

BOARD OF GOVERNORS
August 6-7, 2020
Remote

THURSDAY, AUGUST 6, 2020

1:00 p.m. – 5:00 p.m.

Interview Candidate 1 (*Executive Session*)

1:00 p.m. – 2:30 p.m.

Interview Candidate 2 (*Executive Session*)

3:00 p.m. – 4:30 p.m.

FRIDAY, AUGUST 7, 2020

1. EVALUATION COMMITTEE

9:00 a.m. – 10:30 a.m.

2. PUBLIC COMMENT

10:30 a.m. – 10:45 a.m.

3. BOARD CHAIR'S AGENDA

10:45 a.m. – 10:50 a.m.

Action on the FY 2020-2021 Board Meeting Dates

Excellence in Teaching Award – CSU-Global, Dr. Laura Golnabi

4. AUDIT AND FINANCE COMMITTEE

10:50 a.m. – 11:50 a.m.

Jane Robbe Rhodes, Chair

Audit Items

- FY2020 Performance Dashboard
- Status of FY 2020-2021 Audit Plan
- Review of Audit Reports Issued
- Status of Past Due Audit Recommendations

Finance Items

- Covid-19 and State Budget Update
- Campus Budget Presentations (Initial FY 2022 Campus Budget Scenarios)
- Annual Approval of Institutional Plan for Student Fees: CSU and CSU-Pueblo
- CSU System Treasury Update

LUNCH BREAK

5. ACADEMIC AND STUDENT AFFAIRS COMMITTEE

12:20 p.m. – 1:20 p.m.

Steve Gabel, Chair

- New Degree Programs
 - CSU: Ph.D in Music Therapy
 - CSU-Pueblo New Undergraduate Certificates: Data Analytics; Communication and Information Design; User Experience; Foundations of Business; Health & Fitness Certification for the Department of Corrections
 - CSU-Pueblo Post-Baccalaureate Teacher Licensure Certificates: K-12 World Languages Spanish; K-12 Physical Education; K-12 Music; Middle School (6-8) Mathematics; Secondary Mathematics; K-6 Elementary Education; Secondary Social Studies (Political Science); Secondary Social Studies (History); Secondary English; Early Childhood Education; K-12 Instructional Technology; K-12 Special Education Generalist; K-12 Culturally & Linguistically Diverse Educ.; Secondary Science (Physics); Secondary Science (Physical Science); Secondary Science (Chemistry); Secondary Science (Biology); K-12 Art
 - CSU-Pueblo: Bachelor of Arts in Art and Creative Media
 - CSU-Pueblo: Bachelor of Fine Arts in Art and Creative Media

Colorado State University System
Board of Governors Meeting Agenda
August 6-7, 2020

- CSU-Pueblo: Bachelor of Arts and Bachelor of Science in Media Communications
- Faculty Manual Changes
 - CSU: Section C.2.1.3.1, Elected Members
 - CSU-Pueblo: Section 2.2.1.2.1, Track for Promotion of Lecturers and Senior Lecturers
- CSU Program Review Schedule
- CSU Promotion and Tenure Report
- Approval of Degree Candidates – CSU, CSU Global, CSU-Pueblo
- Degree Report – CSU, CSU-Global
- Faculty Activity Reports – CSU, CSU Global, CSU-Pueblo
- COVID and Opening Updates

- 6. CSU GLOBAL REPORTS** 1:20 p.m. – 1:50 p.m.
- Student Report – Presented by Nicole Hulet
 - Faculty Report – Presented by Harriet Austin
 - President’s Report – Presented by Becky Takeda-Tinker

BREAK

- 7. COLORADO STATE UNIVERSITY REPORTS** 2:00 p.m. – 2:30 p.m.
- Student Report – Presented by Ben Amundson
 - Faculty Report – Presented by Stephanie Clemons
 - President’s Report – Presented by Joyce McConnell
 - Annual Engagement and Extension Report

- 8. CSU-PUEBLO REPORTS** 2:30 p.m. – 3:00 p.m.
- Student Report – Presented by Hannah Douglas
 - Faculty Report – Presented by Neb Jaksic
 - President’s report – Presented by Tim Mottet
 - Annual Cannabis Research Institute Report

- 9. REAL ESTATE AND FACILITIES COMMITTEE** 3:00 p.m. – 3:15 p.m.
- Russell DeSalvo, Chair
Executive Session
Open Session
Action on CSU-Pueblo Proposed Psychology Building Name Change

- 10. CHANCELLOR’S REPORT** 3:15 p.m. – 3:35 p.m.
- Government Affairs Update
 - Strategic Mapping Update
 - Spur at National Western Update
 - Action on Title IX Policies – CSU, CSU-Pueblo
 - Action on CSU Pueblo Faculty Handbook Title IX
 - Action on Delegation of Authority to the Chancellor for Title IX Policies

- 11. ATHLETICS** 3:35 p.m. – 4:15 p.m.
- Colorado State University-Pueblo – Presented by Paul Plinske, Athletic Director
 - Colorado State University – Presented by Joe Parker, Athletic Director

12. APPROVAL OF CONSENT AGENDA

4:15 p.m. – 4:20 p.m.

- A. Colorado State University System
Minutes of the June 5, 2020 Board and Committee Meetings
- B. Colorado State University
New Ph.D in Music Therapy
Faculty Manual Change: Section C.2.1.3.1, Elected Members
Approval of Degree Candidates
- C. Colorado State University – Pueblo
New Undergraduate Certificates: Data Analytics; Communication and Information Design; User Experience; Foundations of Business; Health & Fitness Certification for the Department of Corrections
New Post-Baccalaureate Teacher Licensure Certificates: K-12 World Languages Spanish; K-12 Physical Education; K-12 Music; Middle School (6-8) Mathematics; Secondary Mathematics; K-6 Elementary Education; Secondary Social Studies (Political Science); Secondary Social Studies (History); Secondary English; Early Childhood Education; K-12 Instructional Technology; K-12 Special Education Generalist; K-12 Culturally & Linguistically Diverse Educ.; Secondary Science (Physics); Secondary Science (Physical Science); Secondary Science (Chemistry); Secondary Science (Biology); K-12 Art
New Bachelor of Arts in Art and Creative Media
New Bachelor of Fine Arts in Art and Creative Media
New Bachelor of Arts and Bachelor of Science in Media Communications
Faculty Manual Change: Section 2.2.1.2.1, Track for Promotion of Lecturers and Senior Lecturers
Approval of Degree Candidates
- D. Colorado State University Global Campus
Approval of Degree Candidates

13. EXECUTIVE SESSION

4:20 p.m. – 4:50 p.m.

Next Board of Governors Board Meeting: October 8-9, 2020 Fort Collins

APPENDICES

- I. Construction Reports
- II. Correspondence
- III. Higher Ed Readings

Section 1

Evaluation Committee

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Section 2

Public Comment

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Section 3

Board Chair's Agenda

- Excellence in Teaching Award – CSU-Global
- Board of Governors Meeting Dates



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU - Global Campus

FY2020-2021 Board of Governors Meeting Calendar

August 6-7, 2020: CSU Global, Aurora

October 8-9, 2020: Colorado State University, Fort Collins

December 3-4, 2020: Colorado State University System, Denver

February 3-5, 2021: Regular Meetings & Retreat, CSU-Pueblo

May 4-5, 2021: Colorado State University, Fort Collins

June 9-11, 2021: Meeting/Retreat/Westminster

FY 2021 – 2022 Board of Governors Meeting Calendar

August 5-6, 2021: CSU Global, Aurora

October 7-8, 2021: Colorado State University, Fort Collins

December 2-3, 2021: Colorado State University System, Denver

February 2-4, 2022: Regular Meetings & Retreat, CSU-Pueblo

May 3-4, 2022: Colorado State University, Fort Collins

June 8-10, 2022: Meeting/Retreat/Location

*Excellence in Teaching
Award*

**2020
Excellence in Undergraduate
Teaching Award**



The Board of Governors and its institutions are committed to excellence in undergraduate teaching.

In 1993, to support this commitment, the Board established the

**Board of Governors
Excellence in Undergraduate
Teaching Awards.**

Awards are presented annually to a faculty member from Colorado State University, Colorado State University - Pueblo, and Colorado State University - Global Campus.

The Board believes,

“Excellence in teaching involves creating a process of inquiry that stimulates the curiosity of students and that helps them develop and probe ideas. The teaching function increases motivation, challenges students, and channels inquiry.”

**Dr. Laura Golnabi
CSU Global Campus**



Dr. Laura Golnabi is currently the Core Faculty for Mathematics at CSU Global. She holds a Ph.D. in Mathematics Education from Columbia University and a B.A. in Mathematics from Cornell

University. Her published research is focused on lessening math anxiety through constructs from positive psychology and creativity research. Dr. Golnabi's professional experience includes 16+ years of teaching mathematics at all levels and in various settings. In her role as Core Faculty, she has integrated her research and teaching expertise to lead several initiatives that work toward improving student and faculty experience at CSU Global.

Dr. Laura Golnabi has worked with dedication, championing the student experience in math. With diligence, an eye for detail, and a can-do spirit, Laura has demonstrated her commitment to the CSUG mission through excellence in the curriculum, support for student learning and persistence, and collaboration with peers. Laura stepped forward to take math classes to a higher level and worked with extraordinary persistence to enhance the student experience by consistently working individually with students via email, telephone calls, and Zoom meetings to ensure that every student question was addressed and all students felt supported. At the program level, Laura instituted faculty meetings for all math instructors, offering training in the apps and tools in the curriculum, taking feedback, and leading her group to excellence. Laura is a powerful ally, focused on the CSU Global mission, and peerless in her dynamism, knowledge, and abilities with her discipline and her staff.

Section 4

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
August 2020**

Audit

1. *Discussion/Presentation* – FY 2020 Performance Dashboard
2. *Discussion/Presentation* – Status of FY 2020-21 Audit Plan
3. *Discussion/Presentation* – Audit Reports and Recommendations
4. *Discussion/Presentation* – Past Due Audit Recommendations

Finance

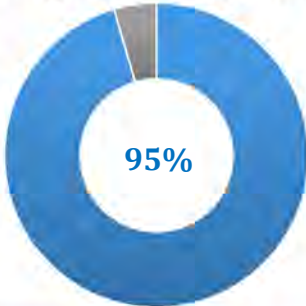
5. *Discussion/Presentation* – Covid19 and State Budget Update
6. *Discussion/Presentation* – Campus Budget Presentations (Initial FY 2022 Budget)
7. *Discussion/Presentation/Action* - Annual Approval of Institutional Plan for Student Fees: CSU and CSU-Pueblo
8. *Discussion/Presentation* – CSU System Treasury Update

Internal Audit Update



**COLORADO STATE UNIVERSITY SYSTEM INTERNAL AUDITING
FISCAL YEAR END 2020 PERFORMANCE DASHBOARD**

**Status of FY 2020 Audit Plan:
Percentage of Audit Plan Completed
(Target 70% Completed)**



**FY 2020 Post Engagement Survey:
Was the engagement of value?
(Target 90% Agree/Strongly Agree)**



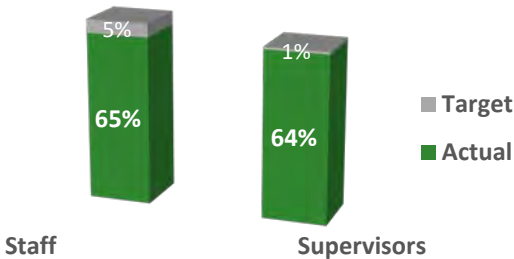
**Status of FY 2020 Audit Plan:
Initiated
(Target 100% Initiated)**



Professional Designations



**FY 2020 Productivity Rates as of
June 30, 2020***



24 TOTAL REPORTS ISSUED

- 20 Regular Reports
- 4 Special Project Reports



*Productivity was impacted by the pandemic, which caused staff to shift to non-chargeable activities as the campuses transitioned to a remote working environment.

**COLORADO STATE UNIVERSITY SYSTEM INTERNAL AUDITING
STATUS OF FISCAL YEAR 2021 AUDIT PLAN**

Reports Issued		
Institution	Audit Area	Status
CSU	Continuous Auditing - Athletics	Report 21-01
CSU	Continuous Auditing - Office of Sponsored Programs	Report 21-02
CSU-P	Continuous Auditing – Office of Sponsored Programs	Report 21-03
CSU	Tax Compliance Audit	Report 21-04

Audits in Progress							
Institution	Audit Area	Timeline					
		Jul	Aug	Sept	Oct	Nov	Dec
CSU	VP Engagement Transition Audit	Fieldwork	Reporting				
CSU	Decentral Data Security Control Audit	Fieldwork	Fieldwork	Reporting			
CSU	Pandemic Risk Response Consultation	Planning	Fieldwork	Fieldwork	Fieldwork	Reporting	
CSU	Supplemental Pay Audit	Fieldwork	Fieldwork	Fieldwork	Fieldwork	Reporting	
CSU	Controlled Unclassified Information Audit	Fieldwork	Fieldwork	Fieldwork	Fieldwork	Reporting	
CSU-P	Pandemic Risk Response Consultation	Planning	Fieldwork	Fieldwork	Fieldwork	Fieldwork	Fieldwork
CSU, CSU-P	Financial Fraud Risk Continuous Audit Development	Fieldwork	Fieldwork	Fieldwork	Fieldwork	Fieldwork	Fieldwork
CSU-P	Financial Reporting Audit		Planning	Fieldwork	Fieldwork	Fieldwork	Fieldwork
All	Audit follow-up	Ongoing					

Remaining Audits							
Institution	Audit Area	Timeline					
		Jul	Aug	Sept	Oct	Nov	Dec
CSU	Energy Institute Audit				Planning	Fieldwork	Fieldwork
CSU-P	Institutional Research Audit					Planning	Fieldwork
CSU	VP University Communications Transition Audit					Planning	Fieldwork
CSU	Title IX Controls Audit – Phase 2				Planning	Fieldwork	Fieldwork
CSU-P	Data Governance Consultation						
CSU	Recreation Center Audit						
CSU	Athletics Compliance Audit						
CSU-P	Athletics Compliance Audit						
CSU-P	Banner Risk Assessment Consultation						
CSU-P	Network Configuration Consultation						
All	Continuous Auditing – Ongoing Evaluation	Ongoing					
All	Hotline follow-up, investigations, and special projects	As needed					

Timeline Adjusted Due to Special Project
 Planning
 Fieldwork
 Reporting



Colorado State University System

Payment Card Industry Security Compliance Consultation – Colorado State University-Pueblo

EXECUTIVE SUMMARY

April 28, 2020

Background Information

For the convenience of its students and other customers, Colorado State University-Pueblo (CSU-Pueblo) accepts a variety of payment methods, including credit cards. In Fiscal Year 2019, credit card payments of over \$10 million were accepted by at least 14 different university organizations. Security of credit card payment data is governed by the Payment Card Industry Security Standards Council. The Council has defined a set of security standards made up of six goals and 12 requirement areas. The standards are commonly referred to as the Payment Card Industry Data Security Standards, or PCI-DSS. Organizations accepting credit card payments must comply with PCI-DSS or face penalties ranging from monetary fines to permanent expulsion from the credit card payment acceptance process.

Because of the possible impact of non-compliance with PCI-DSS, Internal Auditing and CSU-Pueblo management agreed that Internal Auditing would provide consultative services to assist it with implementation of an effective and efficient system of control for the PCI-DSS processes at the University.

Nature and Scope of Engagement

The nature of our work was a consultation. Consulting services are advisory in nature and are generally performed at the specific request of a group seeking advice. When performing consulting services, internal auditors maintain objectivity and do not assume management responsibility (i.e. we present options to management, but do not make decisions for management).

The specific objectives of the consultation were agreed upon with CSU-Pueblo. They were to

- Develop a CSU-Pueblo PCI-DSS risk assessment.
- Create a matrix of controls that, if effectively implemented, could ensure compliance with CSU-Pueblo PCI-DSS requirements.
- Develop an evaluation template for assessing PCI vendor risk.

To accomplish these objectives, we interviewed management, reviewed and researched applicable PCI-DSS requirements, and performed other procedures we considered necessary. We did not evaluate the adequacy or effectiveness of management's existing controls. Our consultation was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Engagement Deliverables

The engagement deliverables were provided to CSU-Pueblo for management use. The deliverables were

- A PCI-DSS specific risk assessment.
- A control matrix.
- A PCI vendor risk evaluation template.

More details may be found in Audit Report 20-20 issued the same date as this executive summary.

We appreciate the time stakeholders at CSU-Pueblo provided as we collaborated to complete the objectives of the consultation. CSU-Pueblo was a vital part of the process.

Susy Serrano – Director, Internal Auditing



Colorado State University System

Office of Research and Sponsored Programs – Colorado State University-Pueblo

EXECUTIVE SUMMARY

May 7, 2020

Background Information

Colorado State University-Pueblo (CSU-Pueblo)'s Office of Research and Sponsored Programs' (ORSP) mission is "to facilitate, advocate, and coordinate support for research and sponsored projects while ensuring institutional integrity for compliance of project activities that align with the University's mission, policies, fiduciary responsibilities, laws, and ethical conduct." ORSP was recently reestablished with the hiring of a new Director and Assistant Director. In January 2020, ORSP was restructured as the Office of Sponsored Programs (OSP). The ORSP Assistant Director became the OSP Director, and the ORSP Director is now the Director of Research Development.

Sponsored programs are projects or activities (research, instruction, or public service) supported wholly or in part by external, restricted funds awarded to the University. Sponsored programs that receive funds from Federal awards are subject to the Office of Management and Budget's *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance). Uniform Guidance is an authoritative set of rules and requirements and is a framework for grant management. OSP serves as a resource to faculty and staff over the grant life cycle. The grant life cycle consists of three main phases:

1. Pre-Award: Funding Opportunities and Application Review.
2. Award: Award Decisions and Notifications.
3. Post-Award: Implementation, Reporting, and Closeout.

During the post-award phase, the grantee is responsible for managing day-to-day operations of the sponsored program, including, but not limited to, management of expenses, invoicing, reporting requirements, monitoring, and closeout procedures. Business and Financial Services (BFS) assists with invoicing and financial reporting

during the post-award phase. BFS also handles third-party billing accounts (Veteran's Affairs benefits and others), which are considered a sponsored program but are not overseen by OSP. During Fiscal Year 2019, sponsored program accounts (excluding third-party billing) totaled approximately \$4.1 million in income and \$4.07 million in expenses.

Scope and Objectives

The audit covered post-award financial and operational activities for the period July 1, 2018, through December 31, 2019. The objectives of the audit were to

1. Evaluate internal controls over post-award activities.
2. Determine compliance with post-award requirements, including Uniform Guidance.

To accomplish these objectives, we interviewed staff, reviewed applicable internal and external governing criteria, tested transactions, examined supporting documentation, and performed other audit procedures we considered necessary. Dave Schmidt from Colorado State University OSP assisted as subject matter expert, evaluating sponsored program risks, potential findings, and possible recommendations. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Findings and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we

]concluded that the risk mitigation activities provide a MEDIUM residual risk level.

The OSP Director and the BFS Controller both have prior experience in grants management, and their knowledge helps to strengthen the post-award internal control environment and create a good tone-at-the-top for their respective departments. BFS has established desk manuals for grants invoicing, and OSP has started a project to develop documented policies and procedures related to sponsored programs. In conjunction with the reorganization of OSP, the Provost and Executive Vice President for Academic Affairs asked Internal Auditing to evaluate and recommend ways to improve post-award compliance. Responding to the request, we have made some recommendations to further improve internal controls related to post-award compliance. An audit objective summary follows:

- The current system of internal controls has a number of missing or ineffective controls. We made 10 recommendations to help mitigate risk and strengthen control.
- Compliance with post-award requirements, including Uniform Guidance, should be improved. We made two recommendations to help mitigate risk and strengthen compliance controls.

We made the following recommendations, based on the audit findings:

1. The Director of OSP should review and update the PI Manual to ensure it reflects the current processes.
2. The Controller and Director of OSP should review and update the Sponsored Program Accounting Procedures to ensure it reflects the current processes.
3. The Director of OSP and the Controller should establish documented policies and procedures for cost transfers.
4. The Director of OSP and the Controller should develop comprehensive policies and procedures for time and effort reporting, including, but not limited to, standard certification, recertification, reported effort level, and supplemental pay on

grants.

5. The Director of OSP and the Controller should work with the needed parties to develop University-wide policies related to institutional base salary.
6. The Director of OSP and the Controller should develop documented policies and procedures for subrecipient evaluation and monitoring.
7. The Director of OSP and the Controller should establish documented policies and procedures for establishing and tracking cost share.
8. The Director of OSP and the Controller should establish documented policies and procedures for facilities and administration costs, including but not limited to, the waiving of F&A costs on grants and review of assigned F&A rates on accounts.
9. The Director of OSP and the Controller should develop a documented closeout process for sponsored program accounts.
10. The Director of OSP should review and update the roles and responsibilities matrix to ensure continued proper segregation of duties.
11. The Director of OSP and the Controller, in conjunction with Provost, should consider a dedicated post-award position housed in either OSP or BFS.
12. The Director of OSP and the Controller should work with Human Resources to identify a method to better address research-related conflicts of interest.

More details may be found in Audit Report 20-21 issued the same date as this executive summary.

We appreciate the cooperation extended to us by management and staff during the course of our review.

Susy Serrano – Director, Internal Auditing



Colorado State University System

Student Financial Aid – Colorado State University-Pueblo

EXECUTIVE SUMMARY

June 10, 2020

Background Information

Colorado State University Pueblo (CSU-Pueblo) Student Financial Services (SFS) helps students explore financing options to achieve their educational goals. In 2019, a new Director of Student Financial Services joined the eight full-time employees at SFS. Nearly 90 percent of CSU-Pueblo students receive some type of assistance. The Financial Aid Office administers more than \$12.1 million in federal and state grant aid and \$6.7 million in institutional aid. The financial support can be:

- Need-based, such as Pell Grant and Federal Supplemental Educational Opportunity Grant (FSEOG) programs;
- Merit-based, such as scholarships, federal, state, and private funding; or
- Federal Direct Loans (FDLs).

Military and Veteran Success Center (MVSC) assists veterans, their dependents, and active duty personnel to achieve their educational goals and transition to civilian life. The Veterans Administration benefits include the Post 9/11 GI Bill and the Montgomery GI Bill. The MVSC works with students to ensure they fully utilize the benefits earned through their service. The MVSC assists active duty students in obtaining Tuition Assistance from their respective branch of the military. The MVSC also assists military personnel transition to civilian life.

With only one full-time employee, and two work-study students, the MVSC serves over 400 veterans, veterans' dependents, and active duty students on the CSU-Pueblo campus each semester. These students utilized \$3.4 million in Veterans Affairs (VA) Benefits and \$167,000 in Tuition Assistance in the past calendar year. The MVSC employees include work-study students, increasing the turnover rates as the work-

study students graduate or leave the university. In 2019, CSU-Pueblo's MVSC obtained the first Purple Heart designation from the State of Colorado.

SFS and MVSC are part of Enrollment Services at CSU-Pueblo. They increase enrollment by helping students fully utilize the government and private funding available to attend CSU-Pueblo.

The Business Financial Services (BFS) department manages the financial aspects of CSU-Pueblo. A portion of BFS's 12-person staff support both SFS and MVSC by receiving, posting, reconciling, reporting funds received, and billing most of the Military Tuition Assistance programs.

Scope and Objectives

CSU System's Internal Auditing department contracted with RubinBrown, LLP to perform the CSU-Pueblo Student Financial Aid internal audit engagement. The audit covered federal student financial aid and Veterans Administration student aid for the period July 1, 2018, through December 31, 2019.

The objectives of the audit were to determine if:

- Roles and responsibilities over financial aid are clearly defined and delegated – *Opportunities for improvement noted, see Recommendation 1.*
- CSU-Pueblo is in compliance with federal and state financial aid eligibility and verification requirements – *No issues noted.*
- Students are monitored for satisfactory academic progress – *No issues noted.*
- Federal aid is being received and reported in compliance with applicable Federal regulations – *No issues noted.*

- Financial aid is disbursed accurately, timely, and in compliance with regulations – *Minor opportunities for improvement noted, see Recommendations 7 & 8.*
- The third-party billing process for Veteran’s Aid is effectively managed and that Veteran’s Aid is disbursed in compliance with the Department of Veterans Affairs regulations – *Opportunities for improvement noted, see Recommendations 2, 3, 4, 5 & 9.*
- Financial aid funds for withdrawn students is properly calculated and returned in a timely manner – *No issues noted.*
- CSU-Pueblo is in compliance with Federal Work-study requirements and limits – *No issues noted.*
- Cash is appropriately managed through regular reconciliations, effective drawdown management, and adequate cash handling controls – *Opportunities for improvement noted, see Recommendations 6, 10, 11 & 12.*

To accomplish the audit objectives, we interviewed personnel, evaluated the adequacy of internal controls, reviewed processes, performed detailed tests of student files, and evaluated compliance with federal regulations governing federal student financial aid and Veterans Administration student aid. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Findings and Conclusions

The system of internal controls within the Student Financial Services and Military and Veteran Success Center departments is improving. We identified opportunities for improvement and made 12 recommendations to further strengthen internal controls and compliance with federal guidelines/requirements and University policies and procedures.

Throughout the audit, we were impressed by the staff at the SFS, MVSC, and BFS departments. Their cooperation and dedication to providing us the information we needed to conduct the audit, despite the challenges presented by the COVID-19 pandemic, was impeccable.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will generally mitigate the issues noted. Details may be found in Audit Report 20-22 issued the same date as this Executive Summary.

We appreciate the cooperation extended to us by management and staff during the course of our review.

Susy Serrano – Director, Internal Auditing



Colorado State University System

Warner College of Natural Resources - Geosciences Department - Special Project Colorado State University

EXECUTIVE SUMMARY

June 10, 2020

Background Information

The Geosciences Analytical Facility (Facility) was established in 1996 to provide analytical services for both internal and external users in order to ensure full and cost-effective use of specialized laboratory facilities in the Department of Geosciences, Warner College of Natural Resources (WCNR). In January 2020, Business and Financial Services (BFS) became aware of an overdue accounts receivable balance and a related potential conflict of interest (COI) in the Facility at Colorado State University. At the request of the Office of General Counsel (OGC), Internal Auditing initiated a limited review of Facility revenue transactions, internal controls, and the alleged conflict of interest.

Scope and Objectives

For this limited review, Internal Auditing primarily focused on revenue transactions in the related Facility General Operations (22) account and COI statements filed during Fiscal Years 2017-2020. Our objectives were to

1. Evaluate internal controls surrounding Facility revenue.
2. Determine if Facility generated revenue is properly collected and recorded by the University.
3. Determine whether there is evidence of misappropriated revenue.

To accomplish these objectives, we interviewed personnel, data-mined financial transactions, evaluated documentation, reviewed selected COI statements, and performed other such tests we considered necessary in the circumstances. This review was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Findings and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we concluded that the risk mitigation activities provide a MEDIUM residual risk level.

Work performed in the Facility supports both basic and applied research undertaken by faculty, research associates, and students, thereby supporting the research and teaching roles of the University. Our review of Facility revenue, however, found that

1. Internal controls surrounding Facility revenue are inadequate; specifically, there is a concentration of duties and an unmanaged conflict of interest.
2. We found one instance of revenue that was not properly recorded, but because of the deficiency in internal controls, coupled with the COI, there is insufficient documentation to determine the overall accuracy of recorded revenue.
3. Though we did not identify specific instances of misappropriation, we cannot rule out the possibility due to the inadequate system of internal control.

We made the following recommendations, based on the audit findings:

1. The University Controller should, in consultation with the OGC, invoice the consulting company for the \$60,000 due the University.
2. The Dean of the Warner College of Natural Resources should work with the University Controller to establish internal controls to require dual approval of accounts receivable

reversals, where appropriate.

3. In consultation with the OGC, the Dean of the Warner College of Natural Resources should require the two faculty members to certify prior-period billing accuracy. The certification should state that all Facility work for outside entities was billed and collected by the University and no portion was collected by the faculty members or any other entity. The certification should include the current fiscal year and all prior fiscal years back to FY 2012. Any billing adjustments that need to be made should be made before the billing activity is certified.
4. The Dean of the Warner College of Natural Resources, in consultation with the OGC, should require implementation of a conflict of interest management plan for each of the two faculty members involved in the Facility billing. Elements of the plan should include:
 - a. A clear description and delineation of services to be performed and billed by the private company and services to be performed and billed by the University.
 - b. A requirement that, going forward, the faculty members provide a report of billing activity – prepared at least annually – that includes the following information:
 1. A reconciliation of Facility services performed to invoices billed.
 2. Independent review and approval of the reconciliation.
 3. Independent verification that all Facility work for outside entities is billed and collected by the University.
 4. Written affirmation, by the two faculty members, that any billings and/or revenue generated by their private company is unrelated to the work or activity of the Facility.
 5. Written affirmation, by the two faculty members, that any consulting assignment does not conflict with or use resources of the Facility.

More details may be found in Audit Report 20-23 issued the same date as this executive summary.

We appreciate the cooperation extended to us and the discussions we had with faculty members associated with the Facility, as well as other members of the WCNR, and various BFS personnel during the course of our review.

Susy Serrano – Director, Internal Auditing



Colorado State University System

Treasury Cash Controls – Colorado State University System

EXECUTIVE SUMMARY

June 29, 2020

Background Information

In 2008, House Bill 08-1002 became law in Colorado, authorizing the Colorado State University (CSU) System to withdraw funds from its portion of the State's treasury pool and place the funds in its own treasury. In 2016, the CSU System hired a treasurer to start development of the treasury function. In July 2018, the CSU System began investing a portion of its cash through the newly established CSU System Treasury. The Treasury function is currently staffed with a Chief Financial Officer, Treasurer, and an Account Financial Analyst (Analyst). Market value of the CSU System Treasury investments at June 30, 2019 and March 31, 2020 were \$292,942,097 and \$410,140,191 respectively.

Scope and Objectives

The audit covered financial and operational activities performed at the System Treasury function for the period July 1, 2018 through March 31, 2020. The objective of the audit was to evaluate internal controls over Treasury assets.

To accomplish this objective, we interviewed staff, assessed the adequacy of internal controls, reviewed applicable internal and external governing criteria, examined and analyzed documentation, and performed other audit procedures we considered necessary. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Findings and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and

procedures designed to mitigate risks. Based on the audit, we concluded that the risk mitigation activities provide a MEDIUM residual risk level.

The system of internal control within the Treasury function is generally adequate, as there is an established system of control over Treasury Assets. This staff size is relatively small compared to the treasury departments at many CSU System peers; however, this is offset by the fact there are fewer responsibilities performed in the CSU System Treasury function as compared to those peers, and accounting for this difference in function largely eliminates the disparity in staff size. Certain opportunities for improvement were identified, and we have made five recommendations to further strengthen internal controls and reduce risk.

We made the following recommendations, based on the audit findings:

1. As required by the Operating Investment Policy, the CSU System Treasurer should prepare an annual System Treasury Financial Statement so the Board can submit it to the State Treasurer, State Auditor, and Joint Budget Committee. The CSU System Treasurer should also prepare an investment performance report for the Joint Budget Committee. The CSU System Treasurer and CFO should consider consulting with the Office of General Counsel to ensure compliance with these requirements.
2. The Treasurer should work with the Bank of New York Mellon to set up additional controls within NEXEN to reduce the risk of unauthorized disbursements.
3. The Treasurer should establish documented procedures for the remaining main Treasury functions including, but not limited to, establishment and review of the campus distribution rate, transactions within NEXEN, and other key general operational procedures.

4. The CSU System CFO should work with Business and Financial Services at CSU, CSU-Pueblo, and CSU-Global to ensure roles and responsibilities for all treasury functions are clearly defined, documented, and communicated.
5. The CSU System CFO should develop a succession plan in the event the Treasurer, CFO, or Analyst were to leave their positions. This plan should address how to deal with turnover in the short, medium, and long term.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will generally mitigate the issues noted. More details may be found in Audit Report 20-24 issued the same date as this Executive Summary.

We appreciate the cooperation extended to us by management and staff during the course of our review, despite constraints placed on management and staff due to the outbreak of COVID-19 and the related priorities for assisting the CSU System in balancing the Fiscal Year 2021 budget.

Susy Serrano – Director, Internal Auditing



Colorado State University System

Continuous Auditing –Athletics Scholarship Aid – Colorado State University

EXECUTIVE SUMMARY

July 01, 2020

Background Information

Continuous auditing provides timely, ongoing assurance over processes that are high value or high risk in an environment of regulatory change. Technology plays a key role in continuous audit activities, helping to analyze data for exceptions, to test control effectiveness and to identify patterns of risk. Continuous auditing is a vital tool that accelerates audit activities benefiting organizations that have implemented it.

Internal Auditing began developing continuous auditing techniques in Fiscal Year 2018 (FY18) for high risk areas noted in prior year assessments. Internal Auditing also identified opportunities to share continuous auditing techniques or information with operational units so that they could use them to monitor risks and effectiveness of controls in their respective areas. This report summarizes the continuous auditing activities and collaboration with the Office of Financial Aid and the Athletics Compliance Office, as well as the results of those efforts. In FY20, our efforts were focused on Athletics Scholarship Aid. There are no recommendations in this report and no response is necessary.

By National Collegiate Athletic Association (NCAA) regulation, maximum scholarship aid is limited to the institution's cost of attendance. There is inherent risk that student-athletes could be awarded more aid than is allowed by the NCAA Division I regulations. The institution attracts students with low cost of attendance, and Athletics attracts student-athletes with generous scholarship aid packages.

Scope and Objectives

The objective of the Athletics continuous audit project is to identify students that are at risk for having received more Athletics scholarship

aid than allow-ed. Internal Auditing developed the objectives and data analytics tools enabling this project in FY18. The tools were first implemented by Internal Auditing in the Fall of 2017. In FY20, the analytical tools were applied to the student account data at the end of the Fall 2019 and Spring 2020 academic terms. All students receiving Athletics aid during these terms were included in the evaluation.

We found internal controls over Athletics scholarship aid appear to be working more effectively than in the prior fiscal year. Details may be found in Audit Report 21-01 issued the same date as this Executive Summary. We would like to express our appreciation to Athletics and the Office of Financial Aid for their assistance and cooperation during the continuous auditing process.

Susy Serrano – Director, Internal Auditing



Colorado State University System

Continuous Auditing – Sponsored Research – Colorado State University

EXECUTIVE SUMMARY

July 01, 2020

Background Information

Internal Auditing began developing continuous auditing techniques in Fiscal Year 2018 (FY18) for high-risk areas noted in prior year evaluations. Continuous auditing provides timely, ongoing assurance over processes that are high-value or high-risk. It is especially effective for activities in an environment of regulatory change. To ensure efficient performance, the continuous auditing analytics process is usually automated. Continuous auditing is a vital tool that accelerates assurance activities benefiting organizations that have implemented it. This report summarizes the continuous auditing activities we performed in this area for FY2020. There are no recommendations in this report and no response is necessary.

Scope and Objectives

In FY20, Internal Auditing initiated a continuous auditing project related to Colorado State University (CSU) sponsored research. Our objective was to develop a risk profile for active sponsored research projects by evaluating each project against a set of risk criteria established by Internal Auditing with assistance from the Office of Sponsored Programs (OSP). Internal Auditing plans to use the data resulting from the analysis to inform its risk assessments and to share the data with the Office of Sponsored Programs for management use.

Details may be found in Audit Report 21-02 issued the same date as this Executive Summary. We would like to express our appreciation to the Colorado State University Office of Sponsored Programs for their assistance and cooperation during the continuous auditing process.

Susy Serrano – Director, Internal Auditing



Colorado State University System

Continuous Auditing – Sponsored Research – Colorado State University-Pueblo

EXECUTIVE SUMMARY

July 01, 2020

Background Information

Internal Auditing began developing continuous auditing techniques in Fiscal Year 2018 (FY18) for high-risk areas noted in prior year evaluations. Continuous auditing provides timely, ongoing assurance over processes that are high-value or high-risk. It is especially effective for activities in an environment of regulatory change. To ensure efficient performance, the continuous auditing analytics process is usually automated. Continuous auditing is a vital tool that accelerates assurance activities benefiting organizations that have implemented it. This report summarizes the continuous auditing activities we performed in this area for FY2020. There are no recommendations in this report and no response is necessary.

Scope and Objectives

In FY20, Internal Auditing initiated a continuous auditing project related to Colorado State University (CSU) sponsored research. Our objective was to develop a risk profile for active sponsored research projects by evaluating each project against a set of risk criteria established by Internal Auditing with assistance from the CSU Office of Sponsored Programs (CSU OSP). After development of the analysis for CSU, we applied it to Colorado State University-Pueblo (CSU-Pueblo) sponsored projects with assistance from the CSU-Pueblo OSP. Internal Auditing plans to use the data resulting from the analysis to inform its risk assessments and to share the data with the CSU-Pueblo OSP and with CSU-Pueblo Business and Financial Services for management use.

Details may be found in Audit Report 21-03 issued the same date as this Executive Summary. We would like to express our appreciation to CSU-Pueblo Business and Financial Services and the CSU-Pueblo

Office of Sponsored Programs for their assistance and cooperation during the continuous auditing process.

Susy Serrano – Director, Internal Auditing



Colorado State University System
 Tax Compliance – Colorado State University
 EXECUTIVE SUMMARY
 July 06, 2020

Background Information

Colorado State University (CSU) is subject to a multitude of tax, withholding, and reporting obligations. While CSU is granted exemption from paying most income and sales tax, it is not relieved of the responsibility of collecting these taxes. Since it transacts with international businesses and scholars, it is subject to many complex tax treaty rules and disclosure requirements. As an employer, CSU also contends with payroll taxes.

Consequently, CSU remits tax payments to numerous taxing authorities. Non-payroll taxes paid during the 18-month scope of our audit were estimated to be:

Estimated Non-Payroll Tax Remitted to Authorities During Scope of Audit

Sales and Lodging Tax	2,145,362.82
Non-Resident Alien Tax	84,842.68
Unrelated Business Income Tax	-
Executive Compensation Excise Tax	-
Estimated Non-Payroll Tax Remittance	\$ 2,230,205.50

per University Tax Services Manager

The mission of CSU’s Tax Services Office is to “contribute to the University’s success by serving as the subject matter expert for interpretation, education and compliance with tax regulations throughout the campus community.” It manages compliance risk with Federal, State, and Local taxing authority regulations. The Office reports to the Executive Director of Business and Financial Services

(BFS). It is staffed by two experienced professionals who are both new to their roles at CSU.

Scope and Objectives

This audit covered the policies, processes, and controls for several areas of university tax compliance during the period July 2018 through December 2019.

The specific tax areas included and the objectives accomplished were:

- Evaluate the System of Control ensuring Sales Tax Compliance;
- Evaluate the System of Control ensuring Non-Resident Alien Tax Compliance;
- Evaluate the System of Control ensuring Executive Compensation Excise Tax Compliance; and
- Evaluate the Governance of the Tax Compliance Systems of Control.

To accomplish these objectives, we interviewed personnel, evaluated the adequacy of internal controls, performed tests, evaluated compliance with policies and procedures, and performed other audit procedures as necessary. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Findings and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we concluded that the risk mitigation activities provide a MEDIUM residual risk level.

Based on the results of our audit work, we concluded the CSU system of internal control is generally adequate to ensure management of CSU tax compliance risks. A summary of the conclusions for each of the four objectives is as follows:

- System of Control for Sales Tax Compliance: We found, in general, CSU has implemented a system of control to ensure compliance with external authorities' sales tax regulations. We made one recommendation to further mitigate risk.
- System of Control for Non-Resident Alien Tax Compliance: In general, CSU has implemented a system of control to ensure compliance with non-resident alien taxing authority regulation. We made one recommendation to further mitigate risk.
- System of Control for Executive Compensation Excise Tax Compliance: The system of control mitigates risk of non-compliance with the external regulations for this area to a reasonable level.
- Governance of Tax Compliance Systems of Control: The system of control implemented reduces CSU's governance of tax compliance risk to a reasonable level.

We made the following recommendations, based on the audit findings:

1. To further reduce risk of non-compliance with external regulation, the Tax Services Manager should consider implementing a revenue-monitoring control to detect non-compliance with sales tax requirements so that it can effectively and efficiently focus its training resources.
2. The Tax Services Manager should request development of an automated report for identifying foreign scholars at risk for taxable income to assist it with effectively and efficiently carrying out CSU's foreign disclosure and withholding requirements.

This audit was performed during the campus closure for the COVID-19 pandemic. Some records required to complete our tests were not available while campus offices were closed. Despite the closure, most

departments with invoices in our sample had access to digital records or to paper records by essential personnel within their campus offices. Although unlikely, review of the unavailable records might change the audit findings and conclusions. More details may be found in Audit Report 21-04 issued the same date as this Executive Summary. We appreciate the cooperation extended to us by management and staff during the course of our review, despite constraints placed on management and staff due to the COVID-19 pandemic.

