lower performance evaluation, the employee’s supervisor shall provide the employee with a performance improvement plan.

5. Appeal Procedures

a. If an employee objects to all or any part of the annual evaluation, or to the weights assigned to performance factors during the planning process, the employee may appeal in writing to the next higher level supervisor, outlining what they have done to resolve the issue with their supervisor, within seven days of the date of signature. The higher level supervisor’s decision must be made in writing to the employee within 21 days of the date the appeal was received.

b. If the higher level supervisor is not a vice president, the employee may appeal the decision of the higher level supervisor to the appropriate vice president, in writing, attaching all prior written decisions. The appeal must be presented in writing to the vice president within seven days of the date the employee learns of the decision of the higher level supervisor. The vice president’s
decision must be made in writing within 30 days of the date the appeal was received.

c. If the employee’s supervisor is a vice-president, the employee may appeal through channels to the President. The appeal must be initiated in writing within 30 days of the supervisor’s or vice president’s decision. The written decision of the President shall be final.

6. Performance Review Records

Upon completion of this process, the completed, signed and dated evaluation document, along with any appeal decisions will be forwarded to the Personnel Office for retention in the employee’s permanent personnel record.

L. Evaluation of Academic Deans, Vice President for Academic Affairs, and President

1. Evaluation of Deans

   a. By the Faculty

   All tenured and probationary faculty in a school shall be provided the opportunity of evaluating their dean. The instrument to be used for this evaluation, Evaluation of Academic Deans by Faculty and Chairs, is in the appendix of this section. After completion by the faculty, the evaluations will be submitted to the Vice President for Academic Affairs, who shall share the results with each dean. These evaluations shall be used by the Vice President as supplemental information in evaluating the dean. These evaluations shall be filed in the Office of Academic Affairs upon completion.

   b. By the Chairs

   All chairs in a school shall be provided the opportunity of evaluating their dean. The instrument to be used for this evaluation, Evaluation of Academic Deans by Faculty and Chairs, is in the appendix of this section. After completion by the chairs, the evaluation will be submitted to the Vice President for Academic Affairs, who shall share the results with each dean. These evaluations shall be used by the Vice President as supplemental information in evaluating the dean. These evaluations shall be filed in the office of the Vice President for Academic Affairs upon completion.
c. By the Vice President for Academic Affairs

The Vice President for Academic Affairs shall evaluate all deans in Academic Affairs in writing. The evaluation of the dean will be based on the job description as well as a factor relating to compliance with the Handbook requirement for the evaluation of persons reporting to the dean. The evaluations of the dean by the chairs and by the faculty shall be used as supplemental information in the Vice President's evaluation of the dean. The dean shall have the opportunity to comment in writing on the Vice President's evaluation. These evaluations shall be filed in the Office of Academic Affairs upon completion.

2. Evaluation of the Vice President for Academic Affairs

a. By the Faculty

The six elected members of the Faculty Senate President’s Council shall be provided the opportunity to evaluate the Vice President for Academic Affairs. It shall be the obligation of these faculty to gain a knowledgeable basis for assessment through direct association with the Vice President, or from input derived from faculty who have a direct association with the Vice President. The evaluation shall be based on the job description of the Vice President for Academic Affairs, and shall be submitted as supplemental information to the President to be shared with the Vice President and used in evaluating the Vice President. These evaluations shall be filed in the Office of the President upon completion.

b. By the Deans

All deans in Academic Affairs shall be provided the opportunity to evaluate the Vice President for Academic Affairs. The instrument to be used for this evaluation, Evaluation of Vice President for Academic Affairs by Academic Deans, is in the appendix of this section. These evaluations shall be submitted as supplemental information to the President to be shared with the Vice President and used in evaluating the Vice President. These evaluations shall be filed in the Office of the President upon completion.

c. By the President

The President of the College shall evaluate the Vice President for Academic Affairs using a narrative format. The evaluation of the vice president will be based on the job description as well as a factor relating to compliance with the College Handbook requirement for the evaluation of persons reporting to the vice
3. Evaluation of the President

Evaluation of the President shall be conducted in accordance with Section 7.2 of the Trustees Policy Manual.
Section VI.  SALARY ADMINISTRATION AND OUTSIDE ACTIVITY

A.  General Policies

1.  The salary administration systems for ongoing professional personnel at the College are outlined below.

2.  The general goals of salary administration at the College are:
   a.  Primarily, to establish a clear relationship between professional performance and compensation;
   b.  To encourage a high level of professional performance;
   c.  To attract and maintain a high quality faculty and administration; and,
   d.  To promote a constructive relationship between exempt personnel’s professional activities and the goals and objectives of the Trustees and the College and, where appropriate, the goals of the school and/or department.

B.  Salary Administration Policies

1.  Increases in the base pay of the College faculty and professional personnel shall be categorized as follows:
   a.  Promotion or other awards.
   b.  Merit increases.
      (1)  Merit increases shall not be awarded to any faculty member who receives a “Needs Improvement” in all four performance areas.
      (2)  All non-faculty exempt personnel who receive a rating of “B” or higher shall receive a merit increase, except when no funds are allocated for salary increases of any kind. All non-faculty exempt personnel who receive a “C” rating may, in the administration’s discretion, receive minimal merit increases. All faculty members who receive a “Meets Standards” rating in any evaluation category are eligible for a merit increase for that area of performance except when no funds are available for merit salary increases.
(3) Merit increases for all non-faculty exempt personnel shall fall within ranges which are established for each evaluation category, are mutually exclusive, and are higher for better evaluations.

(4) New faculty and administrators who are hired on or before the last working day in December of each new year, will be evaluated for their partial year of employment and be eligible for a merit award. Non-faculty exempt personnel who are hired on or after the first working day January, will have an interim evaluation based on the performance plan that was developed for them upon their initial hire. These employees will not be eligible for an annual merit award (if any).

c. Equity and Parity Increases.

(1) The Trustees, in their sole and exclusive discretion and in response to specific, annual budget requests, will determine whether salary increases addressing issues of equity and parity will be awarded and if so, in what amount.

(2) Equity increases address a declining relationship between salaries of presently employed personnel and newly hired personnel in the same discipline, commonly described as salary compression. “Equity” takes into account performance evaluations and other factors, including but not limited to education, experience, and rank.

(3) Parity increases address the competitiveness of College salaries with the salaries of faculty at similar institutions, taking into account performance evaluations and other factors, including but not limited to education, experience, rank, discipline, and variances among local economic conditions.

(4) Equity and parity issues will be studied periodically by the College.

2. Salary Policies Applicable to Faculty.

a. Sufficient money, if available, will be set aside to fund promotions and other specified awards.

b. Equity and/or parity increases, if any, will be awarded to individuals in accordance with a plan approved by the Trustees.
The administration will consult with a Faculty Senate committee of no more than eight members regarding the percentage of the overall salary increase budget to be distributed in each merit category.

The Faculty Senate will deliberate in open session concerning its merit pay distribution recommendations. The Faculty Senate will present its written merit pay distribution recommendation(s) to the administration in writing, and the recommendation(s) shall be available to all faculty members.

The administration will consider recommendations from the Faculty Senate and determine the amount to be distributed in each merit category.

The chairs will recommend to the deans, and the deans will recommend to the Vice President for Academic Affairs, specific merit salary increases for each faculty member in accordance with the allocation for each merit category. The Vice President for Academic Affairs must approve all increases before they are submitted to the President for final approval.

3. Salary Policies Applicable to Administrators (other than the vice presidents, academic deans, and administrators reporting to the President).

   a. Salary increases for College administrators should be set in accordance with College standard evaluation policies and procedures.

   b. Administrative setting of policies and procedures regarding salaries should occur only after consultation with the Council for Administrators. Procedures will provide timelines for salary setting, and an opportunity for employees to present relevant information.

   c. Salary increases shall not be awarded any person who receives a composite rating of “D” or lower.

   d. All administrators who receive a composite performance evaluation of “B” or higher shall receive a salary increase, except when no funds are allocated for salary increases of any kind.

C. Policy for Outside Personal Activities and Relationships

1. Outside employment or business ownership shall not interfere with the performance of contractual responsibilities.
2. Employees should be aware of their obligations and responsibilities as public employees of the College. An employee is bound to observe, in all official acts, the highest standards of ethics consistent with the code of ethics of the State of Colorado (Part 18, Article 24, Colorado Revised Statutes), the advisory opinions rendered with respect thereto, and College policies.

3. Nothing in this Article is intended to discourage an employee from engaging in personal activity in order to increase the employee’s professional reputation, service to the community, or income, subject to the conditions stated herein.

4. Definitions.
   a. “Personal Activity” shall mean any private practice, private consulting, teaching or research for another organization, or other similar services to third parties, whether compensated or uncompensated, which are not part of the employee’s assigned duties for which the College has provided no compensation.
   b. “Personal Relationship” shall mean any close relationship of a personal nature that can be considered to affect the professional objectivity of the employee, such as a family relationship, an amorous relationship, or a business or professional relationship arising from a personal activity.
   c. “Conflict of Interest” shall mean:
      (1) Any conflict between the personal activities of the employee and the public interests of the College, the Board of Trustees, or the State of Colorado, including conflicts of interest specified under Colorado Statutes;
      (2) Any conflict between a personal activity and the full and effective performance of the employee’s duties and obligations to the College; or
      (3) Any conflict or appearance of conflict between a personal relationship and the exercise of unbiased professional judgment in performance of the employee’s institutional responsibilities or obligations.
      (4) Conflicts of Interest Prohibited: Disclosure Required.