Susy Serrano – Director, Internal Auditing



Internal Auditing

All Overdue Recommendations

Audit No.	Audit Name	Inst.	Rec No.	Recommendation	Audit Report Response	Target Compl. Date	Revised Target Compl. Date
19-11	Information Technology-Administrative Information System	CSU-P	10	The Executive Director of ITS should ensure that a disaster recovery plan is developed, tested, and periodically reviewed to address the risk in its environment.	Agree. The DR plan has recently been rendered out of date due to significant infrastructure and systems investments and configuration changes...	10/31/2019	6/30/2021
20-01	Accounts Receivable	CSU-P	13	The Controller, in conjunction with the CSU system, should establish a documented methodology for calculating bad debt, which is consistent with generally accepted accounting principles (GAAP).	Agree. The Controller in conjunction with the CSU system will establish a documented methodology to calculate bad debts in accordance with GAAP.	6/30/2020	10/22/2022
20-02	CVMBBS	CSU	4	To comply with internal policy and to reduce risk, the CVMBBS Director of Facilities and Safety Management should ensure Building Safety Plans are developed for all buildings assigned to CVMBBS to manage.	Agree. CVMBBS will work with all building proctors to emphasize the importance of maintaining current safety plans with the CSU Emergency Manager.	12/31/2019	07/31/2020
20-07	Enrollment and Access - Transition Review	CSU	1	The Assistant Vice President should complete the strategic plan that is currently in progress.	Agree. The Assistant VP will outline the process for developing the Division strategic plan at our leadership retreat in mid-September.	2/28/2020	10/31/2020

Audit No.	Audit Name	Inst.	Rec No.	Recommendation	Audit Report Response	Target Compl. Date	Revised Target Compl. Date
20-07	Enrollment and Access - Transition Review	CSU	2	In an effort to proactively address the potential decrease in enrollments, the Director of Admissions should develop measurable and time-bound goals and actions for new articulation agreements.	Agree. The Colorado Department of Higher Education (CDHE) manages Degrees of Designation, a program that supports a 2+2 approach for students to earn a bachelor's degree after earning a 2-year degree.	12/31/2019	7/31/2020
20-07	Enrollment and Access - Transition Review	CSU	8	What was recommended was for the Vice President, Access Center Executive Director, Director of Admissions, Registrar, and Director of Financial Aid to coordinate with their respective Building Proctors to update the Building Safety Plans for each building that Division staff occupy.	Agree. The Division leadership team will review, update and post all Building Safety Plans in an accessible space per the University's Emergency Planning and Response policy by November 30, 2019. Additionally, by the same date, the leadership team will develop a trackable plan for departments to practice emergency response scenarios.	11/30/2019	11/30/2020
20-07	Enrollment and Access - Transition Review	CSU	9	The Vice President should perform a cost-benefit analysis of implementing a communications tracking system for the entire student life cycle and develop a plan for implementation if the decision is made to implement such a system.	Agree, with responsibility shared by other divisions. The Division is currently assessing the ability of Slate, software managed by the Office of Admissions, to be the primary tool by which the Division communicates with students up to the point of enrollment. The assessment will be completed by November 30, 2019.	4/30/2020	00/00/2021

Audit No.	Audit Name	Inst.	Rec No.	Recommendation	Audit Report Response	Target Compl. Date	Revised Target Compl. Date
20-10	Human Resources and Payroll	CSU-P	1	The Director of HR should establish target implementation dates and performance measures for the objectives of the HR strategic plan, and these dates and measures should be consistent with the overall CSU-Pueblo strategic plan.	Agree. The Director of HR will (1) review and revise the current HR Strategic Plan to ensure it aligns with the overall CSU-Pueblo strategic plan; (2) develop a work plan with target implementation dates and relevant performance measures...	3/31/2020	12/31/2020
20-10	Human Resources and Payroll	CSU-P	2	The President of CSU-Pueblo should review the budget for HR and Payroll to determine if funding is adequate for the two departments to meet their objectives and ensure appropriate segregation of duties.	Agree. Within its existing allocation of staff, Business Financial Services has written job responsibilities for an existing funded vacant position to backfill the Payroll office and the Cashier (0.5 FTE each department) to ensure there is redundancy in those critical areas.	3/31/2020	11/30/2020
20-11	CSU-Pueblo Athletics Special Project	CSU-P	5	The Athletics Director should consider assigning a staff member knowledgeable in the University's financial policies and procedures as the fiscal officer for department accounts or to assist coaches and other professional staff with entering documentation into the Quali Financial System.	Agree. A Business Manager for Athletics will be in place by January 2020. This much-needed position is part of Vision 2028 and the strategic initiatives that are funded by the CSU-System. This individual will be responsible for all business and financial transactions in Athletics and will have an understanding of the University policies and procedures.	1/31/2020	07/31/2020

Finance Committee



Covid 19 and State Budget Update



FY 2022 Campus Budget Scenarios



FY22 Incremental E&G Budget - V.1.0

Colorado State University - Fort Collins

Monday, July 27, 2020

Rate = 0% - RUG State = FY20 Amt (-10%) Rate = 0% - RUG State = FY20 Amt (-20%) Rate = 3% - RUG State = FY20 Amt (-10%) Rate = 3% - RUG State = FY20 Amt (-20%)

New Resources

	Rate = 0% - RUG State = FY20 Amt (-10%)	Rate = 0% - RUG State = FY20 Amt (-20%)	Rate = 3% - RUG State = FY20 Amt (-10%)	Rate = 3% - RUG State = FY20 Amt (-20%)
Tuition				
Undergraduate-Enrollment Growth				
Increase in FTE	\$ -	\$ -	\$ -	\$ -
Change in mix - RES vs. NRES	-	-	-	-
Undergraduate Rate Increase				
Resident	-	-	4,880,000	4,880,000
Non-Resident	-	-	4,232,000	4,232,000
Graduate Rate Increase				
Resident	-	-	465,000	465,000
Non-Resident	-	-	645,000	645,000
Professional Veterinary Medicine Rate Increase	1,091,000	1,091,000	1,091,000	1,091,000
Differential Tuition	-	-	978,000	978,000
Total Tuition	\$ 1,091,000	\$ 1,091,000	\$ 12,291,000	\$ 12,291,000
State Funding Impact	(14,998,000)	(29,995,000)	(14,998,000)	(29,995,000)
Facilities and Administrative Overhead	-	-	-	-
Other	-	-	-	-
Total New Resources	\$ (13,907,000)	\$ (28,904,000)	\$ (2,707,000)	\$ (17,704,000)

Financial Aid

	-	-	4,018,000	4,018,000
Net New Resources	\$ (13,907,000)	\$ (28,904,000)	\$ (6,725,000)	\$ (21,722,000)

New Expenses

Multi-Year Central Investments in Strategic Initiatives	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000
Faculty/Staff Compensation	1,100,000	1,100,000	1,100,000	1,100,000
Academic Incentive Funding	846,000	846,000	1,824,000	1,824,000
Mandatory Costs	2,571,000	2,571,000	2,571,000	2,571,000
Quality Enhancements	2,714,000	2,714,000	2,714,000	2,714,000
Budget Reduction	-	-	-	-
Total New Expenses	\$ 8,431,000	\$ 8,431,000	\$ 9,409,000	\$ 9,409,000

Net

	\$ (22,338,000)	\$ (37,335,000)	\$ (16,134,000)	\$ (31,131,000)
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1% RUG Increase = student share \$94/yr.
1% Increase NRUG = student share \$281/yr.

1% RUG Increase = \$1.5M
1% NRUG Increase = \$1.4M

Base Assumptions

Resident Undergraduate 3%; \$283/yr.
Non-Resident Undergraduate 3%; \$844/yr.
Resident Graduate 3%; \$316/yr. and Resident Professional Veterinary Medicine 5%; \$1,734/yr.
Non-Resident Graduate 3%; \$774/yr. and Non-Resident Professional Veterinary Medicine 5%; \$2,887/yr.
Differential Tuition - UG ~ 3% (est. round to whole number)
Salary Increases Faculty/AP -0%
Salary Increases SC 0%
Internal Reallocations/Budget Reductions TBD
Fees TBD

FY 2022 Incremental E&G Budget - V.1.0

Colorado State University - Pueblo

August 2020

New Resources

Tuition

Undergraduate Rate Increase

Resident

TWOLF and WUE

Undergraduate Differential Tuition

Graduate Rate Increase (3.0%)

Resident

Non-Resident

Resident Teacher Education Program

Graduate Differential Tuition

Projected Enrollment Change = 0%*

Total Tuition

Change in State Funding (depends upon scenario)

Total New Resources

Financial Aid

Net New Resources

New Expenses

Investments to Enhance Academic Quality

Faculty and Staff Compensation - Includes Faculty Promotions Only

Fringe Benefit Increase (increase = 1.5% of base salaries)

Mandatory Costs**

Total New Expenses

Net

1% RUG Increase = student share increase of \$79/year

1% NRUG Increase = increase of \$161/year

Base Assumptions

Tuition, See Above Scenario Heading % For UG Tuition; Grad Tuition 3.0%

Salary Increase Faculty / Administrative Professionals (0% total)

Salary Increase State Classified Staff (0% Total)

* To be determined. Dependent upon advancement of Vision 2028 initiatives.

**This line includes anticipated increases for the following expenses: utilities, maintenance costs, statewide indirect costs, library subscriptions, sheriff's contract, payments to risk management (liability and property insurance), information technology inflation, system costs, and audit expenditures.

	Scenario 1 UG Tuition: 0.0% State Funds: -10%	Scenario 2 UG Tuition: 3.0% State Funds: -10%	Scenario 3 UG Tuition: 0.0% State Funds: -20%	Scenario 4 UG Tuition: 3.0% State Funds: -20%
Tuition				
Undergraduate Rate Increase				
Resident	\$ -	542,000	\$ -	\$ 542,000
TWOLF and WUE		185,000		\$ 185,000
Undergraduate Differential Tuition		22,790		\$ 22,790
Graduate Rate Increase (3.0%)				
Resident	37,000	37,000	37,000	\$ 37,000
Non-Resident	12,000	12,000	12,000	\$ 12,000
Resident Teacher Education Program	4,000	4,000	4,000	\$ 4,000
Graduate Differential Tuition	3,000	3,000	3,000	\$ 3,000
Projected Enrollment Change = 0%*	-	-	-	-
Total Tuition	56,000	805,790	56,000	805,790
Change in State Funding (depends upon scenario)	(2,085,000)	(2,085,000)	(4,171,000)	(4,171,000)
Total New Resources	\$ (2,029,000)	\$ (1,279,210)	\$ (4,115,000)	\$ (3,365,210)
Financial Aid	14,000	202,000	14,000	202,000
Net New Resources	\$ (2,043,000)	\$ (1,481,210)	\$ (4,129,000)	\$ (3,567,210)
New Expenses				
Investments to Enhance Academic Quality	250,000	250,000	250,000	250,000
Faculty and Staff Compensation - Includes Faculty Promotions Only	100,000	100,000	100,000	100,000
Fringe Benefit Increase (increase = 1.5% of base salaries)	430,000	430,000	430,000	430,000
Mandatory Costs**	600,000	600,000	600,000	600,000
Total New Expenses	\$ 1,380,000	\$ 1,380,000	\$ 1,380,000	\$ 1,380,000
Net	\$ (3,423,000)	\$ (2,861,210)	\$ (5,509,000)	\$ (4,947,210)



Colorado State University - Global Campus
FY2020 Budget vs FY2021 Pro Forma Budget
August 2020 Board of Governor's Meeting
August 6, 2020

	Budget FY20*	Percent of Revenue	Actual FY20 (Unaudited)	FY2021 Budget	Percent of Revenue	Incremental Increase
Operating Revenues						
Student Tuition and Fees, net ¹	87,867,623	94.63%	86,655,694	97,294,908	96%	9,427,285
Other Operating Income	4,984,352	5.37%	4,405,525	3,758,865	4%	(1,225,487)
Total Operating Revenues	92,851,975		91,061,219	101,053,773		8,201,798
Operating Expenses						
Instruction ²	19,189,176	29.92%	19,755,254	19,867,603	28.7%	678,427
Academic Support ²	7,563,606	11.79%	7,778,640	7,596,117	11.0%	32,511
Student Services ²	28,938,233	45.12%	29,802,759	33,256,289	48.1%	4,318,056
Institutional Support	7,379,126	11.51%	7,165,569	7,520,848	10.9%	141,722
Operation and Maintenance of Plant	619,828	0.97%	619,828	559,000	0.8%	(60,828)
Depreciation ³	440,911	0.69%	418,202	408,000	0.6%	(32,911)
Total Operating Expenses	64,130,880	100.00%	65,540,252	69,207,857	100.00%	5,076,977
Operating Income	28,721,095		25,520,967	31,845,916		3,124,821
Operating Margin	31%		28%	32%		

* - Reprojected FY20 budget to account for loss in student enrollments resulting from previous new student goal shortfall:

1 - Increase in Operating Revenue is due to an expected 17% growth in new student enrollment.

2 - Increase due to FY21 growth in student enrollments.

3 - Decrease in depreciation due to the disposal of assets from the prior DTC office.



FY21 Incremental Educational & General Budget
Colorado State University - Global Campus
As of June 30, 2020

New Resources

Tuition (net)	
Undergraduate Growth	\$5,823,277
Graduate Growth	\$2,378,521
Total	<u>\$8,201,798</u>

New Expenses

Student Support and Outreach	\$4,318,056
Instruction & Academic Support	\$710,938
Technology Operations and Innovation	\$141,722
General & Administrative	<u>(\$93,739)</u>
Total	<u>\$5,076,977</u>

Net

Total	\$3,124,821
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Assumptions

Projections

New student enrollment target projection	10,500
New Student Undergraduate/Graduate tuition rate per credit	\$350 / \$500
Undergraduate to Graduate ratio projection	71% / 29%

Annual Approval - Institutional Plan for Student Fees



The Board of Governors of the
Colorado State University System
Meeting Date: August 6-7, 2020
Action Item

MATTERS FOR ACTION:

CSU and CSU-Pueblo: Institutional Student Fee Plan and Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Institutional Student Fee Plan and Policy for Fiscal Year 2020-21, as attached for CSU and CSU-Pueblo.

EXPLANATION:

Presented by *Lynn Johnson, Vice President of University Operations and Chief Financial Officer, Colorado State University* and *Alejandro Rojas-Sosa, Vice President Finance and Administration, CSU-Pueblo*

Institutional Fee Policy and Plan. In accordance with C.R.S. §23-5-119.5 and CCHE Policy VI-C-3.01, the Board is required to adopt a Student Fee Policy and an Institutional Student Fee Plan and to annually review the plan and approve any new fees or fee changes. This document is organized according to the statutory requirements and provides all required information regarding Student Fees currently being charged, and to be charged in FY 2021, by Colorado State University and Colorado State University - Pueblo. CSU Global Campus does not charge student fees and therefore no plan is necessary.

Approved

Denied

Board Secretary

Date

COLORADO STATE UNIVERSITY
FY21 Institutional Student Fee Plan and Policy

Introduction and Purpose:

The purpose of this Institutional Student Fee Plan and Policy (hereinafter “plan”) is to provide information in accordance with C.R.S. § 23-5-119.5 and [CCHE Policy VI-C](#) requiring the Board to adopt a Fee Policy and an Institutional Student Fee Plan.

1. Definitions:

As used in this plan, the following terms are defined as follows:

Academic Course: A program of instruction, including, but not limited to: academic, vocational, occupational, technical, music, and physical education courses.

Academic Facilities Construction: As defined in CCHE Policy Section VI-C-1.50, includes buildings and site improvements, or specific space within a multi-use building (including utilities and transportation infrastructure) as defined in C.R.S. § 24-75-301. The determination of whether it is an academic facility or space shall be based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the institution and may include, but not be limited to, space dedicated to instructional, student services, or administration. If a multipurpose building, the space determination shall be based on the primary usage of the space during the regular academic year.

Alternative Transportation Fee Advisory Board (ATFAB): A board comprised of student members and non-student *ex officio* members that provides guidance and advice to the President of ASCSU and the University administration regarding alternative transportation projects and initiatives and to recommend the allocation of ATFAB fees for new and improved transportation facilities and programs. ATFAB is governed by the ATFAB Bylaws, subject to approval of the Student Fee Review Board (SFRB).

Auxiliary Facility: As defined in C.R.S. § 23-5-101.5(2)(a), any student or faculty housing facility; student or faculty dining facility; recreational facility; student activities facility; child care facility; continuing education facility or activity; intercollegiate athletic facility or activity; health facility; alternative or renewable energy producing facility, including but not limited to, a solar, wind, biomass, geothermal, or hydroelectric facility; college store; or student or faculty parking facility; or any similar facility or activity that has been historically managed, and was accounted for in institutional financial statements prepared for fiscal year 1991-92, as a self-supporting facility or activity, including any additions to and any extensions or replacements of any such facility on any campus under the control of the governing board managing such facility. “Auxiliary facility” shall also mean any activity undertaken by the governing board of any state-supported institution of higher education as an eligible lender participant.

Board for Student Organization Funding (BSOF): A body whose primary purpose is to allocate a portion of the ASCSU Student Fee approved by the Board of Governors of the Colorado State University System to student organizations for educational and cultural programming and to

administer relevant provisions of Article VIII of the ASCSU Constitution. BSOF is governed by the BSOF Bylaws.

Charge for Service: A charge assessed to certain students to cover the costs of delivering specific services to those students. Charges for service are not mandatory for all students. Charges for service are, however, required for students who meet the criteria for which the charge is being assessed. These may include, but are not limited to: application charges, add/drop charges, fines and penalties, late charges, orientation charges, college technology charges and matriculation fees, parking permit charges and citations, and charges for services provided to online students. Charges for service are not Student Fees and do not require legislative spending authority appropriation or student approval.

Contractually-Based Fee: Any Fee that is (a) required to satisfy any existing contractual obligation, or (b) related to bonds or other debt obligations issued or incurred prior to July 30, 1997. (Fees related to bonds issued on or after July 30, 1997 are *User Fees*.)

Fee(s) or Student Fee(s): Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the university. Fees may be used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which the University Facility Fee is approved; intercollegiate and intramural athletics; student health services; technology and infrastructure for which the University Technology Fee is approved; mass transit; and Contractually-Based Fees (including bond payments for which Student Fees have been pledged). “Student Fee” excludes tuition, Special Course Fees, User Fees, and Charges for Services. Student Fees may be subject to certain waivers, exceptions or prorations.

Special Course or Program Fee(s): Mandatory fees that a student must pay to enroll in a specific course or program (e.g., lab fees, music program fees, art fees, materials fees, and telecourse fees). Revenue generated from Special Course or Program Fees cannot be used to fund academic facilities construction. Special Course Fees are established in accordance with the Special Course Fee Manual and are not Student Fees.

Student Fee Review Board (SFRB): A body comprised of student members and non-student, *ex officio* members that exists for purposes of providing efficient, equitable, and consistent review of Student Fees and the services for which Fees are assessed. SFRB makes recommendations to the Board of Governors regarding Fee proposals, new Fee-funded areas, and changes to existing Student Fees. SFRB is governed by the SFRB Bylaws. ATFAB, UFFAB and UTFAB-recommended fees must be approved by SFRB. All Student Fee-funded areas make recommendations to SFRB except as otherwise specified in this plan.

University Facility Fee: A Student Fee approved by ASCSU Senate Bill 3540 (2005) to be used for capital improvements at CSU.

University Facility Fee Advisory Board (UFFAB): A body comprised of student members and non-student, *ex officio* members, that provides guidance concerning the University Facility Fee

to the Vice President of University Operations (VPUO) and/or VPUO designees regarding project proposals for allocations of the University Facility Fee, and to ensure that all allocations of the University Facility Fee will be used to provide new facilities and/or to improve current facilities that directly benefit the students of Colorado State University. UFFAB is governed by the UFFAB Bylaws, subject to approval of SFRB.

University Technology Fee: A Student Fee approved by ASCSU and the Board of Governors in 2003, to be used to enhance online student services, replace computers, and to build and maintain the physical improvements needed for computer infrastructure.

University Technology Fee Advisory Board (UTFAB): A body comprised of student members and non-student *ex officio* members that provides guidance and advice in the implementation and application of technology at Colorado State University; reviews all allocation requests of the University Technology Fee; and ensures that all allocations of the University Technology Fee will be used to provide technology that has the potential to benefit as many Colorado State University students as possible. UTFAB is governed by the UTFAB Bylaws, subject to approval of SFRB.

User Fee(s): A fee collected for purposes of paying any bonds or other debt obligations issued or incurred on or after July 1, 1997, on behalf of an auxiliary facility, from persons using the auxiliary facility, that includes the amount necessary for repayment of the bonds or other debt obligations and any amount necessary for the operation and maintenance of the auxiliary facility. User Fees do not require legislative spending authority appropriation and do not require student approval. Examples of User Fees include (but are not limited to) debt service associated with residence halls, parking facilities, and Fees paid by non-campus users for use of university facilities.

2. Types and Purposes of Student Fees Collected by the Institution:

The institution collects Student Fees, User Fees, Special Course and Program Fees, and Charges for Services, as defined above. Student Fees are used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which the Fee is approved; intercollegiate and intramural athletics; student health services; technology for which the University Technology Fee is approved; mass transit; and Contractually-Based Fees (including bond payments for which Fees have been pledged). The allocation of Student Fees to the funding of registered student organizations or any other student speech shall be made in a viewpoint-neutral manner..

3. Procedures for Establishing, Reviewing, Changing and Discontinuing Student Fees:

(a) The Student Fees to be assessed are approved annually by the Board of Governors of the Colorado State University System. The President of the University annually recommends to the Board of Governors the specific Fees and the allocation of Fee revenues, which may be approved, rejected or modified at the Board's discretion. In addition, without restricting the President's discretion, the Bylaws of the Student Fee Review Board (SFRB) set forth the

meaningful processes by which student input on Student Fees is provided to the University administration before the President makes a recommendation to the Board of Governors. The budget assumptions on which to base the requests are set by the Operations Committee of the CSU President's Executive Leadership Team, consistent with the institution's annual budget process.

(b) Except for Contractually-Based Fees and/or to provide for mandatory cost increases, all new Student Fees, and all increases in existing Student Fees, shall be subject to the Bylaws of the SFRB. Mandatory costs comprise salaries and benefits, debt service, utilities and general and administrative Fees assigned by the University. All requests for new Student Fees, other than Contractually-Based Fees, shall be initiated through the established SFRB process. This process shall require the SFRB to make recommendations regarding Student Fees in accordance with the SFRB Bylaws and ASCSU Constitution.

(c) Each academic year, an SFRB member will be assigned as a liaison to one or more programs or activities funded by existing Student Fees. The SFRB liaison will work with the Director of the program or activity throughout the academic year to learn about the program and its budget and to review any proposed change or increase to the Fees supporting that program. The Director of the Fee-funded area and the assigned liaison will present the budget and all relevant information for the next fiscal year. The SFRB liaison for a Fee area may advise the SFRB, but shall not cast a vote on Fees for that area. University leadership may also present information to the SFRB regarding institutional priorities and goals. The SFRB shall review and consider all information presented, including student input/feedback received by each SFRB member, following the specific processes and procedures detailed in the Bylaws of the SFRB. All recommendations for new Fee-funded areas shall be submitted to the SFRB in the form of a proposal as detailed in the SFRB Bylaws. The proposal shall demonstrate that the Fee request is student-sponsored, that sufficient student need for the Fee exists, and that the Fee will be allocated in partnership with a specific University department. Final approval of a new Student Fee rests with the Board of Governors.

(d) After the SFRB has reviewed the information presented by the liaisons, Directors, and University leadership, and evaluated any requests for new Fees, Fee increases or decreases, and Fee extensions, the SFRB forms recommendations and presents them to the ASCSU Senate for a vote of confidence. The Operations Committee of the President's Executive Leadership Team reviews the recommendations and forwards them to the President, who then forwards them to the Board of Governors for final action, along with any additional or different institutional recommendations. The CSU student representative to the Board of Governors attends the meeting at which the Board reviews and approves the Student Fees.

(e) The Board of Governors annually reviews and approves Student Fees. Its review and approval process includes any new Student Fees and increases in existing Fees. Notwithstanding any other provision in the Institutional Fee Plan, or any other governing procedure, rule, bylaw, or policy, the Board of Governors shall provide to students at least thirty (30) days' advance notice of a new Fee assessment or Fee increase, which notice, at a minimum, specifies:

- (i) The amount of the new Fee or of the Fee increase;
- (ii) The reason for the new Fee or Fee increase;

(iii) The purpose for which the institution will use the revenues received from the new Fee or Fee increase; and

(iv) Whether the new Fee or Fee increase is temporary or permanent and, if temporary, the expected date on which the new Fee or Fee increase will be discontinued.

A decision by the Board of Governors with regard to a Fee shall be final and incontestable either on the thirtieth day after final action by the Board of Governors or on the date on which any evidence of indebtedness or other obligation payable from the Fee revenues is issued or incurred by the Board, whichever is earlier.

4. Procedures by which students may contest the imposition or amount of a Fee and a process for resolving disputes regarding Fees:

The process described above includes direct, meaningful student input on all Fees. If a student wishes to lodge a complaint about a specific Student Fee (other than a Contractually-Based Fee), the student submits a complaint or request for a Fee waiver to the Vice President for Student Affairs, who may hear the appeal or appoint an appeal officer to hear the appeal and resolve the issues. The decision of the VPSA or appeal officer is final.

5. Plan for addressing reserve fund balances:

Fee-funded areas should maintain a fund balance between 10 and 20 percent of annual revenues, dependent upon contractual and other financial obligations. Auxiliary Fee-funded areas should maintain a similar fund balance along with separate reserves in support of the anticipated capital expenditures and facility master plan.

COLORADO STATE UNIVERSITY-PUEBLO Institutional Plan for Student Fees and Charges

1. INTRODUCTION AND DEFINITIONS

The purpose of this Institutional Plan is to provide information on how student fees are proposed, reviewed, approved, and implemented at Colorado State University-Pueblo in an open and transparent manner and in accordance with CCHE Policy VI-C.

A. Definitions of Key Terms:

Fees: Any amount, other than tuition, that is assessed to all individual students (where fees apply) as a condition of enrollment in the University. Fees are identified as permanent student purpose and do not include items defined as Charges for Service or User Charges. Fees may be used for academic and non-academic purposes, including but not limited to:

- Funding registered student organizations and student government
- Construction, remodeling, maintenance, and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved
- Athletics
- Student Health Services
- Student Recreation Center
- Student Center
- Child Care Center
- Technology
- Mass transit
- Parking
- Bond payments for which fees have been pledged

Fees do not include Charges for Service, User Charges, and Program or Course fees as defined below.

Charges for Service: These are the assessments to cover the costs of delivering specific services which are incidental to instructional activities, including but not limited to:

- Application charges
- Add/drop charges
- Fines and penalties
- Transcript charges
- Late charges

- Testing charges
- Student identification card charges
- Health center charges and health insurance charges

Charges for Service do not include admissions to events or other such ancillary activities and are not fees as described above.

User Charges: These are assessments against students for the use of an auxiliary facility or service. A User Charge is assessed to only those students using the auxiliary facility or receiving the service. User Charges may include student housing, meal plans, and parking registration charges and are not fees as described above.

Program Instructional Fees: These are non-campus-wide fees related to an instructional program, but not to a specific course offering, and may include college-specific fees or program-specific fees, including program- or college-specific technology fees.

Course Specific Fees: These are non-campus-wide fees that a student may be assessed to enroll in specific courses (e.g., lab, music, art, and materials fees). Revenue from each Course Specific Fee is restricted for costs directly related to the associated course for which the fee is charged and each section of the associated course must be assessed the same Course Specific Fee.

Student Fee Governing Board: The Student Fee Governing Board (SFGB) is the body at Colorado State University-Pueblo responsible for recommending Permanent Student Purpose Fees, including the activities portion of the Student Affairs Fee. The SFGB shall also review requests for new, elimination of, or changes in existing campus-wide Permanent Student Purpose Fees. The Chair of the SFGB is appointed by the Vice President of Enrollment Management, Communication, and Student Affairs and is a non-voting member. The Associated Students' Government (ASG) President shall appoint ten students to serve on the Board. One faculty/staff member shall be appointed by each of the following: the Provost, the Vice President for Finance and Administration, and the Vice President of Enrollment Management, Communications, and Student Affairs, for a total of three additional members. The ten (10) student representatives and three (3) appointed representatives are voting members. The SFGB Chair, working with the SFGB, will maintain all records regarding allocations including but not limited to applications, justifications, and SFGB minutes for six years after the date of its recommendation.

2. FEE CATEGORIES

Every fee is classified as to whether its scope is Campus-wide or Non-campus-wide.

Campus-wide Fees: These are fees assessed to all students at the University as a condition of enrollment, including but not limited to the mandatory fees identified as Permanent Student Purpose Fees.

Non-campus-wide Fees: These are mandatory assessments to students which are not automatically imposed upon all students as a condition of enrollment, but are automatically assessed to students from a particular classification. These include but are not limited to program-specific fees and course-specific fees.

3. PURPOSE OF FEES

Fee Purpose: Fees at Colorado State University-Pueblo are identified as 1) Permanent Student Purpose Fee, 2) Academic Facilities Fee, 3) Academic Purpose Fee, or 4) Administrative Purpose Fee. If a particular fee serves several purposes it shall be categorized within the most dominant purpose. Fee purposes are defined as:

- Permanent Student Purpose Fees: Campus-wide fees assessed to all students which are allocated to specific student programs including student centers, recreation facilities, parking lots, athletics, recreation and outdoor programs, child care centers, campus health clinics, contract health services, student government, general student activities which are allocated by student government for a specific purpose, and similar facilities and services. This category includes fees pledged to repay bonded indebtedness for student, auxiliary, and athletic facilities. The proposal and approval process for Permanent Student Purpose Fees is specified in item number 4.
- Academic Facility Purpose Fees: Campus-wide fees assessed to students and associated with the construction, acquisition, or remodel of academic facilities, which may include buildings and site improvements or specific space within a multi-use building, including utilities and transportation infrastructure. The determination of whether it is an academic facility or space is determined based on the function/purpose of the building or space. Academic facilities are those facilities that are core to the role and mission of the University and may include but not be limited to space dedicated to instruction and research. If it is a multi-purpose building, the space determination is based on the primary use of the space during the regular academic year.
- Academic Purpose Fees: Campus-wide or non-campus-wide fees associated with instruction, technology, and/or academic courses, including program and course fees.
- Administrative Purpose Fees: Campus-wide or non-campus-wide fees assessed to provide administrative and support services.

Charges for services and user charges are not fees.

4. PROPOSAL AND APPROVAL PROCESS

The proposal, review, and approval of fees involve students in a significant way. Fee proposals or changes shall occur as agenda items at regularly scheduled meetings of the Board of Governors.

In all cases, when fees are reviewed, the review must conclude with a recommendation for or against the proposed fee.

Permanent Student Purpose Fee: The implementation of a new, elimination of an existing, or change of an existing fee, must be:

- Initiated by the proposing unit;
- Referred to the Chair of the SFGB as a proposal for their review and possible referral to the ASG Senate;
- If proposed by the SFGB to the ASG Senate in the form of a recommendation for review, then referred to the University President;
- Recommended by the President to the Board of Governors for their consideration; and
- Acted upon by the Board of Governors.

Academic Facilities Purpose Fees: A proposal for an Academic Facilities Purpose Fee is subject to the following:

- All other financing options have been exhausted before the fee request is presented to the SFGB. The SFGB, at its discretion, initiates a recommendation to the ASG Senate;
- The SFGB will hold at least three information sessions to present the issue to the student body;
- The institution and student government representatives will present all relevant information in a fair and balanced manner;
- If the above conditions are met, an Academic Facilities Purpose Fee will be approved using the same process identified for campus-wide Permanent Student Purpose Fees.

Academic Purpose Fees: A new Academic Purpose Fee is:

- Initiated by the proposing unit in coordination with the appropriate Dean and reviewed by the curriculum committee of the college/school/center;
- Reviewed by the Provost, the appropriate Dean, the two Academic Senators from the proposing unit's school or college, and the Vice President for Finance and Administration;
- Referred to the University President for possible discussion with the SFGB and/or the ASG Senate; and
- If approved by the President, submitted to the Board of Governors for consideration.

Administrative Purpose Fees:

There are no Administrative Purpose Fees in place at CSU-Pueblo. If an Administrative Purpose Fee is proposed, it will be approved using the same process identified for Academic Purpose Fees.

Other Fees, Charges for Service, and User Charges:

Any new fee, Charge for Service, or User Charge not previously covered must be 1) initiated by the proposing unit in coordination with the appropriate Dean or Director and consultation with ASG representatives; 2) reviewed by the Provost, the Vice President for Finance and Administration, and the Vice President for Enrollment Management, Communication, and Student Affairs for possible referral to the University President; and 3) approved by the University President, which would then be submitted, if required, to the Board of Governors for consideration.

Proposals Referred to the ASG Senate:

A fee proposal referred to the ASG Senate as a recommendation must 1) be presented at an ASG Senate meeting, 2) clearly indicate the amount of the fee, the purpose of the fee, and indicate if the fee can be used as pledged revenue for financing activities, and 3) be phrased in such a manner that an affirmative vote is for the fee proposal and a negative vote is against the fee proposal.

A recommendation that receives a majority of favorable votes from among those voting on the proposal shall be deemed as approved by the ASG Senate and sent to the President for consideration. No resolution for a fee increase that is defeated by a vote of the ASG Senate may be resubmitted to the ASG Senate for a vote until the next academic semester (summer excluded).

Normally, the President will only recommend a fee that requires action by the ASG to the Board of Governors if the fee was approved by the ASG Senate. Exceptions are 1) a recommendation is deemed necessary as a condition of a bonded indebtedness agreement, or 2) a recommendation is deemed critical to the institution's mission.

5. ADMINISTRATION OF FEES AND CHARGES

Budget Process for Fees and Charges:

Each fiscal year, the Budget Office will be responsible for overseeing a list of fees and charges that are currently in use and proposed for the next fiscal year. Fees should be proposed within the deadlines established by the Provost, the Vice President for Finance and Administration, and the Vice President of Enrollment Management, Communication, and Student Affairs. Each year, the Budget Office will develop a calendar of deadlines that includes deadlines for fees. Campus units will make recommendations as to whether the fees or charges in each of their respective areas should be continued, increased, decreased, or eliminated. Cabinet will review fee proposals prior to submitting to the Board of Governors for final approval.

Publication of Fees:

The posting of the approved fee schedule on the CSU-Pueblo website constitutes notice regarding the fees.

Assessment of Fees:

Fees are assessed and collected through normal accounting procedures. No fees shall be paid directly to academic or non-academic departments or individuals unless specifically authorized. Fees may be prorated for part-time students only if stated in the proposal for the fee.

Itemization of Fees on Billing Statement:

Fees are separately identified on the University's student billing statement.

Assessing General and Administrative Costs:

Each fee shall be accounted for in the appropriate account for the type of activity associated with the fee. Fees associated with Enterprises or maintained in a separate fund shall be assessed the University's standard General and Administrative (indirect cost) assessment.

Fees Related to Bond Issues or Specific University Sponsored Programs:

Fees related to bond issues or specific University sponsored programs that are administered by University officials, will be allocated by the Vice President for Finance and Administration with the approval of the President prior to distribution of the Permanent Student Purpose Fee by the Student Fee Governing Board. Each of the specific University-sponsored programs is to have an advisory group consisting of a student majority, all of whom shall be approved by the ASG, and shall include an ASG member and faculty/staff representative(s). The advisory group will be responsible for budget review and recommendations to the Vice President for Finance and Administration. If an advisory group is not functional due to unavailability of students, the Director of the specific University-sponsored programs will submit the budget to the Vice President for Finance and Administration.

Viewpoint Neutral Criteria Related to Non-University-sponsored Programs and University Chartered Clubs and Organizations:

Non-University-sponsored programs and University chartered clubs and organizations must submit allocation requests to the SFGB for review. All decisions made by the SFGB are subject to approval by the Vice President for Finance and Administration and the President.

The following viewpoint neutral criteria are to be used to determine the funding of the various programs/organizations:

- The program/organization provides a service or adds value to the University student community in relationship to the program's/organization's purpose;
- The program/organization has fixed expenses, such as staff, office expenses, equipment, etc.;
- The program/organization adheres to a planned budget and is accountable for its expenses and also demonstrates familiarity with applicable laws, including

- but not limited to those laws that apply to expenditures and use of state money;
- The program/organization presents a budget with adequate justification for the upcoming fiscal year;

Any further allocations of funds must also meet viewpoint neutral criteria.

6. COMPLAINT RESOLUTION PROCEDURE

Any student who wishes to request a financial statement of a specific student fee account in which income and expenses are detailed must make such a written request to the Vice President for Finance and Administration.

Appealing Recommendations made by the SFGB and/or the ASG Senate:

Any affected individual or program/organization may appeal the allocation decision of the SFGB and/or ASG Senate to the Vice President for Finance and Administration. Any appeal of an allocation decision must be made in writing within five working days from the date of the letter notifying the individual/program/organization of the SFGB recommendation. Within five working days of receipt of the appeal, the Vice President for Finance and Administration, in consultation with a representative of the ASG, the Provost, and the Vice President of Enrollment Management, Communication, and Student Affairs, will issue a written decision regarding the appeal. The Vice President for Finance and Administration has the authority to void the decision made by the SFGB and/or ASG Senate and may remand it back to the appropriate body for reconsideration.

Appealing Individual Charges on a Student Account:

Any student who is seeking a fee or charge waiver or has a complaint that fees or charges have been assessed against her/him inappropriately may file a written request for review with the University Controller. Such requests will be addressed through a Review Board comprised of the University Controller and two students appointed by the ASG. The recommendation of this Board will be forwarded to the Vice President for Finance and Administration, who will make the final decision on any complaint or appeal.

7. SPECIAL CONSIDERATIONS FOR REFUNDS IN TIMES OF EMERGENCY

In times of emergency, certain students (e.g., those in reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the country.

Normal refund, grading, and withdrawal policies may not be applicable in such situations, and CSU-Pueblo procedures comply with CCHE Section VI, Part C, 2.03.

CSU System Treasury



CSU SYSTEM TREASURY PERFORMANCE

Colorado State University System			
Operating Portfolio			
June 30, 2020			
	June 30, 2019	June 30, 2020	Fiscal Year 2020 Return
Tier 1			
State Treasury Pool *	251,343,068	271,499,840	2.01%
Money Market Funds	60,833,790	61,678,023	1.27%
Tier 2			
Separately Managed - BBH	-	57,574,213	4.77%
<i>Bloomberg Gov/Cred 1-5 Yr</i>			<i>5.43%</i>
Tier 3			
Fidelity 500 Index	64,030,766	80,747,621	7.49%
<i>S&P 500 Index</i>			<i>7.51%</i>
Vanguard Extended Market Index	20,335,069	24,466,883	1.19%
<i>Vanguard Spliced Ext Mkt Index</i>			<i>1.08%</i>
Vanguard Total Intl Stock Index	55,229,736	62,526,527	-4.07%
<i>Vanguard Spliced Intl Index</i>			<i>4.43%</i>
Vanguard Total Bond Market Index	92,494,735	120,305,173	8.98%
<i>Vanguard Spliced Bond Index</i>			<i>8.93%</i>
Total Tier 3	232,090,307	288,046,204	4.81%
Total Operating Portfolio	544,267,165	678,798,280	
* The Return to date on the STP is calculated based based on the "net credited rate"			

Investment Objectives

- Maintain sufficient liquidity for daily and on-going operations of the University
- Preserve principle consistent with liquidity constraints, recognizing market fluctuations will cause value to change over time
- Control costs of administrating and implementing the portfolio
- Diversify investments.
- Comply with requirements of the self-liquidity commercial paper program

Tier 1

- Daily operating Funds: Maturities of one year or less with high credit quality.

Tier 2

- Contingency: Reserve or back-up assets if Tier 1 is insufficient. Investment grade securities with up to 5 year maturity.

Tier 3

- Diversified: Represents the portion of cash that is not expected to be used within the near term.

CSU System Treasury Update

- Tier III Performance
 - Market value as of June 30, 2020: \$288,046,204
 - Return for Fiscal Year 2020: 4.81%
- Net Credited Rate for State Treasury Pool for Fiscal Year 2020: 2.01%
- Investment Advisory Committee Meeting July 22nd
 - “Stay the Course” in the volatile times
 - The 40% Allocation to Core Fixed Income is “doing its job”
 - Emphasis on Liquidity

Series 2020A (Scoop and Toss) Bond Update

- Closed July 16, 2020
- Amount: \$229,950,000
- Structure: Variable Rate, 3-years, Direct Placement
Loan with JPMorgan
- Initial Rate: 1.3%

Section 5

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
August 7, 2020

Committee Chair: Steve Gabel (Chair), Polly Baca (Vice Chair)

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Ph.D. in Music Therapy

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- Certificate Programs - Undergraduate Certificates:
Data Analytics; Communication and Information Design; User Experience; Foundations of Business; Health & Fitness Certification for the Department of Corrections
- Post-Baccalaureate Teacher Licensure Certificates:
K-12 World Languages Spanish; K-12 Physical Education; K-12 Music; Middle School (6-8) Mathematics; Secondary Mathematics; K-6 Elementary Education; Secondary Social Studies (Political Science); Secondary Social Studies (History); Secondary English; Early Childhood Education; K-12 Instructional Technology; K-12 Special Education Generalist;
K-12 Culturally & Linguistically Diverse Educ.; Secondary Science (Physics); Secondary Science (Physical Science); Secondary Science (Chemistry); Secondary Science (Biology); K-12 Art
- Bachelor of Arts in Art and Creative Media
- Bachelor of Fine Arts in Art and Creative Media
- Bachelor of Arts and Bachelor of Science in Media Communications

II. Miscellaneous Items

Colorado State University

- Faculty Manual – Section C.2.1.3.1, Elected Members
- Approval of Degree Candidates AY 20-21
- Degrees Awarded Report AY 18-19
- Program Review Schedule for AY 20-21
- Promotion and Tenure Report

Colorado State University-Global Campus

- Degree Report AY 19-20
- Approval of Degree Candidates AY 20-21

Colorado State University-Pueblo

- Faculty Manual – Section 2.2.1.2.1, Track for Promotion of Lecturers to Senior Lecturers
- Approval of Degree Candidates AY 20-21

III. Campus Reports

- Faculty Activity Reports
- COVID-19 Course Continuity Efforts

MATTERS FOR ACTION

New Degree: Ph.D. in Music Therapy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a New Degree Program: Ph.D in Music Therapy. If approved, this degree will be effective Fall Semester 2021.

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

In proposing the Ph.D. program, the School of Music, Theatre, and Dance intends to focus on the study of music perception and production as it applies to music therapy treatment. Historically, the field of music therapy was solely based in social sciences; however, current findings in music neuroscience have increased the understanding of the impact of music on the brain. In particular, research performed at CSU and across the world has demonstrated that music and rhythm can have a direct and profound impact on human functioning in rehabilitation and habilitation. CSU has pioneered the development of techniques that apply music stimuli to motor, cognitive, and speech functioning, with results that have gained endorsement from the World Federation of Neurologic Rehabilitation.

The CSU faculty is uniquely suited to develop a Ph.D. focused in music therapy and neuroscience. The current faculty has collaborations with colleagues in human development, music education, early childhood, psychology, gerontology, communication studies, and occupational therapy. CSU's program is already well situated for a Ph.D. program, with internationally-known faculty and a fully functioning research center. The Ph.D. students and an online equivalency program would make CSU music therapy one of the largest programs in the US. With CSU's international recognition in music therapy, there is no other university with the resources for this Ph.D. program.

Today, over 80 colleges and universities in the United States offer undergraduate and graduate degree programs in music therapy. Of those academic institutions, only Temple University offers a Ph.D. in music therapy, with a specific focus in psychotherapy. Six other doctoral programs offer a Ph.D. in music education with emphasis on training in music therapy. Two additional programs offer a Ph.D. in creative arts therapy, one with limited residency program (Lesley University; where

students must attend for three weeks each summer). There are no universities offering a Ph.D. in Music Therapy with a focus in the neurosciences and no programs with an online offering similar to our proposed program. A degree program with an emphasis in the sciences that has online and resident options would be attractive given media attention on the effect of music on the brain and current research priorities of the American Music Therapy Association (AMTA).

The CSU Ph.D. in Music Therapy will also impact the profession by providing an opportunity for doctoral education for individuals who wish to pursue a Ph.D. but have no local programs. At present, there are not enough individuals with a Ph.D. to fill available academic positions in music therapy. In 2018, there were 14 open Ph.D. level positions, of which four resulted in failed searches and five hired Ph.D.s (one ABD, two new, and two from other universities). The rest of the positions hired master's-level individuals for these positions. In 2019, there are already 20 position announcements. Without qualified individuals filling Ph.D. positions, the profession will continue to lag in research and innovation. CSU is regularly contacted by Master's-level faculty who are interested in pursuing a Ph.D. due to job requirements to complete their education. Furthermore, this program would allow us to pursue new interdisciplinary research initiatives and partnerships across campus. We hope that we can expand our offerings and prepare future generations of educators and researchers that will advance the field of music therapy.



Colorado State University
PROGRAM MANAGEMENT

NEW PROGRAM PROPOSAL

Ph.D. in Music Therapy

Program Title: Ph.D. in Music Therapy

Academic Level: Graduate

Program Type: Degree

Degree Type: Ph.D.

College: Liberal Arts

Department/Unit: 1778 – School of Music, Theatre, and Dance

Program available to students: Fall 2021

Program Description:

The Ph.D. in Music Therapy emphasizes clinical practice, research, and higher education teaching to prepare future music therapy clinicians and educators. Students gain knowledge in evidence-based practice and the neuroscience of music and contextualize it based on a variety of clinical populations. Students will conduct research, draw from a breadth and depth of knowledge of clinical practice in teaching music therapy, use advanced methods of music therapy, and articulate and defend a personal philosophy, approach, and/or theory of music therapy. Graduates are equipped to work as advanced clinicians and/or as music therapy educators. Students enter the Ph.D. program with a master's degree and board certification (or international equivalent) in music therapy.

Program Catalog Copy:

The Ph.D. in Music Therapy emphasizes clinical practice, research, and higher education teaching to prepare future music therapy clinicians and educators. Students gain knowledge in evidence-based practice and the neuroscience of music and contextualize it based on a variety of clinical populations. Graduates are equipped to work as advanced clinicians and/or as music therapy educators. Students enter the Ph.D. program with a master's degree and board

certification (or international equivalent) in music therapy. The program is offered on campus or online.

Fit with Campus Mission:

The Colorado State University music therapy program is recognized as one of the premier universities in music therapy research and scholarship. The music therapy program currently exemplifies the mission of CSU **through selective admissions and exemplary scholarship**. Over the past few years, the music therapy department has received more applicants for the program than we can feasibly accept. Last year we had around 35 students apply to our graduate equivalency program, of which we accepted 10. Each year we have over 60 inquiries about an online equivalency program, which we cannot entertain with our current faculty loads. Although we support selective admission, we are limited in our capacity. The addition of doctoral students with graduate teaching assistantships would increase the number of students that can be supervised in clinical practicum, and therefore accepted into the music therapy program. The number of students placed in practicum directly relates to the number of Colorado citizens receiving extension and outreach services from our student clinic. Furthermore, the addition of an online equivalency program will help CSU to expand our exemplary scholarship beyond Colorado, to citizens across the U.S.

The proposed doctoral program would have extremely high standards, demonstrating **exemplary scholarship**. The music therapy faculty at Colorado State University conduct research of high quality, supporting the university's mission to set a standard for public universities in research. This tradition of high quality research would be furthered through the training and involvement of doctoral students. These students would increase the productivity of music therapy research, as they would serve as research assistants and conduct their own original lines of research as a part of their studies.

The addition of a Ph.D. program could also impact the field on a national and international level, as students would be trained as **highly-qualified educators**. The field of music therapy is growing, and with it, the need for a workforce of highly-qualified music therapy educators also grows. With only 9 nationally accredited Ph.D. programs that allow for study of music therapy in the United States, CSU has the potential to greatly impact music therapy scholarship outside of Colorado. Furthermore, there are no competing programs in Colorado and none in the nation that have a focus in neuroscience or have an online offering. These data strongly suggest that establishing a Ph.D. program in Music Therapy is consistent with the vision of the Colorado State University System to be a global leader in music therapy research and education.

Evidence of Need:

Currently there are only 150 music therapists in Colorado. These statistics do not exist for the profession of music therapy, so we wrote local music therapy employers to learn about their needs. Larger employers of music therapists in Colorado include The Child and Family Therapy Center of Denver, Fort Logan, UC Health, Pathways Hospice, Continuum of Care, and Denver Hospice. There are also over 15 private practices in Colorado that employ music therapists

including Metro Music Therapy, Rehabilitative Rhythms, Rocky Mountain Music Therapy, Integrated Therapies of Northern Colorado, NeuroRhythm, Moved by Music, and Metro Music Therapy. Five Colorado employers of music therapists responded to questions about filling music therapy positions. All five employers reported difficulty finding enough qualified applicants for their positions. One agency hired an art therapist instead of a music therapist and three reported needing to look for music therapists outside Colorado in order to fill their positions. This Ph.D. program means we can accelerate our UG and EQ programs to provide more qualified applicants than currently possible.

There are no other academic programs for music therapy in the state of Colorado. Therefore, we feel the primary demand for graduates of the CSU Ph.D. in music therapy will be outside of CO.

There are nine universities that offer a Ph.D., of which only one has a Ph.D. *in* music therapy and eight universities with a related program or an emphasis in music therapy. There are 84 schools listed on the AMTA website with undergraduate and 40 with master programs in music therapy. Due to the small number of persons with a Ph.D., many universities employ faculty at the master's level. At present, individuals with a master's degree are in assistant or associate professor positions in 30% of universities offering programs in music therapy. This number doesn't include 2nd or 3rd faculty lines filled by individuals with a master's degree. The American Music Therapy Association reports that only 6% of members hold a doctorate. The shortage in the number of persons with a Ph.D. will further be exacerbated with impending retirements of many of the leading music therapy educators.

Student Population in Five Years and Profile:

Student enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
New resident	1 (GTA)			1 (GTA)	
New non-resident/int.	1	1 (GTA)		1	1 (GTA)
New Online	2 (one GTA)	2 (one GTA)	1	2	2 (one GTA)
Continuing resident		1 (one GTA)	2 (two GTAs)	1 (GTA)	1 (GTA)
Continuing non-resident/international		1	1		1
Continuing online		2 (one GTA)	4 (two GTAs)	5 (two GTAs)	5 (one GTA)
Total enrolled	4 = 2 RI; 2OI	7 = 3 RI; 4OI	8 = 3RI; 5OI	10 = 3RI; 7OI	10= 3RI; 7OI
#Grad after completing year			2 RI	3 = 1RI; 2OI	2OI

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Consent Item

*Note, this table is considering 30 prior credits from a Master's. We anticipate an additional one to two years would be needed for individuals who only have a Bachelor's.

Admission Requirements:

Per the American Music Therapy Association’s Standards for Clinical Training and Education, all potential doctoral candidates must have a minimum of three years of clinical experience. We will therefore be required to uphold this minimum for our Ph.D. program for accreditation purposes.

Curriculum:

Code	Title	Credits
Clinical Core		
MU 544	Advanced Techniques-Neurologic Music Therapy	3
MU 545	Composition and Improvisation--Music Therapy	3
MU 647	Historical Foundations of Music Therapy	3
MU 648	Neuroscience/Music Foundations in Therapy	3
MU 649	Advanced Practice in Music Therapy	3
Research Core		
MU 543	Advanced Research Methods in Music Therapy	3
MU 743	Course MU 743 Not Found	3
MU 744	Music Therapy Research to Practice	3
MU 692G	Seminar: Music Therapy	3
Academic Core		
EDAE 620	Processes and Methods	3
or EDUC 651	Multicultural and Special Populations	
EDAE 639	Instructional Design	3
MU 684	Supervised College Teaching	3
MU 792	Course MU 792 Not Found ¹	6
Dissertation		
MU 799	Course MU 799 Not Found ²	15
Electives (to be chosen in consultation with doctoral advisor) ³		0-15
Program Total Credits:		72

Course List

¹MU 792 should be taken twice for a total of 6 credits.

²Variable credits per semester may be taken in order to add up to 15 total credits.

³Student may apply an earned Master’s degree for up to 30 credits toward the PhD requirements. A minimum of 72 credits are required to complete this program.

Board of Governors of the Colorado State University System

Meeting Date: May 7, 2020

Consent Item

Faculty Resources, Current and Required:

The current program faculty consists of two associate professors, one assistant professor, and three non-tenure track faculty. We anticipate needing 2 tenure-track faculty (one assistant and one associate) and one non-tenure track faculty appointment.

Library Resources, Facilities, Equipment, etc. – Current and Required

The library report stated: “In conclusion, based on the assessment conducted for this report and a resource comparison to the peer institution, Temple University, CSU Libraries has the necessary resources to support a Ph.D. program in Music Therapy.”

Colorado State University has an overall excellent infrastructure for offering this online and on-campus program. The online learning management system (Canvas) will be essential to online course offerings. The library offers resources for face-to-face online meetings (including BlueJeans) that will be essential to developing community in the Ph.D. program.

We have several current resources that will be necessary in the program. Music therapy currently has a designated space in the University Center for the Arts, inclusive of two operational clinic spaces. These clinics provide ample space for clinical interactions and are equipped with a video system for recording clinical interactions, soundproofing, and an array of musical instruments. The clinics have an adjoining observation booth with a one-way mirror where preclinical students can observe clinical sessions without being obtrusive.

The music therapy area also includes the interdisciplinary Brainwaves Research Laboratory (BRL). The BRL consists of one large room with an EM-shielded sound attenuation chamber (interior 3.7x3.2 meters) used for conducting EEG/ERP recordings. We also have space with the laboratory’s main computers used for conducting analyses of the EEG/ERP data or video-audio recorded behavior. The Brainwaves lab owns 64-channel Biosemi Active Two system (Biosemi B.V., Amsterdam, Netherlands). Visual, auditory or tactile stimuli can be presented to the participant by a second Dell Latitude E6430 notebook computer using the E-Prime 3 software and a Chronos instrument box.

Other unique resources that will be necessary include a HIPAA-compliant telehealth system.

In order to house additional faculty, we are in need of additional office space. We currently only have three offices for core faculty, with one office being shared by a TT faculty and the NTT .5 FTE faculty. Our current office spaces are large, allowing for the possibility of remodeling the area to add another office. Based on a bid from facilities from 2016, we estimate a remodel of the music therapy area will cost \$80,000.

In order to increase our ability to conduct research in the Brainwaves Research Lab, we are requesting an additional \$20,000 for renovations. We would like to install a cleaning station outside of the bathroom. This bathroom is one of the few all-gender and accessible bathrooms in the University Center for the Arts. Since we see clients in the clinic, the bathroom is in constant

Consent Item

use by clients, students, and faculty. We currently clean EEG equipment in the bathroom, as there is no other sink available in this area of the building. This process takes between 25-35 minutes. A wash station would help ensure that students in the BRL have the ability to conduct all components of the research process without tying up the all-gender bathroom. If we increase students involved in research, this will become even more important.

In order to begin the online equivalency program, we will need an online HIPAA-compliant telehealth system. There are several vendors for such a program, including ZOOM meetings, which would meet the requirements of HIPAA. This will be necessary for remote supervision of clinical practicum sessions. This will cost \$2,000 per year, based on ZOOM pricing. We anticipate funding this system through proceeds from the online equivalency program by year 4.

Overall Budget Summary

We are requesting base funds from the provost for one assistant-level position at \$70,000 in year one, including a start-up fund of \$30,000, spread over three years for research support. We are requesting base funds from the provost for an open rank position in year two at \$85,000 of the program, with a start-up fund of \$60,000 spread over three years. Start-up costs for 2 TT faculty, \$90,000 total. Historically, the Vice President for Research (VPR)/College of Liberal Arts (CLA)/School of Music, Theatre and Dance (SMTD) split the costs of this as thirds. VPR portion=\$30,000, CLA portion=\$30,000, and SMTD portion=\$30,000.

We would further need one 1.0 FTE Non-Tenure Track faculty member to serve as coordinator for the online equivalency program. This position would be funded at \$52,000, dependent on qualifications. We anticipate being able to fund this position from the proceeds of the online equivalency program.

- a. Faculty lines. Include FTEs and salary for each line

Main budget requests for the resident Ph.D. program are 2 FTEs (tenure track faculty). Faculty salary for assistant professor is 70K plus fringe, with a start-up package of \$30,000 for research (spread over 3 years). In year two we would seek an open-rank research-based allied health position. This position would not be limited to music therapy applicants, as the intention is to improve our competitiveness for larger grants and increase our research capability and visibility. The proposed salary for this position is \$85,000 plus fringe, with a start-up package of \$60,000 (spread over three years). Total startup costs for the two TT faculty is \$90,000, with the cost being split equally between VPR/CLA/SMTD. We therefore request \$10,000 per year in Years 1-3 for startup.

- b. Administrative support lines

N/A

Consent Item

c. Graduate teaching assistantship lines.

The Music Therapy area has 2 MA GTAs. In the first year of the Ph.D. program, we will convert 2 MA GTA positions to Ph.D. GTAs in order to cover 2 of the 4 new Ph.D. GTAs required for the program. We are requesting \$10,000 (\$5,000 each) in based funding in year one and two for GTA stipends to convert these lines to Ph.D. level. We will submit a tuition request form to the Provost's office for base support of the tuition benefits for the two new GTAs, whose stipends will be paid from the equivalency on-line program profits.

We anticipate a resident program enrollment of two GTAs and one self-funded out-of-state/international student. Online enrollments will include two GTAs and vary between 4-7 students per year. After 5 years, the Ph.D. program will have a total enrollment of 10 students, 4 of whom are unfunded.

d. Equipment needs

We are requesting \$10,000 for equipment in the Brainwaves Research Lab, spread over two years. These funds will help account for the increased activity in the lab, which will require additional supplies to train new Ph.D. students.

e. Facility needs

We are requesting \$100,000 for renovations to the music therapy area in order to allow for more office space to house five tenure track faculty members. The area currently has three offices, where two are much larger than needed and the remaining has a wall in the middle (with only one entrance). We would tear down and renovate this side of our office suite to have four distinct offices. These funds will also support a bathroom renovation to move our research wash station out of our only area gender-inclusive and accessible bathroom.

f. Other expenses:

The other expense for this program will be course instruction for the online program; however, these expenses are built into the online program budget.

MATTERS FOR ACTION:

CSU-Pueblo Undergraduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Certificates:

Undergraduate Certificates:

- Data Analytics
- Communication and Information Design
- User Experience
- Foundations of Business
- Health & Fitness Certification for the Department of Corrections

Post-Baccalaureate Teacher Licensure Certificates:

- K-12 World Languages Spanish
- K-12 Physical Education
- K-12 Music
- Middle School (6-8) Mathematics
- Secondary Mathematics
- K-6 Elementary Education
- Secondary Social Studies (Political Science)
- Secondary Social Studies (History)
- Secondary English
- Early Childhood Education
- K-12 Instructional Technology
- K-12 Special Education Generalist
- K-12 Culturally & Linguistically Diverse Educ.
- Secondary Science (Physics)
- Secondary Science (Physical Science)
- Secondary Science (Chemistry)
- Secondary Science (Biology)
- K-12 Art

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Vice President for Academic Affairs

In order to qualify for Title IV funding, certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificates listed here for which we are seeking approval have received approval from the University Curriculum and Academic Programs Board and Faculty Senate.

Undergraduate Certificates:

College of Science, Technology, Engineering & Mathematics

Data Analytics-13 credits

CIP code 27.0304 – Computational & Applied Mathematics

This certificate is for degree-seeking students as well as individuals working in data-intensive sectors who need to better understand quantitative data analytics, including how to implement powerful machine-learning techniques. Students earning this certificate will acquire a deeper, more sophisticated understanding of and the ability to implement powerful current tools and techniques for data analysis. Upon completion, students will be able to demonstrate facility with important data-friendly programming languages such as Python; knowledge of significant algorithms that relate to data analytics, including how to analyze algorithms for effectiveness; and knowledge and ability to implement a variety of modern data analytics techniques and tools, including from machine learning.

College of Humanities, Arts and Social Sciences

Communication and Information Design-9 credits

CIP Code: 23.1303 - Professional, Technical, Business, and Scientific Writing.

The Communication and Information Design Certificate is intended for students interested in developing foundational communication and information design skills that are fundamental for numerous contemporary jobs and careers. The goal is to help students attain the communication and design skills that are fundamental to many contemporary jobs and careers and to provide them a credential that verifies their attainment of these skill, thereby assisting them with securing employment or professional advancement.

College of Humanities, Arts and Social Sciences

User Experience-9 credits

CIP Code: 23.1303 - Professional, Technical, Business, and Scientific Writing.

The User Experience certificate is intended for students interested in learning and applying UX research practices and design principles to create useful, usable, and accessible product experiences for users, typically as it concerns documents, smartphone applications, and websites. The goal of this certificate is to introduce students to the fundamental research practices and design principles of UX, thereby enabling them to create useful, usable, and accessible experiences for users and to provide them a credential that verifies their ability to do so, thereby assisting them with securing employment or professional advancement.

Hasan School of Business

Foundations of Business-18 credits

CIP Code: 52.0101- Business/Commerce, General.

This certificate provides non-business students a certificate of transcribed coursework covering a broad spectrum of business knowledge at the survey level. This is designed for a market of potential students who are from a discipline outside of business and are now office managers or entrepreneurs and are needing a better understanding of business knowledge. The student who completes this certificate will understand the foundational business knowledge needed to:

- read popular business press and understand the world of business at a basic level
- participate in conversations regarding business topics with business professionals, and
- participate in making informed decisions regarding the interface between other non-business disciplines and business topics.

For example a student who studies a non-business curriculum such as STEM, or Arts and Humanities, or Medicine, or Law will at some point in his or her career work in business corporations, or start their own practice, or work in settings that interact regularly with the business community and will be able to participate confidently in these business interactions.

College of Health, Education, and Nursing

Health and Fitness Certification for Department of Corrections – 12 credits

CIP code: 31.0501 – Health & Physical Education, General.

This is a Health and Fitness Certification developed specifically for students in the Colorado Department of Corrections. The 12 credit hour certification will prepare students to sit for a personal training certificate and work in a variety of fitness locations. The certificate is limited to students in the Colorado Department of Corrections. The goal of this certificate is to prepare Department of Corrections students to sit for a personal training certificate and increase their chances of finding employment.

College of Health, Education, and Nursing

Post-Baccalaureate Certificates for Teacher Licensure

These programs each lead to Colorado Teacher licensure in one of the indicated 18 disciplines. They are for individuals who have completed a bachelor's degree from a regionally-accredited institution. These certificates can be completed in conjunction with our M.Ed. program. All post-baccalaureate licensure programs must be listed as an official certificate program in the catalog to be eligible for VA benefits and other incentive programs (e.g. TEACH grant).

K-12 World Languages Spanish – 88 credits

CIP code: 13.1306

K-12 Physical Education – 82 credits

CIP code: 13.1314

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Consent Item

K-12 Music – 107 credits

CIP code: 13.1312

Middle School (6-8) Mathematics – 89 credits

CIP code: 13.1311

Secondary Mathematics – 86 credits

CIP code: 13.1311

K-6 Elementary Education – 109 credits

CIP code: 13.1202

Secondary Social Studies (Political Science) – 85 credits

CIP code: 13.1318

Secondary Social Studies (History) – 94 credits

CIP code: 13.1318

Secondary English – 88 credits

CIP code: 13.1305

Early Childhood Education – 87 credits

CIP code: 13.1210

K-12 Instructional Technology – 24 credits

CIP code: 13.1321

K-12 Special Education Generalist – 25 credits

CIP code: 13.1001

K-12 Culturally & Linguistically Diverse Education – 24 credits

CIP code: 13.0299

Secondary Science (Physics) – 109 credits

CIP code: 13.1316

Secondary Science (Physical Science) – 113 credits

CIP code: 13.1316

Secondary Science (Chemistry) – 107 credits

CIP code: 13.1316

Secondary Science (Biology) – 110 credits

CIP code: 13.1316

K-12 Art – 97 credits

CIP code: 13.1302

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2020
Consent Item

MATTERS FOR CONSENT:

New Art Degree Program: BA in Art and Creative Media

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the CSU-Pueblo and the College of Humanities, Arts and Social Sciences to implement a Bachelor of Arts in Art and Creative Media. If approved, this degree program will be effective in fall 2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Art and Creative Media**
- Degree type: **Bachelor of Arts (BA)**
- Recommended CIP code: **50.0702 – Fine/Studio Arts, General**
- Department/School: **College of Humanities, Arts and Social Sciences/School of Creativity & Practice**

This degree is being implemented to replace two previous emphases within our BA in Art program and is part of the reorganization and restructure to our School for Creativity and Practice. It includes two emphases: General and Art History.

The Department of Art offers rigorous experience based instruction in the practices of studio art, creative media, art history and art education. A full time faculty of working artists and scholars along with accomplished visiting professionals are dedicated to the development of emerging creatives who enrich our society with thoughtful insight, valuable skill sets and an understanding of the responsibilities that come with visual literacy.

Creativity and critical insight are essential to any academic inquiry. As such, the Department is committed to being accessible to students from a variety of University disciplines, our vibrant Pueblo culture and the Southwest United States. Art, history and education are fundamental to a community's identity; they are a reflection of its values and are key to fostering a diverse culture of lifelong learners.

Specific Requirements for the Art and Creative Media, General emphasis

Course	Title	Credits
Exploration 200 level (9cr)		9
choose 3 courses from the following: ART233, ART234, ART242, ART247, ART274, ART276 or ART281		
Upper Division ART History (12 cr)		12
ARH 411	Theory and Methods	3
ARH (300 or 400 level)	Upper Division Art History courses	9
ART Upper Division BA: ACM Pathway (18cr)		18
(selected with an art adviser)		
ARC 310	Critical Fundamental Skills Review	1
ARC 410	Senior Capstone Presentation	1
Total major Credits		62
General Education and BA requirements		35
Open Electives and minors		23

Specific Requirements for the Art and Creative Media, Art History Emphasis

Course	Title	Credits
Required Art Core Courses		21
Exploration 200 (6cr)		6
choose 2 courses from the following: ART233, ART234, ART242, ART247, ART270, ART274, ART276, ART281		
Art History Required (3cr)		3
ARH 411	Theory and Methods	
Upper Division BA: Art History Pathway (15cr)		15
selected with AH advisor, choose 5 Upper Division Art History		
Internship or Upper Division electives (12 cr)		12
selected with Art History advisor, choose four 300 or 400 level courses from among these prefixes: HIST, ANTHR, CS, WS, INTL, PHIL; or ART491		

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program in the new structure.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2020
Consent Item

MATTERS FOR CONSENT:

Retitle one Art Degree Program: BFA in Art & Creative Media

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the CSU-Pueblo and the College of Humanities, Arts and Social Sciences to implement a Bachelor of Fine Arts in Art & Creative Media to replace the existing BFA in Art. If approved, this degree title change will be effective in fall 2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Art & Creative Media**
- Degree type: **Bachelor of Fine Arts (BFA)**
- Recommended CIP code: **50.9999 – Visual and Performing Arts, Other.**
- Department/School: **College of Humanities, Arts and Social Sciences/School of Creativity & Practice**

This is a retitling of the Art Bachelor of Fine Arts degree to align with the recent reorganization and restructure to our School of Creativity and Practice. It includes two emphases: General and Studio Arts.

The Department of Art offers rigorous experience based instruction in the practices of studio art, creative media, art history and art education. A full time faculty of working artists and scholars along with accomplished visiting professionals are dedicated to the development of emerging creatives who enrich our society with thoughtful insight, valuable skill sets and an understanding of the responsibilities that come with visual literacy.

Creativity and critical insight are essential to any academic inquiry. As such, the Department is committed to being accessible to students from a variety of University disciplines, our vibrant Pueblo culture and the Southwest United States. Art, history and education are fundamental to a community's identity; they are a reflection of its values and are key to fostering a diverse culture of lifelong learners.

Art & Creative Media (general emphasis) is an intensive professional degree pathway that exposes students to a breadth and depth of study in the areas of Photography, Graphic Design, Digital Illustration and Time Based Media. Students complete the Art Core that includes integrated studies along with a foundation of design, complete the Critical Fundamental Skills Review, and then move into Upper Division studies. Successful senior student presentations reflect upper division coursework as well as independent research, and demonstrate viability to function effectively within appropriate creative industries based on pathway emphasis.

BFA General Emphasis Course Requirements		Credits
Required Explorations: Creative Media Emphasis		9
<u>ART 274</u>	DIGITAL ART I	3
<u>ART 276</u>	PHOTOGRAPHY: CREATIVE LIGHTING	3
<u>ART 281</u>	Visual Communication: Creative Design Strategies	3
Elective Explorations :Creative Media Emphasis (choose one with advisor)		3
<u>ART 233</u>	SCULPTURE I	
<u>ART 234</u>	PAINTING I	
<u>ART 247</u>	CERAMICS I	
<u>ART 242</u>	DRAWING II	
<u>ART 270</u>	PRINTMAKING I	
Professional Development		2
<u>ARC 310</u>	Critical Fundamental Skills Review	1
<u>ARC 410</u>	Senior Capstone Presentation	1
Art History		9
<u>ART 411</u>	TWENTIETH-CENTURY ART	3
Upper Division Art History: choose 2 courses		6
Upper Division Pathway : Creative Media Emphasis		12

BFA General Emphasis Course Requirements		Credits
<u>ART 374</u>	DIGITAL ARTS: TIME BASED MEDIA	3
<u>ART 376</u>	PHOTOGRAPHY: DIGITAL TO DARKROOM	3
<u>ART 381</u>	Visual Communication: Strategic Branding Design	3
<u>ART 474</u>	DIGITAL ART III	3
Creative Media Emphasis Senior Studio (choose 1 with advisor)		3
<u>ART 481</u>	Visual Communication: Production Studio	3
or <u>ART 476</u>	PHOTOGRAPHY III	
Upper Division Electives: Creative Media Emphasis (choose 2 with advisor)		6

Art & Creative Media BFA (studio arts emphasis) is an intensive professional degree pathway that exposes students to a breadth and depth of study in the areas of painting, drawing, ceramics, sculpture and printmaking. Students complete the Art Core that includes integrated studies along with a foundation of design, the Critical Fundamental Skills Review, and Upper Division studies. BFA candidates prepare and present showcase portfolio and exhibition in their final Spring term that reflects upper division coursework as well as independent research. Successful student presentations demonstrate viability to function effectively within appropriate creative industries based on pathway emphasis.

BFA Studio Arts Emphasis Course Requirements		Credits
Required Explorations: Studio Art Emphasis		9
<u>ART 242</u>	DRAWING II	3
<u>ART 247</u> or ART 233	CERAMICS I or SCULPTURE I	3
<u>ART 234</u> or ART 270	PAINTING I or PRINTMAKING I	3
Elective Explorations : Studio Art Emphasis (choose 1 with advisor)		3
<u>ART 274</u>	DIGITAL ART I	
<u>ART 276</u>	PHOTOGRAPHY: CREATIVE LIGHTING	
<u>ART 281</u>	Visual Communication: Creative Design Strategies	
<u>ART 233</u>	SCULPTURE I (if not taken as required exploration)	
<u>ART 270</u>	PRINTMAKING I (if not taken as required exploration)	
<u>ART 247</u>	CERAMICS I (if not taken as required exploration)	
<u>ART 234</u>	PAINTING I (if not taken as required exploration)	

Professional Development		2
<u>ARC 310</u>	Critical Fundamental Skills Review	1
<u>ARC 410</u>	Senior Capstone Presentation	1
Art History		9
<u>ART 411</u>	TWENTIETH-CENTURY ART	3
Upper Division Art History	Choose two courses	6
Upper Division Pathway : Studio Art Emphasis (choose 4 with advisor)		12
<u>ART 333</u>	SCULPTURE II: SITE ART	3
<u>ART 334</u>	PAINTING II	3
<u>ART 342</u>	DRAWING III	3
<u>ART 347</u>	CERAMICS II	3
<u>ART 370</u>	PRINTMAKING II	3
<u>ART 433</u>	ADVANCED SITE ART	3
<u>ART 434</u>	PAINTING III	3
<u>ART 442</u>	DRAWING IV	3
<u>ART 447</u>	ADVANCED CERAMICS	3
<u>ART 470</u>	PRINTMAKING III	3
Upper Division Electives (choose 3 Upper Division ART or ARH courses with advisor)		9

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program in the new structure.

MATTERS FOR CONSENT:

Retitle existing Mass Communications & Center for New Media BA & BS Degree Programs to BA & BS in Media Communication

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the CSU-Pueblo and the College of Humanities, Arts and Social Sciences to implement a Bachelor of Arts and Bachelor of Science in Media Communications to replace the existing BA and BS in Mass Communications & Center for New Media. If approved, this degree title change will be effective in fall 2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Media Communications**
- Degree type: **Bachelor of Arts (BA) and Bachelor of Science (BS)**
- Recommended CIP code: **09.0102 – Mass Communication/Media Studies.**
- Department/School: **College of Humanities, Arts and Social Sciences/School of Creativity & Practice**

This is a retitling of the Mass Communications & Center for New Media Bachelor's Programs to align with the recent reorganization and restructure to our School of Creativity and Practice. The program has been updated to prepare students for the current professional requirements and refers to current terminology in the field. Students may choose one of three emphases in both the BA and BS degrees: Digital Media, Strategic Communication, and Multimedia Journalism.

Successful Media Communication majors will demonstrate sufficient knowledge, comprehension and analytical skills by the ability to evaluate specific communication events in the proper context of their emphasis area.

Media Communication General Requirements (50 cr)

- o 18 credit Core
- o 12 credit Emphasis area
- o 9 credits of Applied coursework in emphasis area
- o 11 credits of ARC coursework

Specific degree distinctions:

- Bachelor of Arts students must complete the world language requirement.
- Bachelor of Science students must complete MATH 156 Intro to Statistics.

Media Communication Core		Credits
MCCNM 101	MEDIA AND SOCIETY	3
MCCNM 215	MEDIA WRITING & STORYTELLING	3
MCCNM 245	PRINCIPLES OF AUDIO & VIDEO PRODUCTION	3
MCCNM 338	MEDIA & DIVERSE CULTURES	3
MCCNM 411	MEDIA LAW AND ETHICS	3
MCCNM 493	SEMINAR	3
Total Credits		18

Digital Media Emphasis area		Credits
MCCNM 318	MEDIA REGULATION	3
MCCNM 320	MEDIA OPERATIONS	3
MCCNM 336	INTERACTIVE & SOCIAL MEDIA	3
MCCNM 425	MEDIA RESEARCH	3
Applied Electives		3
Select 9 credits		9
Total Credits		21

Strategic Communication Emphasis area		Credits
MCCNM 317	ADVERTISING STRATEGIES	3
MCCNM 321	CRISIS COMMUNICATION	3
MCCNM 422	PUBLIC RELATIONS STRATEGIES	3
MCCNM 430	STRATEGIC COMMUNICATION CAMPAIGNS	3
Applied Electives		
Select 9 credits		9
Total Credits		21

Multimedia Journalism Emphasis area		Credits
MCCNM 305	NEWS REPORTING & FEATURE WRITING	3
<u>MCCNM 310</u>	OPINION & EDITORIAL WRITING	3
<u>MCCNM 312</u>	MEDIA EDITING & INFOGRAPHICS	3
<u>MCCNM 445</u>	REPORTING PUBLIC AFFAIRS	3
Applied Electives		
Select 9 credits		9
Total Credits		21

Co-curricular Requirements (electives)

All Media Communication majors must enroll in a minimum of one 3 credit media lab. Students may earn a maximum of 9 credits in media labs.

- TODAY online newspaper and print magazine
- KTSC-FM on-campus radio station
- RMPM media production

Internships are not required, are most often reserved for majors, and are at the discretion of the faculty adviser. Students may earn a maximum of 9 hours of internship credit.

School of Creativity + Practice

ART, RESEARCH and CREATIVITY (ARC) courses are immersive, team taught, integrated and trans-formative learning experiences that target elements in multiple areas of study. The School of Creativity + Practice, has designed these courses to establish a foundation from which to grow. Students will be exposed to a variety of concepts, ideas and frameworks that are fundamental to careers in creative industries.

Art, Research and Creativity Courses		Credits
ARC 110	Integrated Studies	3
ARC 174	Fundamentals of Digital Media	3
ARC 210	ARC: Design Frameworks	3
ARC 310	Critical Fundamental Skills Review	1
ARC 410	Senior Capstone Presentation	1
Total Credits		11

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program in the new structure.

MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions: Section C.2.1.3.1 Elected Members

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.1.3.1, Elected Members

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

The reasons for this change are:

- The language needs to be clarified to eliminate the present ambiguity of what number is meant by “the number of representatives elected by the departments and the Libraries” by changing it to “the number of academic departments and the Libraries.”
- The primary goal of the changes is to maintain approximately equal proportional representation on Faculty Council of the faculty members in their units while keeping the total number of representatives in the neighborhood of 80 people, reflecting the historical range in size (72-81) of Faculty Council.
- The proposed language removes ambiguity, and the proposed percentage (45%) achieves reasonably equitable proportional representation, while also approximately maintaining the current size of Faculty Council. Using a smaller percentage leads to much larger variation in proportional representation. Using a larger percentage would reduce variation in proportional representation, but only by fractions of individuals.
- The proposed change will not affect the representation of any College or the Libraries at this time.

NOTE: Revisions are noted in the following manner:
Additions - underlined Deletions - ~~over-scored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2020-2021

C.2.1.3.1 Elected Members (*last revised May 2, 2007*)

Each academic department and the Libraries shall elect one (1) representative. An additional number of representatives, equal approximately to ~~one-third (1/3) of the number of representatives elected from the departments and the Libraries~~ 45% of the number of academic departments and the Libraries, shall be elected at large by and from the colleges and the Libraries as required to achieve, as nearly as practical, membership proportional to the number of ~~regular~~ full-time, ~~regular~~ part-time, and transitional tenure track and tenured faculty members in the colleges and Libraries.

All faculty representatives to the Faculty Council shall hold ~~regular~~ full-time, ~~regular~~ part-time, or transitional tenure track or tenured appointments and shall not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A faculty representative to the Faculty Council who becomes ineligible shall cease to hold this position.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2020
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2020-2021 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2020-2021 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

REPORT ITEM:

CSU: Degrees Awarded Academic Year 2018-2019

Report Item. No action necessary.

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

Board Policy 314: Approval of Degree Candidates states that each institution shall submit to the Board an annual report of degrees granted in the prior year. The degrees awarded by college and degree type for the academic year 2018-2019 are shown in the following table.

	Bachelors	Grad. Cert.	Masters	Ph.D.	D.V.M.	Grand Total
Agricultural Sciences	325		72	19		416
Business	702	184	362			1,248
Health and Human Sciences	1,036	65	339	30		1,470
Intra-University		5	22	30		57
Liberal Arts	1,376		188	13		1,577
Natural Sciences	840	37	175	73		1,125
Veterinary Medicine & Biomedical Sci	229		174	27	142	572
Walter Scott Jr College of Engr	570	15	206	60		851
Warner College of Natural Resources	420	27	163	11		621
Grand Total	5,498	333	1,701	263	142	7,937

Board of Governors of the Colorado State University System
Meeting: August 7, 2020
Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2020-2021 program review schedule.

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a periodic program review. The following academic program review schedule is submitted for your approval:

Board of Governors of the Colorado State University System
 Meeting Date: August 7, 2020
 Consent Item

College	Department	Programs
Warner College of Natural Resources	Ecosystem Science & Sustainability	Ecosystem Sustainability M.S. Ecosystem Sustainability Ph.D. Watershed Science Ph.D. Greenhouse Gas Management & Accounting M.G.M.A Watershed Science M.S. Carbon Management CT Water Resources CT Ecosystem Science and Sustainability B.S. Watershed Science B.S.
	Geosciences	Geosciences M.S. Geosciences Ph.D. Earth Sciences Ph.D. Geology B.S.
	Human Dimensions of Natural Resources	Conservation Leadership M.S. Environmental Leadership M. S. Conservation Leadership M.C.L. Human Dimensions of Natural Resources M.S. Tourism Management M.T.M Human Dimensions of Natural Resources Ph.D. Human Dimensions of Natural Resources B.S. Natural Resource Tourism B.S.
	Intra-College	Sustainable Military Lands Management CT
College of Natural Sciences	Chemistry	Chemistry M.S. Chemistry Ph. D. Chemistry B.S.
	Intra-College	Materials Science and Engineering M.S. Natural Sciences Education M.N.S.E. Natural Sciences P.S.M. Materials Science and Engineering Ph.D. Natural Sciences B.S. Data Science B.S.
	Physics	Physics M.S. Physics Ph.D. Physics B.S.
	Psychology	Psychology M.S. Addiction Counseling M.A.C.

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Consent Item

		Industrial/Organizational Psychology M.A.I.O.P Psychology Ph.D. Organizational Development CT Performance Management CT Psychology B.S.
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REPORT ITEM:

CSU: Promotion and Tenure Report

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

In May 1995, the State Board of Agriculture delegated authority and responsibility for tenure and promotion decisions to the President of Colorado State University.

Promotion and tenure (P&T) are among the most important decisions a University makes. For tenure-track faculty, typically, a new assistant professor is hired on a tenure-track appointment. The process begins with an extremely rigorous international search process at the time the candidate is hired. Over the span of the next six years, candidates will turn in detailed annual self-evaluations and receive an annual evaluation from their department chairs and an annual review from the department's P&T committee. After three years, they will have a comprehensive mid-point review overseen by their department's P&T committee. Candidates not meeting university, college and departmental standards along this six-year path and who do not correct their course, rarely remain at the university long enough to apply for promotion and tenure. When candidates apply for promotion and tenure, they submit an intricately detailed self-evaluation of their scholarship, teaching portfolio, engagement activities, and summary of service to the department, college, university, professional discipline, and our society. This evaluation is reviewed by five to seven qualified neutral external reviewers at comparable universities. These external evaluations combine with the self-evaluation and the five-year body of work to form the basis of review. The review occurs at five levels, starting with the departmental P&T committee, the department chair, the dean, the provost, and concluding with the president. Significant negative external letters, split votes, divergence of opinion between previous reviewers, or otherwise borderline cases are brought to the full Council of Deans to help inform the Provost. Such cases are generally individually reviewed with the President.

Decisions for promoting associate professors to the rank of professor, promotions for non-tenure-track faculty members, and post-tenure reviews follow similarly rigorous procedures. We have made a number of major revisions to the processes and expectations for promotion of non-tenure-track faculty in the past year, and all departments and colleges now have written expectations in their codes for the various ranks available to non-tenure-track faculty. Since those are now in place, starting in this past year we have been working carefully with the faculty and the administration of the departments and colleges to implement appropriate promotions pathways and professional development

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

expectations for non-tenure-track faculty, and the first set of non-tenure-track faculty were promoted this past spring.