5. Conflicts of interest are prohibited. Employees are responsible for disclosing and resolving conflicts of interest, working with their supervisors and other College officials.
   a. Any employee who proposes to engage in any compensated personal activity, or any other personal activity which the employee should reasonably conclude may create a conflict of interest, shall report to the employee’s supervisor, in writing, the details of such proposed activity prior to engaging therein.
   b. The report shall include, where applicable, the name of the employer or other recipient of services; the funding source; the location where activity will be performed; the nature and extent of the activity; and any intended use of College facilities, equipment, or services.
   c. A new report shall be submitted for personal activity previously reported at:
      (1) The beginning of each semester for outside activity of a continuing nature; and
      (2) Such time as there is a significant change in the outside activity (nature, extent, funding, etc.).
   d. The reporting provisions of this section shall not apply to activities performed wholly during a period in which the employee has no appointment with the College.

7. Upon receipt of the employee’s report, the supervisor shall consult with the appropriate vice president and the College attorney. If the supervisor is a vice president, s/he will consult with the President or the President concludes that a conflict of interest exists, the employee will be directed to cease and desist the personal activity that created the conflict. Appropriate disciplinary action may also be initiated in accordance with College procedures.

8. Use of College Resources.

An employee engaging in any personal activity shall not use the facilities, equipment, or services of the College in connection with such outside activity without prior approval of the President or representative. Approval for the use of College facilities, equipment, or services may be conditioned upon reimbursement for the use thereof.

9. No College Affiliation.

Any employee engaging in personal activity shall take reasonable precautions to ensure that the outside employer or other recipient of services understands that the employee is engaging in such outside activity
as a private citizen and not as an employee, agent, or spokesperson of the College.

SECTION VII. REAPPOINTMENT, TENURE, PROMOTION, POST-TENURE REVIEW AND EMERITUS STATUS

A. Relevant and Official Information to be Considered

Decisions regarding reappointment, tenure, promotion, and post-tenure performance require comprehensive consideration of all official information relevant to a particular faculty member’s contribution to the College. Accordingly, decision-makers may consider all such information, which may include information in dossiers (if applicable), annual performance evaluations, information gathered in interviews, and any other official information bearing on the faculty member’s adherence to College policies, contractual obligations, and professional standards.

B. Dossiers for Reappointment, Tenure, and Promotion

1. All faculty must maintain a dossier that contains information sufficient to permit evaluation of their performance for purposes of reappointment, tenure, and promotion.

2. Dossiers will form a cumulative record; consequently, all documents included in the dossier must be updated and, if necessary or appropriate, signed.

3. The Office of Academic Affairs provides written suggestions for the preparation of dossiers.

4. Once a dossier is submitted at Step 3 (school committee) or higher, it must go forward without alterations, additions, deletions, or amendments (other than the addition of the documents and other information specified in this Handbook).

5. Department chairs must review the dossier for reasonable accuracy and for compliance with the “Guidelines for Dossier Preparation” and should suggest to the faculty member the addition of missing material and/or request clarification of material before the dossier leaves the department.

6. The dossier of every faculty member must include:

   a. A current academic vita.

   b. Evidence of contribution to teaching and advising; evidence of professional development accomplishments and service contributions.
c. Documents required by the “Guidelines for Dossier Preparation,” published by the Office of the Vice President for Academic Affairs.

d. All student evaluation and peer observation results.

e. Cover sheets.
   
   (1) The faculty will include in the dossier the cover sheet published by the Office of The Vice President for Academic Affairs.
   
   (2) The recommendations for/against reappointment, tenure, or promotion shall be entered on the cover sheet.
   
   (3) Vote tallies shall be recorded by committee chairs on the cover sheet.

f. Comments.
   
   (1) Comments are required at each level of review.
   
   (2) The comments should contain substantive information useful to those making judgments at later steps in the process.
   
   (3) Conditions recommended for subsequent reappointment may be placed on the Comment Sheet or added as an attachment.
   
   (4) As comments are added to the dossier at each step of the review, the chair or administrator at each level of review shall promptly provide to the faculty member a copy of those comments.

g. Supplementary documents and information.
   
   (1) Documents should be available for review to supplement, substantiate, or explain materials contained in the faculty member's dossier.
   
   (2) The faculty member may be requested to provide additional supplementary material at any level of review for clarification of dossier material.

7. Confidentiality. Except as may be allowed by the open records law (C.R.S. § 24-72-201, et seq.), access to the dossiers of faculty is limited to
the candidate, the members of all recommending bodies, the President, the appropriate College staff, the Trustees, and appeal committees as required.

8. The dossier submitted for tenure will be retained as part of the faculty member’s records. The dossier submitted for reappointment, promotion, and post-tenure review will be returned to the faculty member.

9. In the event of an appeal of any reappointment, tenure, or promotion, all dossiers being reviewed will be retained until the appeal is satisfied.

C. Review Committees for Reappointment, Tenure, and Promotion

1. Department and school committees
   a. Committee members must be tenured.
   b. All tenured faculty members in the department shall have an opportunity to serve on the department committee, review regular and early tenure dossiers, and vote on the tenure recommendations.
   c. If no tenured faculty members are available to serve on the department committee, or if there are no tenured members in the department, the tenure process shall start with the chair.
   d. School committees must be representative of the range of disciplines in a school. Half of the members of the school committee shall be elected by the school faculty and half appointed by the Dean.
   e. The size of the school committee will be determined by the tenured faculty of the school and a vote of the tenured faculty will be required to change the number of members of the committee.
   f. Any person on a full time administrative contract (except Chairs) is not eligible to vote on review committees, regardless of faculty rank and tenure.
   g. A chair who serves as a member of a school or College committee may not engage in the committee’s discussion of, or vote on, the merits of the application submitted by the faculty member whose application the chair has already evaluated in accordance with subsection VII.D.6.c.(1-3).
   h. Each school department chair review committee shall have no fewer than three elected members who shall be tenured chairs within the school.

2. Faculty Senate committees
a. Membership of the Faculty Senate Reappointment, Tenure, and Promotion Committee is established by the Senate Bylaws.

b. Committee members must be tenured.

3. Service on more than one review committee

a. Faculty may serve as a voting member on no more than one review committee (department, school or Senate) during the academic year.

b. Faculty being considered for promotion cannot participate in the discussion and vote on a promotion decision for the rank they are seeking.

c. A chair who serves as a member of a review committee may not engage in the committee’s discussion of, or vote on, the merits of an application submitted by a faculty member whose application the chair has already evaluated in accordance with subsection VII.D.6.c.(1-3).

d. Faculty cannot be reviewed at more than one level by the same individual.

D. Procedures for Reappointment, Tenure and Promotion

1. Persons at all levels are responsible to assure that the policies, procedures, and criteria involved in the review procedure are followed.

2. If clarification or additional information is needed at any level of review, a request for the desired information may be made of the Vice President for Academic Affairs.

3. Each level of review will consider the evidence provided by the faculty dossier and information gathered during any interview, and any other relevant and official information, and make a recommendation based on that documentation and information and the criteria established by the evaluation guidelines.

4. A majority vote of the faculty means that a majority of all faculty vote affirmatively in favor. Abstentions will be considered as votes against.

5. The four performance areas for evaluating faculty for reappointment, promotion, and tenure are teaching, advising, professional development, and service. Department chairs will also be evaluated on chair duties as described in section V.J.3.a-g. These performance areas are further explained as follows:
a. Teaching Performance: the faculty member must demonstrate adequate performance and sustained growth in teaching through:

(1) course materials that demonstrate currency in the field and describe the desired learning objectives for students;

(2) appropriate and thorough assessment of student progress;

(3) curriculum review, revision, and as necessary, the development of new courses and programs; and, as appropriate, incorporation of technology into curriculum and courses;

(4) evaluation of teaching by students and through required classroom observations conducted by the chair or the dean or a peer observer designated by the chair or dean; and

(5) other activities specific to the faculty member’s discipline.

b. Advising: the faculty member must demonstrate adequate performance and sustained growth in advising through interacting with students for the purpose of providing career guidance and information, degree program guidance and information, advice on an appropriate schedule to facilitate progress toward a degree, and answers to questions relating to a discipline. Examples include:

(1) providing supporting documentation or letters to assist students in obtaining employment or graduate school placement;

(2) providing other information important to students regarding a discipline, department, school or the College;

(3) working with students in discipline-related activities, such as student organizations, conferences, etc.; and

(4) other activities specific to the faculty member’s discipline.

c. Professional Development

Professional development includes scholarly or creative endeavors, pedagogical research, participation in professional activities or sharing expertise with other than students, so long as such activities enhance teaching or otherwise contribute to the faculty member’s growth in his or her discipline or assigned responsibilities. Departmental guidelines must address the criteria for measuring the level and type of demonstrated outcomes and
participation expected for each evaluation rating based on the following:

creative work and scholarly activity which supports classroom instruction; in addition to traditional creative and scholarly activities such as conference presentations and contributions of peer reviewed scholarship and creative activities, this criteria may include activities in which the faculty member shares knowledge with members of the learned and professional communities, other than students, and which are related to the faculty member’s discipline or area of instruction, and continued education and professional development activities appropriate to professional assignments; and

other activities specific to the faculty member’s discipline and/or assigned responsibilities (optional).

d. Service: the faculty member must demonstrate adequate performance and sustained growth in service contributions which improve the welfare of the College at any level and provide unpaid public service to the community and/or professional organizations by:

(1) service to the department, and/or the school, and/or the College;

(2) unpaid public service to community and/or professional organizations; and

(3) other activities specific to the faculty member’s discipline or assigned responsibilities.

(4) Department chairs who are candidates for Reappointment, Tenure, and Promotion will also be evaluated on chair duties, as described in V. J.3.a-g., in the same proportion as the percentage of release time to serve as chair. The remaining percentage/weight will be specified as same for other tenure track faculty.

6. There are up to nine steps in the review process, depending upon whether the review is for reappointment, tenure or promotion. Department chairs will have a substitute step to replace Step 3 below. In lieu of Step 3 for department chairs, the dossier shall go to the school department chair review committee. The school department chair committee will make recommendations to the appropriate school committee based upon a review of the dossier with particular attention given to the chair duties. The vote must be recorded on the cover page of the dossier. The timeline
given to this step will replace the department chair timeline for regular faculty. The nine steps are as follows:

a. Step 1: Dossier Submission.

For reviews during years two, four, and six, and for tenure and promotion, the faculty member’s current dossier prepared and updated in accordance with Section VII.A, will be submitted to the department committee chair no later than the date specified in the academic calendar for reappointment/tenure/promotion applications. For reviews during years one, three, and five, the faculty member’s most recent annual performance evaluation will be submitted to the designated authority.

b. Step 2: The Department Committee.

(1) The department committee shall consist of tenured faculty members of the department except the chair and those faculty members on the school or Senate RPT Committees. The department committee shall elect a chair from among its members.

(2) The department committee shall review the dossier and make a recommendation based on the dossier/evaluation, information gathered from any interview, the departmental guidelines, and any other relevant and official information to the chair by a majority vote of its members. The vote must be recorded on the cover page of the dossier. The committee chair will provide comments reflecting the judgment of the committee. Any member of the committee may provide additional signed comments, which will be forwarded with the dossier/evaluation and other information to the department chair and accompany the dossier/evaluation and other information as it proceeds to other levels of review.

(3) If a majority of the department committee disagrees with the recommendation of the chair concerning tenure, the committee may file its objections with the dean. Such objections shall be added to the dossier.

c. Step 3: The Department Chair.

(1) The chair shall review the dossier/evaluation, other information provided, and the recommendations of the department committee and make a recommendation based on the dossier/evaluation, information gathered in any
interview, departmental guidelines, and any other relevant and official information.

(2) The chair may consult with the department committee to discuss recommendations.

(3) The chair shall promptly notify the department committee of the chair’s recommendations so that the committee has the opportunity to consider whether it wishes to include objections to the chair’s recommendation in the dossier.

d. Step 4: The School Committee.

(1) The school committee shall make a recommendation to the dean by a majority vote of its members. The recommendation will be based on a review of the dossier/evaluation, information gathered from any interview, departmental guidelines, and any other relevant and official information. The vote must be recorded on the cover page of the dossier.

(2) If a majority of the school committee disagrees with the recommendation of the dean, the committee may file objections with the Vice President for Academic Affairs. Such objections shall be added to the dossier.

(3) School committees are responsible for interviewing applicants for tenure.

(4) The school committee shall promptly notify the department chair of its recommendation so the chair has the opportunity to include objections to the school committee recommendations in the dossier.

e. Step 5: The Dean.

(1) The dean of each school shall make recommendations based on the dossier/evaluation, information gathered from any interview, departmental guidelines, and any other relevant and official information.

(2) The dean may consult with the school committee and the department chair to discuss the recommendations.

(3) The dean shall promptly notify the school committee of the dean’s recommendations so that the committee has the opportunity to consider whether it wishes to include
objections to the dean’s recommendations in the dossier for subsequent levels of review.

f. Step 6: The Faculty Senate Committee.
   (1) The Faculty Senate committee shall make a recommendation to the Vice President for Academic Affairs by a majority vote of its members. The recommendation will be based on a review of the dossier/evaluation, information gathered from any interview, departmental guidelines, and any other relevant and official information. The vote must be recorded on the cover page of the dossier.
   
   (2) If a majority of the Senate committee disagrees with the recommendation of the Vice President for Academic Affairs, the committee may file its objections with the President. Such objections shall be added to the dossier.

h. Step 8: The President.
   (1) The President shall make a recommendation or decision based on a review of the dossier/evaluation, information
gathered from any interview, departmental guidelines, and any other relevant and official information.

(2) The final responsibility for reappointment or promotion rests with the President. The final responsibility for recommending that the Trustees award or deny tenure rests with the President.

(3) The President will notify in writing each candidate, the department committee, the chair, the school committee, the dean, the Senate committee, and the Vice President for Academic Affairs of the tenure recommendation and the decision for reappointment or promotion.

(4) Candidates for tenure will be informed in writing of the recommendation made by the President within seven working days after the recommendation was made.

i. Step 9: The Board of Trustees.

(1) The Board of Trustees acts upon the recommendations of the President regarding tenure, but retains the final decision-making authority with respect to or grant or denial of tenure. The Board of Trustees may consider any relevant information in making its decision.

7. Recommendations from all levels will include a rationale noting, if appropriate, commendable performance, as well as areas needing improvement, which were considered during the evaluation of the faculty member at that level of review.

8. After review is completed at each step, the dossier, all of the applicant’s supporting materials, and any other information obtained during the process are forwarded to the next level of review, and comments are to be forwarded to the candidate promptly.

9. Each level of review shall retain a record of its procedures, actions, votes, recommendations, and comments until time limits for appeals have expired.

10. The recommendations made by reviewing persons and review committees are not binding on the President or the Trustees.

11. Timelines and Forms.

a. The procedural timetables for reappointment, promotion, tenure review, post-tenure review, and emeritus status will be published
b. Forms and documents used in the reappointment, tenure review, post-tenure review, and emeritus status are published by the Office of the Vice President for Academic Affairs. The Office of the Vice President for Academic Affairs will give notification to affected faculty of changes to guidelines by the last day of classes each spring semester.

E. Reappointment of Tenure-Track Faculty

1. General Policies

a. Reappointment policies and procedures are intended to support faculty in meeting the College criteria for tenure.

b. Tenure-track faculty will be reviewed during the second, fourth and sixth years. These reviews are in addition to the annual performance evaluation.

c. It is the responsibility of the faculty member to seek advice and assistance in efforts to achieve reappointment and prepare for the tenure evaluation.

d. A dossier is required for all reviews. Dossiers will be due at a time set by the academic calendar.

e. There is no appeal of a decision not to reappoint.

f. Tenure-track faculty are considered for tenure during their sixth consecutive tenure-track contract. Faculty who are denied tenure during their sixth year review will be offered a seventh year terminal contract for the following academic year. The President may, at his or her discretion, offer additional one-year contracts to any such faculty member.

2. Criteria

Candidates for reappointment will be evaluated in the performance areas of teaching, advising, professional development, and service as indicated above. Contributions to teaching and advising will be the most significant factors in evaluating faculty for reappointment, but outstanding teaching and advising will not be sufficient to justify reappointment.

The faculty member must meet the contractual responsibilities defined in this Handbook and adhere to all policies and procedures set forth in this Handbook as a prerequisite to reappointment consideration.
Departmental evaluation guidelines for teaching, advising, professional development and service will include discipline specific qualitative and, if appropriate, quantitative standards for each of the evaluation criteria and provide examples of activities for each rating, except “Needs Improvement”.

Evaluation of first-year faculty members will take into account the limited time at the College and the faculty member’s previous teaching experience and background.

3. Procedures for Reappointment

a. Recommendations for reappointment by each level of review shall be provided to subsequent levels and to the President, who shall make the decision whether to reappoint the tenure-track faculty member.

b. Recommendations are not binding on any subsequent levels.

c. Review procedures for reappointment will differ for second-year, fourth-year, and sixth-year faculty as stated below. Step numbers refer to the corresponding steps listed above in this section.

(1) Second year: Recommendations shall be made by the chair (Step 3); dean (Step 5); the Vice President for Academic Affairs (Step 7); the President (Step 8).

Note: If the tenure-track faculty member is a chair, the recommendation of the department committee substitutes for the recommendation of the chair.

(2) Fourth Year: Recommendations shall be made by the department committee (Step 2); chair (Step 3); School Committee (Step 4); dean (Step 5); the Faculty Senate Committee (Step 6); the Vice President for Academic Affairs (Step 7); the President (Step 8).

(3) Sixth Year: Recommendations shall be made by a committee of all tenured faculty in the department; chair; school committee; dean; Faculty Senate committee; Vice President for Academic Affairs; and the President (i.e., Steps 1 through 8).

d. A majority of members voting at each of the department, school or College committees must vote in favor of reappointment for a recommendation in favor of reappointment at that level. Review committee members are obliged to vote for or against recommending approval of each application before the committee.
When counting votes in favor of an application, an abstention shall count as a vote against recommending approval of the faculty member’s application. Failure to recommend reappointment shall not preclude the faculty member’s application from proceeding to the next level of the review process.

Any review committee member may submit to the Provost a written request to be relieved from participating in the committee discussions and from voting on the merits of any or all applications before the committee. The Provost will decide to grant or deny such requests within three days of receipt, and will notify the committee member the decision in writing. As to each application for which such relief is requested, the committee member must submit a detailed written statement describing the reason for the request. The Provost may relieve a faculty member from the obligation to vote only if the Provost finds and concludes:

1. The committee member will be absent from the College on College-approved leave or on College approved assignments for most or all of the committee’s discussions, and this scheduled conflict cannot be avoided without undue hardship to the faculty member and/or substantial impairment to the institution’s operations and priorities.

2. The committee member was absent from the College during the discussion and/or vote on an application as a result of illness preventing the faculty member from being on campus at the time of the discussion and/or vote.

After the committee member is relieved from voting on an application, he or she will refrain from participation in the committee’s discussions of the application and will not vote thereon. For purposes of determining the recommendation of the committee for or against the application, the number of members who have been relieved as to that vote shall reduce the total committee membership.