COLORADO STATE UNIVERSITY
RECOMMENDATIONS FOR ADVANCEMENT IN RANK AND TENURE
TENURE TRACK FACULTY
(Tenure is awarded on a 9-month basis)
Effective July 1, 2020

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Agricultural Sciences		
Christiana Argueso	Agricultural Biology	Grant tenure and promote to Associate Professor
Marco Costanigro	Agricultural and Resource Economics	Promote to Professor
Adam Heuberger	Horticulture and Landscape Architecture	Grant tenure and promote to Associate Professor
Noa Roman-Muniz	Animal Sciences	Promote to Professor
Scott Speidel	Animal Sciences	Grant tenure and promote to Associate Professor
Michael Wilkins	Soil and Crop Sciences	Grant tenure and promote to Associate Professor
Kelly Wrighton	Soil and Crop Sciences	Grant tenure and promote to Associate Professor
College of Business		
Adela Chen	Computer Information Systems	Grant tenure and promote to Associate Professor
Samantha Conroy	Management	Grant tenure and promote to Associate Professor
College of Engineering		
Margarita Herrera-Alonso	Chemical and Biological Engineering	Grant Tenure

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

Diego Krapf	Electrical and Computer Engineering	Promote to Professor
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Faculty Member

Department

Action

Jie Luo	Electrical and Computer Engineering	Promote to Professor
Brian Munsky	Chemical and Biological Engineering	Grant tenure and promote to Associate Professor
Ali Pezeshki	Electrical and Computer Engineering	Promote to Professor
Ketul Popat	Mechanical Engineering	Promote to Professor
Sybil Sharvelle	Civil and Environmental Engineering	Promote to Professor

College of Health and Human Sciences

Daniel Birmingham	School of Education	Grant tenure and promote to Associate Professor
Sonali Diddi	Design and Merchandising	Grant tenure and promote to Associate Professor
Svetlana Olbina	Construction Management	Grant tenure
Mehmet Ozbek	Construction Management	Promote to Professor
Arlene Schmid	Occupational Therapy	Promote to Professor

College of Liberal Arts

Timothy Amidon	English	Grant tenure and promote to Associate Professor
Jason Bernagozzi	Art and Art History	Grant tenure and promote to Associate Professor
Douglas Cloud	English	Grant tenure and promote to Associate Professor
Suzanne Faris	Art and Art History	Promote to Professor

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

Frederique Grim Languages, Literatures, and Cultures Promote to Professor

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Heidi Hausermann	Anthropology and Geography	Grant tenure and promote to Associate Professor
Matthew Hitt	Political Science	Grant tenure and promote to Associate Professor
Katherine Knobloch	Communication Studies	Grant tenure and promote to Associate Professor
Lynn Kwiatkowski	Anthropology and Geography	Promote to Professor
Blythe LaGasse	School of Music, Theatre, and Dance	Promote to Professor
Steven Leisz	Anthropology and Geography	Promote to Professor
Doreen Martinez	Ethnic Studies	Grant tenure and promote to Associate Professor
John McGuire	School of Music, Theatre, and Dance	Grant tenure and promote to Associate Professor
Tatiana Nekrasova-Beker	English	Grant tenure and promote to Associate Professor
Rebecca Phillips	School of Music, Theatre, and Dance	Promote to Professor
John Carlo Pierce	School of Music, Theatre, and Dance	Grant tenure and promote to Associate Professor
Johnny Plastini	Art and Art History	Grant tenure and promote to Associate Professor
Joshua Sbicca	Sociology	Grant tenure and promote to Associate Professor
Jason Sibold	Anthropology and Geography	Promote to Professor
Gayathri Sivakumar	Journalism and Media Communication	Grant tenure and promote to Associate Professor

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

Hongyan Xiang	History	Grant tenure and promote to Associate Professor
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<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
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College of Natural Sciences

David Aristoff	Mathematics	Grant tenure and promote to Associate Professor
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Meena Balgopal	Biology	Promote to Professor
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Kristen Buchanan	Physics	Promote to Professor
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Santiago Di Pietro	Biochemistry and Molecular Biology	Promote to Professor
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Bailey Fosdick	Statistics	Grant tenure and promote to Associate Professor
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Jessica Hagman	Mathematics	Grant tenure and promote to Associate Professor
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Steven Markus	Biochemistry and Molecular Biology	Grant tenure and promote to Associate Professor
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Andrew McNally	Chemistry	Grant tenure and promote to Associate Professor
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Ben Shaby	Statistics	Grant tenure and promote to Associate Professor
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Patrick Shipman	Mathematics	Promote to Professor
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Clayton Shonkwiler	Mathematics	Grant tenure and promote to Associate Professor
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Timothy Stasevich	Biochemistry and Molecular Biology	Grant tenure and promote to Associate Professor
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Dylan Yost	Physics	Grant tenure and promote to Associate Professor
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Wen Zhou	Statistics	Grant tenure and promote to Associate Professor
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<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Veterinary Medicine and Biomedical Sciences		
Georgiana Brooke Anderson	Environmental and Radiological Health Sciences	Grant tenure and promote to Associate Professor
Maggie Clark	Environmental and Radiological Health Sciences	Grant tenure and promote to Associate Professor
Joshua Daniels	Microbiology, Immunology, and Pathology	Grant tenure
Dawn Duval	Clinical Sciences	Promote to Professor
Chad Frank	Microbiology, Immunology, and Pathology	Grant tenure and promote to Associate Professor
Melinda Frye	Biomedical Sciences	Promote to Professor
Brian Geiss	Microbiology, Immunology, and Pathology	Grant tenure
Eileen Hackett	Clinical Sciences	Promote to Professor
Melissa King	Clinical Sciences	Grant tenure and promote to Associate Professor
Angela Marolf	Environmental and Radiological Health Sciences	Promote to Professor
Candace Mathiason	Microbiology, Immunology, and Pathology	Grant tenure
Christie Mayo	Microbiology, Immunology, and Pathology	Grant tenure and promote to Associate Professor
Stephanie McGrath	Clinical Sciences	Grant tenure and promote to Associate Professor
Bernard Seguin	Clinical Sciences	Promote to Professor
Ralf Sudowe	Environmental and Radiological	Promote to Professor

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

Health Sciences

Faculty Member

Department

Action

Claudia Wiese

Environmental and Radiological
Health Sciences

Grant tenure and promote to
Associate Professor

Warner College of Natural Resources

Tim Covino

Ecosystem Science and
Sustainability

Grant tenure and promote to
Associate Professor

Michael Gavin

Human Dimensions of
Natural Resources

Promote to Professor

Ed Hall

Ecosystem Science and
Sustainability

Grant tenure and promote to
Associate Professor

Julia Klein

Ecosystem Science and
Sustainability

Promote to Professor

David Koons

Fish, Wildlife, and Conservation
Biology

Grant tenure and promote to
Professor

Sara Rathburn

Geosciences

Promote to Professor

Jen Solomon

Human Dimensions of Natural
Resources

Grant tenure and promote to
Associate Professor

George Wittemyer

Fish, Wildlife, and Conservation
Biology

Promote to Professor

University Libraries

Mark Shelstad

Grant tenure

Michelle Wilde

Promote to Professor

Promotion & Tenure Statistics for Tenure Track Faculty

- 83 total candidates
- 44 Associate Professor with Tenure
- 31 Professor
- 1 Professor with Tenure
- 6 Tenure only
- 1 Denial

2019: 83 total candidates
2018: 82 total candidates
2017: 85 total candidates
2016: 75 total candidates
2015: 57 total candidates
2014: 51 total candidates
2013: 89 total candidates
2012: 80 total candidates
2011: 80 total candidates
2010: 52 total candidates

COLORADO STATE UNIVERSITY
RECOMMENDATIONS FOR ADVANCEMENT IN RANK
NON-TENURE TRACK FACULTY
Effective July 1, 2020

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Agricultural Sciences		
Nathan Clark	Agricultural and Resource Economics	Promote to Senior Instructor
College of Business		
Christian Becker	Accounting	Promote to Senior Instructor
Jennifer Coats	Finance and Real Estate	Promote to Senior Instructor
Jonathan Firooz	Marketing	Promote to Senior Instructor
Jennifer Morse	Management	Promote to Senior Instructor
Christina Ritsema	Accounting	Promote to Senior Instructor
William Shuster	Management	Promote to Master Instructor
Christopher Stein	Finance and Real Estate	Promote to Senior Instructor
Wendy Usrey	Finance and Real Estate	Promote to Senior Instructor
Jonathan Weiss	Marketing	Promote to Senior Instructor
Walter Scott, Jr. College of Engineering		
Sam Bechara	Mechanical Engineering	Promote to Associate Professor
Olivera Notaros	Electrical and Computer Engineering	Promote to Senior Instructor
College of Health and Human Sciences		
Bill Franz	Food Science and Human Nutrition	Promote to Associate Professor
Leann Kaiser	School of Education	Promote to Associate Professor
Dawn Mallette	School of Education	Promote to Associate Professor
Jacqueline Peila-Shuster	School of Education	Promote to Associate Professor
Jennifer Reinke	Human Development and Family Studies	Promote to Associate Professor

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
College of Liberal Arts		
Eli Alberts	History	Promote to Senior Instructor
Usama Alshaibi	Communication Studies	Promote to Teaching Associate Professor
Darrell Blair	Journalism and Media Communication	Promote to Senior Instructor
Virginia Chaffee	English	Promote to Senior Instructor
Jason Downing	Sociology	Promote to Senior Instructor
Derek Everett	History	Promote to Senior Instructor
Connie Fellman	Anthropology and Geography	Promote to Teaching Associate Professor
Copper Ferreira	School of Music, Theatre, and Dance	Promote to Senior Instructor
Kevin Foskin	Interdisciplinary Liberal Arts	Promote to Associate Professor
Kristin Heineman	History	Promote to Senior Instructor
Margaret Miller	School of Music, Theatre, and Dance	Promote to Senior Instructor
Sarah Pieplow	English	Promote to Senior Instructor
Jaye Powers	Journalism and Media Communication	Promote to Senior Instructor
Catherine Ratliff	English	Promote to Senior Instructor
Amy Scholl	School of Music, Theatre, and Dance	Promote to Senior Instructor
Douglas Sheflin	History	Promote to Senior Instructor
Mark Shuey	Sociology	Promote to Senior Instructor
Shilo Stroman	School of Music, Theatre, and Dance	Promote to Senior Instructor
Sean Waters	English	Promote to Senior Instructor

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Kristina Yelinek	English	Promote to Senior Instructor
College of Natural Sciences		
Salah Abdel-Ghany	Biology	Promote to Associate Professor
Kirsten Eilertson	Statistics	Promote to Associate Professor
Ken Kassenbrock	Biology	Promote to Associate Professor
Karen Raines	Biology	Promote to Associate Professor
Ruth Tucker	Chemistry	Promote to Senior Instructor
College of Veterinary Medicine and Biomedical Sciences		
Jeremiah Easley	Clinical Sciences	Promote to Associate Professor
Sangeeta Rao	Clinical Sciences	Promote to Associate Professor
Joel Rovnak	Microbiology, Immunology, and Pathology	Promote to Associate Professor
Leslie Stone-Roy	Biomedical Sciences	Promote to Associate Professor
University Libraries		
Lori Oling		Promote to Associate Professor
Jimena Sagas		Promote to Associate Professor

Promotion Statistics for Non-Tenure Track Faculty

- 48 total candidates
- 28 Senior Instructor
- 1 Master Instructor
- 2 Teaching Associate Professor
- 17 Associate Professor

2019: 48 total candidates

Board of Governors of the
Colorado State University System
August 7, 2020
Report Item

CSU - GLOBAL: Degrees Awarded Academic Year 2019-2020

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost & VP of Strategic Development, CSU-Global

The following report provides an overview of the total degrees conferred at CSU-Global by program for the 2020 academic year. Overall, there were 3,268 degrees conferred by CSU-Global in the 2020 academic year with 92 Undergraduate Certificates, 140 Graduate Certificates, 1,754 Undergraduate degrees and 1,282 Graduate degrees.



FY20 CSU-Global Degrees Conferred
Undergraduate Degrees

Degree and Program	Count of Degree Conferred	Percent of Degree Level
	1935	100.00%
BS - Accounting	230	11.89%
BS - Applied Social Sciences	39	2.02%
BS - Business Management	364	18.81%
BS - Communication	69	3.57%
BS - Criminal Justice and Law Enforcement Administration	73	3.77%
BS - Healthcare Administration and Management	171	8.84%
BS - Human Resource Management	152	7.86%
BS - Human Services	78	4.03%
BS - Information Technology	292	15.09%
BS - Interdisciplinary Professional Studies	7	0.36%
BS - Management Information Systems and Business Analytics	98	5.06%
BS - Marketing	85	4.39%
BS - Organizational Leadership	132	6.82%
BS - Project Management	141	7.29%
BS - Public Management	4	0.21%

Undergraduate Certificates

Degree and Program	Count of Degree Conferred	Percent of Degree Level
	97	100.00%
Undergraduate Certificate in Business Administration	8	8.25%
Undergraduate Certificate in Computer Programming	14	14.43%
Undergraduate Certificate in Cyber Security	27	27.84%
Undergraduate Certificate in Data Management and Analysis	13	13.40%
Undergraduate Certificate in Human Resource Management	3	3.09%
Undergraduate Certificate in Information Technology Operations	5	5.15%
Undergraduate Certificate in Marketing	4	4.12%
Undergraduate Certificate in Networking	3	3.09%
Undergraduate Certificate in Project Management	18	18.56%
Undergraduate Certificate in Web Application Development	2	2.06%

Graduate Degrees

Degree and Program	Count of Degree Conferred	Percent of Degree Level
	1397	100.00%
Master - Criminal Justice and Law Enforcement Administration	35	2.34%
Master - Finance	126	9.36%
Master - Healthcare Administration	316	21.76%
Master - Healthcare Administration and Management	29	1.95%
Master - Human Resource Management	223	15.52%
Master - Information Technology Management	64	4.60%
Master - International Management	19	1.33%
Master - Professional Accounting	138	10.22%
Master - Project Management	103	7.25%
MS - Data Analytics	24	1.87%
MS - Management	72	5.38%
MS - Organizational Leadership	160	11.93%
MS - Teaching and Learning	75	5.69%
MS - Teaching and Learning - Principal Licensure	10	0.70%
MS - Teaching and Learning - Teacher Licensure Science	3	0.23%

Graduate Certificates

Degree and Program	Count of Degree Conferred	Percent of Degree Level
	156	100.00%
Graduate Certificate in Business Analytics	16	10.26%
Graduate Certificate in Cyber Security	13	8.33%
Graduate Certificate in Digital Instructional Architecture	11	7.05%
Graduate Certificate in Educational Leadership - Principal Licensure	41	26.28%
Graduate Certificate in Human Resource Management	29	18.59%
Graduate Certificate in Project Management	46	29.49%

Board of Governors of the Colorado State University System
August 7, 2020
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2020-2021 Academic Year.

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP of Strategic Development of CSU-Global

The Faculty of Colorado State University Global recommends the conferral of degrees on those candidates who satisfy their requirements during the 2020-2021 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

MATTERS FOR ACTION:

CSU-Pueblo Faculty Handbook addition – Titled Academic Faculty Development of a Track for Promotion of Lecturers

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed changes to the CSU-Pueblo Faculty Handbook with regards to the Development of a Track for Promotion of Lecturers to Senior Lecturers.

The following are the additions to the faculty handbook section 2.2.1.2.

Minimum Criteria - Lecturer **2.2.1.2.1**

The following criteria are required for Lecturer Rank:

2.2.1.2.1.1 Lecturers are required to have at least a Master's degree or terminal degree (as indicated) in their respective fields. Primary duties include teaching assignments. Faculty contracted as Lecturers are eligible for promotion but are not eligible for tenure. The appointments of Lecturers may be terminated for cause prior to the expiration of the period of appointment.

Minimum Criteria for Promotion – **2.2.1.2.1.2** Lecturer to Senior Lecturer:

Lecturers are eligible for promotion to senior Lecturer in their sixth year of continuous service at Colorado State University Pueblo. *Those individuals who have served >6 years continuous service as Lecturers at the moment that this motion is brought forth are currently eligible for promotion.

Lecturer appointments are renewable as one academic year appointments. Renewal of lecturer appointment will be completed before June 1 each year.

The following criteria in regard to degree, length of employment, and judgment of performance should be considered *minimal*; applicants should keep in mind that attainment of the minimal standard does not guarantee promotion:

Senior Lecturer: **2.2.1.2.2**

2.2.1.2.2.1 • Master's degree or terminal degree (as indicated) in their respective fields or a closely related field.

- At least six years of continuous experience as Lecturer at CSU-Pueblo
- Classroom instruction must be judged by the department head as at least "satisfactory" in the last five years of annual evaluations.

Action Item

2.2.1.2.2.3 • The candidate must submit a promotion dossier to the Personnel and Review Committee for evaluation. The dossier must include: a current curriculum vitae in the approved format; the annual performance review reports, or alternative documentation if APRs are not available, for the years covered in the review; a self-report of activities in the performance in the Teaching review category. The burden of initiating applications and supplying appropriate evidence rests with the individual faculty member. An evaluation of teaching will be completed by a member of the Personnel and Review Committee for inclusion in the dossier.

• Senior lecturer appointments are renewable as one academic year appointments. Renewal of senior lecturer appointment will be completed before June 1 each year.

Successful candidates appointed to Senior Lecturer rank are expected to continue teaching at the level of satisfactory or higher, and perform service and scholarship as determined in agreement with the Chair.

* Years of employment is defined as six years of continuous experience as a lecturer at CSU-Pueblo. Credit may be negotiated for previous experience. Whether and to what extent prior experience will be included must be decided at the time of initial appointment in a mutually acceptable written agreement between the faculty member and Colorado State University Pueblo. All prior years must come from an accredited institution of higher learning or equivalent professional experience to be considered for credit against years required for promotion.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The purpose of the motion is to provide a track for Lecturers to apply for promotion to Senior Lecturer. The Senior Lecturer position provides opportunities for Lecturers to advance their title, role in shared governance and salary. The procedure will mirror that of Tenure Track Faculty as far as minimal criteria, length of employment, development of a dossier and review by the Personnel and Review Committee.

Lecturers are a valuable part of the University teaching team. A process for promotion to advance their title, role in shared governance and salary commensurate with experience will reward faculty who are loyal employees of Colorado State University Pueblo.

Lecturer positions are established to fill specific and limited departmental needs. At the time of initial appointment, Lecturers will be advised of the guidelines and procedures generally employed in decisions affecting renewal and promotion. Deans can assign responsibilities, including university service and professional development. This version was developed in close consultation with Office of General Counsel and in collaboration with CSU Pueblo personnel.

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Action Item

Approved

Denied

Board Secretary

Date

MATTERS FOR CONSENT:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of each cohort within the academic calendar year 2020-2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The Faculty Senate of Colorado State University-Pueblo recommends the conferral of degrees on those candidates who satisfy all their requirements at the end of each fall, spring and summer semester. Only those individuals who have completed all requirements will receive their degree.

CSU-Pueblo anticipates that approximately 665 undergraduate degrees and 145 graduate degrees should be awarded in the upcoming academic year (i.e., summer 2020, fall 2020, and spring 2021). The table below provides detail on bachelor's and graduate degrees awarded in summer 2019, fall 2019 and spring 2020; it also provides the related 5-year averages between summer 2015 and spring 2020.

Term	AY2019-20 # Bachelor's awarded	AY2019-20 # Master's awarded	AY2019-20 # Doctorate's awarded	5 Year Bachelor's average	5 Year Master's average
Summer	99	55	----	140	47
Fall	189	19	----	171	23
Spring	392	30	2	429	37
Total	680	104	2	740	107

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2020
Report Item

Report: Faculty Activity at Colorado State University

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

Colorado State University employs a comprehensive system for hiring and evaluating faculty performance. The following report describes the results of annual performance reviews, promotion and tenure, and periodic comprehensive reviews (post-tenure reviews). This report also summarizes the hiring process used to attract capable new faculty who are likely to succeed. We include some faculty demographic and salary information as well.

COLORADO STATE UNIVERSITY REPORT ON FACULTY ACTIVITY FOR 2019-2020

Colorado State University seeks to ensure that every regular, tenure-track faculty member meets or exceeds the expectations for his/her appointment. This report summarizes the procedures the University uses to ensure faculty meet the University's performance standards, and provides a brief analysis of the outcomes of the various types of review. The process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). At the midpoint of the probationary period, ordinarily during the third year of appointment, such untenured faculty members undergo a more comprehensive review. The critical decision concerning tenure and promotion normally occurs in the sixth year (Section IV). Tenured faculty members undergo a periodic comprehensive review (Section V). The outcomes of these reviews for 2019-2020 indicate that the vast majority of Colorado State University faculty members are performing at or above the expectations for their assignments.

I. PROCESS FOR FACULTY HIRES

Hiring new faculty members is among the most important responsibilities of department faculty and college administrators. The processes used in soliciting applications and interviewing candidates vary across the University as to detail, but universally, the search processes are characterized by thoroughness and intensity. Searches generally share the following characteristics:

1. Positions are advertised in printed and electronic form in locations appropriate for the discipline involved. Advertising must appear in locations ordinarily accessed by potential faculty members who would enhance the diversity of the unit. Members of search committees are expected to be proactive in solicitation of nominations and applications. Advertising typically specifies the expectations of the successful applicant in terms of teaching, advising, research, service, outreach, and engagement.
2. Applicants are asked to provide a letter of interest, a resume (curriculum vita), and typically three letters of recommendation. Application materials may include statements of teaching philosophy, a list of courses the applicant is qualified to teach, summaries of student evaluations, and research plans.
3. Semifinalists are selected after a careful screening by a departmental committee and in strict adherence with clearly defined equal opportunity guidelines. Often, additional information is solicited from other experts in the field.
4. Finalists are selected after another careful screening. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This certainly includes members of the faculty of the

department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are often included in the interview process. The interview almost always includes one or more presentations by the applicant and a meeting with the Dean.

II. ANNUAL PERFORMANCE REVIEWS

Performance reviews are conducted for all Colorado State University faculty members on an annual, calendar-year basis. Each faculty member prepares an annual activities report which details his/her activities in teaching, research and creative activity, and service/outreach. Typically, tenure-track faculty members expend 40-55 percent of their effort in teaching, 30-45 percent in research and creative activity, and 5-20 percent in service/outreach. The department head/chair assesses the activities of the faculty member and assigns a performance rating for each of the three categories and an “overall” rating. The faculty member and the head/chair meet to discuss the evaluation which is then forwarded to the college dean’s office for review. The summary report of the evaluation is forwarded to the Provost/Executive Vice President for further review and reporting.

For the calendar year 2019, 1,122 tenured and tenure-track faculty were reviewed. The “overall” outcomes were:

Superior performance:	202
Exceeded performance expectations:	627
Met performance expectations:	271
Below performance expectations:	21
Unsatisfactory performance:	1

The overwhelming majority of the reviews were positive, indicating that the faculty are meeting or exceeding the University’s performance expectations. It is important to note that faculty members who receive “met performance expectations,” and sometimes those who receive “exceeded performance expectations” ratings, may be given suggestions for improvement in one or more of the three categories that are evaluated.

III. REAPPOINTMENT

Academic faculty on tenure-track appointments who have not acquired tenure are appointed on a contractual basis not exceeding one year. Such faculty members undergo an annual review of progress toward tenure by the department Promotion and Tenure Committee, as well as the Department Chair. At the midpoint of the probationary period, ordinarily at the end of the third year of appointment, such faculty members undergo a more comprehensive review. Tenure-track faculty members making satisfactory progress are reappointed.

IV. TENURE AND PROMOTION

The following table summarizes Colorado State University’s promotion and tenure activity for 2019-2020.

College	Tenure	Promotion to Assistant	Promotion to Associate	Tenure & Promotion to Associate	Promotion to Full	Tenure & Promotion to Full	Denied	Total
Agricultural Sciences			5		2			7
Health and Human Sciences	1			2	2			5
Business				2				2
Engineering	1			1	5			7
Liberal Arts				14	7		1	22
Libraries	1				1			2
Natural Resources				3	4	1		8
Natural Sciences				10	4			14
Veterinary Medicine	3			7	6			16
TOTAL	6	0	5	39	31	1	1	83

We note that in this past year, there was one denial of promotion and/or tenure. This does not mean that every other case that was initially proposed was successful. Each year, there are cases that come forward that are withdrawn for a variety of reasons, most having to do with some level of administrative discouragement due to a perception that the case is not strong enough yet. The above statistics represent those cases that made it through the process leading to a formal recommendation by the Provost to the President.

V. COMPREHENSIVE REVIEW OF TENURED FACULTY

All tenured faculty at Colorado State University are subject to periodic comprehensive reviews of their performance. Phase I Comprehensive Performance Reviews of faculty are conducted by the department head/chair at intervals of five years following the acquisition of tenure, or if there are two unsatisfactory annual reviews within a five-year period. The department head's review identifies strengths and any deficiencies in the faculty member's performance. Department heads who believe that a faculty member's deficiencies can be corrected without implementing a Phase II Comprehensive Performance Review prepare, in consultation with the faculty member, a specific professional development plan to assist the faculty member in meeting the department's performance expectations. The review may also result in changes in the distribution of the faculty member's effort across teaching, research, outreach, and service.

If a faculty member's deficiencies are deemed to be more significant, a Phase II Comprehensive Performance Review is initiated. This review is conducted, according to procedures specified in the department's Code, by three of the faculty member's peers at the same or higher rank. The department head is not a committee member. A majority of the committee must decide if the faculty member's performance: a) is satisfactory, b) has minor deficiencies, c) has deficiencies that are substantial and chronic or recurrent and must be remedied, or d) is so unsatisfactory as to warrant possible sanctions up to and including tenure revocation. When deficiencies are noted that must be remedied, the department head and faculty member design a professional development plan indicating how the deficiencies are to be remedied and set timelines for accomplishing each element of the plan. Such development plans must be approved by the dean of the college. When sanctions are involved, the Provost/Executive Vice President makes a recommendation to the President regarding action. [*see*: Colorado State University, Academic Faculty and Administrative Professional Manual, E.14.3, Periodic Comprehensive Reviews of Tenured Faculty].

In the past year (2019), one professional development plan was implemented. The following table summarizes the results of the reviews by College and by outcome.

2019-2020 Comprehensive Review Summary

College	Number	Satisfactory	Professional Development Plans	Phase II
Agricultural Sciences	12	11	1	
Health and Human Sciences	3	3		
Business	3	3		
Engineering	10	10		
Liberal Arts	15	15		
Natural Resources	1	1		
Natural Sciences	20	20		
Vet. Med. and Biomedical Sciences	19	19		
Libraries	0	0		
Total	83	82	1	

Results from the last six years of Comprehensive Reviews are recorded in the table below.

Five Year Comprehensive Review Summary

Year	Number	Satisfactory	Professional Development Plans	Phase II
2014-2015	77	77	1	0
2015-2016	124	123	2	1
2016-2017	125	122	2	3
2017-2018	143	143	2	0
2018-2019	124	123	3	1
2019-2020	83	82	1	0

VI. Faculty Workload Analysis

As part of a review of faculty workload reports in FY13, the Academic and Student Affairs Committee agreed on a set of six metrics to use to measure faculty workload; these are:

- The UG Student/Faculty Ratio as computed for the IPEDS data set
- The UG FTE/AAUP Instructional Faculty ratio
- The UG Degrees/AAUP Instructional Faculty ratio
- The Graduate FTE/AAUP Instructional Faculty ratio
- The Graduate Degrees/AAUP Instructional Faculty ratio
- NSF Federal Research Expenditures/AAUP Instructional Faculty

Institutional Research, Planning and Effectiveness has been tracking these metrics for some time; we present below the past five years of data.

Values	2015		2016		2017		2018		2019	
	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers
IPEDS UG FTE/Faculty FTE	18	18	18	18	16	18	16	17	14	
Undergraduate FTE/AAUP Faculty	21.22	21.29	22.03	21.28	19.84	20.55	19.98	19.61	16.63	
Undergraduate Degrees/AAUP Faculty	4.72	4.39	4.61	4.51	4.24	4.69	4.51	5.00	3.90	
Graduate FTE/AAUP Faculty	4.21	4.53	4.13	4.36	3.95	4.26	3.84	4.15	3.27	
Graduate Degrees/AAUP Faculty	2.06	1.68	2.04	1.60	1.70	1.60	1.77	1.58	1.50	
NSF Federal Research Exp/AAUP Faculty	\$213	\$133	\$222	\$131	\$204	\$142				

Notes:

* Student FTE is calculated as full-time headcount + 1/3rd part-time headcount

* NSF federal research expenditures are reported in thousands and are a year in arrears. Data for FY18 will not be released until Nov. 2020

VII. Faculty Demographics

Below we present basic faculty demographic data for the past ten years; these statistics and many others can be found in the CSU Fact Book.

The total tenure-track faculty numbers rose slightly this past year (1.7%). Our number of female faculty continued to rise, as did our number of international faculty; both are at historic highs.

History of Tenure-Track Faculty

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professor	275	255	229	234	227	228	253	261	278	288
Associate Professor	321	332	356	378	388	374	363	360	332	334
Professor	404	416	423	433	448	459	465	470	499	512
Asian	63	71	75	77	85	85	88	92	105	95
Black	16	13	11	11	14	11	10	12	12	15
Hispanic/Latino	42	50	52	51	50	53	52	51	55	56
International	40	25	18	25	23	22	25	28	32	52
Multi-Racial	0	7	6	7	10	14	13	17	19	20
Native American	4	2	2	2	4	4	3	2	4	4
No Response	49	3	7	30	4	0	24	23	3	18
White	786	832	837	842	873	872	866	866	879	874
Minority	125	143	146	148	163	167	166	174	195	190
Non-Minority	875	880	882	897	900	894	915	917	914	944
Female	332	342	350	381	389	395	403	416	426	444
Male	668	661	658	664	674	666	678	675	683	690
Total Employees	1,000	1,003	1,008	1,045	1,063	1,061	1,081	1,091	1,109	1,134

Board of Governors of the Colorado State University System
 Meeting Date: August 7, 2020
 Report Item

History of Non-Tenure-Track (formerly Special Appointment) Faculty

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professor	93	95	111	102	105	115	118	128	126	136
Associate Professor	19	22	19	19	21	21	23	25	21	36
Instructor	202	205	235	252	252	261	287	290	267	190
Master Instructor	0	0	0	0	0	0	0	0	0	11
Professor	17	10	9	10	13	12	12	13	14	12
Senior Instructor	0	0	0	0	0	0	0	0	1	82
Asian	18	17	17	16	17	17	13	12	10	10
Black	0	1	3	2	2	2	3	6	5	2
Hispanic/Latino	10	12	21	21	20	18	15	19	24	28
International	11	6	4	8	10	11	11	11	11	12
Multi-Racial	0	1	2	2	5	5	4	3	3	3
Native American	4	2	2	1	0	0	0	1	1	3
No Response	30	0	18	35	11	0	11	16	1	9
White	258	293	307	298	326	356	383	388	374	400
Minority	32	33	45	42	44	42	35	41	43	46
Non-Minority	299	299	329	341	347	367	405	415	386	421
Female	197	203	235	233	235	244	258	267	257	292
Male	134	129	139	150	156	165	182	189	172	175
Total Employees	331	332	374	383	391	409	440	456	429	467

Board of Governors of the Colorado State University System
 Meeting Date: August 7, 2020
 Report Item

History of Non-Tenure-Track Temporary Faculty Appointments

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Assistant Professor	6	8	9	5	3	6	6	8	11	12
Associate Professor	3	2	2	2	3	0	2	1	0	3
Instructor	192	204	231	222	261	240	248	250	253	265
Master Instructor	0	0	0	0	0	0	0	0	0	2
Professor	8	11	11	11	14	15	12	13	13	18
Visiting Asst Professor	0	0	0	0	0	0	0	0	1	2
Visiting Professor	0	0	0	0	0	0	0	1	1	1
Asian	3	3	2	8	5	4	4	4	6	5
Black	1	0	3	2	2	1	1	1	1	2
Hispanic/Latino	4	7	6	5	7	9	16	19	18	13
International	7	5	2	3	2	7	5	8	8	10
Multi-Racial	0	1	1	0	0	2	1	0	0	6
Native American	0	0	0	0	0	1	2	2	2	0
No Response	35	3	29	59	73	8	40	39	32	38
White	159	206	210	163	192	229	199	200	212	229
Minority	8	11	12	15	14	17	24	26	27	26
Non-Minority	201	214	241	225	267	244	244	247	252	277
Female	121	121	143	139	164	141	147	140	145	162
Male	88	104	110	101	117	120	121	133	134	141
Total Employees	209	225	253	240	281	261	268	273	279	303

VIII. Faculty Compensation Comparisons

Using AAUP data, CSU faculty salaries and total compensation lag behind our peers. Depending on rank, average salaries are 91-98% of peers while total compensation is around 95-100% of peers. However, AAUP is no longer collecting the total fringe benefits, only the percentage of retirement and medical to salary. The University of California did not provide fringe percentages to AAUP, so we were unable to calculate their total compensation figure. Because of this, they were not included in the average for total compensation. Overall, the CSU average faculty salary is at 91% of our peers (up from last year); total compensation is higher at around 95%. This would likely be lower with the inclusion of UC Davis. Faculty raises averaged 2.5% in FY18 and in FY19 (not represented in the data tables below) averaged 4%. Additionally, plans have recently been finalized for a three-year phased in approach to increasing the non-tenure-track faculty (NTTF) salary floor. Doing so will increase our assistant professor average salary as reported to AAUP since NTTF are included.

2019-20 Faculty Salaries - BOG Peer Group

Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary
Iowa State	536	70,752,000	132,000	490	46,207,000	94,300	468	41,040,800	84,100	1,514	157,999,800	104,359
Kansas State	262	29,789,400	113,700	269	24,425,200	90,800	236	18,266,400	77,400	767	72,481,000	94,499
Michigan State	778	125,180,200	160,900	613	64,487,600	105,200	733	61,791,900	84,300	2,124	251,459,700	118,390
North Carolina State	667	87,643,800	131,400	449	43,553,000	97,000	448	37,990,400	84,800	1,564	169,187,200	108,176
Oklahoma State	312	35,006,400	112,200	260	22,438,000	86,300	317	26,025,700	82,100	889	83,470,100	93,892
Oregon State	335	43,483,000	129,800	262	26,147,600	99,800	225	20,547,500	91,300	822	90,173,100	109,700
Purdue University	904	134,876,800	149,200	519	55,844,400	107,600	674	62,816,800	93,200	2,097	253,538,000	120,905
Texas A & M	966	147,508,200	152,700	488	51,581,600	105,700	414	39,537,000	95,500	1,868	238,626,800	127,745
Univ of California, Davis	812	148,271,200	182,600	285	35,710,500	125,300	322	34,743,800	107,900	1,419	218,725,500	154,141
Univ of Illinois, Urbana	843	134,458,500	159,500	478	52,341,000	109,500	538	54,660,800	101,600	1,859	241,460,300	129,887
Univ of Tennessee	521	76,847,500	147,500	392	39,944,800	101,900	343	29,978,200	87,400	1,256	146,770,500	116,855
Virginia Tech	591	89,063,700	150,700	526	54,809,200	104,200	551	50,526,700	91,700	1,668	194,399,600	116,547
Washington State	335	44,421,000	132,600	291	26,917,500	92,500	201	18,110,100	90,100	827	89,448,600	108,160
COLORADO STATE	376	54,450,400	145,400	351	35,164,800	99,900	441	44,216,300	83,300	1,239	113,851,500	108,012
TOTAL EXCLUDING CSU	7,862	1,167,301,700	148,474	5,322	544,407,400	102,294	5,490	496,031,100	90,352	18,674	2,207,740,200	118,225
CSU as Pct of Peer Avg			91.2%			97.7%			92.2%			91.4%

Board of Governors of the Colorado State University System
 Meeting Date: August 7, 2020
 Report Item

2019-20 Faculty Compensation - BOG Peer Group

Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp
Iowa State	536	85,680,671	159,852	490	55,956,677	114,197	488	49,700,409	101,845	1,514	191,337,758	126,379
Kansas State	262	35,598,333	135,877	269	29,188,114	108,506	236	21,828,348	92,493	767	86,614,795	112,927
Michigan State	778	148,588,897	190,988	613	76,546,781	124,877	733	73,346,985	100,064	2,124	298,482,664	140,529
North Carolina State	667	105,873,710	158,731	449	52,612,024	117,176	448	45,892,403	102,438	1,564	204,378,138	130,677
Oklahoma State	312	44,386,115	142,270	260	28,451,384	109,428	317	33,000,588	104,103	889	105,840,067	119,055
Oregon State	335	61,311,030	183,018	262	36,868,116	140,713	225	28,964,925	128,743	822	127,144,071	154,676
Purdue University	904	164,549,696	182,024	519	68,130,168	131,272	674	76,636,496	113,704	2,097	309,316,360	147,504
Texas A & M	966	178,779,936	185,072	488	62,516,899	128,108	414	47,918,844	115,746	1,868	289,215,682	154,826
Univ of California, Davis*	812	148,271,200	182,600	285	35,710,500	125,300	322	34,743,800	107,900	1,419	218,725,500	154,141
Univ of Illinois, Urbana	843	170,896,754	202,725	478	66,525,411	139,175	538	69,473,877	129,134	1,859	306,896,041	165,087
Univ of Tennessee	521	94,215,035	180,835	392	48,972,325	124,929	343	36,753,273	107,152	1,256	179,940,633	143,265
Virginia Tech	591	111,507,752	188,676	526	68,621,118	130,458	551	63,259,428	114,808	1,668	243,388,299	145,916
Washington State	335	53,793,831	160,579	291	32,597,093	112,018	201	21,931,331	109,111	827	108,322,255	130,963
COLORADO STATE	476	80,305,198	168,708	362	43,815,341	124,475	411	47,658,430	103,797	1,249	166,778,969	134,608
TOTAL EXCLUDING CSU	7,050	1,255,183,764	178,040	5,037	626,986,110	124,476	5,168	568,706,907	110,044	17,255	2,450,876,782	142,039
CSU as Pcte of Peer Avg			94.8%			100.0%			94.3%			94.8%

*UC Davis didn't provide fringe benefit percentages. Peer average compensation calculation does not include them.

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

When using CUPA data to compare our tenure-track/tenured faculty (TTF) salaries to other R1 institutions, the results are similar to the AAUP comparison. CSU TTF salaries are 90% of the median across ranks as shown in the table below. The assistant professor salary as a percent of the peer median is 90%; the associates are at 94%; full professors are at 91%. A multi-year phased in approach to raise the TTF salaries in many of the departments in the College of Liberal Arts began last year. The majority of new Assistant Professor hires in FY20 were in the College of Liberal Arts, College of Agricultural Sciences and the College of Health and Human Sciences. Salaries in these colleges tend to be among the lower paid (nationally and at CSU). The comparison hires at R1 IHEs may not reflect that same concentration.

Code/Title	A. Focus Salary			B. Comparison Group Statistics							Focus Median Salary as Percent of CG Median Salary
	NP	Median	Average	Median	Average	Std. Dev.	Salary Factor	Median NP	NP	NI	
Across All Disciplines Selected											
Professor	475	126,716	131,170	139,140	141,401	18,215	1.00	361	16,765	42	91
Associate Professor	322	94,923	98,078	100,977	101,165	9,642	1.00	322	12,997	41	94
Assistant Professor (excl New)	230	81,880	83,356	90,300	92,687	8,429	1.00	188	8,160	40	91
Assistant Professor (incl New)	287	81,349	82,425	90,466	92,694	8,313	1.00	228	9,241	40	90
New Assistant Professor	57	76,500	78,541	90,211	89,960	10,764	1.00	34	1,080	32	85
Instructor				80,761	81,214	12,668	1.00	3	153	8	
Across All Ranks	1,084	101,464	107,311	112,713	114,032	11,912	1.00	909	39,410	42	90

Board of Governors of the
Colorado State University System
August 7, 2020
Report Item

REPORT ITEM:

Approval of Faculty Activity Report

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Faculty Report presented by Colorado State University Global

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost & VP of Strategic Development, CSU Global

Colorado State University Global has a well-defined process for recruiting, training, monitoring, and evaluating faculty. The following report describes the process and includes the results of the 2020 faculty evaluations and an overview of faculty characteristics.



Faculty Activity Report

Faculty Overview

CSU Global uses primarily part time faculty who are integrated into all areas of the campus including teaching, administration/leadership, programs and courses, organizational development, and student services. Full-time faculty were responsible for the successful approval and launch of the BS Computer Science, MS Artificial Intelligence and Machine Learning, MS Finance, and BS Cybersecurity in the 2019-2020 academic year. The Fall 2019 IPEDS data is reported below. Over the last year, CSU Global has continued to add qualified faculty (total=580) and with a continued focus on diversity, now has over 33% of faculty from under-represented minorities and almost 17% with military affiliation.

CSU Global 3-phase faculty application process

Phase I: Applicants and Credentialing Screening

- Applicants are evaluated and credentialed in four HLC-aligned areas: Academic, Scholarly, Expertise, and Professional qualification screenings
- Minimum of 18 hours of graduate credit hours in area of specialty along with recent and relevant work experience
- Must have terminal degree to teach graduate courses
- Additional criteria for programs under specialized accreditation
- Highly skilled HR Faculty Recruiters complete initial screenings, background checks, and assessments
- Applicants who meet qualifications in all areas are sent on to Program Managers and academic leadership for final interviews and credentialing approval

Phase II: Candidates and Instructor Training

- Applicants approved to move forward become candidates and must successfully complete FCC100 3-week Instructor Training Course (non-compensated)
- Must be recommended and approved to move forward to phase III or are removed from the application process

Phase III: Mentored First Course

- Mentored/supervised teaching of first online course
- Must consistently meet/exceed all faculty expectations and be recommended and approved to be hired as faculty

CSU Global Faculty Development, Training, and Performance Management

- All policies and procedures are outlined in the Faculty Handbook
- Facilitators: Onboard candidates, lead Faculty Certification Courses (FCC), assist in creating training materials
- Faculty Mentors: Full time peer Mentors who guide, assist, and align processes across programs, courses, and faculty
- Specialized Staff: Content experts in their areas
- Faculty Meetings: University-wide and individual program meetings at scheduled intervals throughout the year

Training and Development:

- Center for Teaching Excellence to support faculty in all aspects of teaching, alignment of faculty processes, and instructional expectations with a library of recorded seminars and trainings
- Link to the Center is included in every course Instructor Folder as well as in the Faculty Portal
- Core training to support instruction across the institution, succession training and opportunities to be involved as Career Coach, Committee Membership, Content Expert, Reviewer, Lead Faculty member, and Program Manager
- Specialized training and seminars to support research-based, best practices in online teaching and professional development i.e., Improving student retention, substantive feedback strategies, principles of adult learning, assessment and grading, engaging discussion boards
- Program specific and institutional support training and just in time webinars i.e., - adaptive technology & third-party technology, Canvas, Connect, etc.
- Faculty Development Grants program

Performance:

- Peer Mentors provide guidance, support, and resources to all faculty each term reflective of CSU Global instruction and engagement expectations
- Monitored through the Faculty Management System (FMS) and peer Mentors
- Investigation and resolution of student comments, course evaluations, and complaints

- Ongoing peer faculty mentoring assessments to measure knowledge of expectations and policy
- Faculty are reviewed every term they teach through the year by faculty mentors using a rubric based on CSU Global Faculty Expectations (75- point scale, <60= not meeting expectations, 60=meeting expectations, 65+=exceeding expectations)
- 79% exceeded expectations
- 14% met expectations
- 7% did not meet expectations and actively engaged in coaching or performance management plans

Compensation:

- Teaching Assignments undergraduate: For faculty with a terminal degree, compensation starts at \$350 for the first student and reaches a maximum of \$3,500 for 26 students.
- In June, 2016, CSU Global adopted a new graduate compensation model that caps courses at 18 students and ranges from \$375 for the first student to \$3,044 for 18 students
- Content Development and Course Editing; Varies - up to \$3,400 for a new course
- Non-Instructional Service e.g. Committee and Task Force service, data and program reviews et. al.: Varies based on type and amount of work

Non-Instruction Opportunities:

- Faculty training seminars and courses
- Peer Mentors
- Course Development
- Course Review and Editing
- Committee and Task Force Leadership and Participation
- Data Analysis for Process Improvement
- Department Input for Content and Process Improvement (e.g. students services and resources, career center, surveys, etc.)
- Work that needs 360 input, strategy development, and faculty-related matters
- Professional development funding

Faculty Achievements

- CSU Global faculty across the U.S. and around the world reported their leading important initiatives, assisting with, and working to control/find solutions to COVID-19 including Dr. Phillip Finley who was recognized this year for his 31 years with the Center for Disease Control and Prevention.
- CSU Global faculty presented and participated in numerous conferences nationally and internationally.

Board of Governors of the
Colorado State University System
August 7, 2020
Report Item

- In addition to articles published by CSU Global faculty (including in the Chronicle of Higher Education) faculty reported co-authorships of textbooks as well as professional books
- Dr. Murthy Rallapalli was selected as a 2020 Fulbright Scholar

Annual Faculty Satisfaction Survey, May 2020 (includes strongly agree and agree):

- 98% of faculty satisfied in CSU Global's Mission achievement to date
- 98% agree that CSU Global is committed to student success
- 98% report that their academic program's contributions support CSU Global in achieving its mission
- 98% agree that their individual contributions aid in achieving the CSU Global Mission
- 97% indicate that the tools and technologies used by CSU Global support student learning
- 96% indicate that the Center for Teaching Excellence supports their role as a faculty member
- 96% report that overall, they are satisfied with CSU Global

Student Evaluations of Faculty:

- Overall, I am satisfied with the course instructor: 90%
- The instructor actively facilitates meaningful discourse in the discussion forum: 93%
- The instructor shares relevant field or scholarly information that increases my understanding of the course material: 92%
- The instructor provides detailed and personalized feedback on course assignments: 90%
- The instructor supports my learning of the course material in an engaging manner: 91%.