F. Tenure

1. General Policies

   a. An award of tenure is not a right, but a privilege which must be earned by faculty members on the basis of their performance during a probationary period, as evaluated by their peers, administrators, the President, and the Trustees. Tenure is not acquired automatically by length of service. The decision to award tenure is committed to the Trustees’ sole discretion.
b. Only full-time faculty members on probationary contracts may acquire tenure. Faculty members on temporary contracts (whether full or part-time) are not eligible for tenure. Athletic coaches are not eligible for tenure as coaches, but may acquire tenure as faculty if they are full-time faculty members on probationary status. Except as provided herein, administrators and non-instructional personnel are not eligible for tenure. Only faculty members who hold the rank of Assistant Professor, Associate Professor and Professor are eligible for tenure.

c. Candidates for early tenure may withdraw their applications for early tenure at any time prior to review by the President.

d. Candidates for regular tenure who withdraw their applications for tenure will receive a terminal contract followed by an automatic nonrenewal at the end of the terminal contract.

e. When awarded, tenure shall begin with the first day of the subsequent academic year contract.

f. Professional personnel shall be considered for tenure during their sixth year as a full-time faculty member on an academic year, probationary contract unless they have applied for early tenure.

(1) Time on leave for one or more semester, with or without pay, may not be counted in the probationary period.

(2) Temporary contracts and contracts for less than a full academic year shall not be counted in determining eligibility for consideration for tenure.

g. Early each fall, the Vice President for Academic Affairs shall inform tenure-track faculty members of their current probationary status (first year, second year, etc.) and of the final year in which their tenure application will be accepted.

h. In the sixth probationary year, the Vice President for Academic Affairs shall indicate in writing to the faculty member that the tenure process should be initiated.

i. The Vice President for Academic Affairs shall also inform the academic deans of the status of all tenure-track faculty in their schools, including in that report the year of the tenure-track faculty member (first, second, etc.) and the year in which a tenure application must be made.

j. In all cases, it is the faculty member’s responsibility to apply for early or regular tenure. Failure to apply for tenure by the sixth
year deadline will result in an offer of a terminal seventh year contract for the next academic year, followed by automatic nonrenewal at the end of the terminal contract.

k. An application by an Assistant Professor for regular tenure also may constitute an application for promotion to the rank of Associate Professor if time in rank supports this application. The dossier must be submitted to the department chair to begin the review process for promotion.

l. Tenure track faculty employed by the College as of August 14, 2002 shall be entitled to be considered for tenure after five years of full-time employment with the College.

2. Performance Areas

Candidates for tenure will be evaluated in the areas of teaching, advising, professional development, and service as indicated above.

Contributions to teaching and advising will be the most significant factors in evaluating faculty for tenure, but outstanding teaching and advising will not be sufficient to justify tenure. A candidate must also possess the appropriate terminal degree for the discipline, as indicated in this Handbook; provided, however, that the Vice President for Academic Affairs may make exceptions after consultation with the affected department chair and dean. Further, the faculty member must meet all contractual responsibilities and adhere to all applicable policies set forth in this Handbook.

Departmental evaluation guidelines for teaching, advising, professional development and service will include discipline specific qualitative and, if appropriate, quantitative standards for each of the evaluation criteria and examples of activities for each rating in the annual performance evaluation, except “Needs Improvement”.

3. Procedures for Tenure

a. Steps 1 through 9 as listed above in this section below shall be followed.

b. A majority of members eligible to vote at each of the department, school or College committees must vote in favor of awarding tenure in order for tenure to be recommended at that level. Review committee members are obliged to vote for or against recommending approval of each application before the committee. When counting votes in favor of an application, an abstention shall count as a vote against recommending approval of the faculty member’s application. Failure to recommend tenure shall not
preclude a faculty member’s application for tenure from proceeding to the next level of the review process.

Any review committee member may submit to the Provost a written request to be relieved from participating in the committee discussions and from voting on the merits of any or all applications before the committee. The Provost will decide to grant or deny such requests within three days of receipt, and will notify the committee member the decision in writing. As to each application for which such relief is requested, the committee member must submit a detailed written statement describing the reason for the request. The Provost may relieve a faculty member from the obligation to vote only if the Provost finds and concludes:

(1) The committee member will be absent from the College on College-approved leave or on College approved assignments for most or all of the committee’s discussions, and this scheduled conflict cannot be avoided without undue hardship to the faculty member and/or substantial impairment to the institution’s operations and priorities.

(2) The committee member was absent from the College during the discussion and/or vote on an application as a result of illness preventing the faculty member from being on campus at the time of the discussion and/or vote.

After the committee member is relieved from voting on an application, he or she will refrain from participation in the committee’s discussions of the application and will not vote thereon. For purposes of determining the recommendation of the committee for or against the application, the number of members who have been relieved as to that vote shall reduce the total committee membership.

4. Appeal of the Denial of Tenure

A candidate may request reconsideration of an adverse tenure decision by the President or the Trustees.

a. The candidate must appeal to the President in writing within 10 working days of the notification of the adverse tenure decision.

b. The appeal committee shall consist of five tenured faculty and shall be formed within five working days from the receipt of appeal by the President.

(1) Two faculty will be selected by the candidate; two by the President.
The four members will select the fifth member who will also act as chair of the committee.

None of the five members should have served on school or senate review committees during that year.

c. The appeal committee may review dossiers and information relating to other faculty members.

d. The appeal committee will base its judgment on the dossier, any other relevant and official information, and arguments presented by the candidate and the administration.

e. The appeal committee may recommend reconsideration of the adverse tenure decision by the President or Trustees.

f. The appeal committee must make a written decision and rationale to recommend or not to recommend reconsideration within 20 working days after the formation of the committee. The decision and rationale shall be shared with the President and the appellant.

g. Within 10 working days after the receipt of the decision of the appeal committee. The President shall meet with the appeal committee and discuss the appeal committee recommendations before advising the appellant and the committee of his or her intent to make a favorable or an unfavorable recommendation.

5. Early Tenure

Probationary faculty members who meet the minimum eligibility qualifications enumerated above may be awarded early tenure during their second through fifth probationary contracts. Early tenure applications shall be submitted and considered in accordance with the same Handbook and institutional criteria, policies, procedures and timetables applicable to other tenure applications with the following exceptions:

a. Candidates must document exemplary performance in the areas of teaching, advising, professional development and service. At a minimum, candidates must meet all criteria required for a sixth-year review.

b. Up to three years’ service in tenurable ranks and positions at other regionally-accredited, baccalaureate-granting institutions of higher education may be considered in evaluating candidates’ performance.

c. Unsuccessful early candidates may not reapply for tenure until the sixth year of their probationary period. Denial of early tenure
applications shall be final, unappealable and nongrievable. Nothing in this subsection or elsewhere in this Handbook shall or shall be construed to prohibit or otherwise limit the discretionary nonrenewal of probationary faculty members who have applied for early tenure.

6. Tenure Upon Appointment/Immediate Tenure

The Trustees, in their sole discretion, may award tenure to new, full-time faculty appointees, subject to the following:

a. Upon a request of a chair or a department search committee that a faculty candidate be awarded tenure upon appointment, the tenured faculty of the affected department shall recommend whether or not to support such a request.

b. If the tenured faculty members of the department recommend that tenure upon appointment be awarded, that recommendation shall be reviewed by the chair, the dean, and the Vice President for Academic Affairs, who shall each make a recommendation to the President.

c. After review of the prior recommendations, the President may recommend to the Trustees that a candidate be appointed to tenure if the following criteria are met:

(1) The appointee was previously tenured at a regionally accredited, baccalaureate-granting institution of higher education and, after consultation during the search process, receives a recommendation of the tenured faculty of the affected faculty body designated by the College to make tenure recommendations; or

(2) The appointee has achieved recognized, outstanding distinction in public service or the private sector and, after consultation during the search process, receives a recommendation of the tenured faculty of the affected faculty body designated by the College to make tenure recommendations

d. In order for tenure upon appointment to be granted, a majority of the tenured faculty of the affected department must make a favorable recommendation.

7. Faculty Tenure for Academic Administrators.

a. Faculty tenure may be awarded to the President, Vice President for Academic Affairs, deans, or associate deans. Tenure for the
The President will be governed by procedures established by the Board of Trustees.

b. The President may recommend to the Trustees that an academic administrator be awarded tenure upon appointment as an academic administrator, or at any time subsequent to such appointment, if:

1. The administrator has been previously tenured at a regionally-accredited, baccalaureate-granting institution of higher education; and

2. The immediate supervisor of the academic administrator and the chair and tenured faculty in the affected department are consulted and provided an opportunity to vote and make a written recommendation.

c. Rights of an Academic Administrator with Tenure.

1. An academic administrator awarded tenure will have the rights of a tenured faculty member upon returning to faculty status.

2. Service time as an administrator does not count toward seniority as a faculty member, except that up to one year of service time as an administrator on an interim basis shall count toward seniority as a faculty member.

3. Tenure is a relevant, but not a dispositive, factor if there is a reduction in force within a program.

4. Academic administrators may not use the appeal process available to faculty to appeal termination of their employment in an administrative positions

G. Promotion

1. General Policies

a. An application for promotion may not be granted absent a comprehensive evaluation.

b. Applicants for promotions must satisfy the College teaching experience and educational qualifications set forth in Appendix A to Section IV above.

c. Departments will establish and the President will approve the degree requirements and non-teaching work experience requirements used at the College as criteria for academic rank in
those fields for which the normal Trustee requirements are not appropriate. These requirements are found in Appendix A of Section IV.

d. Judgments on the merit of candidates will be based on performance already demonstrated and not on potential which might or might not be realized.

e. Meeting the minimum qualifications does not imply automatic promotion.

f. Assistant Professors applying for tenure may use their tenure dossier to apply for promotion if both reviews occur in the same academic year and time in rank warrants it.

g. A duplicate of the promotion dossier may be submitted for post-tenure review when both comprehensive evaluations occur in the same academic year.

h. In determining eligibility for promotion, exceptions will be allowed for education, experience, and special departmental needs. Faculty members who do not meet the qualifications for rank contained in this Handbook may be considered for promotion if, considered as a whole, their teaching, education, experience, and demonstrated accomplishments are truly exceptional and have fulfilled special departmental needs. Promotions on the basis of exceptionality will be very rare.

2. Performance Areas

Candidates for promotion will be evaluated in the areas of teaching, advising, professional development, and service as indicated above.

Contributions to teaching and advising will be the most significant factors in evaluating faculty for promotion, but outstanding teaching and advising will not be sufficient to justify promotion. The faculty member must meet the contractual responsibilities defined in this Handbook, and must adhere to all applicable policies set forth in this Handbook as a prerequisite to promotion.

Departmental evaluation guidelines will include discipline specific qualitative and, if appropriate, quantitative standards for each of the evaluation criteria and examples of activities for each rating in the annual performance evaluation, except “Needs Improvement”.

Eligibility for promotion in rank, regardless of discipline, shall require a minimum number of years in rank at the College as follows:
a. Instructors – no requirement

b. Assistant Professor – no requirement

c. Associate Professor – a minimum of six years total in rank as Assistant Professor at a regionally accredited baccalaureate-granting institution of high education, two of which must have been at MSCD.

d. Professor – a minimum of four years in rank as Associate Professor at a regionally accredited baccalaureate-granting institution of higher education, two of which must have been at MSCD.

In determining years in rank, the current year (year in progress) during which application for promotion is made is counted as a year of service toward the requirement for time in rank.

3. Procedures for Promotion

a. Steps 1 through 8 as listed above shall be followed.

b. Specific circumstances in the promotion process are addressed under the appropriate steps.

c. There is no appeal for a denial of promotion.

d. A faculty member who is denied promotion may apply for promotion in any subsequent year.

e. A majority of members voting at each of the department, school or College committees must vote in favor of awarding promotion in order for a promotion to be recommended at that level. Review committee members are obliged to vote for or against recommending approval of each application before the committee. When counting votes in favor of an application, an abstention shall count as a vote against recommending approval of the faculty members’ application. Failure to recommend promotion shall not preclude a faculty member’s application for promotion from proceeding to the next level of the review process.

Any review committee member may submit to the Provost a written request to be relieved from participating in the committee discussions and from voting on the merits of any or all applications before the committee. The Provost will decide to grant or deny such requests within three days of receipt, and will notify the committee member the decision in writing. As to each application for which such relief is requested, the committee member must
submit a detailed written statement describing the reason for the request. The Provost may relieve a faculty member from the obligation to vote only if the Provost finds and concludes:

(1) The committee member will be absent from the College on College-approved leave or on College approved assignments for most or all of the committee’s discussions, and this scheduled conflict cannot be avoided without undue hardship to the faculty member and/or substantial impairment to the institution’s operations and priorities.

(2) The committee member was absent from the College during the discussion and/or vote on an application as a result of illness preventing the faculty member from being on campus at the time of the discussion and/or vote.

After the committee member is relieved from voting on an application, he or she will refrain from participation in the committee’s discussions of the application and will not vote thereon. For purposes of determining the recommendation of the committee for or against the application, the number of members who have been relieved as to that vote shall reduce the total committee membership.

(3) The committee member is being considered for promotion.

H. Post-Tenure Review

1. Purpose: The primary goal of post-tenure review is to assist tenured faculty members to improve performance as may be necessary. Post-tenure review affords faculty members and their supervisors with periodic opportunities to assess the faculty member’s performance from a long-term perspective that is not provided by annual performance reviews. In the event that performance in any performance area is determined to be merely average or worse from the long-term perspective, the post-tenure review process offers the faculty member an opportunity to demonstrate a “B” level performance in each performance area through an individualized performance improvement plan.

2. Definition: Post-tenure review is a comprehensive evaluation of the performance of tenured faculty, conducted on a five-year cycle under a Comprehensive Development Plan. The examination must include consideration of faculty activities and performance in light of school/department/program goals, and priorities which are reflective of Trustee and institutional goals and priorities, as well as peer, student and supervisor evaluations, and must evaluate the following aspects of a faculty member’s performance: (a) teaching/effectiveness in promoting
student learning; (b) advising of students; (c) professional development (research and scholarly activity, which enhances teaching and is consistent with the institution’s role and mission); (d) contributions made by the faculty member in the area of service to the institution and the community; and (e) other activities if appropriate to his/her academic discipline and/or professional assignments. Progress toward the goals and objectives established by the Comprehensive Development Plan will be evaluated using the criteria set forth in subsection 4 below and the standards in the approved departmental guidelines. When application of these criteria and guidelines to the comprehensive record results in at least a “Meets Standards” rating for each performance area, the faculty member will be deemed satisfactory for post-tenure review.

3. Due Process Policies:

Procedures set forth in Sections XIII and XV of this Handbook afford tenured faculty members the due process required by law in the event sanctions are imposed for failure to satisfactorily complete the requirements of a performance plan, as contemplated by subsection 8.c below. These sections set forth the respective burdens and responsibilities of the parties in such proceedings. They generally require that notice of the action be provided to the faculty member, that the faculty member be afforded an opportunity to reply to the notice before it takes effect, that the faculty member be afforded a hearing on the action before a hearing officer, and that the hearing officer’s decision be subject to review by the Trustees.

4. Criteria for Evaluation

Progress toward the goals and objectives established by the Comprehensive Development Plan will be evaluated using the criteria set forth below and the standards in the approved departmental guidelines. Department chairs will also be evaluated on chair duties as described in Section V. J.3.a-g.

a. The faculty member must meet the contractual responsibilities and policies defined in this Handbook. Failure to do so may result in disciplinary action, up to and including termination.

b. Teaching Performance: over the five-year period, the faculty member must demonstrate sustained “Meets Standards” level performance in teaching, through:

   (1) Course materials that demonstrate currency in the field and describe the desired learning objectives for students;

   (2) Appropriate and thorough assessment of student progress;
(3) Curriculum review, revision, and as necessary, the development of new courses and programs; and, as appropriate, incorporation of technology into curriculum and courses; and,

(4) Evaluation of teaching by students and through required classroom observations conducted by the chair or the dean or a peer observer designated by the chair or dean.

c. Advising: over the five-year period, the faculty member must demonstrate sustained “Meets Standards” level performance in advising students, through interacting with students for the purpose of providing career guidance and information, degree program guidance and information, advice on an appropriate schedule to facilitate progress toward a degree, and answers to questions relating to a discipline. Examples include:

1. providing supporting documentation or letters to assist students in obtaining employment or graduate school placement;

2. providing other information important to students regarding a discipline, department, school or the College; and

3. working with students in discipline-related activities, such as student organizations, conferences, etc.;

4. other activities specific to the faculty member’s discipline.

d. Professional Development: the faculty member must demonstrate sustained “Meets Standards” level performance in creative or scholarly work that enhances teaching or otherwise contributes to growth in the faculty member’s discipline or assigned responsibilities through:

1. creative work and scholarly activity which supports classroom instruction; in addition to traditional creative and scholarly activities such as conference presentations and contributions of peer reviewed scholarship and creative activities, this criteria may include activities in which the faculty member shares knowledge with members of the learned and professional communities, other than students, and which are related to the faculty member’s discipline or area of instruction, and continued education and professional development activities appropriate to professional assignments; and
(2) other activities specific to the faculty member’s discipline and/or assigned responsibilities (optional).

e. Service: the faculty member must demonstrate sustained “Meets Standards” level service contributions which benefit the College at any level by:

(1) Service to the department, and/or the school, and/or the College; and,

(2) Typically unpaid public service to community and/or professional organizations which benefits the College.

f. Chair Administrative Duties: Department chairs will also be evaluated on chair duties as described in section V. J.3.a-g.

5. Procedure

a. Documentation for Post-Tenure Review Dossier:

No later than the second Monday in February, every fifth year after the last comprehensive evaluation, the tenured faculty member will prepare and submit to the department chair (in the case of joint appointments, both department chairs or the dean in the case of a chair) a post-tenure review document (hereafter referred to as the “Document”), consisting of the following sections:

(1) Self-evaluation, not to exceed six pages, summarizing how the faculty member has met the post-tenure review criteria set forth in subsection 4 above over the previous three years. Until a five-year cycle is established in 2003, the self-evaluation will summarize activities since the fall of 1998. The faculty member will describe any changing conditions and opportunities that required revisions to the Development Plan since the plan was last approved by the chair. This section is intended to describe progress toward long-term goals, not merely to reiterate annual evaluations.

(2) Current curriculum vitae.

(3) The Comprehensive Development Plan written at the beginning of the five-year cycle, as amended. This plan will establish broad, five-year goals for teaching, advising, professional development and service consistent with the department/program, institutional and Trustee goals and priorities. The plan is developed by the faculty member in consultation with the department chair and agreed upon by the faculty member and the chair. In the case of a chair, the
comprehensive development plan will be developed in consultation with the dean and agreed upon by the chair and dean. Changes reasonably required to address unanticipated conditions, faculty reassignment and opportunities may be incorporated in the plan during each annual goal-setting meeting by agreement of the chair or dean and the faculty member. In the event of a disagreement between the faculty member and chair concerning the content of the comprehensive plan, the dean will make a final decision. This decision will be made after working collaboratively with both parties. In the event of a disagreement between the chair and the dean concerning the content of the chair’s comprehensive plan, the Vice President for Academic Affairs will make a final decision. This decision will be made after working collaboratively with both parties. Only the final, approved plan will be included in the document.