Faculty Counts as Reported to IPEDS

	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Fall 2015
Total Faculty	631	556	497	454	446
Accounting	8%	10%	9%	10%	9%
Applied Social Sciences	1%	(1)	2%	5%	4%
Communications	4%	(2)	3%	3%	4%
Criminal Justice	5%	5%	5%	4%	5%
Emergency Management/Homeland Security	-	(3)	-	2%	1%
Finance	3%	3%	3%	2%	2%
General Education	14%	18%	15%	13%	15%
Healthcare Management	9%	8%	8%	7%	7%
Human Resource Management	6%	5%	5%	3%	2%
Human Services	3%	5%	2%	2%	1%
Information Systems Management	2%	(4) 3%	2%	2%	2%
Information Technology	10%	8%	9%	8%	8%
Management	11%	12%	13%	13%	15%
Marketing	3%	3%	3%	4%	4%
Organizational Leadership	11%	11%	11%	12%	13%
Project Management	6%	6%	5%	4%	3%
Public Management	0.50%	(5)	1%	1%	1%
Teaching and Learning	4%	4%	4%	5%	4%

Faculty counts above are those reported to IPEDS and are based upon November 1 of the given year. (1) included in Human Services, (2) included in General Education, (3) included in Criminal Justice, (4) included in Management Information Systems, (5) included in Human Services.

Faculty Demographics - Fall 2019

Race/Ethnicity	Gender – Male	Gender— Female	Overall %
Latino/Hispanic	19	12	5.58%
Asian	11	3	2.52%
American Indian/Native Alaskan	3	1	0.72%
Black or African American	46	42	15.83%
Hawaiian/Other Pacific Islander	9	4	2.34%
Two or More Races	7	1	1.44%
White	212	163	67.45%
Unknown	15	8	4.14%
Total Adjunct Faculty	322	234	556

Data above are those data reported to IPEDS and include faculty counts through November 1, 2019. Current percentage of Racial/Ethnic minorities (without including unknown category) is 32.55%.

Faculty Workload AY 2019			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	19,692	55	358
Criminal Justice	8,667	37	372
Finance	6,621	20	331
General Education	39,277	124	651
Healthcare Management	20,379	61	334
Human Resource Management	18,450	47	393
Human Services	7,650	39	196
Information Technology	20,145	78	646
Management	35,622	186	476
Management Information Systems	6,297	35	216
Marketing	4,671	21	222
Organizational Leadership	32,773	98	334
Project Management	13,923	47	441
Teaching and Learning	5,244	40	246
Grand Total	239,411	888	373

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2019.

Faculty Demographics - Fall 2018			
Race/Ethnicity	Gender – Male	Gender— Female	Overall %
Latino/Hispanic	19	11	5.4%
Asian	10	2	2.1%
American Indian/Native Alaskan	3	1	0.7%
Black or African American	40	41	14.6%
Hawaiian/Other Pacific Islander	11	4	2.7%
Two or More Races	4	0	0.7%
White	216	165	68.5%
Unknown	19	10	5.2%
Total Adjunct Faculty	322	234	556

Data above are those data reported to IPEDS and include faculty counts through November 1, 2018. Current percentage of Racial/Ethnic minorities (without including unknown category) is 26.9%.

Faculty Workload AY 2018			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	25,266	55	459
Applied Social Sciences	4,614	9	513
Communications	8,049	24	335
Criminal Justice	8,859	31	286
Finance	7,314	16	457
General Education	35,266	82	430
Healthcare Management	20,817	48	434
Human Resource Management	13,116	28	468
Human Services	5,085	15	339
Information Systems Management	7,272	16	455
Information Technology	21,891	49	447
International Management	1,632	5	326
Management	28,845	68	424
Marketing	7,995	18	444
Organizational Leadership	28,504	61	467
Project Management	12,824	24	534
Public Management	2,025	4	506
Teaching and Learning	6,933	24	289
Grand Total	245,575	577	423

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2017.

Faculty Workload AY 2017			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	26,907	47	572
Applied Social Sciences	10,659	20	533
Communications	6,372	16	398
Criminal Justice	8,653	22	393
Emergency Management	2,803	7	400
Finance	5,670	13	436
General Education	28,850	64	436
Healthcare Management	19,080	41	465
Human Resource Management	10,078	23	438
Human Services	5,316	11	483
Information Systems Management	5,871	10	587
Information Technology	19,779	47	421
International Management	1,128	4	282
Management	28,101	63	446
Marketing	9,396	17	553
Operations Management	2,847	6	475
Organizational Leadership	27,692	55	503
Project Management	8,643	19	455
Public Management	2,517	4	629
Teaching and Learning	6,867	25	275
Grand Total	237,229	514	462

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2016.

Faculty Workload AY 2016			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	24,585	45	546
Applied Social Sciences	10,395	21	495
Communications	6,438	17	379
Criminal Justice	7,066	21	336
Emergency Management	2,722	8	340
Finance	5,388	9	599
General Education	25,421	65	391
Healthcare Management	16,752	35	479
Human Resource Management	6,379	15	425
Human Services	3,009	7	430
Information Systems Management	6,015	10	602
Information Technology	15,690	38	413
International Management	759	2	380
Management	27,779	60	463
Marketing	8,685	18	483
Operations Management	2,895	8	362
Organizational Leadership	25,186	59	427
Project Management	7,836	17	461
Public Management	2,415	4	604
Teaching and Learning	5,801	23	252
Grand Total	211,216	482	438

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2015.

Faculty Workload AY 2015			
Program	Credit Hours	Faculty Count	Credit Hours per Faculty
Accounting	20,085	39	515
Applied Social Sciences	7,893	17	464
Communications	5,838	16	365
Criminal Justice	5,753	22	262
Emergency Management	3,078	8	385
Finance	3,999	8	500
General Education	23,743	62	383
Healthcare Management	14,136	32	442
Human Resource Management	3,805	9	423
Human Services	1,830	6	305
Information Systems Management	3,945	8	493
Information Technology	13,929	37	376
International Management	489	2	245
Management	24,171	63	384
Marketing	7,224	17	425
Operations Management	3,162	6	527
Organizational Leadership	21,166	60	353
Project Management	5,649	14	404
Public Management	2,172	6	362
Teaching and Learning	5,499	20	275
Grand Total	177,566	452	393

Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2014.

REPORT ITEM:

Report on annual faculty performance. Report Item. No Action Necessary

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

INTRODUCTION

The report summarizes major actions taken during the 2019-2020 academic year.

REPORT ON FACULTY ACTIVITY FOR AY 2019-2020

Colorado State University-Pueblo has in place policies, procedures and practices to ensure that every tenure-track faculty member meets or exceeds the performance expectations for his/her position when hired and throughout his/her career at the University. This report summarizes the relevant procedures and recent review results.

The performance review process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). The critical decision concerning tenure normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2018-2019 indicate that the vast majority of Colorado State University-Pueblo faculty are performing at or above the expectations for their assignments.

I. PROCESS FOR FACULTY HIRES

Hiring qualified new faculty members is among the most important responsibilities of department faculty and college administrators. The process used in soliciting applications and interviewing candidates is thorough, objective and conforms to central policies. Searches share the following characteristics:

All tenure-track faculty searches are conducted nationally. Positions are advertised in printed and electronic form in locations appropriate for the discipline involved. All positions are posted on the University's web site and, typically, in the discipline's major print and electronic resources for job searches. Members of search committees are expected to be proactive in soliciting nominations and applications, and, typically, contact is made with leading doctoral programs in the discipline, especially those with high rates of minority and Hispanic graduates. Advertising specifies the expectations of the successful applicant in terms of teaching, scholarship, and faculty duties unique to the position.

Applicants are asked to provide a letter of interest, résumé (curriculum vitae), evidence of excellent teaching performance and names of references and/or letters of recommendation.

A search and screen committee is named, with the majority of members representing the discipline in which the position exists. Faculty from other disciplines sometimes are named to the search and screen committee in order to promote diversity or to represent the teaching interests of related fields.

Candidates meeting minimum qualifications are determined after a careful review by the search and screen committee and in strict adherence with clearly defined University guidelines. The group of qualified candidates is further reviewed through more extensive examination of submitted materials, telephone interviews with references and/or telephone or online video interviews with the top candidates.

The resulting finalists are invited for an on-campus interview. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This includes members of the faculty of the department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are included in the interview process. The interview almost always includes two presentations by the applicant: a teaching demonstration and a presentation of scholarly work.

II. ANNUAL PERFORMANCE REVIEWS

Performance reviews are conducted for tenure and tenure-track Colorado State University-Pueblo faculty on an annual, calendar-year basis. Each faculty member prepares an annual activities report, which details his/her activities in teaching, scholarship/creative activity, and service/outreach in relation to the faculty member's annual performance goals and plan. The department chair assesses the activities of the faculty member in light of formal departmental and college performance standards and University performance criteria. The faculty member and the chair meet to discuss the evaluation, which is then forwarded to the college (or school) dean's office for review. The dean's and the chair's recommendations are forwarded to the provost for further review, and then all recommendations are submitted to the president for final approval. Starting in the AY 2018-2019 visiting and adjunct faculty performance reviews also will be conducted annually within the department, with reports forwarded to the dean's office for review. These reviews will inform professional development and faculty assignments to maintain academic quality.

For the calendar year 2019, 127 tenured and tenure-track faculty members were reviewed (compared to 133 in CY 2018, 138 in CY2017, 130 in CY2016, and 122 in CY2015). This number includes department chairs.

The outcomes are tabulated below:

	Tenure-track faculty	Tenured faculty	Total	%
Exceptional performance	5	14	19	15%
Exceeds expectations	21	54	78	61%
Meets expectations	11	18	29	23%
Below expectations/Unsatisfactory	1	0	1	1%

As part of the annual review process, all faculty receive feedback about the quality of their performance, and this feedback affects the identification of performance goals for the next year. Additionally, faculty members receiving “below expectations” evaluations overall or in any evaluation category prepare special development plans, in consultation with their chairperson (see below).

III. REAPPOINTMENT

Academic faculty on regular appointments who have not acquired tenure are appointed on a contractual basis not exceeding one year. Such faculty members undergo an annual review of progress toward tenure as part of the standard annual review process. Faculty members making satisfactory progress are reappointed. A midpoint performance review is also conducted in the midpoint of a tenure-track faculty member’s normal probationary period (i.e. typically in the third year of the six year probationary period).

IV. TENURE AND PROMOTION

The following table summarizes Colorado State University-Pueblo promotion and tenure outcomes for 2019.

Eleven faculty requested promotion and/or tenure; one faculty was denied promotion to Full Professor.

Academic Unit*	Requested Tenure & Promotion to Associate Professor	Requested Promotion to Full Professor	Denied	Total Actions
CEEPS	3	1	0	4
CHASS	1	2	0	3
CSM	1	1	1	2
HSB	1	1	0	2
Library	0	0	0	0
TOTAL	6	5	1	11

*Tenure and promotion counted as two separate actions

V. COMPREHENSIVE REVIEW OF TENURED FACULTY

All tenured faculty at Colorado State University-Pueblo must complete a comprehensive, post-tenure review every five years. This review consists of the annual performance review for the current year plus a review of performance over the previous four years. If the comprehensive review results in a non-meritorious rating or if two successive annual reviews result in a non-meritorious rating, a cumulative performance review is scheduled for the following year. In the interim, the faculty member works closely with the department chair to analyze deficiencies and to develop a detailed professional development plan for improvement. This process of analysis and developing a plan is tied closely to the formally defined University criteria and college/school and department standards for performance. The cumulative review includes a self-assessment of performance, and assessments conducted by the department chair, the College Personnel and

Review Committee, the dean, and the provost. In the past academic year, 13 comprehensive reviews were scheduled. The table below summarizes the results of the reviews by college/school and by outcome.

2019 Comprehensive Post-Tenure Review Summary

College*	Number scheduled	Meets or exceeds expectations	Delayed or Canceled
CEEPS	4	2	2
CHASS	3	0	3**
CSM	4	4	0
HSB	2	1	1 (retired)
Library	0	0	0
Totals	13	7	6

**CHASS faculty stored most of their documents during the 2019-2020 school year due to Psychology Building renovations. They will review on the next cycle.

* Colleges

- CEEPS: College of Education, Engineering, and Professional Studies
- CHASS: College of Humanities and Social Sciences
- CSM: College of Science and Mathematics
- HSB: Hasan School of Business

VI. FACULTY WORKLOAD

The chart below is an update from material submitted for prior Board of Governors meetings. Data are obtained from the Integrated Postsecondary Education Data System (IPEDS).

CSU-Pueblo Faculty Workload

	2015*		2016*		2017*		2018*		2019*	
	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median
IPEDS UG Student Faculty Ratio	16	16.5	16	17.5	14	16	14	17	15	16
UG FTE/IPEDS Instructional Faculty	30.81	23.41	30.74	22.99	25.70	23.20	24.49	24.02	24.95	23.79
UG Degrees/IPEDS Instructional Faculty	6.05	5.60	5.22	5.62	5.03	5.83	5.15	5.92	NA	NA
GR FTE/IPEDS Instructional Faculty	8.65	3.23	9.23	3.22	6.28	3.79	14.41	2.86	17.79	2.92
GR Degrees/ IPEDS Instructional Faculty	0.74	1.17	0.58	1.22	0.92	1.29	0.82	1.32	NA	NA
Research Exp./IPEDS Instructional Faculty	8,528	3,479	21,345	4,355	34,201	4,221	32,459	3,626	NA	NA

Source: All variables are directly from IPEDS.

"Peers" are from peer set approved December 2011; see section VII for details.

* Each year refers to students & faculty in fall of that year; degrees awarded and research expended are for the fiscal year that includes fall of that year.

Operational Definitions:

IPEDS UG Student Faculty Ratio: Self-reported to IPEDS; essentially it's (full-time undergraduate students + 1/3rd of part-time undergraduate students) DIVIDED BY (full-time faculty + 1/3rd part-time faculty).

UG FTE/IPEDS Instructional Faculty: Computed as (full-time undergraduate students + 1/3rd of part-time undergraduate students) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

UG Degrees/IPEDS Instructional Faculty: Computed as (undergraduate degrees conferred) DIVIDED BY (IPEDS reported instructional [tenured and tenure-Track, FT+PT/3] faculty)

GR FTE/IPEDS Instructional Faculty: Computed as (full-time graduate students + 1/3rd of part-time graduate students) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

GR Degrees/IPEDS Instructional Faculty: Computed as (graduate degrees conferred) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty), using master's degrees only.

Research Exp./Instructional Faculty: Computed as (IPEDS reported annual research expenditures) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

Data indicate that CSU Pueblo has a student to faculty ratio that is lower than that of its peers. While this may create a positive classroom experience, it is important to achieve balance in efficiency and effectiveness. CSU Pueblo has made a successful attempt to move closer to its peers' ratio with an increase from 14 to 15 students in the past year. The second and fourth rows of the table indicate that, on average, CSU-Pueblo tenured and tenure-track faculty have more students than the median of the peer set, but this is largely attributable to a substantial number of non-degree seeking students in Extended Studies who are included in the student FTE but not instructed by CSU Pueblo faculty. The ratio of undergraduate and graduate degrees awarded per faculty member (tenured and tenure-track) is below the peer median.

VII. FACULTY COMPENSATION COMPARISONS

The most recent peer set was determined at the December 2011 Board of Governors meeting and is listed below. Faculty salaries relative to this peer set, as obtained IPEDS, are summarized in the table on the next page.

The table on the follow page shows that CSU-Pueblo faculty salaries are below the peer averages for each rank. On average, in academic year 2019-20, CSU Pueblo professors earned \$13,718 less than their peers, associate professors earned \$13,026 less, and assistant professors earned \$8,643 less. This trend has been consistent for each of the past three academic years shown in the table. The disparity with peers persists despite targeted equity adjustments and university-wide cost of living adjustments in recent years. This disparity is shrinking at the lower ranks but is growing at the higher ranks.

The peer set, approved by the CSU System Board in December 2011, is:

- Augusta State University
- California State University-Stanislaus
- Emporia State University
- Midwestern State University
- Missouri Western State University
- The University of Tennessee-Martin
- The University of Texas at Tyler
- University of Colorado-Colorado Springs
- University of Michigan-Flint
- University of South Carolina-Upstate
- Washburn University

As noted in the table, Augusta State University no longer exists, having merged with Georgia Health Sciences University and forming Georgia Regents University by fall 2013. The current university includes both a dental and a medical school.

Faculty Salaries - Board of Governors Peer Group

Institution	AY 2019-2020						AY 2018-2019						AY 2017-2018					
	Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor	
	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary
Augusta State University*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
California State University-Stanislaus	134	107,920	53	94,416	83	79,484	129	105,663	45	93,211	87	79,206	125	103,801	48	87,884	80	76,674
Colorado State University-Pueblo	42	83,288	35	66,680	56	60,818	43	84,146	45	64,424	52	59,056	42	83,287	47	63,160	58	56,820
Emporia State University	68	74,711	57	69,512	78	61,952	71	73,463	61	65,494	76	62,123	73	73,547	57	65,371	81	61,627
Midwestern State University	48	94,586	74	78,587	92	65,826	40	93,389	75	78,561	89	66,976	40	91,756	76	77,190	96	65,767
Missouri Western State University	48	74,868	50	60,947	81	56,910	46	75,157	48	63,760	88	56,735	43	76,785	51	62,813	92	55,562
The University of Tennessee-Martin	82	82,865	78	72,364	45	66,781	85	83,357	72	71,539	49	64,607	79	81,697	78	69,475	53	63,241
The University of Texas at Tyler	61	100,750	86	82,999	73	71,716	57	99,043	82	86,917	75	70,068	61	983,44	79	83,729	86	69,828
University of Colorado-Colorado Springs	70	118,026	83	91,598	111	78,288	79	113,084	82	87,627	99	74,616	82	107,791	81	86,019	95	74,661
University of Michigan-Flint	46	121,930	96	89,475	70	84,694	48	118,517	85	85,613	84	82,715	43	117,733	88	84,813	93	80,418
University of South Carolina-Upstate	42	82,164	56	71,976	68	63,105	37	81,401	58	67,312	59	62,057	43	83,731	57	66,150	56	60,065
Washburn University	77	99,197	48	71,789	71	61,668	73	101,516	53	71,269	68	61,541	78	95,808	51	71,769	69	61,127
Averages of peers	67.6	97,006	68.1	79,706	77.2	69,461	66.5	95,963	66.1	78,009	77.4	68,692	66.7	94,069	66.6	76,441	80.1	67,492
CSU-Pueblo as % of peer average		85.9%		83.7%		87.6%		87.7%		82.6%		86.0%		88.5%		82.6%		84.2%
CSU-Pueblo as % of peer median		86.0%		88.3%		91.7%		88.8%		84.8%		88.1%		86.2%		83.2%		85.2%

Note-IPEDS salaries include faculty on 9, 10, 11, or 12-month contracts. Our peers are predominately on 9-month contracts. Average salaries of peers are weighted by # of faculty.

*-Augusta State University no longer exists, having merged with Georgia Health Sciences University to form Georgia Regents University.

VIII. FACULTY DEMOGRAPHICS

The ten most recent years of faculty rank and demographic data are summarized in the table below. The number of faculty peaked in 2013-14 at 199 and was at its lowest in the past year. The number of full-time faculty has decreased by 29 over the 10-year period, with tenure and tenure-track faculty positions accounting for all of the decline.

Full-time faculty by rank, gender and ethnicity

Academic Year	Professor	Associate Professor	Assistant Professor	Total Tenured/TT	Total Full Time *	Men	Women	Minority
2019-2020	42	35	40	117	164	94	70	33
2018-2019	41	45	42	128	174	96	78	33
2017-2018	45	47	41	133	196	104	92	40
2016-2017	47	45	32	124	182	95	87	40
2015-2016	45	53	27	125	181	97	84	42
2014-2015	44	51	25	120	180	99	81	39
2013-2014	45	55	36	136	199	110	89	41
2012-2013	46	47	51	144	195	106	89	40
2011-2012	49	42	58	149	190	102	88	38
2010-2011	48	39	59	146	193	99	94	34

*-includes visiting faculty and lecturers

The percentage of female full-time faculty has fluctuated from 43% in 2019-20 to 49% in 2010-11. The rate of minority full-time faculty has remained fairly steady over the ten year span, accounting for 19% or more of the faculty since 2011-12. The table below provides further depth to the data, with a breakdown by rank and gender for tenured or tenure-track faculty. The data shows that the decline in tenured and tenure-track faculty has occurred across ranks, genders, and race/ethnicity.

Tenured or tenure-track faculty by rank, gender and ethnicity

Academic Year	Professor		Associate Professor		Assistant Professor		Total Men	Total Women	Total Minority	Total Faculty
	Men	Women	Men	Women	Men	Women				
2019-2020	31	11	20	15	20	20	71	46	23	117
2018-2019	29	12	26	19	19	23	74	54	25	128
2017-2018	30	15	27	20	20	21	77	56	31	133
2016-2017	31	16	25	20	14	18	70	54	31	124
2015-2016	31	14	27	26	16	11	74	51	29	125
2014-2015	30	14	25	26	16	9	71	49	30	120
2013-2014	34	11	26	29	22	14	82	54	33	136
2012-2013	35	11	22	25	27	24	84	60	35	144



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- Maintaining a minimum of 6 feet between yourself and others;
- Washing your hands frequently with soap and water for at least 20 seconds;
- Regularly disinfecting study and work surfaces (desktops, tables, etc.);
- Staying home if experiencing COVID-19 symptoms or believe to have been exposed to COVID-19;
- Avoiding large gatherings and never gathering in groups of any size without observing public health precautions;
- Filling out the daily symptom checker for all faculty and staff who report for on-campus and/or in-classroom work. A student-specific daily symptom checker also is being created.
- Staying home when you are experiencing COVID-19 symptoms or know you have been exposed to someone who has COVID-19.

Cleaning, disinfecting and PPE

All university spaces will be cleaned and disinfected regularly by Facilities Management, with extra emphasis on areas touched frequently, using procedures and disinfectants endorsed by the Centers for Disease Control.

CSU has secured a central supply of personal protective equipment and cleaning supplies for use during summer and fall semester:

- Face shields for all instructors to wear while teaching (may also wear masks if they prefer);
- Face coverings and thermometers for students and employees who cannot supply their own;
- Hand sanitizer and disinfecting supplies and dispensers to place across campuses, including disinfectant in classrooms and workspaces;
- Plexiglas barriers for key, translational spaces, like food courts.

Protocols and procedures for distributing these supplies as needed will be in place to assure strategic use to preserve the university's resources. Colorado State University is planning to deliver courses in-person in the fall as much as possible.

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Pre-semester self-quarantine

CSU is reviewing current guidance (<https://covidrecovery.colostate.edu/pre-semester-public-health-precautions/>) as well as public health guidance as it impacts equity issues among our community members, such as the cost and availability of testing. We will provide more information soon.

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Students who are able, are asked to bring a "care kit" with them for Fall semester:

- A thermometer to monitor for fever;
- At least two reusable, washable cloth face masks;
- Hand sanitizer or hand wipes;
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- A 30-day supply of prescription medications they routinely take (non-COVID related);
- Their health insurance information.

Accommodations

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Facilities evaluation

CSU has surveyed hundreds of spaces for physical distancing capacity and furniture needs to assure best practices in the configuration of those spaces to meet public health guidance.

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- Building occupancy limits may be increased or decreased by the county or state at any time. CSU will comply with any changes.
- Entrance and exits in buildings will be assessed and marked to enhance physical distancing.
- If work functions can be accomplished remotely, some offices and individuals will be encouraged to continue remote work operations.

Classroom Crunch

By the numbers:

7,000 – The rough number of classes CSU must accommodate either in-person or online for fall. Some classes will split into sections and be taught multiple times a week.

1,000 – The number of classrooms available on our Main campus.

50% – Buildings cannot exceed 50 percent occupancy, as set by fire code. Classrooms also cannot exceed 50 percent of capacity. Large classes scheduled in regular classrooms must be moved—including some to online—to make room for physically distanced classes that will require larger classroom spaces.

6 feet – CSU must provide 6 feet of physical distance between all of those in a classroom, regardless of capacity.

Creative solutions:

Added class sections: Additional class sections have been added to the class schedule.

Added evening sections: Additional evening class sections are being added from 4-8 p.m., utilizing classrooms that typically would not be in use at those times.

Saturday classes: Saturday classes also may be added to the schedule, providing more face-to-face class sections.

Transformed non-classroom spaces: Non-classroom spaces—including LSC ballrooms, fieldhouses, and other areas—have been transformed into teaching spaces to accommodate additional class sections.

Doubled online-ready classrooms: Equipped dozens of classrooms with technology to allow face-to-face, hybrid, and online instruction, making it easier to accommodate students who

require online course delivery for health reasons, and doubling the number of classrooms able to do so.

Hired additional instructors: CSU has hired instructors to teach the added sections.

Online instruction best practices: Instructors have received additional training in how best to provide excellent online course delivery.

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Employees will return to on-campus work via a phased, measured, strategic process.

- Every unit that returns to any kind of in-person work will be required to follow public health orders, guidance, and protocols.
- No office, unit or department will return to on-campus and/or in-classroom work without the approval of the Pandemic Preparedness Team, via a return-to-work application process. The form can be found here:
<https://colostate.kuali.co/app/builder/#/app/5eb5768b2fa7fe001a2b80cb/action/5f21c8467d2e1b5dc8beac9a>
- All units that can work remotely will be encouraged to continue doing so in order to comply with public health orders that require limited building occupancy; units that can work remotely need not submit a plan to return to a campus when students return.

Temporary work adjustments

- Some employees deemed “vulnerable individuals” may need to request temporary work adjustments due to COVID-19 through CSU’s Office of Equal Opportunity.
- Vulnerable individuals not required to work in-person are defined by state executive and public health orders, include those:
 - 65 years and older;
 - With chronic lung disease or moderate to severe asthma;
 - With serious heart conditions;
 - Immunocompromised;
 - Pregnant; or
 - Determined to be high risk by a licensed healthcare provider.
- Those who live with or are the primary caretaker for a vulnerable individual also may request a temporary work adjustment, submitted to OEO and reviewed by HR.
- Temporary work adjustment form: <https://covidrecovery.colostate.edu/temporary-work-adjustments-for-faculty-and-staff/>

Childcare-related issues

Employees with dependents enrolled in daycare or school may encounter childcare issues due to COVID-19:

- Employees with COVID-19-related childcare needs may request a temporary work adjustment which will be submitted to OEO and reviewed by HR.
- Employees with COVID-19-related childcare needs may also be eligible for expanded Family Medical Leave created by the Families First Coronavirus Response Act (please visit the HR website, <http://hrs.colostate.edu/benefits/timeoff-fap-fml.html>).
- CSU is committed to working with employee-parents directly and with supervisors to ensure as much flexibility for families as feasible.
- CSU has tasked a working group to help guide this discussion.

Other Issues: Employees who are impacted by COVID-19 may have leave options available to them created by the Families First Coronavirus Response Act (please visit the HR website, <http://hrs.colostate.edu/benefits/timeoff-fap-fml.html>).

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Colorado State University will launch a social-norming campaign in August 2020 to support the start of in-person classes. The campaign will:

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Individuals who choose to not to adhere to defined public health orders, guidance, and protocols may be subject to administrative procedures or other consequences.

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Addressing exposure and positive cases

When positive COVID-19 cases are discovered, CSU coordinates with Larimer County (or other appropriate counties) on necessary public health steps such as quarantine, self-isolation, etc., of students, faculty and staff, as well as disinfecting spaces as needed.

Self-isolation and quarantine

When an individual on a CSU campus tests positive for COVID-19, they must self-isolate or quarantine while seeking appropriate medical care. CSU has a plan for those living in university housing who need to self-isolate or quarantine.

- For campus residents, a CSU public health official coordinates with CSU Housing & Dining Services to arrange for appropriate housing for the student under isolation and/or roommates, depending on the situation.
 - Rooms and apartments are available to individuals in isolation or quarantine to separate infected students from others.
 - Areas where an infected person is known to have been will be cleaned.
 - CSU Public Health will coordinate check-ins with infected students and assist with connecting them to medical, counseling and student case management as needed.
- For those who live off-campus, including our students, faculty, and staff:
 - A CSU or county public health official will provide guidance to the student.
 - CSU's Human Resources office has shared information for employees and supervisors about the impacts of COVID-19 on leave, work arrangements, and other concerns.

Contact tracing

- Contact tracing will be undertaken in conjunction with testing by the university's Public Health Department, in coordination with Larimer County.
- CSU uses contact tracing software that also is used by the Larimer County and other Colorado public health agencies, greatly enhancing speed, coordination and communication about exposures that potentially impact faculty, staff, and students.

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1. INTRO
2. FALL 2020 CLASSES
3. CAMPUS PRECAUTIONS
4. STUDENT-SPECIFIC INFORMATION
5. FACILITIES INFORMATION
6. FACULTY/STAFF/EMPLOYEE-SPECIFIC INFORMATION
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 - Rooms and apartments are available to individuals in isolation or quarantine to separate infected students from others.
 - Areas where an infected person is known to have been will be cleaned.
 - CSU Public Health will coordinate check-ins with infected students and assist with connecting them to medical, counseling and student case management as needed.
- For those who live off-campus, including our students, faculty, and staff:
 - A CSU or county public health official will provide guidance to the student.
 - CSU's Human Resources office has shared information for employees and supervisors about the impacts of COVID-19 on leave, work arrangements, and other concerns.

Contact tracing

- Contact tracing will be undertaken in conjunction with testing by the university's Public Health Department, in coordination with Larimer County.
- CSU uses contact tracing software that also is used by the Larimer County and other Colorado public health agencies, greatly enhancing speed, coordination and communication about exposures that potentially impact faculty, staff, and students.

CSU Pueblo Academic Affairs and Student Affairs COVID Impacts

Fall 2020 preparations



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

Academic Affairs

Lessons from spring semester: Student success in a remote environment

Blended learning environment for fall

IT preparation

Tutoring services

Student Affairs

Joint student and family communication

Community expectations

Orientation, student engagement and activities

Residence life and housing

Health and wellness preparation

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL





[UNDERGRADUATE](#) | [GRADUATE](#) | [COST](#) | [ADMISSIONS](#) | [RESOURCES](#) | [ABOUT](#)



COVID19 Academic Affairs Update

CSU Global COVID19 Response



Applicant Support



Student Support



Faculty and Staff Support



Community Engagement

Section 6

CSU-Global Reports

- CSU-Global Campus Student Representative's Report
- CSU-Global Campus Faculty Representative's Report
- CSU-Global Campus President's Report



Board of Governors to the Colorado State University System
August 6th-7th, 2020
Student's Report

Colorado Department of Higher Education

I have joined the student leadership team that works with Dr. Angie Paccione and Carl Einhaus in the CDHE. We are currently discussing how students are feeling about the fall semester in regard to COVID-19, the upcoming elections, and social justice protesting. I am happy to be apart of this conversation and want to better understand how students are feeling about returning to campus amidst social protests and COVID-19.

Library Advisory Board

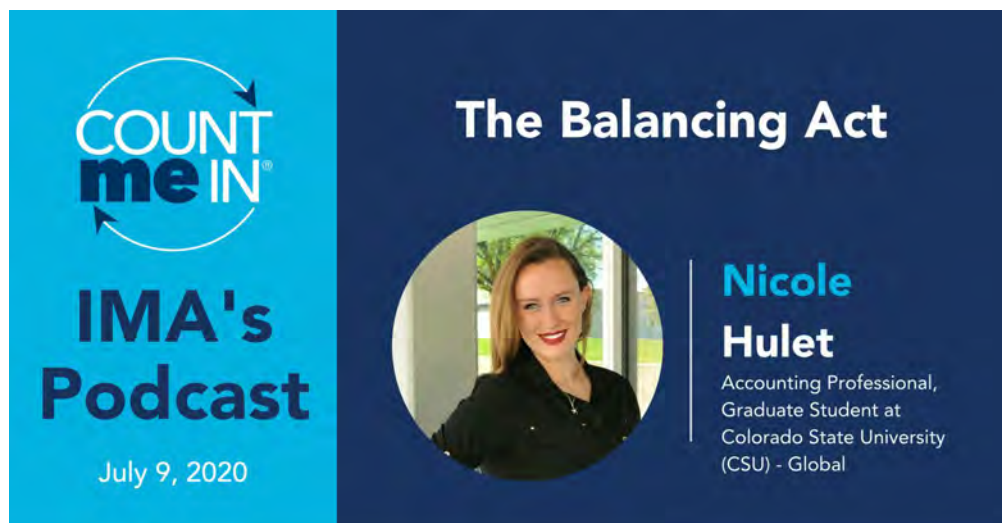
The library advisory board meets once every three months to discuss how our library services are doing and to discuss any feedback from the professor and student ends. Our last discussion surrounded how some students are struggling to find primary resources to answer homework assignments through the library resource portal. It was brought up that the homework questions could be part of the issue in that when "basic info" questions are asked for assignments, primary resources are likely not going to be as useful for "simple facts". Our next meeting is Friday July 31, 2020.

IMA "Count Me In" Podcast

I had the incredible opportunity to represent CSU-Global on an accounting podcast with IMA's Count Me In. On this podcast I described what it is like as a full time graduate student, full time professional and how I balance everything in between. This is the link: <https://podcast.imanet.org/episodes/bonus-nicole-hulet-csu-global-the-balancing-act> . It was great representing CSU-Global and especially promoting the accounting program, CSU-Global and the CSU-System.

Nicole K Hulet

Nicole K. Hulet
Student Representative
Colorado State University - Global Campus



**Colorado State University System
Board of Governors**

**CSU Global Faculty Representative Report
submitted by Harriet Austin
August 6-7, 2020**

Starting a New Academic Year

Following a successful conclusion to the 2019-2020 academic year, despite the pandemic, CSU Global is in its second academic year of its strategic plan, “**Bridging the Educational Divide**”. The plan has three major focus areas, all of which were developed with input from faculty. These are:

- **Relevance**
- **Engagement**
- **Access**

Examples of these include the following: Program Managers and curriculum teams have piloted new formats and will be implementing a new approach to discussion boards while continuing to ensure that all course materials are relevant to our students and meaningful to industry. Students and faculty are well-represented in all areas of the university from course development to university committees.

Dr. Terrell Strayhorn. Dr. Strayhorn presented to faculty on July 9th on creating a sense of belonging and connections in online spaces. He is Professor of Education in the Evelyn Reid Syphax School of Education at Virginia Union University, where he also serves as Associate Provost & Director of the Center for the Study of HBCUs. He is also one of the leading experts on college student success, issues of equity/diversity, and developing a sense of belonging within the college environment.

Faculty Updates

In the latest issue of *State*, the CSU System bi-annual magazine, President **Dr. Becky Takeda-Tinker** described the unique role of CSU Global now and into the future of economic recovery.

The EvoLLLution, an online newspaper for the nontraditional higher education community, recently interviewed **Dr. Becky Takeda-Tinker** and AVP of Marketing & Engagement, **Andy Dixon**, on how COVID-19 is affecting online education.

Publications

Dr. Al Infante wrote and published articles on The Six Laws of True Happiness and on Stress Management: The Way to Inner Peace.

Karina Kasztelnik recently co-authored an article titled, “Business Open Data Analytics to Support Innovation Leadership and Management Decision in Canada,” that was published in the Business Ethics and Leadership journal.

Ashraf Esmail recently co-authored the book, "Quis Custodiet Ipsos Custodes? National Security: Evaluating the Equilibrium between Secrecy, Transparency, and Individual Freedom"

Faculty Engaged in Volunteer Activities

- **Dr. Michael Skiba** was recently interviewed by KOAA News5 on coronavirus-related scams, which are still on the rise, and shared his advice as a financial crimes expert.
- **David Veras** has been working in COVID-19 healthcare testing in New York City. He shared his personal story on the pandemic from a hard-hit community.
- **Augustine Amenyah** has been assisting the Office of Emergency Medical Services to monitor and provide contact tracing for COVID-19 to paramedics and EMTs in the state of Alabama.
- **Mark Carpentieri** was recently interviewed on Mako Funaska's podcast, "Talkin' Blues."
- **Marie Larcara** was asked to present to the faculty of the high school where she teaches, regarding high-quality distance learning and best practices. Marie says, "I am very excited to work with this group of educators because we face such hardships with our particular students. I look forward to sharing with them some of what I have learned over the years regarding how to differentiate, deliver, and assess high-quality distance learning. To me, this is more than just another professional development opportunity. It is a chance to positively impact my community and the digital divide that exists so severely in this area."
- **Evelyn Shinn** volunteered to provide COVID-19 screening for government officials at the State of Colorado Capitol on June 4. Thank you to all the volunteers and the joint effort from the Colorado Nurses Association, the International Medical Relief Organization, Red Cross, and Salvation Army.
- On May 30, **Tracy Smith** participated in a donation drive to help the Seward and Longfellow neighborhoods (of Minneapolis) recover from the vandalism/looting of local stores. Tracy said, "It gave me hope to see the community banding together to help those most impacted."
- **CSU Global and the CSU Global General Education program** are proud to have sponsored the Rocky Mountain College English Association's virtual conference, "The Roaring '20s: A Hundred Years of Modernity," on June 13.

New Programs

B.S. in Cybersecurity

CSU Global's online bachelor's degree in cybersecurity will prepare students for jobs in the growing area of security and intelligence. Research indicates the cybersecurity workforce needs to grow by 62 percent to meet demands. This specialized program will provide students with the necessary knowledge of techniques and best practices for careers in network security, cybersecurity management, and cybersecurity operations. Classes started in the Fall-A term, July 13.

Faculty Satisfaction

In the annual Faculty Satisfaction Survey, faculty reported the following:

- 95% agree that CSU Global is committed to its value of accountability
- 94% agree that CSU Global is committed to its value of collaboration

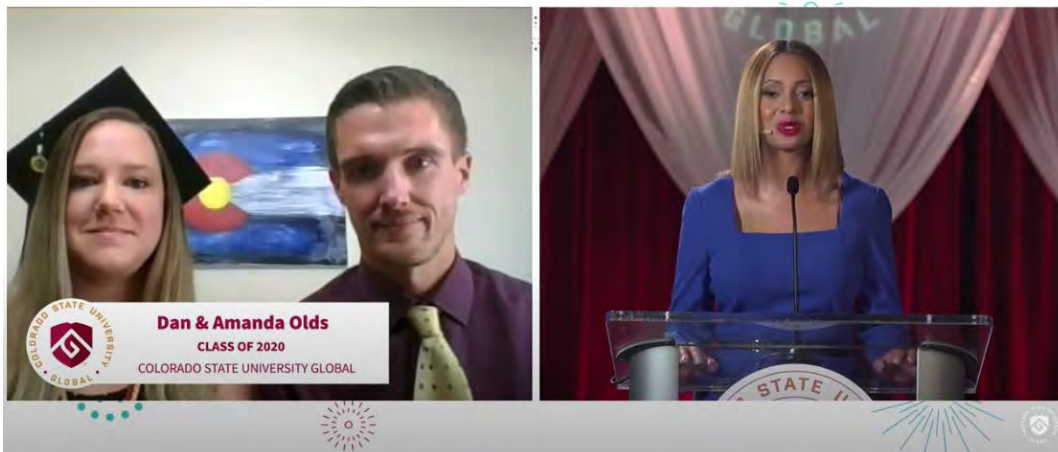
- 92% agree that there are ample opportunities to engage in faculty development
- 93% agree that faculty seminars support their teaching at CSU Global
- 97% agree that CSU Global is committed to its value of learning and growth
- 97% of faculty report that CSU Global's Mission and Vision are important to them as faculty members



CSU System Strategic Goal: Student Success and Satisfaction

CSU Global Bridging the Education Divide Goal: Broaden CSU Global's reach to career-driven individuals

- CSU Global joined a coalition of cross-sector partners to launch a global challenge to find solutions for reimagining pathways to employment in the U.S., powered by MIT Solve. Solve is a marketplace for social impact innovation. Through open innovation Challenges, Solve finds incredible tech-based social entrepreneurs all around the world. Visit CSUGlobal.edu/solve to read more.
- **Congratulations to the Class of 2020!** On May 30, more than 1,100 graduating students, and their friends and families from around the world, took part in CSU Global's 2020 Virtual Commencement Ceremony. Through a livestream, CSU Global President Dr. Becky Takeda-Tinker conferred degrees to graduates who live as far away as Pohnpei, Guam, and Belize.



- CSU Global has announced the following new program launches in the Spring and Fall trimesters:
 - **B.S. in Cybersecurity** – CSU Global's online bachelor's degree in cybersecurity will prepare students for jobs in the growing area of security and intelligence. This specialized program provides the necessary knowledge of techniques and best practices for careers in network security, cybersecurity management, and cybersecurity operations.
 - **B.S. in Finance** – CSU Global's online B.S. in Finance degree program will provide students with the tools to apply financial knowledge -- including terminology, theories, concepts, and skills -- in practical settings. Students select an emphasis in Corporate Finance or Financial Planning, which aligns with the CFP entrance exam, to tailor their education to their career path
 - **M.S. in Artificial Intelligence and Machine Learning** – The online master's degree in Artificial Intelligence and Machine Learning provides students with the knowledge required to thrive in roles that include programming, software development, artificial intelligence, and machine learning tasks. CSU Global has always launched a graduate level specialization in this growing field for students in other master's degree programs.
 - **M.S. in Military and Emergency Responder Psychology** - For psychologists and counselors looking to specialize in a new area of expertise, CSU Global's new master's degree in Military and Emergency Responder Psychology provides practical theory and application of mental health services to a population with specific and regular occupational stress and trauma. One of the first of its kind in the nation, this program provides much-needed behavioral health training to those supporting military personnel and emergency responders, and helps psychologists earn a highly respected credential from an accredited public university while working full-time.



- CSU Global partnered with MyWallSt to provide finance students access to industry tools through a custom version of the MyWallSt app. The app will provide students with access to real-time financial information and resources for practical, industry-relevant use in their financial courses and careers.

- In cooperation with SAS Educational, CSU Global's Master of Science in Data Analytics and Bachelor of Science in Management Information Systems and Business Analytics students will be awarded SAS academic specializations through completed coursework throughout their degree. Students will be able to earn customized badges to share on LinkedIn and on their resume. The SAS academic specializations are in the areas of Statistics and Data Mining for Business Intelligence at the undergraduate level and Applied Data Analytics, Business Intelligence and Performance Management, and Predictive Analytics Management at the graduate level and.

CSU System Goal: Transform Colorado’s Future

CSU Global Bridging the Education Divide Goal: Make lifelong learning achievable for busy working adults

- CSU Global has been informed by the Higher Learning Commission (HLC) that our Initial Report to the Virtual Visit has been filed. It is a clean report in that we have met all of the HLC Criterion.
- While the university’s mission of advancing student success remains unchanged, CSU Global has updated its mission and vision statements to better emphasize its inclusivity of all modern learners and support of students’ academic and professional goals through high-quality, workplace-relevant education. These updated statements were reviewed and approved by a taskforce of staff and faculty, the CSU Global Governance Council, and the CSU System Board of Governors before being reviewed by the Higher Learning Commission in May of 2020:

CSU Global Mission

Colorado State University Global is committed to advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement.

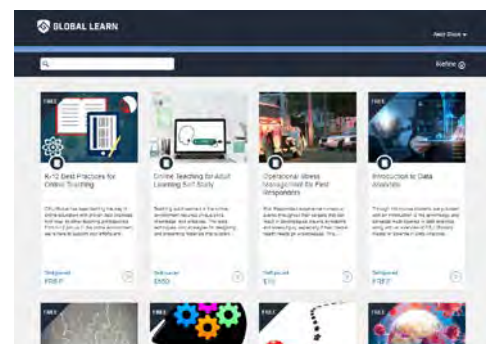
CSU Global Vision

Colorado State University Global is the premier provider of innovative, higher learning opportunities for modern learners around the world.

- CSU Global held the 2020 Sigma Beta Delta CSU Global Chapter’s induction on May 15, 2020, with 212 inductees, an increase from the 107 inductees from the university in 2019.
- CSU Global has recently completed new partnership agreements with Randstad, the Association of Texas Professional Educators, and Mesa County Valley School District among others. These new partnerships will provide tuition discounts and online education pathways for employees of these organizations for continued career success.
- CSU Global has expanded its offerings of free and low-cost non-credit-bearing offerings in new career-relevant areas and topics. Its on-demand Global Learn platform features a new course on Pandemics while a new site for Direct Path Education launched to provide industry credential training and skills in areas like technology, project management, and contact tracing to start.



DirectPathED.edu



CSUGlobal.edu/GlobalLearn

- In July, CSU Global worked with interested affiliate partners — including Fox Valley Technical College, Boeing Aerospace, and NBC Comcast — to provide virtual trainings and webinars for their employees on the benefits of continued education for professional development and career success.

CSU System Goals: Expand Statewide Presence

CSU Global Bridging the Education Divide Goal: Engage through development of new communities

- **Stay-at-Home Remote Breaks** – CSU Global staff and faculty have been enjoying Stay-at-Home break sessions. These sessions featured musical performances by Dr. Melanie Shaw and her husband Paul, Yoga and Mindfulness with Cate McGrath, Coffee and Contemplations and Stories with Ryan Anderson, a beehive tour with Matt McLean, ALS learning with Eileen Fair, and Creative Writing in Place with Dr. Sara Sutler-Cohen.



CSU Global faculty, Dr. Melanie Shaw, and her husband Paul Shaw hosted a concert from their NYC apartment.



Matt McLean, a CSU Global Student Success Counselor, taught valuable lessons from his beehive.

- In a webinar with EBSCO Information Services, CSU Global Director of Library Services Jeffrey Wahl, along with the Library Director from the University of Phoenix, gave a presentation to 170 librarians that included tips on how to provide effective library services in a 100% online environment and how to work effectively from home.
- CSU Global Criminal Justice Program Manager, Dr. Michael Skiba, has been providing financial crime and fraud expertise on NBC affiliate, KOAA5, in Colorado Springs, Colorado. In multiple appearances he has helped viewers with ways to prevent COVID-19 scams and recognize robo call scams vs contact tracing calls for public health.
- On July 8, CSU Global sponsored Colorado Business Roundtable’s virtual event with the first female Ambassador to the United States from Saudi Arabia and Colorado’s leaders. This virtual event included a conversation with Her Royal Highness Princess Reema and Colorado’s most influential women in government, academia, business and philanthropy regarding the growing opportunities and rights for women in Saudi Arabia and around the world.
- In conjunction with the national organization, the College English Association, CSU Global was the university sponsor for the 2020 Rocky Mountain College English Association (RMCEA) virtual conference, “The Roaring ‘20s: A Hundred Years of Modernity,” on June 13, 2020.

- **Global Gives Back** – On June 5, CSU Global joined Aurora Public Schools (APS) and other local Aurora organizations to assemble 500 student supply kits that will be distributed to students attending Aurora’s Title 1 elementary schools. All volunteers practiced safe social distancing while stuffing supply kits. Additionally, volunteers helped create posters to support the APS Nutrition Services team's good work. The APS Nutrition Services team has been feeding APS and Aurora families since March 17, and has served over 1 million meals – rain, shine, and snow.



Section 7

Colorado State University Reports

- Colorado State University Student Representative's Report
- Colorado State University Faculty Representative's Report
- Colorado State University President's Report



ASCSU

BOG REPORT

CSU | Fort Collins | 7.24.2020

Elections

In the interests of our ASCSU candidates, we have decided to postpone elections. Some candidates stated both health-related and financial-related concerns about holding elections during this time. ASCSU officials will be here until mid-September!

Traditions & Programs

Due to COVID concerns, we have had to redesign several of our yearly events such as Grill the Buffs. We have also decided to dedicate time to distributing masks and light-up bike safety key chains to incoming students.

Health

Our health department is continuing to service the Rams Against Hunger programs at CSU. In addition to this, we are setting up volunteer partnerships with Children's Hospital to give students opportunities to safely get out of the house and serve the community.

Student Advocacy During COVID-19

We receive daily feedback from students about online classes and general concerns surrounding COVID-19. We have been advocating to members of the Colorado Department of Higher Education, including to Executive Director Angie Paccione.

Report for Board of Governors Meeting – August 6-7, 2020

Respectfully submitted by Stephanie Clemons, Ph.D.
Faculty Representative to the Board of Governors, CSU – Fort Collins

Spring Teaching/Learning - RAM Resilience – A Recap. Faculty and students successfully completed spring and summer courses in a remote teaching/learning environment. Many departments and colleges found innovative, inspiring ways to recognize graduating seniors and their capstone projects at the end of both semesters. New group study and experimental courses were offered as alternative internships to ensure students would graduate summer 2020.

Special Meeting of Faculty Council. A virtual *Special Meeting of the Faculty Council* was held June 16, 2020 to discuss issues related to the pandemic impact on campus and employees. Faculty were pleased that both President McConnell and Provost Miranda were present to offer leadership and information as well as gather input from faculty.

Faculty Perceptions. Faculty members wish to express thanks to the Board of Governors for the vote to use CSUS reserve funds to support campus-wide pandemic needs. A huge “sigh of relief” was felt across campus when BOG decisions were announced. Faculty perceive President McConnell and Provost Miranda have done a remarkable job ensuring our campus and communities are well informed this summer. Currently, faculty are receiving timely communications regarding their phased return to work and new work-related protocols. This information not only alleviates health-related anxiety, but also impacts class management and delivery of course content.

Faculty Summer Activities. Faculty have been working steadily through the summer to prepare for teaching in-person, online, hybrid/hyflex, or some combination across multiple course sections during fall semester. With approximately 7,000 classes to cover, faculty have been especially eager to understand face-to-face and hybrid contexts they will use for the first time. Improving these pedagogical skills creates a fair amount of anxiety but also excitement as faculty try to anticipate the unknown.

“Faculty as Students” took place this summer when an unexpectedly large number of faculty attended virtual webinars (e.g. inclusive pedagogies), professional development workshops, and online classes (e.g. Quality Matters) to understand issues and technologies related to online and hybrid delivery. Many are now accessing “how-to” video clips of peers discussing practical strategies to use in classes. Faculty are committed to their students and desire to be involved in ongoing conversations around practical applications of their work in the classroom, lab, and community.

An additional focus of faculty this summer has been around equity and inclusion efforts on campus. They will be taking up such conversations in robust ways during this next academic year.

More faculty have resumed research in their labs and engagement in the community, as newly defined in the COVID-19 era. A significant number have been actively involved in the scientific and social science research around the pandemic itself. Research faculty and grad students continue to work on projects at full productivity capacity. As mandated, buildings are limited to 50 percent occupancy.

Faculty Council Inclusive, Bias-Free Resolution. A new, draft resolution was heard on the floor of the May Faculty Council Meeting that *outlined faculty support to make campus learning environments bias-free, inclusive, and conducive to everyone’s learning*. The resolution passed with a unanimous vote. See <https://source.colostate.edu/faculty-leaders-support-student-demands-bolster-required-diversity-coursework/>

Executive Committee of Faculty Council Resolution – Provost Miranda. The Executive Committee (EC) of Faculty Council wanted to express gratitude to Provost Rick Miranda for his exceptional leadership and inspiring support of faculty. A resolution was presented to him in June that highlighted his sustained support of shared governance, continuous support of faculty advancement and academic freedom, efforts in strengthening research efforts, work to initiate and expand international engagement at and by CSU and key leadership in CSU’s efforts to increase diversity, inclusion, and equity. In addition to his balanced way of handling issues, his humor and calm demeanor have been greatly appreciated. Thank you, Provost Miranda.

New Provost – Mary Pedersen. Our new Provost and Executive Vice President, Mary Pedersen, will be joining us from Cal Poly early August. We look forward to working with her as she moves forward in her critical leadership position. Welcome Provost Pedersen!

NEW AUCC Category - Recap. Courses in the “Diversity and Global Awareness” category will move to a new category called “*Self, Community, World: Dialogue About Diversity, Inclusion and Equity*”. New classes will be added. No increase in the number of credit hours will be needed to graduate. Once the process of implementing state-required student learning outcomes is complete, new students will be encouraged to take the diversity coursework early in their college majors.

Following is the CSU-Fort Collins Faculty Council Annual Report to the BOG.

COLORADO STATE UNIVERSITY – Fort Collins
FACULTY COUNCIL ANNUAL REPORT
TO THE BOARD OF GOVERNORS
July 2019 – May 2020

Current Faculty Council Officers:

Timothy Gallagher, Chair
Sue Doe, Vice Chair
Stephanie Clemons, BOG Faculty Representative
Lola Fehr, Professional Registered Parliamentarian
Rita Knoll, Executive Assistant

Incoming Faculty Council Officers for 2020-2021:

Sue Doe, Chair
Sue James, Vice Chair
Stephanie Clemons, BOG Faculty Representative
Lola Fehr, Professional Registered Parliamentarian
Amy Barkley, Executive Assistant

Faculty Council acts as a representative body for the academic faculty and performs duties delegated to the faculty by acts of the legislature. The Faculty Council, subject to statutes of the State and regulations and policies of the Board of Governors (BOG), has jurisdiction over the general educational policies of the University and passes all rules and regulations necessary to University government. Faculty Council membership consists of one elected representative from each academic department and the Libraries, and a proportionate representation from each college as voting members. Upper-level administrators are *ex officio* non-voting members. The 2019-20 membership for the Faculty Council is attached. Below is a list of Faculty Council business during the 2019-20 academic year.

Action Items Requiring BOG Approval – 2019-2020 Academic Year:

Academic Faculty and Administrative Professional Manual Revisions 2019-20:
Section D.5.3.1 Types of Appointments
Section D.7.18 Retirement
Section E.2.1.1—E.2.1.5 Basic Types of Faculty Appointments
 Section E.2.1.1 Tenured Appointments
 Section E.2.1.2 Tenure-Track Appointments
 Section E.2.1.3 Contract Faculty Appointments
 Section E.2.1.4 Continuing Faculty Appointments
 Section E.2.1.5 Adjunct Faculty Appointments
Section. F.3.13 Leave Without Pay
Section K Resolution of Disputes
 Section K.1 General Information
 Section K.1.1 Participants in the Section K Process and Definition of Terms
 Section K.3 Definition of Action, Grievable Action, and Grievance
 Section K.6.1 Initiation of Mediation Process
 Section K.10.5 Recommendation of Hearing Committee
 Section K.10.6.2 Review by the Provost
 Section K.10.6.3 Appeal of the Recommendation From the Provost
 Section K.10.6.4 Review by the President
Section K.3.1 A Grievable Action does not include

Section K.3.2 Types of Grievable Actions and Burden of Proof
 Section K.3.2.2 (“Class B”)
Section K.12.4 Duties of a University Grievance Officer
Section C.3.2.1.a Department Name Change in College of Agricultural Sciences—Change
Department of Bio-agricultural Sciences and Pest Management to Department of Agricultural Biology
Section E.12.2 Research and Other Creative Activity
Section J.2 Definitions
Section J.3 Ownership and Rights
Section I.4 Student Appeals of Interdisciplinary Decisions Made by University Hearing Officers
Section I.5 Academic Integrity Policy and Academic Misconduct Procedures

Candidates for Degrees:

Fall Candidates 2019
Spring Candidates 2020
Summer Candidates 2020

New Degree Programs:

- Master of Public Policy and Administration, Plan C, College of Liberal Arts—effective Fall 2020
- Master of Sport Management, Plan C, College of Liberal Arts—effective Fall 2020
- Major in Dance (BFA), School of Music, Theatre, and Dance—effective Fall 2020
- Major of Agricultural Biology, Department of Agricultural Biology (formerly Department of Bio-agricultural Sciences and Pest Management)—effective Fall 2020
- Ph.D. in Music Therapy, School of Music, Theatre, and Dance—effective Fall 2021

2019-2020 General Catalog Revisions (BOG Approval Not Required)

2019-2020 Curricular Policies and Procedures Handbook

No change

2019-2020 Graduate & Professional Bulletin Revisions (BOG Approval Not Required)

Requirements for all Graduate Degrees and Graduation Procedures
Graduate Certificate Program
Scholastic Standards
Integrated Degree Program and Integrated Degree Program Plus Admissions
The Advisory System
Graduate Assistantship—Terms and Conditions of Appointment
Definition of “In-State Residency” for Tuition Purposes
Graduate Study, Master Degrees
Admission Requirements and Procedures
The Advisory System—Non-Academic Members

New Centers, Institutes and Other Special Units

Institute for Research in the Social Sciences (IRISS)
Center for Human-Carnivore Existence

Routine Action Items for Faculty Council Approval (BOG Approval Not Required)

Confirmation of Faculty Council Secretary and Parliamentarian
Elections:

- Faculty Council Officers
- Faculty Council Standing Committee Members
- Graduate and Undergraduate Student Representatives on Faculty Council

Standing Committees

- Grievance Panel
- Discipline Panel
- University Benefits Committee

Approval of Appeal Chair nominees for Student Conduct Services
All-University Core Curriculum (AUCC) language and requirements

Annual Reports (2019-2020):

- Faculty Council Standing Committees
- University Benefits Committee
- University Grievance Officer Annual Report

Changes in Curriculum – 2019-2020

- Recommendations for Continuance or Discontinuance of Centers, Institutes, and
Other Special Units

Faculty Council Discussion Items 2019-2020

None.

Faculty Council Special Reports 2019-2020

October 1, 2019—CSU Mental Health Initiatives—Blanche Hughes and Lori Lynn
November 5, 2019—Task Force on Institutional Learning Objectives—Matt Hickey
December 3, 2019--2018 Employee Climate Survey Results-- Shannon Archibeque-Engle and
Jennifer Schneider
March 3, 2020—Report on CSU-FC Research—Alan Rudolph
April 7, 2020—Report on Faculty and AP Retirement Changes—Teri Suhr and Robyn Fergus
May 5, 2020—Report on Faculty Ombuds “Types of Concerns and Issues Dealt With”—Kathy
Rickard

Faculty Council Campus Issues 2019-2020:

- Continued work on improving the status and rights of Non-Tenure Track Faculty
- Enhanced the quality of online instruction
- Worked with administration on ways to navigate necessary changes to academics due to the
pandemic
- Reviewed intellectual property issues and policies including those related to academic materials
created by a faculty member

Faculty Council Resolutions 2019-2020

October 2019—Faculty Council Resolution on Budget Priorities

Faculty Council Resolution on Budget Priorities

- (1) WHEREAS instructional spending per student at CSU has remained flat, after accounting for inflation, since 2009;
- (2) WHEREAS athletic subsidies have almost doubled during this same period, amounting to \$25.4 million in FY18;
- (3) WHEREAS \$5.9 million of these subsidies came from student athletic fees that raised the cost of attendance;
- (4) WHEREAS Faculty Council believes that more resources should be devoted to CSU's primary academic mission without increasing tuition and fees;
- (5) BE IT RESOLVED that Faculty Council urges the CSU administration to significantly reduce athletic program subsidies, and to use the savings to support the university's primary academic mission.

ENDNOTES 1. Budgetary subsidies are provided by the university to the athletic program to offset athletic program budget deficits. Athletic program budget data from NCAA financial reports, available at <https://sports.usatoday.com/ncaa/finances/>. The FY18 subsidy is reduced by a \$0.5 million transfer from athletics back to the general fund

May 2020—Faculty Council Resolution to Support Student Demands for Equity and to Share Action and Accountability

Resolution to Support Student Demands for Equity and to Share Action and Accountability

Whereas, over the last five years, various student groups have called for actions on campus to promote well-being and learning at CSU;

Whereas, incidents have occurred that reflected bias, insensitivity, and disruptive behaviors, which have not been satisfactorily resolved;

Whereas, the Principles of Community have been adopted (2016) to guide CSU as a community of 'WE' characterized by inclusion, integrity, respect, service, and social justice;

Whereas, dialogue and learning depend on the 'WE' listening to each other, explaining what we know, and admitting what we don't know;

Whereas, CSU has codes and policies that identify rights and responsibilities to guide actions and behaviors and related processes for review, to complain and to grieve (these include, but are not limited to, disruptive behavior, discrimination, harassment, bullying) within the context of state and federal laws

Be it resolved that Faculty Council:

Acknowledges students' concerns;

Challenges the status quo and supports proactive efforts and accountability for continual improvements of the climate at CSU for all;

Calls upon our faculty peers to seek opportunities to learn of and lessen barriers to our and students' learning and well-being;

Collaborates with students, staff, and administrators to assure the Principles of Community become universally integrated into the 'what' and 'who' we are as CSU's community now and into the future

Assures that its annual reporting (Faculty Council and its committees) communicates progress and actions consistent with the Principles of Community and improvement of CSU's climate for all.

MEMBERSHIP OF THE FACULTY COUNCIL

2019-2020 OFFICERS

Chair: Timothy Gallagher

Vice-Chair: Sue Doe

Executive Assistant: Rita Knoll

BOG Representative: Stephanie Clemons

Prof. Registered Parliamentarian: Lola Fehr

ELECTED MEMBERS	REPRESENTING	TERM
Agricultural Sciences		
Stephan Kroll	Agricultural and Resource Economics	2022
Jason Bruemmer	Animal Sciences	2021
Cynthia (Cini) Brown	Bioagricultural Sciences & Pest Management	2021
Kelly Curl	Horticulture & Landscape Architecture	2021
Thomas Borch	Soil and Crop Sciences	2020
Bradley Goetz	College-at-Large	2021
Ruth Hufbauer	College-at-Large	2020
TBD	College-at-Large	2022
Health and Human Sciences		
Nancy Miller	Design and Merchandising	2021
Raoul Reiser	Health and Exercise Science	2022
David Sampson	Food Science and Human Nutrition	2022
Karen Barrett	Human Development and Family Studies	2020
Bolivar Senior	Construction Management	2020
Matt Malcolm	Occupational Therapy	2020
Carol Makela	School of Education	2021
Shannon Hughes	School of Social Work	2022
Business		
Larry Johnson	Accounting	2022
Stephen Hayne	Computer Information Systems	2021
John Elder	Finance and Real Estate	2022
Dawn DeTienne	Management	2021
Kathleen Kelly	Marketing	2021

Engineering

Kristen Rasmussen	Atmospheric Science	2021
Margarita Herrera-Alonso	Chemical and Biological Engineering	2022
Peter Nelson	Civil and Environmental Engineering	2021
Siddharth (Sid) Suryanarayanan	Electrical and Computer Engineering	2022
Kirk McGilvray	Mechanical Engineering	2020
Susan James	College-at-Large	2022
Steven Reising	College-at-Large	2022
Jason Quinn	College-at-Large	2021
J. Rockey Luo	College-at-Large	2022

Liberal Arts

Michael Pante	Anthropology	2020
Jason Bernagozzi	Art	2022
Ziyu Long	Communication Studies	2022
Ramaa Vasudevan	Economics	2020
Doug Cloud	English	2020
Albert Bimper	Ethnic Studies	2022
Maria Del Mar Lopez-Cabrales	Languages, Literatures and Cultures	2022
Thaddeus Sunseri	History	2020
Michael Humphrey	Journalism and Technical Communication	2020
Wes Kenney	Music, Theater, and Dance	2022
Moti Gorin	Philosophy	2022
Peter Harris	Political Science	2021
Tara Opsal	Sociology	2022
Antonio Pedros-Gascon	College-at-Large	2020
Steve Shulman	College-at-Large	2020
Lisa Langstraat	College-at-Large	2020
Marcela Velasco	College-at-Large	2021
Del Harrow	College-at-Large	2021
Maura Velazquez-Castillo	College-at-Large	2021

Natural Resources

Monique Rocca	Ecosystem Science and Sustainability	2020
David Koons	Fish, Wildlife, & Conservation Biology	2021
Seth Davis	Forest and Rangeland Stewardship	2020
Bill Sanford	Geosciences	2020
Tara Teel	HDNR in Warner College	2020

Natural Sciences

Jennifer Nyborg	Biochemistry and Molecular Biology	2022
Melinda Smith	Biology	2021
George Barisas	Chemistry	2020
Ross McConnell	Computer Science	2022
Yongcheng Zhou	Mathematics	2020
Dylan Yost	Physics	2021
Silvia Canetto	Psychology	2022
Mary Meyer	Statistics	2022

Chuck Anderson	College-at-Large	2020
Anton Betten	College-at-Large	2022
TBD	College-at-Large	2022
Brad Conner	College-at-Large	2021
Alan Van Orden	College-at-Large	2020

Veterinary Medicine & Biomedical Sciences

DN Rao Veeramachaneni	Biomedical Sciences	2022
Kevin Haussler	Clinical Sciences	2022
Elizabeth Ryan	Environmental & Radiological Health Sciences	2020
Tony Schountz	Microbiology, Immunology and Pathology	2021
Noreen Reist	College-at-Large	2020
Jennifer Peel	College-at-Large	2020
William Black	College-at-Large	2020
Marie Legare	College-at-Large	2022
Adam Chicco	College-at-Large	2022
Christianne Magee	College-at-Large	2022
Candace Mathiason	College-at-Large	2022
Gerrit (Jerry) Bouma	College-at-Large	2021

University Libraries

Linda Meyer	Libraries	2022
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***Ex Officio* Voting Members**

Timothy Gallagher	Chair, Faculty Council/Executive Committee	2020
Sue Doe	Vice Chair, Faculty Council	2020
Stephanie Clemons	BOG Faculty Representative	2020
Steve Reising, Chair	Committee on Faculty Governance	2020
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2020
Jerry Magloughlin	Committee on Libraries	2020
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2020
Hong Miao, Chair	Committee on Responsibilities & Standing of Academic Faculty	2020
Melinda Smith, Chair	Committee on Scholarship Research and Graduate Education	2020
Karen Barrett, Chair	Committee on Scholastic Standards	2020
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2020
Matt Hickey, Chair	Committee on Teaching and Learning	2020
Mo Salman, Chair	Committee on University Programs	2020
Bradley Goetz, Chair	University Curriculum Committee	2020
Susan (Suellen) Melzer	Committee on Non-Tenure Track Faculty	2021
Denise Apodaca	Committee on Non-Tenure Track Faculty	2021
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2022
Ashley Harvey	Committee on Non-Tenure Track Faculty	2022
Daniel Baker	Committee on Non-Tenure Track Faculty	2020
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2022
Mary Van Buren	Committee on Non-Tenure Track Faculty	2020
Steve Benoit	Committee on Non-Tenure Track Faculty	2022
Natalie Ooi	Committee on Non-Tenure Track Faculty	2022

Ex-Officio Non-Voting Members

Joyce McConnell	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Special Advisor to the President
Kim Tobin	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Blake Naughton	Vice Provost for Engagement/Director of Extension
Leslie Taylor	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Karen Estlund	Vice President for Information Technology/Dean Libraries
Kathleen Fairfax	Vice Provost for International Affairs
Pam Jackson	Interim Vice President for External Relations
Alan Rudolph	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Kelly Long	Vice Provost for Undergraduate Affairs
Lynn Johnson	Vice President for University Operations
James Pritchett	Interim Dean, College of Agricultural Sciences
Lise Youngblade	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Mary Stromberger	Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Catherine Douras	Chair, Administrative Professional Council

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
August 7, 2020

I. COVID RECOVERY UPDATE

A. Preparations for Fall 2020 semester

Colorado State University has been planning been preparing for fall 2020 operations and taking steps to assure that our plans comply with or exceed state requirements. There must be a balance in this return to in-person, in-classroom or in-office work with public health orders that require physical distancing and limits on the number of people in a building. Returning our students, faculty, and staff to their classrooms, laboratories, and work areas will take time and unfold on a schedule that we do not necessarily control. Our phenomenal leaders – health experts, educators, researchers, engagement specialists, student-life professionals, and staff – have worked quickly and resourcefully to create an innovative learning experience and environment for our students this fall.

CSU has three types of course delivery planned:

- Our faculty should prioritize in person, in classroom academic instruction as much as possible;
- Some faculty will be exempt from in-person, in-classroom delivery due to health issues and other considerations, as qualified through an Office of Equal Opportunity and Human Resources a process;
- Other classes have been moved online due to space and time restrictions in response to physical distancing limitations on classroom occupancy that have been considered by the Pandemic Planning Team, departments and the Registrar's Office.
- For courses with an in-classroom, in-person component, CSU has put extensive public health measures in place.

CSU has secured a central supply of personal protective equipment and cleaning supplies for use during the summer and fall semester:

- Face shields for all instructors to wear while teaching (instructors also may wear masks if they prefer)
- Hand sanitizer and disinfecting supplies and dispensers to place across campuses, including disinfectant in classrooms and workspaces

- Plexiglass barriers for key, translational spaces, such as food courts
- Face coverings and thermometers for students and employees who cannot supply their own

Protocols and procedures for distributing these supplies as needed will be in place to assure strategic use to preserve the university's resources.

Cleaning procedures

- All university spaces currently in use are cleaned and disinfected daily by Facilities Management, with extra emphasis on areas touched frequently, using procedures and disinfectants endorsed by the Centers for Disease Control. These cleaning procedures will be expanded during the fall semester to cover additional use of spaces.
- Daily cleaning and disinfecting of buildings and areas of our campuses in use when students, faculty, and staff return will continue.
- Disinfecting and cleaning supplies will be provided for students, faculty and staff to clean their own workspaces, desks, tables, etc. (Students should supply disinfecting and cleaning supplies for their own use in their personal living spaces.)

COVID testing and contact tracing protocols

- A COVID-19 testing plan will be implemented in August, will span several weeks, then will pivot to adaptive on-going testing. Details will be announced soon.
- A number of students, faculty and staff who are on our campuses will be tested early in the semester and strategic testing will continue into the semester.
- Contact tracing will be undertaken in conjunction with testing by the university's Public Health Department in coordination with Larimer County.
- All students, faculty and staff working on university grounds will be required to fill out an online daily symptom checker. A student-specific symptom checker is being developed.

Addressing exposure and positive cases

When positive COVID-19 cases are discovered, CSU coordinates with Larimer County (or other appropriate counties) on necessary public health steps such as quarantine, self-isolation, etc., of students, faculty, and staff, as well as disinfecting spaces as needed.

CSU uses contact tracing software that is also used by the Larimer County and other Colorado public health agencies, greatly enhancing speed, coordination and communication about exposures that potentially impact faculty, staff and students; When an individual on a CSU campus tests positive for COVID-19, they must self-isolate while seeking appropriate medical care. CSU has a [plan for those living in university housing who need to self-isolate or quarantine](#).

- For campus residents, a CSU or county public health official coordinates with CSU Housing & Dining Services to arrange for appropriate housing for the student under isolation and/or roommates, depending on the situation.
- Rooms and apartments are available to individuals in isolation or quarantine to separate infected students from others.
- Areas where an infected person is known to have been will be cleaned.
- CSU Public Health will coordinate daily check-ins with infected students and assist with connecting them to medical, counseling and student case management as needed.
- For those who live off-campus, including our students, faculty and staff:
 - The appropriate county health department will provide guidance to the student.
 - CSU's Human Resources office [has shared information for employees and supervisors](#) about the impacts of COVID-19 on leave, work arrangements, and other concerns.

Pre-semester self-quarantine

CSU is reviewing current guidance (<https://covidrecovery.colostate.edu/pre-semester-public-health-precautions/>) as well as public health guidance as it impacts equity issues among our community members, such as the cost and availability of testing. We will provide more information soon.

Public health communications

The Pandemic Planning Team is providing websites, signs, digital signs, social media messages, direct communications to students, employees, parents and families, and other communications to clearly communicate public health orders across our university community

Public health precaution social-norming campaign

CSU will launch a social-norming campaign in August 2020 to support the start of in-person classes.

- The campaign will instruct students to practice preventative health behaviors to slow the spread of COVID-19 (e.g., face coverings, physical distancing, etc.), will remind them of their responsibility for their own health, responsibility to others and the greater good, and encourage them to embrace these behaviors as the new normal on campus.
- These efforts will be informed by the results of a survey sent to 5,000 current CSU students to gauge their behaviors, perceptions, and motivations.

- CSU expects members of our community to adhere to public health orders, guidance, protocols, and University policies.
- Compliance with public health orders, guidance, protocols, and policies will help mitigate the spread of COVID-19 in our community.
- Individuals who choose to not to adhere to defined public health orders, guidance, and protocols may be subject to administrative procedures or other consequences.

Facilities evaluations

CSU has surveyed hundreds of spaces for physical distancing capacity and furniture needs to assure best practices in the configuration of those spaces to meet public health guidance. The university will follow public health orders regarding building occupancy.

- Currently required to not exceed 50 percent building occupancy, as set by fire code.
- Building occupancy limits may be increased or decreased by the county or state at any time. CSU will comply with any changes.
- Entrance and exits in buildings will be assessed and marked to enhance physical distancing.
- If work functions can be accomplished remotely, some offices and individuals will be encouraged to continue remote work operations.

In-person teaching logistics planning

CSU has formulated a plan to permit in-classroom academic instruction to the extent possible, in consultation with academic leadership and public health experts. Specifics include:

- Scheduling additional class sections to allow space for physical distancing in classrooms;
- Scheduling additional evening class sections during the 4-8 p.m. block to utilize classrooms that typically would not be in use at those times;
- Transforming non-classroom spaces – including LSC ballrooms, fieldhouses, and other areas – to teaching spaces;
- Hiring instructors to teach additional class sections;
- Equipping dozens of additional classrooms with technology to facilitate in-classroom, hybrid, and online instruction, doubling the number of technology-enhanced classrooms and making it easier to accommodate students who require online course delivery for health reasons;

- Offering workshops and training to educate instructors and faculty on the use of technology to continue to deliver engaging, interactive in-classroom, hybrid, and online courses.

In-person employee work logistics planning

Employees are being returned to work on a campus via [a phased, measured, strategic process](#).

- No office, unit or department will return to in-classroom work without the approval of the Pandemic Preparedness Team, via an [application process for return-to-work](#).
- To comply with public health orders that require limited building occupancy, all units that can work remotely will be encouraged to continue doing so; units that can work remotely do not have to submit a plan to return to a campus when students return.
- Every unit that returns to any kind of in-person work will be required to follow public health orders, guidance, protocols, and university policy.
- All employees who return to in-person work will be required to complete online training on how to maintain public health precautions.

Expectations for observing public health precautions

All students, faculty and instructors will be required to follow state and county public health orders, guidance, protocols and University policies while on university grounds and in all buildings, including classrooms, laboratories, living, research and service spaces. These include:

- Wearing masks or other appropriate face covering;
- Maintaining physical distancing of six feet from other individuals;
- Disinfecting their study and work surfaces (desktops, tables, etc.) regularly;
- Staying home if they are experiencing COVID-19 symptoms or believe they have been exposed to COVID-19;
- Never gathering in groups without taking public health precautions;
- All faculty and staff who report for in-classroom work on a campus must fill out the [daily symptom checker](#). A student-specific daily symptom checker is in the process of being created.

In-person teaching logistics

Extra precautions, procedures, and measures will be necessary to create healthy spaces for in-person learning to take place on campus. All members of the CSU community will be responsible for educating themselves regarding risks associated with COVID-19 and must take all necessary and reasonable steps to protect their own health during this pandemic. There will be

many new protocols individuals must comply with that are required by public health orders, guidance, and protocols, recommended by the Centers for Disease Control, and/or are required by CSU policy. Some of these include:

- Wearing a mask or face covering over your mouth and nose while on university property and in class – instructors may opt to wear a clear face shield to better communicate and aid students who are hearing impaired and need to lip-read;
- Keeping a minimum of 6 feet between yourself and others;
- Washing your hands frequently with soap and water for at least 20 seconds;
- Avoiding large gatherings;
- Staying home when you are experiencing COVID-19 symptoms or know you have been exposed to someone who has COVID-19.

In-person employee work logistics:

Employees will return to work on a campus via a phased, measured, strategic process.

- No office, unit or department will return to in-classroom work without the approval of the Pandemic Preparedness Team, via an [application process for return-to-work](#).
- To comply with public health orders that require limited building occupancy, all units that can work remotely will be encouraged to continue doing so; units that can work remotely do not have to submit a plan to return to a campus when students return.
- Every unit that returns to any kind of in-person work will be required to follow public health orders, guidance, and protocols.

Temporary Work Adjustments

Vulnerable Individuals

Some employees may need to request temporary work adjustments due to COVID-19. Under state executive and public health orders, employees who are deemed “Vulnerable Individuals” (also referred to as “people at risk of severe illness from COVID-19”) are not required to work in-person. Vulnerable Individuals are defined as those:

- 65 years and older;
- Who have a chronic lung disease or moderate to severe asthma;
- Who have serious heart conditions;
- Immunocompromised;
- Pregnant; or

- Determined to be high risk by a licensed healthcare provider.

Vulnerable individuals may request a temporary work adjustment through CSU's Office of Equal Opportunity.

- Those who live with or are the primary caretaker for a vulnerable individual may request a temporary work adjustment, which will be submitted to OEO and reviewed by CSU's Human Resources
- Employees who are impacted by COVID-19 may have leave options available to them created by the Families First Coronavirus Response Act (please visit the HR website, <http://hrs.colostate.edu/benefits/timeoff-fap-fml.html>).

Employees with daycare eligible and/or school-age children, or other dependents:

Employees with dependents who are enrolled in daycare or school may encounter childcare issues due to COVID-19.

- Employees with COVID-19-related childcare needs may request a temporary work adjustment which will be submitted to OEO and reviewed by HR.
- Employees with COVID-19-related childcare needs may also be eligible for expanded Family Medical Leave created by the Families First Coronavirus Response Act (please visit the HR website, <http://hrs.colostate.edu/benefits/timeoff-fap-fml.html>).
- CSU is committed to working with employee-parents directly and with supervisors to ensure as much flexibility for families as feasible. CSU has tasked a working group to help guide this discussion.

Students

- To request reasonable accommodations due to COVID-19, contact CSU's [Student Disability Center](#).
- Students can also connect with their advisors to explore changing their courses to an online format.
- Other options are to work with the department chair to find substitute classes that will fulfill degree requirements or take a class online through CSU Online or CSU Global.

B. COVID Recovery Town Halls hosted in July

Colorado State University hosted two COVID-19 Recovery Town Hall sessions to provide updates and answer questions about the Fall 2020 semester and the procedures regarding the return to campus. The sessions were for the campus community, hosted online via Zoom. Two sessions (July 22 and 23) were held. [Both were taped so the community could watch later.](#)

CSU also hosted an Engagement and Extension Town Hall on July 16 with specific information for Extension and other CSU entities that are not based in Fort Collins. Two sessions

of a Budget Town Hall that focused on our 2020-2021 budget priorities, constraints, decisions, and impacts were hosted on June 26 and 29.

II. MAJOR HONORS AND AWARDS

A. CSU secures award from U.S. government for development of SolaVAX vaccine manufacturing process for SARS-CoV-2

A team of infectious disease researchers at Colorado State University has entered into an agreement with the [Biomedical Advanced Research and Development Authority](#) to further develop a novel virus inactivation process, successfully used for MERS, which has the potential to inactivate the SARS-CoV-2 virus. BARDA is part of the Office of the Assistant Secretary for Preparedness and Response at the U.S. Department of Health and Human Services.

CSU will receive \$699,994 from BARDA to support preclinical research on the vaccine technology process – known as SolaVAX – which repurposes a commercial platform that is currently used to inactivate pathogens in blood transfusions. The strategy uses UV light and riboflavin to produce an inactivated virus which stimulates a person’s immune system to fight the virus. The university will contribute \$448,143 to support this project, bringing the total contribution for this phase of the research to \$1.15 million.

This project will demonstrate the effectiveness of the SolaVAX process to inactivate SARS-CoV-2, which causes COVID-19 and could potentially advance vaccine manufacturing capabilities on a global basis. The SolaVAX platform has already been shown to inactivate MERS-CoV – another virus in the coronavirus family – very efficiently and has also been evaluated for production of other vaccine products.

The team will scale up production of the virus and key reagents for research and manufacturing at the university’s [BioMARC](#) biomanufacturing plant. The Biosafety Level 3 cGMP facility already is making products for other infectious diseases with sponsorship from the federal government, industry and major foundations. cGMP stands for Current Good Manufacturing Practices, as designated by the U.S. Food and Drug Administration.

B. Woodward, CSU team join forces on rapid-response ventilator project

A natural gas fuel injector may not be a staple in the medical device industry, but for a team of engineers from Colorado State University and Fort Collins-based Woodward, Inc., it proved to be a key component in the design of a low-cost, durable ventilator.

Back in early March, CSU and Woodward engaged in a joint effort to develop a ventilator that could be quickly manufactured and deployed if the state faced shortages. The project was a response to Colorado Gov. Jared Polis’ Innovation Task Force charged with developing rapidly deployable solutions to address the impacts of COVID-19.

The new ventilator project, now in clinical testing stages, recently received further external validation and support: a \$100,000 prize from the U.S. Army. The [XTech COVID-19](#)

[Ventilator Challenge](#) was launched on April 5 by the Army Acquisition Executive with the goal to solicit the innovation community's ideas for combatting the COVID-19 pandemic.

With a prize pool totaling \$1 million, applicants were asked to deliver white papers and virtual pitches describing their ideas. Concepts were judged based on alignment with mission requirements, technical viability, regulatory aspects, and speed to production and deployment.

C. Propane could be the new diesel with \$3.5 million U.S. Department of Energy grant

Propane could be competitive with diesel as a cost-saving, energy-efficient fuel for large trucks and school buses, say Colorado State University mechanical engineers awarded a \$3.5 million [U.S. Department of Energy](#) grant to develop a new, high-efficiency propane engine.

The research team, led by Professor Daniel Olsen, will spend the next three years working with large engine manufacturer Cummins Inc. and Argonne National Laboratory developing advanced combustion strategies for direct-injection large propane engines.

DOE announced CSU's award on July 16 with 54 other projects by universities, governments and industry totaling \$139 million. Olsen and his team, including Professor Anthony Marchese and Assistant Professor Bret Windom, already are working on making natural gas engines as efficient as diesel through a current DOE grant and partnership with Cummins and Fort Collins-based Woodward, Inc. Propane is 40 percent cheaper than gasoline and diesel and cleaner burning. But current propane engines are not as energy efficient as diesel engines, so it can lead to higher operating costs and fewer miles per gallon.

D. CSU student Brianne Lauro named Udall Scholar

Colorado State University undergraduate Brianne Lauro has won two of the most prestigious scholarships established by Congress. In April, she was one of two CSU undergraduates to be named a [Truman Scholar](#), a highly competitive \$30,000 graduate fellowship program for students pursuing public service careers. In May, she was named a Udall Scholar, an honor recognizing those committed to careers focusing on the environment, Native American issues or health care. Lauro, a junior in the Warner College of Natural Resources, was one of 55 students from 48 colleges and universities to be selected as a 2020 Udall Scholar. Each scholarship provides up to \$7,000 for the scholar's junior or senior year.

E. CSU students receive Fulbright honors

Two Colorado State University students have been recognized by the prestigious Fulbright U.S. Student Program. Hannah Hurlbut, a recent graduate of the College of Liberal Arts, and Dave Atkins, a recent graduate student in the Warner College of Natural Resources, have received grants from the U.S. Department of State and the J. William Fulbright Foreign Scholarship Board. Hurlbut and Atkins are among the more than 2,100 U.S. students selected by the Fulbright U.S. Student Program to study, conduct research, or teach abroad.

F. CSU's Research Safety Culture Program wins national awards

The [Research Safety Culture Program](#) through the Office of the Vice President for Research was honored by the Campus Safety, Health, and Environmental Management Association – [CSHEMA](#) – a national organization for environmental, health and safety professionals in higher education. CSHEMA awarded the Research Safety Culture Program with the first-place award for Marketing Campaign as well as second place for Innovation – Safety Culture during a virtual conference on July 15. OVPR Research Safety Culture Coordinator Anthony Appleton leads the program.

G. CSU secures \$750,000 grant to develop plant breeding training materials

CSU's Department of Soil and Crop Sciences and Iowa State University's Department of Agronomy recently received a \$750,000 grant from USDA's National Institute of Food and Agriculture to partner with NPGS scientists to bring teaching resources to the world. The three-year grant began on June 1. The Fort Collins-based facility is part of a web of USDA operations to collect and store seeds and cuttings. Roughly 20 facilities across the country specialize in collecting and maintaining germplasm of specific crops, while funneling a portion to the Fort Collins location, which acts as a backup seed bank.

H. CSU launches music business program with Chuck Morris

Pioneering concert promoter Chuck Morris is launching a [new cross-disciplinary music business program](#) with Colorado State University's College of Business that will equip students with the necessary knowledge and real-world experience to pursue music industry careers. Morris, a long-time successful concert promoter and prolific artist manager, will act as director of the program, with the first course offerings planned for fall 2020. The program's curriculum will tap into Morris' unmatched professional network, featuring music business professionals renowned in their respective fields. With most music business programs located at music schools on the east and west coasts, CSU's College of Business has the resources and track record to create a distinctly unique program that will cross disciplinary boundaries.

III. STUDENT SUCCESS

A. CSU announces shift to remote learning after 2020 Fall Break

Fall Semester 2020 will begin as scheduled on Aug. 24. Because of the COVID-19 pandemic, the university will shift to remote, online classes following Fall Break. The last two weeks of classes (Nov. 30-Dec. 11) and finals week (Dec. 14-18) will be delivered virtually. This will allow students to avoid an increased risk of exposure. Residence halls will remain open during and after Fall Break for students who need to remain or return. Other campus facilities will adjust operations as appropriate, per public health guidance in place at the time.