(4) Annual evaluation summary sheets for the previous four years, including the chair’s comment sheets, along with a summary table of the ratings given each year for teaching, advising, professional development, service and the composite score. Also included will be all evaluation sheets for peer/chair classroom observations for classes evaluated during the review period.

(5) Other than the ratings and comments attached to the Document in the review process, no alterations, additions or deletions may be made to the Document after it is submitted to the dean.

b. Evaluation: The comprehensive evaluation shall assess a tenured faculty member’s cumulative performance in each performance area, including the results of his/her annual performance reviews, for the entire comprehensive evaluation period. Progress toward achieving the goals and objectives established by the comprehensive development plan will be assessed. The criteria set forth in subsection 4 above and identified in the annual evaluation summary sheets will be applied to the Document by all reviewers, who will use their best academic judgment to determine whether the faculty member’s performance in each performance area is satisfactory over the five-year cycle. Guidelines developed by each department and program, and approved by the department/program faculty, the chair or director, the dean, and the Vice President for Academic Affairs will provide standards for the interpretation and application of the criteria to the academic
discipline. The criteria described in subsection 4 will serve as the basis for the departmental guidelines.

(1) A “Exceeds Standards,” “Meets Standards,” or “Needs Improvement” rating will be used for evaluation of each performance area. The rating in each performance area shall be determined in accordance with the scale set forth in subsection V.G.2.

(2) The faculty member being evaluated under post-tenure review will have two options for annual review in the post-tenure review year. The faculty member may elect not to participate in the annual review process for that year and if so, the faculty member will include the relevant information from the current year in the self-evaluation described in subsection 5.a.(1) above. Under this option merit pay for the year will be determined on the basis of his or her average ratings over the previous two years. The faculty member may elect to participate in the normal annual evaluation process.

(3) Tenured faculty members who serve under full-time administrative appointments will not be subject to review under this policy until five years after resuming duties under a faculty appointment. The faculty member’s comprehensive development plan will be required 30 working days after returning to his/her faculty position.

(4) The effect of the administrative duties of directors and other faculty reassigned for administrative duties will be considered when guidelines are applied in post-tenure reviews. The comprehensive development plan for such individuals will reflect only the activity related to their faculty responsibility and will not reflect the reassigned time for administrative duties. Department chairs who are candidates for Post Tenure Review will also be evaluated on chair duties, as described in section V.J.3.a-g., in the same proportion as the percentage of release time to serve as chair. The remaining percentage/weight will be specified as the same for other tenure track faculty.

c. Review Process:

(1) The department chair or dean will submit the Post-Tenure Review Document to the department review committee upon receipt. The department review committee may be the standing department reappointment, promotion, and
tenure committee, or a new ad hoc committee of tenured faculty members, if a majority of the tenured members of the department so elect.

(2) The department review committee will attach its ratings and comments to the Document and submit the Document to the chair by the last day of February, simultaneously providing a copy of the evaluation and comments to the faculty member.

(3) The chair will attach his or her ratings and the comments to the Document and submit the Document to the dean by the second Monday in March, simultaneously providing a copy of the evaluation and comments to the faculty member.

(4) No later than the last working day in March, the dean and the department chair will meet to discuss the Document.

(5) No later than the first working day in April, the dean will attach the ratings and comments to the Document, and submit the Document to the College review committee composed of tenured faculty of each school. The School of Letters, Arts and Sciences will elect four representatives, and the Schools of Professional Studies and Business will each elect two representatives to this committee. The dean will simultaneously provide a copy of his or her evaluation and comments to the faculty member.

(6) The College review committee will attach its ratings and comments to the Document, and submit the Document to the Vice President for Academic Affairs no later than the last working day in April, simultaneously providing a copy of the Committee’s evaluation and comments to the faculty member.

(7) The Vice President for Academic Affairs will issue the final ratings and comments no later than the first day of finals, placing them in the Document and simultaneously providing a copy to the faculty member. In the event that the Vice President for Academic Affairs, after reviewing the Document, disagrees with the ratings of any previous reviewer, the Vice President for Academic Affairs shall confer with the dean, the department chair, and any other reviewer the Vice President for Academic Affairs deems necessary, before issuing the final ratings and comments. In the event that the Vice President for Academic Affairs’ final rating is average or worse, the Vice President for
Academic Affairs will provide a written detailed rationale, specifying: all points of disagreement; the relevant parts of the criteria and standards from the departmental guidelines which the Vice President for Academic Affairs applied; the pertinent parts of the Document that were considered; and the deficiencies which form the basis of the Vice President for Academic Affairs’ decision. The Vice President for Academic Affairs’ decision will be final unless it is appealed.

(8) In lieu of Step 3 for department chairs, the dossier shall go to the school department chair review committee. The school department chair review committee will make appropriate recommendations to the college review committee based upon a review of the dossier with particular attention given to the chair duties. The vote must be recorded on the cover page of the dossier. The timeline given to this step will replace the department chair timeline for regular faculty. Each school department chair review committee shall have no fewer than three elected members who shall be tenured chairs within that school.

6. Appeal

a. A faculty member who has received a “Needs Improvement” rating from the Provost in any performance area may appeal the rating under the following procedure.

b. Appeals may be initiated by delivering to the President within 10 working days of the Vice President for Academic Affairs’ final rating, a written notice of appeal, which specifies the errors in the Vice President for Academic Affairs’ analysis and identifies the criteria, guidelines and evidence from the Post-Tenure Review Document that the faculty member relies upon to support a “Meets Standards” or higher rating in the particular performance area(s). The faculty member may also submit the written statements of other tenured faculty members who wish to support a “Meets Standards” or higher rating for the faculty member, based on the Document, the criteria and the guidelines.

c. The Vice President for Academic Affairs will review the notice of appeal and supporting documentation. If the Vice President for Academic Affairs finds them persuasive, the rating will be changed; in which case the appeal process shall terminate. If not, the Vice President for Academic Affairs will respond in writing, to the faculty member’s notice and supporting statements no later than 10 working days after they are submitted to the President.
d. An appeal committee will review the record, including the Document, the notice of appeal, and the Vice President for Academic Affairs’ response, and make a written recommendation to the President. The appeal committee will consist of five tenured faculty members; one chosen by the appellant faculty member, the chair of each school’s Reappointment, Promotion and Tenure Committee and the chair of the Faculty Senate Reappointment, Promotion and Tenure Committee. None of the members of the appeal committee shall have previously reviewed the Document. If any Reappointment, Promotion and Tenure committee chair cannot serve, that Reappointment, Promotion and Tenure Committee will elect another representative. The committee will elect a chair of the appeal committee. The appeal committee will convene within three working days of the President’s receipt of the Vice President for Academic Affairs’ response to the notice of appeal. The committee shall review the written record and submit a written report and recommendations to the President within 15 working days thereafter.

e. The President will meet with the appeal committee and review their recommendation. The President will issue a written decision to the faculty member and the Vice President for Academic Affairs within five working days after meeting with the appeal committee. The President’s decision as to the rating shall be final.

f. The 10-day time for filing a notice of appeal shall be extended to the beginning of the fall semester by the President for good cause, including but not limited to the unavailability of other faculty members who would otherwise be willing to submit written statements. The faculty member must submit a written request for an extension demonstrating good cause, within the above 10-day time limit.

7. Post-Tenure Performance Improvement Plan

If a faculty member is rated “Needs Improvement”, in the post-tenure review process in any performance area, a post-tenure performance improvement plan (the “Plan”) will be developed which addresses only the area(s) of teaching, advising, professional development or service for which a “Needs Improvement” rating was received as follows:

a. The chair, in consultation with the faculty member and the department review committee will develop a proposed Plan within 90 days after a final rating of “Needs Improvement”.

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b. The Plan will:

(1) Establish specific goals and requirements, based upon the post-tenure review criteria and the department guidelines, which are designed to assist the faculty member to meet the post-tenure review criteria and achieve a “Meets Standards” rating;

(2) Describe specific actions to be taken by the faculty member that are designed to help the faculty member achieve the goals; and,

(3) Specify that the Plan’s goals be met by a specific evaluation date, not to exceed three years from the date the Plan is approved by the dean (or the Vice President for Academic Affairs, in the event of an appeal).

c. The chair will review the proposed Plan with the faculty member and submit it to the dean with the faculty member’s comments.

d. The dean, after consultation with the chair and the faculty member, will approve the Plan as presented, or modify the Plan and provide copies of the final Plan to the chair and the faculty member.

e. A faculty member who is dissatisfied with the Plan as approved or modified by the dean may appeal to the Vice President for Academic Affairs by submitting written objections to the Plan within five working days of receiving the dean’s decision. The Vice President for Academic Affairs may modify the Plan, after consultation with the dean and the chair.

f. Any continuous service requirement of the Plan will be adjusted to the extent necessary to accommodate exceptional circumstances that are inconsistent with such a requirement, including cases in which the faculty member qualifies for forms of extended leave such as maternity leave, family leave, or disability leave.

8. Performance Under the Improvement Plan

a. The dean, in consultation with the chair of the department review committee, will review the faculty member’s performance under the Plan, and the dean will make a final determination whether the faculty member has satisfied the terms and conditions of the Plan.

b. A faculty member who satisfied the terms and conditions of the Plan will be rated “Meets Standards” as of the evaluation date of
the Plan. The faculty member shall begin a new five-year cycle of annual performance reviews and periodic comprehensive evaluations.

c. A faculty member who fails to satisfy the terms and conditions of the Plan with respect to any performance area will be subject to sanctions as specified in Sections XIII and XV of this Handbook. Sanctions or termination shall be appealable and must follow the due process procedures in Sections XIII and XV of this Handbook.

d. A faculty member who is under a Performance Improvement Plan remains subject to generally applicable criteria, guidelines, and expectations of performance. However, such faculty members will have the option of submitting an annual evaluation in March of each year (while on the Improvement Plan) or deciding not to submit the annual evaluation. If an annual evaluation is not submitted for review, no change of pay will occur for the next academic year. If an annual evaluation is submitted, the next year pay increase will be in accordance with the annual evaluation rating.

9. Implementation

a. Following their first post-tenure review, tenured faculty members will be re-evaluated every five years or each five years after his/her last successful promotion application. Unsuccessful promotion applications will not interrupt the five-year review cycle. A comprehensive development plan for the next five-year cycle will be presented to the chair for approval at the annual goal setting meeting in the fall after the post-tenure review or successful promotion application.

b. Until a five-year cycle is established, documentation for post-tenure need only reflect activity and achievements since the development of a comprehensive development plan in September 1998. Supplementary material including evidence of promotion within the five years prior to the post-tenure review and the composite evaluation ratings for the five years prior to the post-tenure review should be included until a five-year cycle is established.
I. Emeritus Status of Faculty

1. Eligibility
   a. All faculty who have completed ten years of more of full-time service at the College shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank.
   b. Faculty who participate in the transitional retirement program or who continue to teach full-time at the College after retirement are considered to be members of the faculty and therefore are not yet eligible for emeritus status.

2. Selection
   a. A department chair or any faculty member of the department may nominate faculty for emeritus status. The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the College.
   b. The nomination must be endorsed by a majority of the tenured members of the department and by the dean, who then will forward the recommendation to the Vice President for Academic Affairs.
   c. If the Vice President for Academic Affairs concurs with the nomination, the Vice President shall forward the nomination to the President.
   d. If the President concurs with the nomination, the President will transmit it to the Board of Trustees for final determination and approval.

3. Benefits
   Faculty awarded emeritus status will have the following benefits:
   a. Be a nonvoting member of the department;
   b. Have an opportunity to teach up to nine credit hours per semester as a part-time faculty member, if requested by the department;
   c. Be listed in the College Catalog for ten years following retirement;
   d. Be recognized at an appropriate campus function;
   e. Be given support staff and materials as available and deemed appropriate by the chair; and,
f. Be entitled to all other benefits of retired faculty

J. Emeritus Status for Administrators.

1. Eligibility
   a. All administrative personnel who have completed ten years of full-time service at the College shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional title.
   b. Personnel who participate in the transitional retirement program or who continue to work for the institution full time after retirement are considered to be employees at the College and therefore are not yet eligible for emeritus status.

2. Selection
   a. The awarding of the emeritus status may be initiated by any member of the administrative unit in which the individual is employed.
   b. The nomination shall be substantiated in terms of length of service, excellence of performance, and other contributions to the College.
   c. The nomination shall be endorsed by the members of the administrative unit and by the respective senior administrator, who then will forward the recommendation to the appropriate vice president.
   d. If the vice president concurs with the nomination, the vice president shall forward the nomination to the President.
   e. If the President concurs with the nomination, the President will transmit it to the Board of Trustees for final determination and approval.

3. Benefits
   Administrators awarded emeritus status will have the following benefits:
   a. Be listed in the College’s Catalog for ten years following retirement;
   b. Be recognized at an appropriate campus function;
   c. Be entitled to all other benefits of retired administrators; and,
d. Based on department needs, the opportunity to teach as a part-time faculty member at the current part-time compensation.

e. Be entitled to retain a college e-mail account.

f. Retain library privileges.
AGENDA ITEM: Personnel

ISSUE: Report of personnel actions which have occurred since the last Board agenda of November, 2008.

BACKGROUND: Appointments, awards of tenure, promotions and emeritus status which require approval by the Board.

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

APPOINTMENTS

Ms. Lidia Alvarez, Interim Learning Support Specialist, $33,532.00 – Effective October 27, 2008. (ADMINISTRATIVE)

Ms. Gwendolyn Mami, Executive Director of the Office of Sponsored research and Programs, $90,000.00 – Effective December 1, 2008. (ADMINISTRATIVE)

Ms. Shirley Price, Executive Assistant to the President, $70,000.00 – Effective November 17, 2008. (ADMINISTRATIVE)

Mr. Jerry Schemmel, Head Men’s Baseball Coach, $53,000.00 – Effective November 7, 2008. (ADMINISTRATIVE)

PROMOTIONS

Ms. Lynn Cordova, Regional Recruitment Supervisor, $42,000.00 – Effective October 20, 2008. (ADMINISTRATIVE – from CAMP Recruitment Specialist to Regional Recruitment Specialist)

Ms. Yvonne Flood, Associate Vice President for Information Technology, $106,030.00 – Effective December 1, 2008. (ADMINISTRATIVE – from Assistant Vice President for Information Technology to Associate Vice President for Information Technology)
AGENDA ITEM:  First Year Success Program Update (Planning Themes One and Two)

BACKGROUND:
An update on Metro State’s First Year Success program was presented at the October 2008 meeting of the Academic and Student Affairs Subcommittee of the Board. A request was made for a similar update, in a written format, for the December 2008 Board meeting.

Metropolitan State College of Denver (Metro State) is an urban, non-residential four-year institution where excellence in teaching and learning is the primary objective. Metro State’s modified open admissions policy requires that it serve traditional-age and non-traditional-age students of all levels of academic preparation.

Enrollment Trends Census data shows that while Metro State primarily served a non-traditional-age student in its early history, it now serves a more traditional-age student population. Students age 24 and under numbered 47.1 percent of the total student population in Fall 1981 and 59.5 percent in Fall 2007. Students age 25 and over went from 52.9 percent to 40.5 percent during the same time period.

This reversal in student population trends has presented the College with the unique challenge of tailoring its academic and student support services to fit a new demographic reality. To this end, “first-year” initiatives were developed to address the needs of first-time-to-college traditional-age students.

Initially, these initiatives were not fully integrated into the academic programming of the College, and often remained the domain of part-time instructors. However, the more recent initiatives produced a freshman success seminar (worth 3 credits when first offered, then 1 credit as of Spring 2008), paired courses that moved toward the creation of intentional academic learning communities, and academic support through peer instructors and directed advising.

INFORMATION:
The First-Year Success Steering Committee consists of faculty, and administrators from the Student Services and Academic Affairs Divisions. The steering committee submitted recommendations and a proposed action plan in October 2008. The specific details of implementing the plan are under discussion.

Recommendations of the First Year Success (FYS) Steering Committee
1. That the FYS Program be an integral part of the President’s Strategic Plan with specific line-item budget allocation that is commensurate with FYS Program activities in Academic Affairs and Student Services.
2. That the FYS Program be an integral part of the Strategic Plan and assessment of schools as the First-Year Success curriculum broadens beyond the School of Letters, Arts & Sciences.
3. That the FYS Program be an integral part of the Strategic Plan and evaluation of faculty in appropriate academic departments.
4. That the FYS Program be an integral part of the Strategic Plan and assessment of Student Services.

5. That the evaluation guidelines of appropriate academic departments recognize as part of professional development all training, research, and scholarship related to the FYS Program.

6. That a candidate’s experience with FYS programs be among the priorities in the College’s recruitment and hiring of new faculty.

Summary of Proposed Plan
The FYS Steering Committee proposes to build on the Metro Summer Scholars Program which helps students to progress beyond remediation; expand the FYS Program so that it serves students of all levels of academic preparation and not only provisionally-admitted students; anchor program in General Studies Level I and II courses; expand learning communities from paired to thematically linked to fully integrated; provide faculty workshops for curricular development in Linked and Integrated courses; provide faculty workshops to promote and enhance “learning-centered” pedagogy; increase the support for students in Academic Advising, Tutoring, and Assessment for academic improvement; restructure classroom space/scheduling to facilitate learning communities; maintain on-going collaboration with Student Services toward the establishment of a First-Year College.

Key Elements
- FYS courses emphasizing General Studies and introductory courses for academic majors, limited to 20 students per section, with many sections taught by tenured/tenure-track faculty
- Intentional learning communities consisting of two paired courses for each cohort of students, which may be enhanced through thematically linking the paired courses, or fully integrating the two sections.
- Co-curricular activities
- Supplemental instruction from select upper-division students
- Enhanced advising
- Additional support services – career services, majors fairs, early warning system, tutoring, writing assistance, and additional workshops
- Comprehensive assessment of the program
- Orientation program

Evolution of the Program
- Fall 2008: The FYS Program is no longer restricted to provisionally-admitted students. All first time to college students had the opportunity to participate in the FYS Program. The Fall 2008 FYS Program served 200 students of varied levels of academic preparation. The structure consisted of 10 cohorts of 20 students each in paired FYS courses with a 1-credit freshman seminar.
- Fall 2009: The FYS Program will expand to 30 cohorts of approximately 20 students, thereby serving 600 students. Each cohort will be assigned to paired courses (some courses will be thematically linked or fully integrated). The 1-credit seminar will no longer be included.
• Fall 2010: The FYS Program will expand by 400 additional students each year, until it serves all first-time to college students at Metro State. By Fall 2012, the 1800 students served will represent close to full implementation.

Leadership for the Program
The FYS Steering Committee has recommended an Academic Director working collaboratively with Student Services professionals, but reporting to Academic Affairs. The proposed position would work closely with the deans and chairs, the Director of Academic Advising, the Registrar, Institutional Research staff, and faculty governance leaders to identify a broader range of courses for FYS designation. The position would also be responsible for programmatic development, and oversight of the day-to-day activities of the FYS Program. The position would be supported by appropriate staff and a standing FYS Advisory Board.

The leadership for FYS will continue as a partnership between Academic Affairs and Student Services. An Associate Vice President for Academic Partnerships position has been proposed by Student Services. This proposed Student Services position would oversee the student support aspects of FYS, but would have other responsibilities in addition the FYS.