B. CSU's Archaeology Field School digging up history of CSU's first building

While the Coronavirus has closed and quieted universities across the country this year, a small but historic piece of CSU's campus is buzzing with the sounds of students – and shovels –

this summer. The CSU Archaeology Field School, celebrating its 51st year as the cornerstone experiential program of the Department of Anthropology and Geography, is one of a limited number of field schools taking place – in the actual field – this year.

And particularly pertinent to CSU’s sesquicentennial celebration, students will attempt to uncover details of the origins of the university as they investigate the first building on campus. All program participants are using masks in the field, receiving daily temperature scans, taking regular water and rest breaks, and following other COVID-19 health and safety protocols during workdays and outside of class, too.

Following the first week of online instruction of field techniques and project details, the group of eleven students, plus faculty, stepped onto the sunny campus lawns in early July, with plans to excavate throughout the rest of the month. Over the course of six weeks this summer, the field school will conduct geophysical surveys and excavate the newly discovered site of “Claim Building,” the first building on what would eventually become the CSU campus, a modest structure located near the intersection of College Avenue and Laurel Street. Built in 1874 and razed in 1870, the exact physical location of this important campus structure had been lost to history. But geophysical mapping of the site this past spring suggests some remnants likely remain in the ground that could provide insights into the history and uses of the structure.

C. How teachers are adapting to COVID-19 disruptions is subject of new CSU study

The COVID-19 pandemic has shone a spotlight on many of society’s unsung heroes – among them teachers, who took their duties online this spring and kept teaching, even as schools shuttered and “homeschooling” became the new norm.

For Colorado State University researchers, this environment of disruption across the country’s public schools provides a new opportunity to take a deep dive into what makes teachers resilient, even in the midst of a pandemic.

Researchers led by Meena Balgopal, associate professor of science education in the CSU Department of Biology, have received National Science Foundation support to study how novice STEM teachers are responding to the COVID-19 outbreak. Support for this work was appended to an existing NSF grant aimed at preparing science and math majors to become teachers in high-needs school districts, through CSU’s [Robert Noyce Teacher Scholarship Program](#).

The researchers involved with the [Noyce program](#) are now studying a crop of novice teachers just entering the teaching profession, as COVID is still dictating how schools will operate come fall.

IV. INNOVATION AND RESEARCH

A. Research team inks licensing deal for COVID-19 viral detection test

A small, inexpensive virus-detection technology invented by Colorado State University researchers will soon form the basis of a new product that could compete with standard diagnostic testing for COVID-19. The new diagnostic device, which aims to be fast, portable and

more accurate than currently available COVID-19 tests, is one of several technologies spawned from a collaboration among CSU researchers Brian Geiss, Chuck Henry and David Dandy.

Combining their wide-ranging expertise in virology, chemistry and chemical engineering, the team has [licensed their viral RNA-testing platform to Quara Devices](#), a startup company [specializing in diagnostic biosensors](#). The licensing deal, mediated by CSU Ventures, was inked earlier this summer and allows the company to move the invention into product engineering and design phases, while the CSU scientists continue testing the devices for efficacy and accuracy.

The Chief Science Officer of Quara is Ken Reardon, a professor in the CSU Department of Chemical and Biological Engineering. Geiss, Henry and Dandy have worked several years together developing low-cost biological diagnostic platforms for applications including viruses, bacteria and [antibodies](#).

For the device they've licensed to Quara, their original goal was detecting organisms with antimicrobial resistance. As COVID-19 was becoming a pandemic, they found they could generalize their basic platform, which they began developing over a year ago, into a sensitive test for RNA viruses, including coronaviruses like SARS-CoV-2.

Henry, a professor in the Department of Chemistry, explained that the licensed technology is a paper-based, "lateral-flow" device reminiscent of a home pregnancy test. It recognizes a target sequence in the virus's genetic material, then amplifies that signal to display a positive readout – like the line on a pregnancy test.

B. CSU to study how performing arts can return in a healthy way during pandemic

Led by John Volckens, a professor of mechanical engineering in the Walter Scott, Jr. College of Engineering, and Dan Goble, director of the School of Music, Theater, and Dance, a CSU team is launching a study – [Reducing Bioaerosol Emissions and Exposures in the Performing Arts: A Scientific Roadmap for a Safer Return from COVID-19](#) – to determine how far airborne particles and droplets are projected by singers, actors, dancers, and those playing wind and brass instruments, and whether steps can be taken to protect both performers and audience members from the risks of co-exposure to COVID-19.

The key scientific piece of the project is a human exposure facility, built by a team of mechanical engineering undergraduate students as part of their senior capstone project. A unique facility, located at CSU's Powerhouse Energy Campus, it can be used to measure human aerosol emissions and exposures in a clean, versatile environment. Only a handful of the chambers exist, and Volckens and his team use a custom-built computer control and data acquisition system to track human release of aerosols of varying size, concentration, and chemical composition.

C. CSU atmospheric scientists identify cleanest air on Earth in first-of-its-kind study

Colorado State University Distinguished Professor Sonia Kreidenweis and her research group identified an atmospheric region unchanged by human-related activities in the first study to measure bioaerosol composition of the Southern Ocean south of 40 degrees south latitude.

Kreidenweis' group, based in the Department of Atmospheric Science, found the boundary layer air that feeds the lower clouds over the Southern Ocean to be pristine – free from particles, called aerosols, produced by anthropogenic activities or transported from distant lands. Their findings are published in [Proceedings of the National Academy of Sciences](#).

Weather and climate are complex processes connecting each part of the world to every other region. With climate changing rapidly as a result of human activity, it's difficult to find any area or process untouched by people. Kreidenweis and her team suspected the air directly over the remote Southern Ocean that encircles Antarctica would be least affected by humans and dust from continents. They set out to discover what is in that air and where it came from.

D. Using cellular networks to detect at-risk areas for spread of COVID-19

In the fight against COVID-19, researchers at Colorado State University have developed a new, non-invasive strategy to identify areas at greatest risk for spreading the disease. Led by Electrical and Computer Engineering Professor Edwin Chong, the team is drawing on data from existing cellular wireless networks to pinpoint potential hotspots for increased viral transmission.

Their technique, detailed in a paper published this month in the [IEEE Open Journal of Engineering in Medicine and Biology](#), could help regions manage risks to avoid scenarios like the recent outbreak in New York City, where the virus inflicted devastation on one of the most densely populated areas in the country.

Because practically everyone carries a cell phone nowadays, they aim to understand how mobile device users move and gather over time in an area by leveraging what are known as handover and cell (re)selection protocols – the cellular network technologies that allow us to move about freely with our mobile devices without losing service.

Using data collected through these networks, Chong's team measures handover and cell (re)selection activity, called HO/CS rates, to calculate localized population density and mobility. Offering real-time updates, the data allow them to flag at-risk areas for further monitoring. Their method builds on the premise that the higher the HO/CS rates – which means higher density and mobility – the higher the risk of spreading infectious diseases.

E. CSU study links physical stress on the job with brain, memory decline in older age

A new study out of Colorado State University has found that physical stress in one's job may be associated with faster brain aging and poorer memory. Aga Burzynska, an assistant professor in the Department of Human Development and Family Studies, and her research team connected occupational survey responses with brain-imaging data from 99 cognitively normal older adults, age 60 to 79. They found that those who reported high levels of physical stress in their most recent job had smaller volumes in the hippocampus and performed poorer on memory tasks. The hippocampus is the part of the brain that is critical for memory and is affected in both normal aging and in dementia. Their findings were [published this summer](#) in *Frontiers in Human Neuroscience* under the research topic [“Work and Brain Health Across the Lifespan.”](#)

V. COMMUNITY IMPACT

A. Colorado State University to lead COVID-19 testing for asymptomatic health care workers, nursing home residents

As part of the state's plan to expand testing in long-term care facilities, researchers from Colorado State University will start conducting COVID-19 surveillance testing of workers and residents in up to 30 skilled nursing facilities in Colorado by September.

The tests will provide an early warning system for public health officials and managers at long-term care facilities. This will help prevent outbreaks, monitor the risk of exposure for residents, and help recovered workers return to work. This project, an agreement between CSU and the Colorado Department of Public Health and Environment, is an initiative of the COVID-19 Residential Care Task Force. The Colorado Unified Command Center launched the task force to reduce the spread of illness and number of deaths in high-density, group-living settings, like nursing homes and assisted living facilities.

CSU will receive \$4.2 million as part of this agreement. Most of the funding will go to the testing of asymptomatic workers, with their consent, using nasopharyngeal swabs. CSU will work with state officials to identify the facilities with highest priority for surveillance testing. The Veterinary Diagnostic Laboratory at CSU [will process the human COVID-19 tests](#).

In April, the lab received Clinical Laboratory Improvement Amendments certification for laboratory testing performed on humans by partnering with colleagues at CSU's Health and Medical Center, including Dr. Bruce Smith, who directs the CLIA-certified laboratory. The CSU lab also worked directly with the CDPHE to obtain human samples for validation testing. The move to process human tests is part of a [national trend at veterinary labs](#). Dr. Kristy Pabilonia is the director of the lab at CSU. Her team has previously responded to numerous animal disease outbreaks and has the capacity to test large numbers of samples.

B. CSU Extension, task force helping farmers' markets, food producers adjust to new COVID realities

The warming spring months bring thoughts of summer farmers' markets – cultural, social and economic mainstays for consumers and food producers in Colorado and beyond. With COVID-19 presenting new realities as the season begins, CSU Extension and food systems experts are offering support to market managers and producers as they implement new ways of doing business. Safe and economically viable farmers' markets, and adjacent business concerns for farmers, producers and artisans, are issues a busy task force at CSU is examining to help disseminate best practices and information. To help navigate some of that complexity, CSU Extension agents with existing deep ties to the farmer and producer communities are working to lend a hand under trying, but in some ways, not unprecedented circumstances.

C. CSU Extension 4-H carries on in the midst of the pandemic

COVID-19 might have canceled or postponed schools, sports, and other activities this spring and summer, but for [CSU Extension's 4-H Youth Development Program](#) youth who have spent months caring for animals as part of this long-lived program, they have continued to learn valuable leadership and agricultural business skills.

CSU Extension, which oversees 4-H Youth Development programs statewide, announced in May that while virtual programming is still preferred for a majority of programming in support of the health and well-being of our communities, offices across Colorado are working closely with local public health offices and county government for any face-to-face activities that may occur. Many programs, including those associated with county fairs, will not look the same as previous years due to public health restrictions. But 4-H members raising animals are still gaining valuable skills, even if showing their animals may be different this summer.

D. Small meat-processing plants are target for CSU task force-led safety guidelines

Meat industry experts in CSU's Department of Animal Sciences are stepping in to serve small, essential business by offering COVID-era guidance that's tailored specifically to them. These experts serve on [CSU's Task Force on Colorado Food Supply](#), active since the start of the pandemic to provide the state with data-driven analysis to help it marshal resources and [respond to food supply chain issues](#).

CSU meat scientists have recently [published a set of guidelines](#), available on the task force website, to help small processing plants implement best practices to keep operating while maximizing safety for their workers and customers. The guidelines were authored by Sara Gonzalez, a graduate student in animal sciences, and vetted by a team of faculty that includes Bob Delmore, Brad Morgan and Mahesh Nair. To create the guidelines, Gonzalez said she drew from resources at the Centers for Disease Control and Prevention, World Health Organization and North American Meat Institute and customized them to be simpler and appropriate for widespread distribution.

Small meat processing facilities usually have a handful of employees who need to stand close to each other in tight quarters, Gonzalez said. The guidelines cover basics of hygiene and sanitation practices, as well as addressing the outbreak itself and why these practices are important. It includes links to information on things like face coverings, handwashing, and practices for removing and discarding gloves.

E. CSU Extension launches victory gardens for the age of COVID-19

Coloradans are being encouraged to participate in CSU Extension's new gardening initiative [Grow and Give](#), a modern Victory Garden project designed for citizens to grow vegetable gardens and plant extra to share with local food banks and those in need.

Victory gardens were planted on public and private land during World War I and World War II to reduce pressure on the public food supply. Roughly 40 percent of the U.S. vegetables grown in those years came from 20 million victory gardens.

Through the new [Grow and Give](#) program, CSU Extension is encouraging people to take advantage of their time at home during the COVID-19 pandemic to get outside and plant gardens, whether they are longtime gardeners or first-time planters.

In addition to offering gardening expertise for Coloradans, CSU is offering an online Vegetable Gardening course for free, in time for spring planting. This course is part of CSU Extension's online Certified Gardener Program and will teach gardeners everything needed to know about planning a vegetable garden, including planting times, layout design, soil preparation and fertilization, routine care, frost protection tips, and more.

F. CSU unveils educational resources on potential restoration of wolves in Colorado

Colorado residents will vote in November on a ballot initiative that calls for the reintroduction of gray wolves to the state. Proposition 107, a citizen-initiated measure, would direct the Colorado Parks and Wildlife Commission to develop and oversee a science-based plan to restore wolves to the western part of the state.

To help ensure the public is informed on this topic, Colorado State University scientists have teamed up with Extension staff to produce and publish educational materials on the possible wolf restoration. The resources include [12 information sheets](#) on topics including wolf biology, wolves and livestock, disease, human and pet safety, big game and hunting, ecological effects and economics, and a robust list of [frequently asked questions with answers](#). Kevin Crooks, professor in the Department of Fish, Wildlife and Conservation Biology and director of the new Center for Human-Carnivore Coexistence, helped lead the development of these educational materials. The center he leads is focused on integrating science, education and outreach to minimize conflict and facilitate coexistence between people and predators.

VI. FISCAL STRENGTH

A. \$600K gift propels diversity initiatives in computing education at CSU

CSU is one of six universities selected from across the nation to receive funding from the Center for Inclusive Computing at Northeastern University to help recruit and retain more women in computer science programs and boost the representation of women in the field as a whole. CSU's computing departments – Computer Science, in the College of Natural Sciences, and Computer Information Systems, in the College of Business – were chosen for the gift because of their strong commitment to increasing the representation of women in computing. This gift, totaling nearly \$600,000, will go to two departments that are focused on evidence-based approaches to creating inclusive educational opportunities for all students.

B. Major Gift Report

	June 2020		FY20		FY19	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$14,387,303	2,241	\$104,636,651	29,258	\$98,590,392	37,812
Irrevocable Planned Gifts	-	-	\$2,797,639	6	\$1,050,100	3
Revocable Gifts and Conditional Pledges	\$2,599,500	9	\$49,487,506	100	\$49,464,741	107
Payments to Commitments Prior to Period	(\$4,499,461)	318	(\$20,840,721)	1,012	(\$16,115,549)	1,045
Total Philanthropic Support	\$12,487,342	2,125	\$136,081,075	28,957	\$132,989,684	37,589
Other Private Support	\$2,796,399	1,243	\$39,109,208	3,269	\$29,947,645	3,068
Net Private Support	\$15,283,741	3,273	\$175,190,282	31,031	\$162,937,329	39,482

C. Major gifts not previously reported

\$8,285,918 in gifts and pledges designated as \$5,665,918 to support the *CSURF Gifts of Land - Other*, and \$2.620.000 to support the University Fund, other areas.

\$2,000,000 revocable commitment designated as \$1,500,000 to support the *Minnie and Jasper Endowed Chair for Feline Medicine*, College of Veterinary Medicine and Biomedical Sciences, and \$500,000 to support the *Minnie and Jasper Translational Research Endowment*, College of Veterinary Medicine and Biomedical Sciences.

\$2,000,000 revocable commitment to support the *Seidl Family Scholarship Endowment*, Enrollment and Access.

\$1,500,000 gift to support the *Don and Susie Law Engineering and Computational Sciences Building*, Walter Scott, Jr. College of Engineering.

Revocable commitment to support the *Sasan Sheibani and Amanda Durrant Engineering Scholarship Endowment*, Walter Scott, Jr. College of Engineering.

\$1,000,000 gift designated as \$750,000 to support the *Ram Aid*, Enrollment and Access, and \$250,000 to support the *Ram Aid Endowment*, Enrollment and Access.

\$700,000 revocable commitment designated as \$490,000 to support the *Lynda Reed – One Cure Endowment*, College of Veterinary Medicine and Biomedical Sciences, and \$210,000 to support the *Elliott's Long Paw Scholars*, College of Veterinary Medicine and Biomedical Sciences.

\$458,881 in gifts designated as \$390,903 to support the *C. Wayne McIlwraith Translational Medicine Institute*, and \$67,978 to support Equine Orthopaedic Research, College of Veterinary Medicine and Biomedical Sciences.

\$450,000 revocable commitment to support the *Danielson Family Civil Engineering Scholarship Endowment*, Walter Scott, Jr. College of Engineering.

\$290,000 pledge designated as \$180,000 to support the *National Western Stock Show Scholarship*, College of Agricultural Sciences, \$52,000 to support the *National Western Stock Show Graduate Scholarship in Animal Sciences*, College of Agricultural Sciences, \$50,000 to

Board of Governors of the
Colorado State University System
Meeting date: August 7, 2020

support the *National Western Scholarship in the Professional Veterinary Medical Program*, College of Veterinary Medicine and Biomedical Sciences, and \$8,000 to support the *National Western Stock Show/Jim Henry Scholarship*, College of Agricultural Sciences.

\$250,000 pledge to support *The Campos EPC First Generation Engineering Scholarship*, Walter Scott, Jr. College of Engineering.

\$250,000 pledge to support the *Alliance Series*, Morgan Library.

\$239,486 in gifts to support the *Fermentation Science and Technology Facility*, College of Health and Human Sciences.

\$239,189 in gifts designated as \$147,009 to support *College of Liberal Arts Research*, College of Liberal Arts, and \$92,180 to support *Human Development and Family Studies – Community Outreach*, College of Health and Human Sciences.

\$237,514 gift to support the *Reisher Scholars*, Student Affairs.

Revocable commitment to support the *Alley E. and Yoshimi Watada Scholarship Endowment*, College of Agricultural Sciences.

\$185,000 gift to support the *Natural Resource Ecology Lab*, Warner College of Natural Resources.

\$183,234 gift to support the *CVMBBS Greatest Need*, College of Veterinary Medicine and Biomedical Sciences.

\$180,670 gift to support the *Fermentation Science and Technology Enrichment*, College of Health and Human Sciences.

\$125,000 gift designated as \$100,000 to support the *Dr. Gen Kato Veterinary Scholarship in Global Health Endowment*, College of Veterinary Medicine and Biomedical Sciences, and \$25,000 to support the *Clinical Science Special Projects*, College of Veterinary Medicine and Biomedical Sciences.

\$125,000 gift to support the *Lucy's Scholars*, College of Veterinary Medicine and Biomedical Sciences.

\$100,000 revocable commitment to support the *LaMar and Nancy Henry Scholarship Endowment*, Enrollment and Access.

\$100,000 revocable commitment to support the *Eglinski Family Study Abroad Scholarship Endowment*, other areas.

\$100,000 revocable commitment to support the *Julie Piepho and David S. Bee College of Business Faculty Support*, College of Business.

\$100,000 gift to support the *Energy Institute*, Vice President Research.

VII. NOTABLE HIRES AND PERSONNEL CHANGES

A. Mary Pedersen named CSU Provost and Executive Vice President

Mary Pedersen, a distinguished educator and veteran administrator, has been named the next Provost and Executive Vice President at Colorado State University. Pedersen, who comes to CSU from Cal Poly where she most recently served as Interim Provost, assumed her duties at CSU on Aug. 1.

Pedersen comes to Colorado State as the university recovers from the COVID-19 pandemic, a job she is ready for because her experience leading academics at Cal Poly. As Provost and Executive Vice President, Pedersen will help outline CSU's strategic priorities.

With an academic background in world food security and food systems, Pedersen said she is keenly interested in the role of Colorado State to support agricultural production within the state and beyond, and to continue to build on Colorado State's reputation as the top sustainable institution of higher education in the nation.

Pedersen earned her B.A. in Biology from the University of California, Santa Barbara, and both her M.S. and Ph.D. in Public Health Nutrition with a minor in lipid biochemistry from the University of California, Los Angeles. Her primary research focused on lipid metabolism and nutrition.

B. Yolanda Bevill named CSU Vice President for University Communications

Yolanda Bevill joined Colorado State University as the new vice president for university communications. She comes to CSU from Prairie View A&M University, a historically Black land-grant institution in the Houston area, where she served as chief public affairs officer.

Bevill began her career as a television news producer, worked in corporate positions at Key Bank and Lexis-Nexis, then moved into governmental roles at the U.S. Department of the Treasury in Washington, the Office of the Mayor in Cleveland, and the Harris County District Attorney's Office in Houston. While working in Harris County, she also earned her J.D. at South Texas Law College.

Hired by CSU after a national search, Bevill will be transitioning in the coming weeks for her ultimate move to Colorado when she will assume her role leading the Division of University Communications, which includes CSU's marketing, public relations, creative services, and web functions.

C. CSU English Professor Sue Doe assumes Faculty Council chair position

Sue Doe, professor in the Department of English, now serves as a representative voice for around 1,500 CSU faculty members in her new role as Faculty Council chair at Colorado State University.

Doe began serving as chair July 1. She served for three years as Faculty Council vice-chair before being elected chair in March. In Faculty Council, the vice-chair also serves on the faculty council executive committee.

D. James Pritchett named Dean of CSU's College of Agricultural Sciences

James Pritchett has been named dean of the Colorado State University [College of Agricultural Sciences](#) and director of the [Agricultural Experiment Station](#) following a national search. Pritchett had been serving as interim dean since October, when Ajay Menon became president and CEO of the CSU Research Foundation.

Pritchett will lead the Agricultural Experiment Station and its 10 research centers statewide, as well as the talented faculty and students found in the College of Agricultural Sciences. The college also is a major partner in the redevelopment of the [National Western Center in Denver](#), which is underway and will open in 2022.

Pritchett earned his bachelor's and master's degrees in agricultural economics from CSU, and his Ph.D. from the University of Minnesota. He joined the College of Agricultural Sciences faculty in 2001, with extensive teaching, research and engagement responsibilities. He has served CSU in many leadership roles including Assistant Vice President for Engagement as well as executive associate dean for the College of Agricultural Sciences.

E. Brandon Bernier named VP of Information Technology at CSU

Brandon Bernier, the former director of Academic Computing and Networking Services and Telecommunications, has a new role at CSU: Vice President of Information Technology and Chief Information Officer. Bernier, who had been serving as CSU's interim assistant vice president of IT since October, is expanding his responsibilities in a permanent role. He also will continue to serve on the Executive Leadership Team, which advises President Joyce McConnell.

As VP of information technology, Bernier will lead the departments of ACNS, Telecommunications and Information Systems in a new, combined Division of IT, responsible for strategy, policy and governance to provide services across the Fort Collins campus. He also will look to forge [partnerships and promote efficiencies](#) across the CSU System.

F. Pabilonia named Director of Clinical Diagnostics for Veterinary Health System

Kristy Pabilonia has been named Director of Clinical Diagnostics for the CSU Veterinary Health System of the College of Veterinary Medicine and Biomedical Sciences. She is responsible for leading and administering all service-related veterinary clinical diagnostic operations, including the Veterinary Diagnostic Laboratories, Clinical Pathology, Clinical Immunology, and other service-related veterinary sample testing at the university. Pabilonia has been involved in [advancing veterinary diagnostics](#) on a national and international level, including coordinating laboratory capacity building projects in several developing countries and serving on the executive board of the American Association of Veterinary Laboratory Diagnosticians.

Board of Governors of the
Colorado State University System
Meeting date: August 7, 2020

A diplomate of the American College of Veterinary Microbiologists, Pabilonia is an associate professor in the Department of Microbiology, Immunology, and Pathology at the Colorado State University College of Veterinary Medicine and Biomedical Sciences. She was a member of the 2013-14 class of the American Veterinary Association's Future leaders program. In 2019, the American Association of Veterinary Laboratory Diagnosticians gave Pabilonia its Distinguish Service Award, and she serves as the association's secretary-treasurer.

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

REPORT:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Joyce McConnell, President

At its August 3, 2012 meeting, the Board approved a resolution to expand the delegated and redelegable authority to the institutional Presidents to include approval, in accordance with Board-approved institutional policies: 1) sabbatical leaves and revisions to them; 2) emeritus faculty appointments; and 3) all requests for Leave without Pay, with periodic reports to the Board.

LEAVE OF ABSENCE

<u>NAME</u>	<u>DEPARTMENT</u>	<u>FROM</u>	<u>TO</u>
Aldridge, Cameron	Nat Res Ecology Lab	05/12/20	Unknown
Antonelli, Lara	Health Network Medical	04/07/20	04/07/20
Antonelli, Lara	Health Network Medical	05/18/20	05/29/20
Antonelli, Lara	Health Network Medical	06/01/20	06/30/20
Beavers, Andrew	CEMML	06/01/20	06/30/20
Beavers, Andrew	CEMML	06/01/20	06/30/20
Benavides, Luzirene	Environmental and Radiological Health Sci.	03/02/20	03/20/20
Bernklau, Elisa	Agricultural Bio	07/01/20	Unknown
Budd, Nathaniel	VP for University Advancement	06/01/20	Unknown
David-Chavez, Dominique	Forest & Rangeland Ecology	06/11/20	Unknown
Elffner, Terri	Health Network Medical	05/18/20	05/29/20
Elffner, Terri	Health Network Medical	06/10/20	06/30/20
Friend, Ashleyn	Student Resolution Center	04/22/20	Unknown
Friend, Ashleyn	Student Res	05/29/20	06/01/20
Friend, Ashleyn	Student Res Center	06/11/20	Unknown
Gerlitzki, Elizabeth	Health Network Medical	05/18/20	05/29/20
Gerlitzki, Elizabeth	Health Network Medical	06/03/20	06/30/20
Ghalambor, Cameron	Biology	08/16/20	05/15/21
Keller, Alexandra	College of Nat Sci	04/02/20	Unknown
Keller, Alexandra	College of Nat Sci	05/01/20	Unknown
Keller, Alexandra	College of Nat Sci	06/01/20	Unknown
Lilly, Elisa	Constituent & Gift Info	06/12/20	Unknown
Mann, Bruce	Lory Student Center	4/16/20	4/30/20
McCarty, Kristen	Health Network Medical	6/23/20	7/31/20
McNeil, Michael	Microbiology, Immunology, and Pathology	6/1/20	6/30/20

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Report Item

Ochola, Donasian	Environmental and Radiological Health Sci.	5/4/20	6/5/20
Orswell, Forrest	Student Legal Services	5/19/20	5/19/20
Racicot, Megan	Fort Collins Diag Lab	6/16/20	6/16/20
Racicot, Megan	Fort Collins Diag Lab	6/26/20	6/26/20
Racicot, Megan	Fort Collins Diag Lab	6/29/20	6/29/20
Racicot, Megan	Fort Collins Diag Lab	6/30/20	6/30/20
Seymour, Kelsi	Western Region	5/21/20	5/28/20
Torres-Poche, Zaria	Fort Collins Diag Lab	5/22/20	7/6/20
Vesty, Jill	Health Network Medical	5/18/20	5/29/20
Vesty, Jill	Health Network Medical	6/1/20	6/30/20
Vesty, Jill	Health Network Medical	7/1/20	7/31/20
Wells Salerno, Caitlin	Fish, Wildlife, and Conservation Biology	4/29/20	unknown
Whitesell, Julie	Health Network Medical	5/18/20	5/29/20
Whitesell, Julie	Health Network Medical	6/1/20	6/30/20
Whitesell, Julie	Health Network Medical	7/1/20	7/31/20
Zelinsky, Rachel	CIRA	3/9/20	3/27/20

Office of Engagement & Extension

Update to the Board of Governors

Blake Alan Naughton, Ph.D.
Vice President for Engagement and Extension
Colorado State University

August 6-7, 2020



Colorado State University



CSU as a National Model for Engagement and Extended Education

Topics Covered Today

- 1. Reinvigorating
Our Mission**
- 2. Responses
During Pandemic**
- 3. Our Path Forward**
- 4. Discussion**

Roadmap for Reinvigorating Our Mission

Listen
& Learn

Why & What:
OEE Identity

How:
Risks & Help

How we
form a
greater
whole for
greater
impact

Listen and Learn: What Our Workforce Tells Us

Mission

- Shared Purpose
- Impact Story
- Inclusively Engaged
- Advancing Science

Organization

- Dream Jobs
- Rewarding Work
- Leadership Support
- Personal Growth
- Empowering Climate
- Clarity and Confidence
- Networked Teams

Investments

- Messaging
- Fundraising
- Training
- Diversifying
- Networking

Office of Engagement & Extension Identity Statement

Why We Exist

So individuals and communities thrive from learning

How We Behave

- Engaging Trust
- Engaging Inclusion
- Engaging Scholarship
- Engaging Teamwork

What We Do

We provide educational programs and services *with* Coloradoans and beyond

How We Succeed

- Cocreate with partners for mutual benefit
- Trust our workforce and empower them
- Innovate to deepen the impact of science
- Innovate delivery to reach more people

Engagement Collaboratives



Food



Sustainability



Economy



Youth

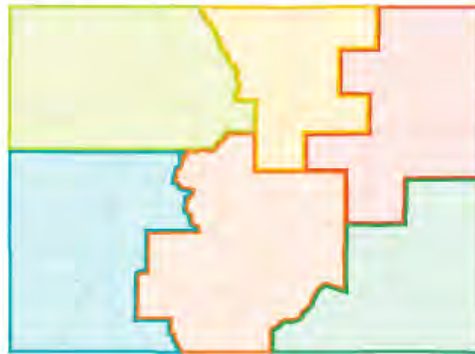


Health

Office of Engagement and Extension

Extension

6 Regions of CO



Individuals



Organizations



Communities

Extended Campus



CSU Online



Professional Education



Osher Lifelong Learning Institute



Collaboration Campuses

CO Water Center



Research



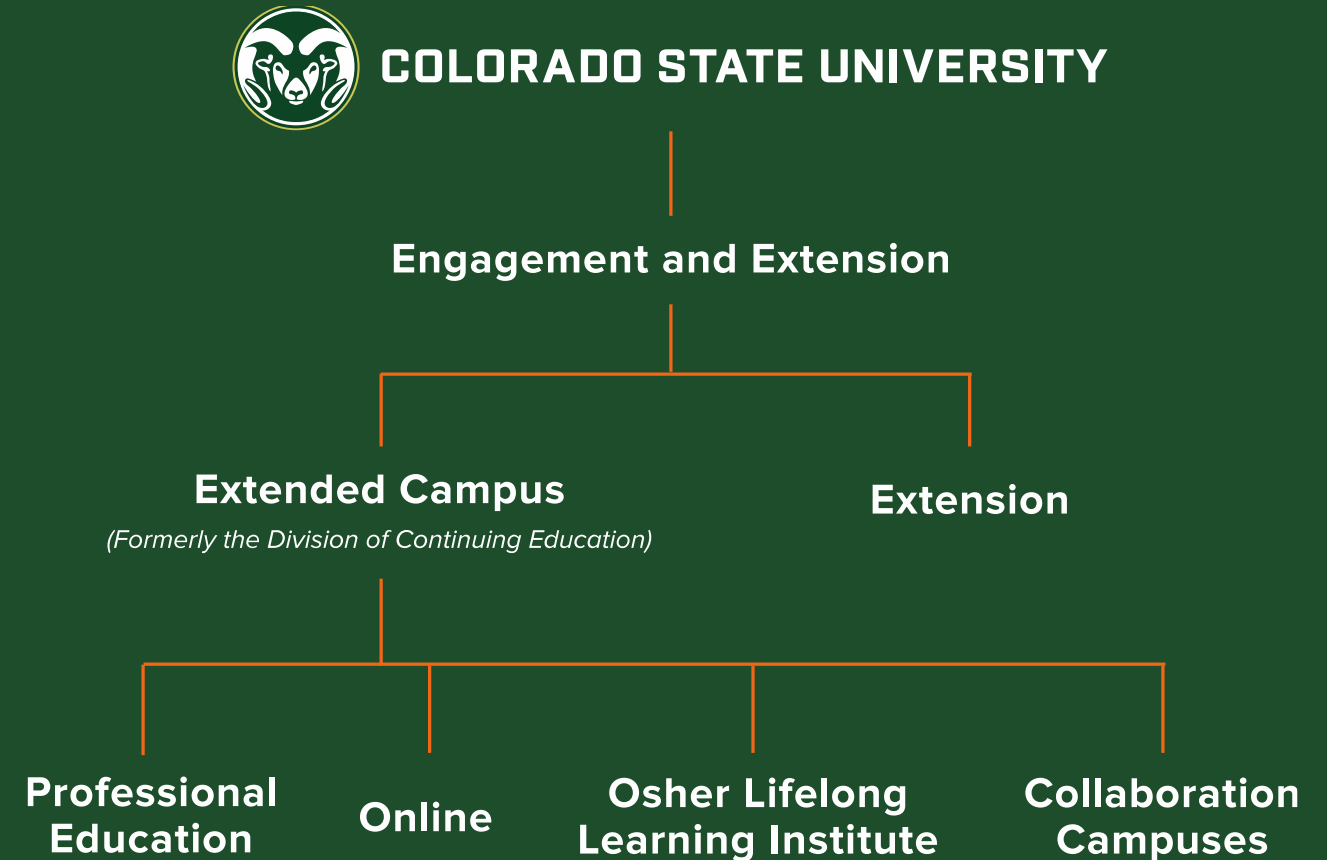
Education



Outreach

A New Name, A Focused Mission: **CSU Extended Campus**

- CSU's Division of Continuing Education will now be known as **CSU Extended Campus**.
- The new name more clearly communicates the ongoing mission of the division: to provide degrees, certificates, professional education, and lifelong learning opportunities to online and in-person learners.
- **Maintains the CSU Online brand**, as well as brands associated with on-site learning outside of the main campus



Next Steps: Risks and Supports

Mission

- Statewide Needs Assessment
- Engagement Collaboratives
- Impact Measurement
- Collaboration Campuses
- OEE Academic Unit

Organization

- Hiring Redesign
- Empowering Climate
- Blueprint for Diversity
- Engagement Collaboratory
- Shared Services Model

Investments

- Communications
- Advancement
- Professional Development
- Diversity, Inclusion, and Equity
- Networking

OEE Responding to the Pandemic



CSU Extension and Colorado Water Center

- Pivoting operations to meet community needs



CSU Online

- Pivoting operations to meet campus needs



OEE Budget

- Catalyzing a new direction for growth

CSU Online Covid-19 Response



Keep Teaching Response Group

- Collaborative migration support of all residential courses online
- 7,000+ sections for spring, similar for fall
- DIY toolkit for faculty



Online Learning Support for CSU Pueblo

- Instructional design and technical support for summer



Supporting Student Disabilities Center

- ASL translation - helps CSU meet federal requirements



Quality Matters Rubric

- Help enhance residential-to-remote courses



Online Courses for OLLI Members and Local Community

- OLLI Connects Online via Zoom



Local Business Outreach Group

- Partnered with the Institute for Entrepreneurship
- Resources for business impacted by Covid-19
- No-cost consulting and guidance



CSU Extension Pandemic Responses

- Virtual 4-H Clubs, service projects, fairs
 - Sopris Springs 4-H, a dual language club, sewed over 300 masks for Garfield County businesses
 - Working with commissioners and fair boards for virtual and modified in-person County Fairs and State Fair
- New research and programs responses
 - CSU Task Force on Colorado Food Supply, farmer's market planning and supports, and other resources to support food and agriculture
 - Ag producer mental health, business continuity
 - Cattle processing recommendations with Colorado Cattlemen's and Livestock Associations
 - Grow & Give: Modern Victory Garden Projects

Learn to Grow Food.
Share the Harvest.
Keep it Local.

GROW & GIVE

MODERN VICTORY GARDEN PROJECT

32 counties
participating

500 registered

252 Master Gardeners; 248 public registrations

950 pounds donated

In the first month



50k website views
4/15-6/15

13.6k new website
users

5,320 registrations for
veggie online course

Promotional, free course during May 2020.

30 new veggie gardening
videos created



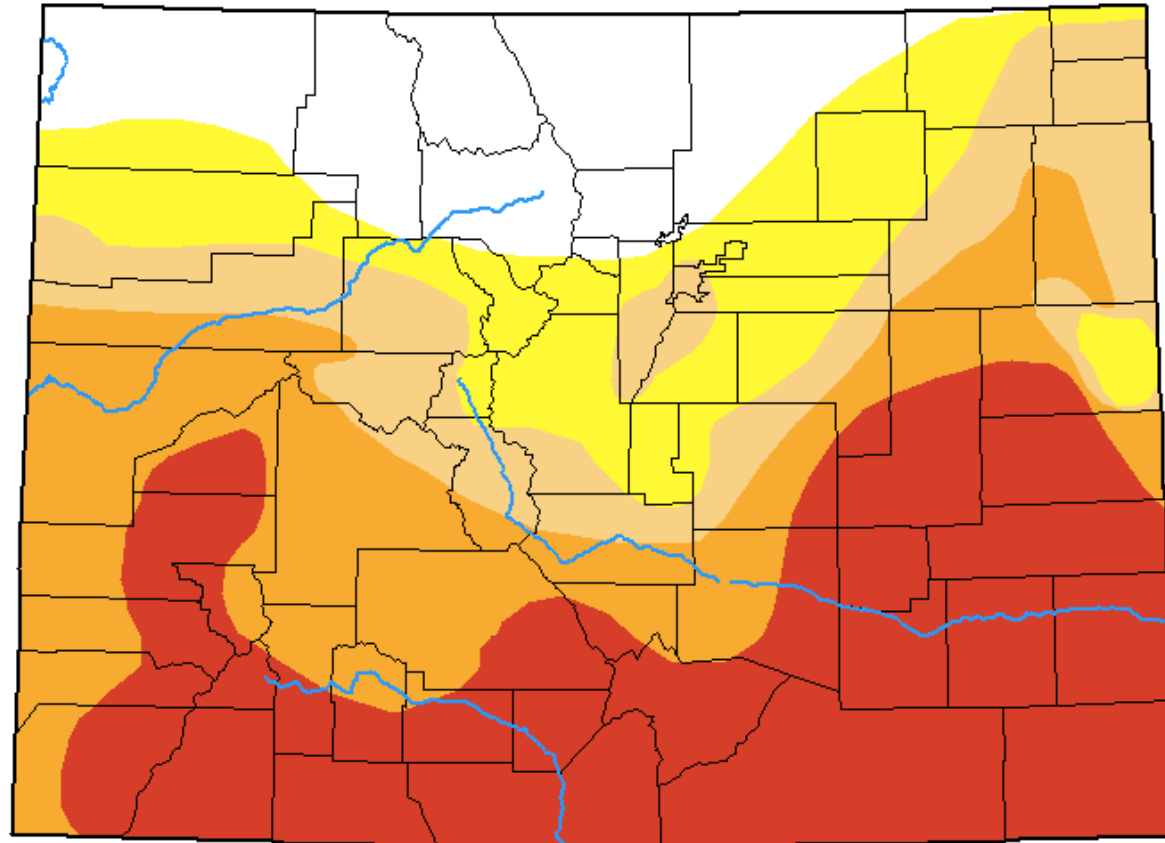
MASTER GARDENER
COLORADO STATE UNIVERSITY
EXTENSION

GROWANDGIVECOLORADO.ORG

U.S. Drought Monitor

Colorado

July 7, 2020



84% of Colorado currently in drought

- Extension Drought Task Force activated
- Foster communications with County staff
- Governors Drought Task Force participation
- Staffing Gov's Ag Impact Task Force
- Participation on state Water Availability Task Force
- Extension Drought webpage

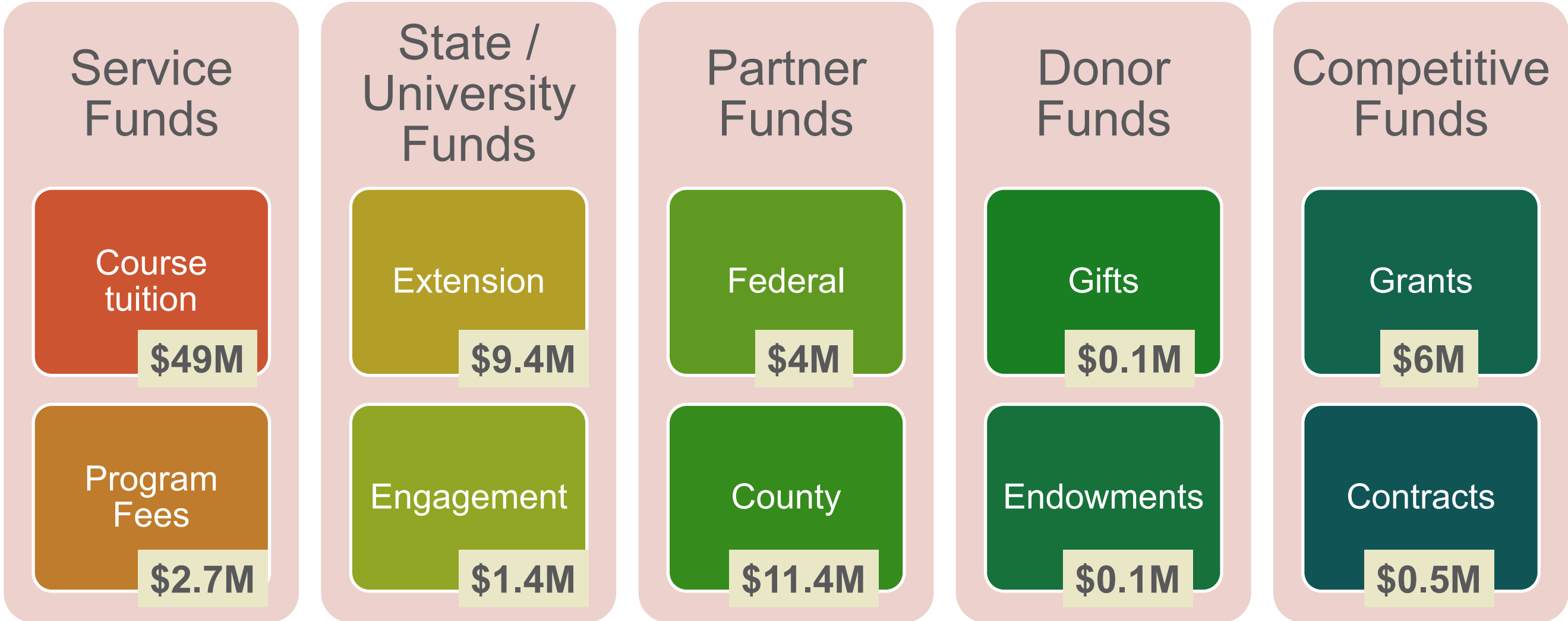
<https://drought.extension.colostate.edu/>



**COLORADO
WATER CENTER**
COLORADO STATE UNIVERSITY

OEE FY21 Budget

\$85M – All Sources



OEE Future Budget Growth

Service Funds

Course
tuition

Program
Fees

Donor Funds

Gifts

Endowments

Competitive Funds

Grants

Contracts

Questions and Discussion

Blake Alan Naughton, Ph.D.
Vice President for Engagement and Extension
Colorado State University



Colorado State University

Section 8

CSU-Pueblo Reports

- CSU-Pueblo Student Representative's Report
- CSU-Pueblo Faculty Representative's Report
- CSU-Pueblo President's Report



Douglass-Flores Board of Governor's Report June 2020

General Statement

Colorado State University-Pueblo Associated Students' Government is working towards being adaptive for the upcoming 2020 fall semester. Associated Students' Government is in the process of creating and implementing new projects for students that will be transferable – this is meant to help students affected by COVID-19 and the University's move to a remote learning model. Associated Students' Government is continuing to support all students during these uncertain times and expecting a unique upcoming semester.