A parallel structure in Academic Affairs might be a Director of Learning Communities and First Year Success. The position could be supported by Faculty Fellows on reassigned time, for both FYS and for Learning Communities in general.

Space
The additional space needed for the FYS sections will be provided in Fall 2009 by classrooms in a “new” modular building. Space for the FYS Program is a high priority in programming and is included in the program plan for the first new building in the Metro State Neighborhood, which is included in this December 2008 Board meeting agenda for the Trustees’ approval.
AGENDA ITEM: Personnel

ISSUE: Report of personnel actions which have occurred since the last Board agenda of November, 2008.

BACKGROUND: Temporary Appointments, resignations, retirements and reassignments which are delegated to the President and do not require approval by the Board.

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

TEMPORARY APPOINTMENTS

Dr. Daniel Considine, Visiting Assistant Professor of Philosophy, $43,139.00 – November 1, 2008 through May 16, 2009. (TEMPORARY FACULTY)

RESIGNATIONS

Ms. Jennifer Carrowiano, Student Services Coordinator, effective September 30, 2008.


Ms. Terri Jo Leonardo, Executive Assistant to the President, effective October 31, 2008.

Ms. Hue ‘Helen’ Nguyen, Fiscal Manager and Special Events Coordinator, effective November 7, 2008.

Mr. Jefferey Schweinfest, Academic Advisor, effective November 28, 2008.

Ms. Erica Viggiano, MST System Supervisor, effective November 30, 2008

RETIREMENTS

Dr. Paul Farkas, Associate Professor of English, effective January 15, 2009.

REASSIGNMENTS
President’s Report to the Board  
For December 3, 2008

Re-Election as Chair of the NCAA Division II Presidents Council

Metro State President Stephen Jordan has been re-elected to a second one-year term as chair of the National Collegiate Athletic Association Division II Presidents Council. He has been a member of the council since April 2007. His membership extends through the 2010 NCAA Convention.

"I am honored to continue serving a national organization that recognizes the need to balance the role of the athletics program to serve both the campus and the general public," says Jordan, whose second term begins January 2009.

As chair, Jordan serves as a spokesperson for Division II and chair for the Division II Administrative Committee. He also is a member of the association’s Executive Committee and an ex officio, nonvoting member of the Division II Budget/Finance Committee. In addition to presiding at the Presidents Council meetings, Jordan will continue to preside at the Division II business session at the annual NCAA convention.

Speaker of the House Terrance Carroll to speak at commencement

Terrance Carroll, newly elected Speaker of the Colorado House of Representatives, will address Metro State graduates at Fall Commencement, Dec. 14. Carroll, who will begin his fourth term in the Colorado House of Representatives (D-Denver) in January, was elected Speaker of the House in November by the Democratic caucus. Pending election by the full house in January, he will be the first African American to hold the position in Colorado.

A longtime supporter of education, Carroll has chaired the Metro State caucus of the legislature since it formed in 2006. During his tenure in the state legislature, Carroll has also championed affordable housing, secure pensions, fair wages, and quality and affordable healthcare. He has served as chair of the House Judiciary Committee and as a member of the Legal Services and the State, Veterans, and Military Affairs committees. He became assistant house majority leader in February 2008.

In addition to his legislative duties, Carroll is an attorney with Greenberg Traurig, LLC. He holds a bachelor’s degree cum laude from Morehouse College in Atlanta, Ga., a master of divinity degree from the Iliff School of Theology in Denver and a law degree from the Sturm College of Law at the University of Denver. He is also a graduate of the Summer Leadership Institute at the Harvard Divinity School.

The commencement ceremony will be held at 2 p.m. in the Colorado Convention Center.
Fulbright Scholar in Residence Program Award

The Council for International Exchange of Scholars (CIES) has notified the college that a Fulbright has been awarded to Visiting Lecturer Ela Krejcova, from Palacky University in the Czech Republic for her work at Metropolitan State College of Denver teaching The Nature of Language, Language and Society, and Language Theory and Analysis. The contributions of Fulbright Visiting Scholars are important in preparing students for future success in a global world and marketplace. Only 1,000 Fulbright Scholar Awards were given out this year. Metro State is proud to host Ela Krejcova and for our students to benefit from her work.

Metro State Neighborhood Planning Committee Asks for Feedback from Campus Community

The Metro State Neighborhood Planning Committee will hosted two forums for College community members to view a presentation, ask questions and provide feedback about the latest design of the Metro State neighborhood and its first building to be constructed as part of the Auraria Master Plan.

The sessions featured the same presentation given to the Board of Trustees at its Nov. 5 meeting. Chris Geddes from studioINSITE and Andy Nielsen and Gerry Salinas from Anderson Mason Dale Architects made the presentations on Friday, Nov. 14, 9-10 a.m. and Wednesday, Nov. 19 at St. Cajetan’s Center. Sean Nesbitt, director of facilities planning and space management, says that a third session will be added, if needed. Nesbitt says he intends to attend campus meetings such as the Classified Council and the Council of Administrators over the next months as well, to provide more information about the plan and the committee’s work.

Nesbitt adds that Letters, Arts and Sciences Dean Joan L. Foster has been added to the committee since its inception in April 2008.

HSI Task force makes graduate programs proposal key priority

The Hispanic Service Institution (HSI) Task Force, at its Oct. 31 meeting, joined other key campus groups supporting President Stephen Jordan’s idea to offer graduate programs at the College. A total of 55 recommendations on strategies, policies or programs Metro State should implement to achieve HSI status were submitted to the president in the February 2007 HSI Task Force Report. Sixteen of those were noted as priority. At the Oct. 31 meeting, the Task Force added the graduate programs idea, for a total of 17 priority recommendations.

IT provides self-service password reset

Information Technology is instituting a new feature that will allow users to reset their own passwords. Friday, Nov. 14, self-serve password reset was introduced in one of the student computer labs and by the end of next week’s fall break, all the student labs will be online with it. “We’re shooting to have the feature available to all faculty, staff and students by early spring semester,” says Camille Fangue, IT operations manager of service and support.
According to Fangue, the ability for users to reset their password if they have forgotten it will be a tremendous time and cost saver. Now people have to either call the AskIT call center or go to one of our service centers when they forget their password,” Fangue says. “With this new feature, they’ll be able to reset their own password in about two minutes.”

Currently, IT deals with several thousand calls about passwords at the beginning of each semester. “About 80 percent of the calls the first week of classes are about passwords, so the first thing that it’s going to do for everybody is do away with the frustration,” Fangue says. “And the cost savings will be huge because we pay for each call to Presidium (IT’s service provider that handles frontline calls to the call center) to reset a password. This will free up our time and money so that we can provide better service in other needed areas.”

The first time that a user logs in after the reset feature is online, a screen will pop up that will ask the user to provide answers to five out of eight questions. Then if you later forget your password you can reset it by answering three of those five questions. If you answer incorrectly three times, the system will lock you out and you must contact a lab or service center technician.

“Another really cool thing will be down the road when we expand the feature to sync your passwords for other systems, like e-mail and MetroConnect,” Fangue adds.

IT Vice President Carl Powell says this is one of many enhancements users can expect from the College’s IT organization. “Earlier this year, we moved our IT Service Center from the Administration Building to the West Classroom, placing it in the heart of the campus and closer to our users. Now we are providing our users with the first step in self-service, allowing them to fix their own computer problems faster.”

**Center for Faculty Development to host workshop on learning communities**

In “Education Catches Fire: An Introduction to Learning Communities,” a workshop Friday, Nov. 21, members of the Metro State community will have the opportunity to hear about learning communities from an expert.

Maurice Hamington, interim director of the Institute for Women’s Studies and Services and associate professor of women’s studies, served as the learning communities director at Lane Community College in Oregon and trained at the Learning Communities National Resource Center at Evergreen State College. “When offered sufficient institutional support and planning, (learning communities) can create the conditions for greatly enhanced student learning,” says Mark Potter, director of the Center for Faculty Development, which is sponsoring the workshop.

Potter says that learning communities have a value beyond the First Year Success Program, which is where they’ve been piloted at Metro State, and that Friday’s workshop will address these other applications.
Committee Chair Jacqueline McLeod, associate professor of African and African American studies and history, sought Potter’s assistance in providing workshops on learning communities to faculty members. “Maurice Hamington has a wealth of experience in learning communities,” McLeod says. “His presentation will address the many ways learning communities might work” at Metro State.

“The term ‘learning communities’ is used very broadly, and means a variety of things,” says Hamington. “I plan to lay out the idea that learning communities are more than linked classes… This workshop will define learning communities and talk about their underlying philosophy and different ways they might look.”

“Part of the challenge for Metro State,” Potter adds “is to provide faculty support for developing learning communities, and this workshop is just one small step in that direction.”

**Call for 2009 MLK Peace Award nominations**

Nominations are now being accepted for the annual Martin Luther King, Jr. Peace Awards, to be presented at the MLK Peace Breakfast on Jan. 16, 2009. These prestigious awards are given to those individuals who have demonstrated a commitment to civil rights and nonviolent social change. Metro State students, faculty, staff, administrators and members of the community (both on and off campus) may be nominated.

Nominations should address the following points:

- Consider carefully, thoughtfully and profoundly the ways in which this person has mirrored Dr. King’s vision and provide critical details that demonstrate his or her commitment.
- Consider how this nominee has demonstrated support for civil rights and nonviolence. Give specific examples of the nominee’s actions, advocacy and involvement in projects and organizations.

The deadline for nominations is Friday, Nov. 28. Please return nominations to:

Metro State Immigrant Services  
Campus Box 62  
Attn: Patti H. Lohman

Tickets for the MLK Peace Breakfast will go on sale Dec. 4 through the Office of Student Activities. For more information, please call 303-556-5537.