ASG Retreat

We are currently working towards setting a date for the ASG retreat. This retreat is meant to help initiate new members into ASG, build a strong team, and set goals for the upcoming academic year. Along with this training, members will also be informed of the new safety guidelines the school has prepared, as well as be able to give feedback from a student perspective. Our team will also be creating a video demonstrating COVID-19 safety protocols set by the university.

Safety Pledge

ASG, in conjunction with our Dean of Students, Marie Humphrey, will be taking on the task of creating a Safety Pledge for all students returning in the fall. All students and campus members will take the pledge to commit to keep each other safe during the upcoming year. This includes a commitment to face masks when appropriate, social distancing, and proper hygiene. Our hope is to create a sense of responsibility and empathy throughout our Thunderwolf community.

Summer Courses

Colorado State University-Pueblo summer courses are well on their way and have been going well. Courses are online for the summer semester, and seem to have transitioned easily after being remote throughout the Spring. We plan to look into fee charges and budgets to make sure that students are getting their monies worth if transferred completely to a hybrid learning

model. This seems to be a growing concern amongst students that I have spoken with over the summer. Some students fees may be reduced for the fall semester depending on COVID-19 protocols.

Fall Initiative Projects

For the upcoming fall semester Associated Students Government is brainstorming ways in which to provide students with a positive experience amongst an everchanging world that includes social distancing, online courses and other restrictions.

In the previous May report I mentioned some ideas we were excited to bring to life such as getting involved with youth within the Pueblo community, competing in events for the “Thundercup”, improving resources, and creating new traditions. Currently we are working on a plan to make all these awesome ideas adaptable for any changes that may occur during the semester.

Closing Statement

There currently is a lot of uncertainties about our upcoming semester, but Associated Students’ Government is working hard to make this a positive semester to remember - full of new traditions, student and community involvement, and campus support for all students.

**Colorado State University System
Board of Governors**

**CSU-Pueblo Faculty Representative Report
Respectfully submitted by Neb Jaksic
On July 23 2020 for August 2020 Meeting**

Executive Summary:

General. Redistribution of academic units and name changes of colleges became effective on July 1st. Faculty, department chairs, and faculty are adapting to these changes. Also, CSU-Pueblo is preparing for limited face-to-face course delivery model and recommended or mandated safety procedures.

Teaching. Faculty successfully adapted their pedagogical methods for emergency online course delivery, testing, assessment, and grading for spring courses. In addition, lessons, tutorials, and discussions on best practices in the online environment are being offered to faculty this summer. However, technology for online delivery may still pose a number of challenges.

Scholarly and Creative Activities. Direct internal research funding seized. The Institute of Cannabis Research (ICR) is funded at \$1 million for FY21, a 45% reduction when compared to the previous year. As a result, there are no funds to support new research projects. In spite of these drawbacks, ICR is still organizing a virtual 2020 ICR Conference to be held August 11-12. Undergraduate research continues this summer as it is funded by a Title V grant. Faculty continue to publish.

Service. Faculty Senate (spring), and its Executive Committee (summer) were active and passed a number of motions including establishment of the Senior Lecturer position and Faculty Handbook changes to comply with Title IX CCHE request. Also, Hasan School of Business (HSB) and Pueblo Community College (PCC) reached an articulation agreement on cybersecurity programs.

Faculty Highlights (adapted from the Provost's Report and notes by corresponding college deans):

College of Humanities, Arts, and Social Sciences (CHASS)

Dr. Danilo León was invited to be a Panelist and Faculty Awards Reviewer for the National Endowment for the Humanities. Panel: "Literature, Media and Communications." Also, he was invited to participate in the panel: "Setting the Standard for Latino Leadership in Higher Education and Beyond" at the Global MindED Conference (Online). May 21st, 2020.

Professor Juan J. Morales published poems in The Laurel Review, Pank's Latinx Lit Celebration, and a collaborative poem in The Blue Nib Literary Magazine, which was translated into four languages. He also published a new essay, titled, "Let's Call it Home: Learning Language, Translation, and Literary Citizenship," in The Tilt West Journal. Morales has also presented virtual workshops and featured readings for the Jackson Hole Writers Conference, the Taos Writers

Conference, Lighthouse Writers 2020 Litfest, and The BreakBeat Poets Live Vol. 3, hosted by Chicago-based publisher Haymarket Books.

Dr. Alegría Ribadeneira participated in a panel at the Colorado OER Virtual Summit, June 5 2020 and presented “Beyond disposable assignments: Implementing Open Educational Practices.” Also, she was featured as a speaker for the Colorado Congress of Foreign Language Teachers Heart to Heart Virtual Summer Series on July 7, 2020. Dr. Ribadeneira ran a two hour virtual workshop on “Engaging Students in an Online Environment” featuring the use of avatars to create presence and build community.

In Media Communication (MC), Dr. Sam Ebersole is working with CSU Library Water Resources Archive and the Poudre Heritage Alliance on a series of eleven oral history interviews with leaders in the water industry in Colorado. Adjunct professor and MC alumnus Justin Bregar is providing video recording services.

In Psychology, Dr. Krista Bridgmon published a chapter. Barney, S., Lyons, K., & **Bridgmon, K.** (2020, in press). Administration of a Student-Friendly Psychology Conference: Challenges and Opportunities. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/>

College of Health, Education & Nursing (CHEN)

This is a newly formed college consisting of Health Sciences, Education, and Nursing departments. In nursing, the first two students graduated from Doctorate of Nursing Practice (DNP) program.

Science, Technology, Engineering, and Mathematics (STEM) College

The College of Science and Mathematics (CSM) with addition of two departments (Engineering and Civil Engineering Technology) was renamed STEM College. A number of faculty published in their field of research.

Malik and Seeme Hasan School of Business (HSB)

Teams from HSB and Pueblo Community College (PCC) created an articulation agreement for the cybersecurity programs at PCC and CSU-Pueblo.

Library Services

The library transitioned to remote services for all patrons.

Assistant Professor Alexis Wolstein with information technologist Denise Henry created an online Blackboard course “Creating and Teaching Online & Hybrid Courses.

The spring issue of El Río: A Student Research Journal was published in summer 2020.

Faculty Senate:

April Faculty Senate Meeting (04/27/2020, Zoom) Passed Motions

1. Prior Learning - updates the catalog language regarding the policy for credit for prior learning and credit by examination – Align with CCHE language
2. Escrow Credit – defines Escrow Credits for prior learning as needed for Nursing and Health Sciences
3. Senior Lecturer – establishes a new non-tenured faculty position, Senior Lecturer as a track for Lecturers
4. Skills Component of General Education Curriculum (GEB) – defines new intellectual and practical skills SLOs

First Meeting of the New Senate for 2020-2021 (4/27/2020, Zoom)

Election of Officers: President Margie Massey, Vice President Alexis Wolstein, Secretary Yaneth Correa Martinez, and BOG Representative Nebojsa Jaksic.

Currently, the Faculty Senate has 14 members (7 Assistant Professors, 6 Associate Professors, and one Professor). There are 6 unfilled vacancies.

Faculty Senate Executive Committee (7/16/2020, Zoom) Passed Motion

Title IX Faculty Disciplinary Action changes to the Faculty Handbook to accommodate the urgent request from CCHE.



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MEMO:

Date: July 17, 2020
To: Colorado State University System Board of Governors
From: Timothy Mottet
Subject: **August 2020 President's Report**

Increasing Our Appeal | **Enhancing Student Success** | **Developing Our People**

Key Take Aways:

Summer 2020 enrollment finished strong, with an increase of almost 20% compared to 2019 and 16% ahead of 2018, which had been our highest-enrolling summer in recent history.

While we are trending down for Fall 2020 enrollment compared with this time last year, we are currently performing better than -10%. As of 7/20, FTE, which correlates to our budget goal, was approximately -5% (138 FTE) YTD.

To date, 98 of the 131 audit recommendations are completed with another 19 recommendations to be completed by end of 2020 calendar year, 11 to be completed by June 30, 2021 and three to be completed by December 31, 2022.

The Office of Institutional Research (IR) prepared a report comparing course-level outcomes for students enrolled in spring 2019 to those enrolled in spring 2020. Pass Rate improved in spring 2020 while the Completion Rate decreased in general for the institution as a whole.

During Y1 of Vision 2028 funding, we invested \$2,794,315 of the \$2,516,000 allocated (includes open POs and encumbered amounts) and completed 24 of the 36 activities (67%).

For FY21, we will complete 33 activities and invest \$3,216,779, which includes continuation of all FY20 activities, and full funding for an additional 33 activities.

CSU Pueblo has a refreshed brand and a newly defined brand platform to elevate its visibility and position in the eyes of its students, faculty, staff, and the marketplace. Slide deck introduces new campaign, [Life. Changing.](#)

Enrollment Update

Summer 2020 Enrollment. Summer enrollment finished strong, with an increase of almost 20% compared to 2019 and 16% ahead of 2018, which had been our highest-enrolling summer in recent history. The increase is believed to be the result of intensive marketing efforts, scholarship incentives, and increased promotion of summer as a completion strategy by student success staff members. Not only did headcount increase, but so did FTE, as scholarships were targeted to increasing the number of courses taken by enrolled students. This summer, 36% of undergraduates took 9 or more credit hours, compared with 25% last year. Increased enrollment allowed us to be more efficient in the classroom, with 20.4 average students per class, compared with 13.8 in 2019 and 14.5 in 2018.

Fall 2020 Enrollment. In the approved budget, CSU Pueblo estimated our enrollment would decline 10% from the previous year because of the pandemic. While we are trending down compared with this time last year, we are currently performing better than -10%. As of 7/20, FTE, which correlates to our budget goal, was approximately -5% (138 FTE) YTD. Continuing student re-enrollment has been sluggish throughout the summer but is picking up. New freshman headcount is down by 35, while transfers are essentially flat (+1). In-state domestic freshman enrollment is essentially flat, while out-of-state domestic freshmen have declined. However, 70 students have accepted the special housing incentive, and a large number were out-of-state students we are working to finalize enrollment for at this time. Freshman enrollment from within the 50-mile radius that is now exempt again from the live-on housing requirement has ticked up slightly, as hoped. Significant outreach is underway to answer student and family questions about fall, and we believe there is time to make up additional ground. The first joint communication from VP Holliday and Provost Abdelrahman intended to impact enrollment decisions being delayed because of COVID concerns launched July 1 with a [video message to current students and fall prospects](#) that was shared via email and social media. On July 17, we sent [10 Things to Know About Fall](#) to students and families. Additional communications will provide in-depth content related to areas such as housing, orientation, or tutoring and support services.

Budget and Finance

FY 2021 E & G Budget. The Education and General Budget for FY 2020-21 has been prepared for uploading into the Quali Financial System. The budget reflects the consequences of the COVID-19 impact though it still supports the academic mission of CSU-Pueblo. It includes funds to cover anticipated costs for fringe benefit rates and other mandatory costs. It also includes funds to further institutionalize new academic and university initiatives that support our overall mission.

The E&G tuition revenue budget was built with an assumption of an enrollment decline of 10.0% and a 0% increase to tuition. In addition to this, tuition for non-



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resident students was reduced in an effort to attract more out-of-state-students. At this time, it is not possible to determine precisely how our revenue is tracking to our budget. The student tuition bills for the fall 2020 semester have not been generated yet. This typically occurs in early August. Much more information will be available after census in September.

Although precise estimates are not possible, early indications suggest that are enrollment decline is below this 10% assumption when including Extended Studies enrollment. Therefore, in order to stay within this assumption, the CSU-Pueblo E&G budget may need to rely on revenue transfers from Extended Studies. Also, CSU-Pueblo will be incorporating the almost \$11m that was given to us through the CARES Act Funding to help offset our budgetary deficit.

FY 2020 Year End. The fiscal year will close in the next week or so. Final fund balances will not be available until Period 13 closes. That said, from an accounting perspective the year-end was successful. Audit recommendations that were due by the end of the fiscal year were implemented. The external auditors have been working collaboratively with our accounting team and although the report has not been drafted yet early indications suggest that no significant issues have been identified.

Internal Audit Management

The Office of the President is overseeing 6 active internal audits with over 88 recommendations and has closed out 4 additional audits with 43 recommendations. To date, 98 of the 131 recommendations are completed with another 19 recommendations to be completed by end of 2020 calendar year, 11 to be completed by June 30, 2021 and three to be completed by December 31, 2022. All audit recommendations will continue to be processed on schedule or revised target dates in agreement with internal audit guidance.

COVID-19 Campus Response

The Executive Council (G6) continues to meet 2-3 times a week, and a COVID-19 Environmental Scan is shared with the team each Monday. We continue to share a weekly "Just-in-Time" Presidential message with campus each Friday and on July 15, we began sending a weekly Wednesday communication to campus from our COVID-19 Response and Planning Team.

As of July 22, we have had only one confirmed positive case on campus. Employees have been back at 50% capacity since July 1; approximately 175 essential and emergency employees have been on campus since March 13.

On June 15, we launched a single-entry point health screening site for all employees, students, and visitors. Campus is open for limited in-person public service from 9 a.m. -12 p.m. and 2-5 p.m. daily, to allow for shift change and proper cleaning of all work areas. Health screening expanded to include additional locations at our ThunderBowl, to ensure the safety of our student athletes and athletic staff; a screening site at Buell Communication Center was established in order to provide consistent, safe access for campus tours (by appointment only).

On July 2, the Pueblo Department of Public Health and Environment approved our limited, return to campus plan. This plan includes: posted adjusted maximum capacity signage for all classrooms, laboratories, and meeting spaces; access to personal protective equipment (mask and face shields for ADA compliance); Plexiglas installed in all public facing, student serving, and high traffic areas. The campus fall planning document will be finalized and shared with the community on August 3.

Since April 24, in order to keep the campus community informed, we have forwarded 15 memos and developed 4 videos, including two for employees around returning to campus and safety protocols and two to students on fall planning. Our most current videos are below:

Return to Workplace Guide: <https://www.youtube.com/watch?v=MR9kLZ3z7vA>

Safety Guide: <https://www.youtube.com/watch?v=BX2L6b-n4aU>

Student Message, July 1: <https://www.youtube.com/watch?v=AyINuI6Oksw>

Students: 10 Things to Know About Fall:

<https://www.youtube.com/watch?v=qMHxt0uXazk>

Student Success Spring 2020 vs. Spring 2019

The Office of Institutional Research (IR) prepared a report comparing course-level outcomes for students enrolled in spring 2019 to those enrolled in spring 2020. This was done primarily to gauge **the impact of the university's COVID-19** Emergency shift to remote instruction on student outcomes. Table 1 below shows a summary of the data at the institutional level. The comparison was also done at a more granular level for individual departments and can be provided upon request.



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Table 1: University Student Course-Level Outcomes, 2019 vs. 2020

Semester	2019	2020	p-value
Students	3,613	3,623	
Registrations	17,152	17,167	
Pass Rate	90.7%	92.0%	0.0000
Completion Rate	96.7%	94.4%	0.0000
Average Grade	3.156	3.316	0.0474
Average Grade of Passing Students	3.444	3.537	0.0535

- Pass Rate: The passing students divided by the completing students expressed as a percentage. Statistical significance was calculated using a χ^2 test with H_0 being equivalent populations.
- Completion Rate: The completing students divided by the registrations, omitting the auditing students. Statistical significance was calculated using a χ^2 test with H_0 being equivalent populations.
- Average Grade: The grade of students completing the course expressed as an average of the grade points. Statistical significance was calculated using **student's** t -test with H_0 being equal average grades.

It can be seen from Table 1 that the Pass Rate improved in spring 2020 while the Completion Rate decreased in general for the institution as a whole. Reasons why outcomes diverged – with typically more passing grades but fewer completions – may be explained by changes in the withdrawal date. With the shift of the **withdrawal data in spring 2020 to just before the finals' week, the "withdrawal"** option may have seemed more attractive than usual for students with borderline grades. This led to a disproportionate amount of withdrawals from amongst students who may have otherwise failed, decreasing the completion rate and increasing the passing rate.

Institutional Goals for FY21

The below 10 goals were developed by the leadership team and will serve as our institutional goals for FY21. All Cabinet members will align their respective teams to these goals, which all map to the three wildly important goals of the University.

Institutional Goal	#	FY21 Quantitative* and Qualitative** Performance Goals
Expand Our Appeal [Enrollment]	1	Increase brand awareness and reputation of CSU Pueblo in key markets - increasing familiarity, favorability, preference and choice of CSU Pueblo with prospective students and their parents locally, statewide, nationally and internationally in support of enrolling 1,200 additional students by 2028.*
	2	Develop a plan that stabilizes student enrollment by adapting to the constantly changing public health and financial contexts.**
	3	Implement Vision 2028 funded "CSU Pueblo Works" by embedding 40 students into credit-bearing positions in Pueblo that map to their academic majors by Summer 2021. [Federal Work Study Experimental Site]*
	4	Implement 33 FY21 Vision 2028 activities and invest \$3,216,779, which includes continuation of all FY20 activities.*
Enhance Student Success [Retention]	5	Launch the new campus advising center [PACK Center] that complements the Vision-funded new advising model, to include fully-developed advising pathways for 100% of students and coordinated advising efforts partnering professional advisors with academic departments.
	6	Prepare, host, and engage in a successful HLC visit on November 16, 2020 that results in the university being reaffirmed where 24 of the 26 criteria are met (92%) compared to our reaffirmation visit in 2017 where 16 of the 26 criteria (62%) were met.
Develop Our People [Preferred Employer in Southern Colorado]	7	Develop and implement a flex/remote work policy that maps to employee needs Spring 2021.*
	8	Develop and administer cultural competency training to 100% of employees by Summer 2021.*
	9	Address equity concerns with select employees.**
	10	Increase student and employee services, mitigate risk, and reduce operational costs by leveraging system technology resources and platforms.**

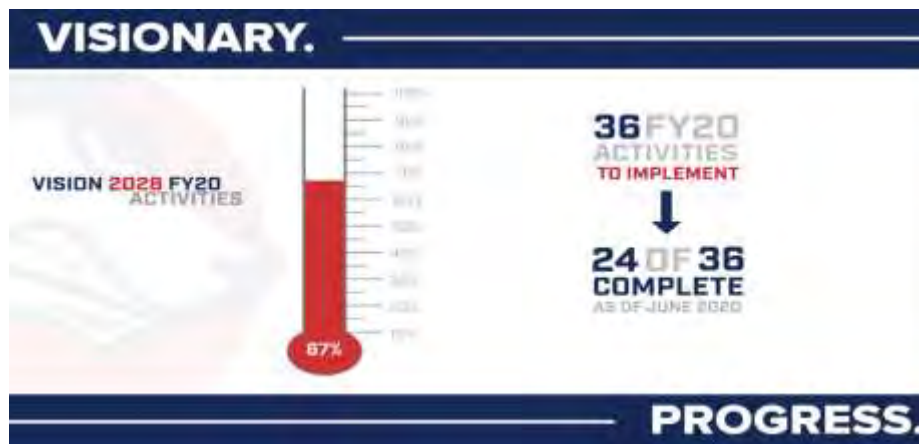


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VISION 2028: Year 1 Report

During Y1 of Vision 2028 funding, we invested \$2,794,315 of the \$2,516,000 allocated (includes open POs and encumbered amounts) and completed 24 of the 36 activities (67%). To review the activities, please see pages 4 and 5 located at <https://www.csupueblo.edu/vision2028/doc/201909-bog-vision2028-executive-summary.pdf>



VISION 2028: Year 2 Report

For FY21, we will complete 33 activities and invest \$3,216,779, which includes continuation of all FY20 activities, and full funding for an additional 33 activities. To date, we have completed 7 activities with 2 in progress for a completion rate of 21%. To review the 33 activities, please see pages 4 and 5 located at <https://www.csupueblo.edu/vision2028/doc/201909-bog-vision2028-executive-summary.pdf>



Marketing Update: Life. Changing.

CSU Pueblo has a refreshed brand and a newly defined brand platform to elevate its visibility and position in the eyes of its students, faculty, staff, and the marketplace. While this new brand will come to life in many ways over the next months and



years, a campaign is the perfect launching off point to tell the world who we are and what we offer, and to excite and energize the community and attract new students. Our goal is to raise overall

brand awareness, increase enrollment and increase positive sentiment towards CSU Pueblo.



Throughout our refreshed branding process, we heard again and again that CSU Pueblo is for ALL people, wherever they are on their path and wherever that path may be going. And,



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we heard that we can get them where they want to go in a transformative and actionable way. We know at CSU Pueblo, lives change every day.

It can be an inspiring lecture, a one-on-one with a professor, the chance to get hands-on experience, or any of the myriad of opportunities students can encounter. Every moment has the potential to spark change. With this campaign we want to capture those moments, communicate how much they mean to those who live them, and share with the world exactly what it is we mean when we say that CSU Pueblo is *Life. Changing.*

Included here is a slide deck that introduces you to our new campaign, [Life. Changing.](#) Slides 1-10 provide you with written statements of the campaign concept, slides 11-22 showcase a variety of design concepts, still in refinement, and slides 23-26 provide headline highlights and campaign media, content and activations to bring the campaign to life.

The campaign will rollout internally the week of Convocation, followed by an external media blitz beginning in September to correspond with our enrollment efforts.

Colorado State Pueblo in the News

Administrative Professional Council Cleans-Up Pueblo Colorado State University Pueblo employees from the Administrative Professional Council (APC) recently adopted a portion of highway in Pueblo to maintain as part of the Spruce Up Colorado program. On Saturday, July 18 eight employees of the CSU Pueblo APC group cleaned up the area of Santa Fe Dr. to the intersection of Northern Ave. for a two mile stretch of Highway 50C, mile posts 2-4. Although groups split up to clean up, the area required more effort so the group will reconvene for another clean up on Saturday, July 25. Many CSU Pueblo employees shared excitement to be part of the community service opportunity. The APC group pursued the opportunity of Spruce Up Colorado to bring groups across the CSU Pueblo campus together and for the benefit of the Pueblo community. The project has been in the works for over a year with the Colorado Department of Transportation once the program was approved by the APC group last fall.

Well Planned Orientation to Benefit Incoming ThunderWolves Colorado State University Pueblo prepares for new student orientation in new ways with old practices. The Student Engagement and Leadership (SEAL) office implemented online orientation over five years ago, which now provides ground work for new



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resources amidst the coronavirus COVID-19 pandemic. Online orientation appears **on incoming students' Personal Access to Web Services (PAWS) account for** completion after a student enrolls at CSU Pueblo. Online orientation is required prior to registering for spring classes during the academic year. Once the online training is completed, then students are given the option to register for in-person orientation. The online orientation includes academics, pride and traditions of the CSU Pueblo campus, student support services, student wellness training, campus technology, and what life looks like on campus with Residence Life and Housing, food services and more. Although online orientation has been implemented for **years, this year's in person orientation will look different** due to pandemic concerns.

Personal Wellness and Sustainability Offered as New Short Course for Educators for Summer 2020 A Colorado State University Pueblo professor has partnered with a local, Pueblo preschool director to meet the needs of educators during the time of coronavirus, COVID-19. The course offers teachers and educators alike the techniques of teaching students about self-care. Christine Rochester, PhD professor of Physical Education at CSU Pueblo and Graduate/Undergraduate Coordinator of the Health and Physical Education Program, reached out to Director of the Earthkeeper Nature Preschool, Tami Montoya about offering this course. The program is offered online to meet the needs of educators virtually and also for the safety and well-being of everyone during the coronavirus pandemic.

Nancy L. Lambrecht Memorial Education Scholarship Endowment Fund Established Nancy L. Lambrecht, who passed away in 2019, established the Nancy L. Lambrecht Memorial Scholarship with proceeds from her estate. The purpose of this endowed fund is to provide scholarship assistance to CSU Pueblo students, who have graduated from Pueblo School District 60 and are pursuing their degree in education. Lambrecht was born to William and Mabel (Varnado) Tullos in Varnado (Washington Parish), La. She graduated from Southeastern Louisiana University **and later received a master's degree from Adams State University of Colorado. She** taught high school in Concordia Parish, La. from 1952 to 1956. In 1956, Nancy accepted a job teaching **elementary school in Pueblo with the idea of staying "a year or two"**. **She retired from Pueblo School District 60 after 32 years. She loved** teaching and out of 36 years of teaching, she taught 3rd grade for 28 years. The Nancy L. Lambrecht Memorial Scholarship is a merit-based scholarship available to a talented junior or senior student majoring in education, who has graduated from any high school within Pueblo School District 60. Students receiving this scholarship will have some form of financial need but will be required to maintain a designated minimum grade point average.

Ribadeneira Earns Post-Secondary Excellence in Teaching Award the Southwest Conference on Language Teaching, which represents nine states, has conferred Alegría Ribadeneira, Associate Professor, Director of World Languages and Assistant Chair for English and World Languages at Colorado State University Pueblo, the



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2020 Post-Secondary Excellence in Teaching Award. Candidates for this prestigious award came from California, Texas, Arizona, New Mexico, Colorado, Hawaii, Oklahoma, Utah and Nevada. The award recognizes significant contributions to the teaching of Second Languages and to the profession with notable influence on students and community. The selection committee commended Ribadeneira on her extraordinary dedication and innovation in language teaching, and was impressed by her commitment to her students and colleagues. This recognition is significant to **CSU Pueblo as it acknowledges Ribadeneira's work with Heritage Language Teaching. Ribadeneira's research focuses on best teaching practices that help grow language proficiency in classrooms that mix students who have learned Spanish at home and students who have learned Spanish in a classroom setting.**

CSU Pueblo Foundation Announces Recipients of Kane and Gersick Foundation Scholarships Colorado State University Pueblo has announced the names of seven local students who will receive prominent, full-ride scholarships through the CSU Pueblo Foundation. Six of these high-achieving students will receive the Kane Family Foundation Scholarship and one the Jennie and Albert Gersick Foundation Scholarship. The scholars were selected based on their high school academic record, merit, written essays, and a competitive interview process. The scholarships **cover the recipients' tuition, book expenses, and mandatory fees in pursuit of a four-year bachelor's degree.** The 2020 CSU Pueblo Kane Family Foundation Scholars are Tara Butler (Pueblo County), Katherine Stangier (Pueblo County), Hanna Suazo (Pueblo East), Jacelynn Trujillo (Pueblo County), Cameron Valdez (Pueblo East) and Makenzie Webster (Pueblo West).

CSU Pueblo partners with the United States Army to specialize in credentialing certificates Colorado State University Pueblo is one of the first colleges and universities to partner with the United States Army to specialize in credentialing certificates for active duty soldiers at Fort Carson Army installation. The U.S. Army has begun a new program to assist active soldiers in pursuing credentials, licensures, certifications called The Army Credentialing Assistance (CA) Program. The CA program provides additional economic support for an individual to pursue additional academic credential/licensure/certification, books, fees and exams, as well as recertification of active duty soldiers, which can lead to additional employment opportunities for active duty service members. A soldier who applies for the CA program can also apply for the Tuition Assistance program (TA) or vice-versa with a combined limit of \$4000 per fiscal year.

TRIO Youth Programs Celebrate High School Graduates Pueblo high school students have experienced graduation parties and commencement ceremonies put on hold, cancelled or converted to a virtual affair due to the coronavirus COVID-19

pandemic. When it was discovered a virtual graduation would take place for Pueblo School District 60 and other area high school students, Colorado State University Pueblo TRIO Youth Programs, Upward Bound and Educational Talent Search, staff quickly implemented a new way to celebrate. Both programs, TRIO Educational Talent Search (ETS) and Upward Bound are federally funded grant programs sponsored by CSU Pueblo to empower first-generation, low-income students in Pueblo to attend college and graduate with their degree.

Leadership-In-Residence Program Leads to Internship for CSU Pueblo Engineering Student Colorado State University Pueblo student, Phillip Flores earned the opportunity for a summer internship with Kellogg Company, most well-known for **Kellogg's cereal. The internship is a direct result of Flores' participation at the** Hispanic Association of Colleges and Universities (HACU) conference during fall of 2019. **HACU's annual conference takes place to** showcase successful programs and promote greater Hispanic participation in scholarship, fellowships, internships and other such programs funded by private and government organizations. The conference also works to expand partnerships with HACU member institutions, of which CSU Pueblo is a proud member. **Phillip Flores '22, Mechatronics Engineering** and Spanish major, is a Pueblo native and a first-generation college student. Flores earned an opportunity with the HACU Leadership-In-Residence program last fall and attended the 33rd annual conference. During the conference, Flores pursued the availability of the internship to meet with potential employers and to learn of future working relationships.

Southern Colorado Consortium Receives \$2.5 Million Award for STEM-Cyber Security A consortium of Southern Colorado Institutions led by professors Roberto Mejias and Margie Massey at Colorado State University Pueblo won a \$2.5 million award from the National Science Foundation (NSF) to increase cyber security and technology pathways for students specifically at Hispanic Serving Institutions. The consortium includes Colorado State University Pueblo, Pikes Peak Community College and Pueblo Community College. **The NSF grant, entitled "Project PUENTE": Partnerships in Undergraduate Education for Transferring Estudiantes" will focus on** the technology aspect of STEM, particularly, cyber security, as a gateway to attract, recruit and increase the retention and graduation rates of undergraduate Hispanic, underrepresented student groups and females pursuing B.S. degrees in STEM. The grant was awarded to provide an innovative and seamless Associate of Applied Science (AAS) to Bachelor of Science (BS) degree pathway for students transferring from community colleges to universities to pursue BS degrees in science, technology, engineering and mathematics (STEM).

CSU Pueblo Students Amidst Front Lines of COVID-19 Two media communication students are lending their talents to the Pueblo Department of Public Health and Environment during the COVID-19 pandemic. Audra LeTurgez, media communication student with a minor in homeland security and women studies, has worked at PDPHE for nearly ten years as an administrative assistant. When COVID-



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19 struck the nation, LeTurgez was called upon to change roles and work with the Public Information Officer team as the dissemination lead in the joint information center with the Pueblo County Sheriff's Office. LeTurgez has a fellow media communication and CSU Pueblo student to work with at PDPHE, Daniel Minich. **Minich's role with PDPHE has evolved due to the coronavirus pandemic.** What started as an internship in January became a part-time position as Social Media Coordinator due to COVID-19. PDPHE approached Minich about staying to assist for increased communication needs with PDPHE as the lead organization for information dissemination with COVID-19 in Pueblo. Minich upon graduation would like to pursue an opportunity as a PIO. **Minich's duties now include running all the social media platforms of Facebook, Twitter and Instagram.** He is required to monitor all comments and questions and the push out information. Any unanswered or new questions then go to the chain of command, where LeTurgez and Minich work together to communicate to the public.

CSU Pueblo Has 'Moore' to Offer the Pueblo Food Project The food system in Pueblo County is a priority investment for Colorado State University Pueblo. A student and two professors of the CSU Pueblo campus are highly involved in the outcomes for Pueblo Food Project. Pueblo Food Project, a joint effort between the city and county **of Pueblo began a year ago with a citizen's leadership council called Pueblo Food Council.** This council was appointed by Mayor Nick Gradishar and Pueblo County Commissioners. There are five key values Pueblo Food project focuses on, including food economy, food environment, food advocacy, food literacy and food access. Megan Moore, senior media communication student at CSU Pueblo, began an internship with Pueblo Food Project in January. What started as an opportunity to focus on the Pueblo food environment, quickly turned into utilizing her talents in communication and marketing. Monique Marez, Pueblo Food Project coordinator, began with the organization in January **and has provided oversight for Moore's** internship. Marez encouraged Moore to begin working on the only marketing material Pueblo Food Project currently owns, which was presented to legislators in February. Moore has assisted Marez with three projects, specific to COVID-19 efforts here in Pueblo.



Institute of
Cannabis Research
COLORADO STATE UNIVERSITY PUEBLO



ANNUAL REPORT

2020



TABLE OF CONTENTS

MESSAGE FROM THE DIRECTOR	03
MEET THE ICR STAFF	04
ONGOING RESEARCH STUDIES	06
RESEARCH SPOTLIGHT (GABALDON)	13
RESEARCH PARTNERSHIPS	14
RESEARCH PROGRESS SUMMARY	16
INTERNATIONAL COLLABORATIONS	17
FY20 BUDGET	18
COMMITTEES & BOARDS	19
2020 ICR CONFERENCE	22
JOURNAL OF CANNABIS RESEARCH	22
ICR DISSEMINATION ACTIVITIES	23
PHOTOS	24





LETTER FROM THE DIRECTOR

The fourth year of the Institute of Cannabis Research (ICR) has been one of change from the start. Even as I am writing this introduction to the Institute's Annual Report, Colorado, the nation, and world, are grappling with the COVID-19 pandemic. Like other institutions and organizations, the pandemic has resulted in changes to plans and normal operations; yet, despite these external challenges, this year has still been one of growth and acceleration for the ICR.

With the passage of HB19-1311, one of the most significant changes to come to the ICR this year was the formation of a Governing Board. This Board was constituted in the fall with the first meeting in October of 2019. Among the responsibilities of the Board include budgetary oversight, helping to shape the mission and vision of the ICR, and review of new Cannabis Degree and Certificate programs at colleges and universities in the state. More information about the Governing Board and its members can be found in this report.

Each spring since the ICR was created in 2016, the Institute has hosted a research conference to provide a forum for researchers from around the globe to share the latest results from their wide-ranging cannabis research. This year, our conference was scheduled to occur April 4-6, before it had to be postponed. The conference was shaping up to be an exceptional event and was marked by a substantial increase in interest by presenters—with two internationally renowned keynote speakers, a strong number of registered attendees, and increased interest by exhibitors. We were poised to pilot a pre-conference program that included tours of local facilities, professional development opportunities, and social activities. COVID-19 had other plans for us and for the world; the ICR Conference 2020 has been rescheduled for August 11-12, 2020 and will be held in a virtual format.

At its heart, the ICR exists to facilitate cannabis research and the dissemination of research results. You will find a short description of the wide-ranging cannabis research supported this year as part of this annual report. I encourage you to explore the report in detail to see what type of research is in progress. Unfortunately, the global pandemic has had an impact here as well, with suspension of research activities due to the ongoing public health crisis. We are hopeful that conditions will improve to the point researchers can resume this important work soon.

Other noteworthy activities from this year include the formation of the grassroots ICR Hemp Farmers Association and launch of the Journal of Cannabis Research. The first issue of the Journal was published in June of 2019 (after last year's Annual Report had been published), but I am excited to report that under the leadership of the Editor-in-Chief, Dr. David Gorelick, and in partnership with Springer Nature Publishing, the number of cannabis research articles and interest in the Journal has grown dramatically. Though there have been many changes it has been a very robust and exciting year with so many activities, and only a few can be highlighted in this introduction.

I hope you will explore this past year of ICR within the pages of this report. And if you have questions, please never hesitate to contact us. The ICR is a simple email or phone call away.

Chad Kinney, Ph.D.
Director, Institute of Cannabis Research



MEET THE ICR STAFF

DR. CHAD KINNEY

Director, ICR

Dr. Kinney joined the ICR as Director in July of 2018. Dr. Kinney's background is in Analytical and Environmental Chemistry. Many of the same analytical techniques employed in analytical and environmental chemistry are being employed in the development of extraction methods for phytochemicals by his research group. As Director of the ICR, Dr. Kinney provides leadership and management of the Institute's activities; supervises the exceptional ICR staff, collaborates with the new ICR Governing Board, facilitates cannabis related research supported by the ICR, liaises with external organizations, regional stakeholders, and government personnel/lawmakers; and facilitates the ICR's research, annual conference, and Journal of Cannabis Research.



NICOLE QUARTIERO

Assistant Director, ICR

Director of the Office of Research and Sponsored Programs

Nicole is a seasoned Research Administrator and works alongside the ICR Director to oversee the fiscal and administrative operations of the ICR. Nicole participates in the strategic planning, process development, collaboration building and day-to-day oversight of the ICR and its diverse functions. She serves as one of the main point of contacts for the Institute, its Governing Board and staff while striving to offer superior administration, organization and customer service.



DR. JOHN WILLIAMSON

Senior Director of Research

Dr. Williamson joined the ICR serving as Senior Director of Research. Dr. Williamson serves as the ICR's strategic development advisor pursuing research partnerships, collaborations, and external funding opportunities. John received his Ph.D. in medicinal chemistry and natural products chemistry from the University of Iowa. He served as a tenured professor of medicinal chemistry at the University of Mississippi for 25 years overseeing a drug discovery and development research program in infectious diseases, authoring 100+ peer-reviewed publications and receiving more than \$25M in extramural research funding. As a consultant, John has worked for a variety of governmental agencies, private industry, Time-Warner's Health magazine, and dozens of universities across the country.



SANG-HYUCK PARK

Senior Scientist/
Research Liaison

With extensive research experience in plant biology and genetics, Dr. Sang-Hyuck Park provides leadership with multi-tier ICR cannabis research projects. This research primarily involves cannabis genetics and chemistry and more recently, he has been focused on uncovering genetic regulations underlying agronomically important traits including cannabinoid/terpene biosynthesis. In addition, Dr. Park serves as a liaison with other entities to facilitate expanding existing knowledge on cannabis and translating this knowledge into applications that benefit society. This year, Dr. Park founded the ICR Hemp Farmers Association (IHFA) and serves as co-chair of the 4th ICR conference program committee.



XIAO CUI

Data Analyst

Xiao Cui has extensive experience in project management and proficiency in SAS, R, Minitab, SQL, and Tableau. Ms. Cui's role at the ICR is to perform experimental design and statistical analysis to facilitate the ICR research. She has co-authored publications related to cannabis public health impacts and harm reduction. Ms. Cui audits and monitors the fiscal data for the ICR, and generates financial reports and dashboards to stakeholders. She also manages the ICR website and email blasting. As a member of the ICR conference committee, she is involved in the planning of the annual conference, managing the abstract submission and registration portal, as well as creating and analyzing post-conference surveys.



WENDY FAIRCHILD

Administrative Assistant

Wendy accepted a larger role to support the growing needs of the ICR in an office management capacity. She continues to work with the team on reports, contracts, travel arrangements, planning and oversight of the annual conference, daily purchasing and accounting needs, directing incoming inquiries, and proof-reading and editing materials. Wendy regularly serves as the first contact for the ICR, and maintains a professional and enthusiastic rapport with current students, new student inquiries, professional contacts and the general public. She is beginning her ninth year working for her alma mater, CSU Pueblo.



ONGOING

RESEARCH STUDIES

Interactions of *Penicillium Spinulosum* with Hemp and Non-psychoactive Hemp Compounds



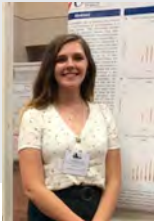
PI.: Sandra Bonetti
Co-Investigator: James Carsella
Student Researcher: Tezla Neighbours

Fungal growth and contamination of hemp plants and derived-products is a serious health and economic concern to both consumers and producers. Our scientific studies are focused on (1) determining how hemp products affect the growth of fungi and (2) how fungi, in the course of metabolizing hemp, alter the chemical composition of valuable hemp products including cannabidiol or CBD. Immunocompromised individuals, such as cancer patients, are especially susceptible to systemic fungal infections that may be acquired through ingestion of contaminated products. In order to address this problem, our research examines how the chemicals in hemp induce fungal growth. Hemp research is compelling because the market for hemp-derived products is a largely expanding market. According to the Hemp Business Journal, in 2017, in the US alone, sales of hemp products were approximately 820 million dollars and this figure is expected to more than double by 2021.



*Working with ICR for the past year has been quite a pleasure. I truly feel as if I am working towards something important and relevant in today's world. I have had the amazing opportunity to work with Dr. Sandra Bonetti and Dr. Jim Carsella at CSU Pueblo, observing the metabolism of *Penicillium spinulosum* with hemp seeds by measuring glycohydrolase activity in liquid shake cultures. Along with getting the chance to do interesting and fun research, I have also been given the opportunity to travel and share my research at an ACS Regional meeting in El Paso, Texas. I will never forget the feeling of sharing my research with so many others at that conference. My experience with ICR will continue to open doors of opportunity for me and I'm excited to see what the future holds.*

- Tezla Neighbours, Student Research Assistant



An Ongoing Investigation into the Effects of Medicinal Cannabis on Seizures in Adults with Medically Refractory Epilepsy



PI.: Dr. Barbara Brett-Green

This observational study examines the effects of medicinal cannabis use on seizures and behavior in adults with medically refractory epilepsy who elect to use cannabidiol (CBD) as an adjunctive treatment.

Participants are followed for one month prior to adding CBD to their treatment regime and for five months after. No cannabis is provided to the participants. Support for the participants medicinal cannabis use is provided by Realm of Caring. Participants wear a wireless physiological recording device that measures electrodermal activity, blood pulse volume, motion/acceleration, and temperature. This data is processed to produce seizure reports. Three times during the course of this study, participants fill out questionnaires assessing quality of life, seizure severity, anxiety/depression, and adverse events. They also provide urine samples that are processed for cannabinoid levels. Preliminary analysis of behavioral data indicates there is a statistically significant decrease in anxiety with CBD use and a trend towards decreased depression. Additional analyses are underway.



As an undergraduate student, I assisted Dr. Brett in her epilepsy research by compiling peer reviewed research and preparing material for presentations, such as the Annual Institute of Cannabis Research Conferences. I also had the opportunity to attend the Rocky Mountain Psychological Association Meeting in Denver.



Corissa Cibulka,
Student Research Assistant



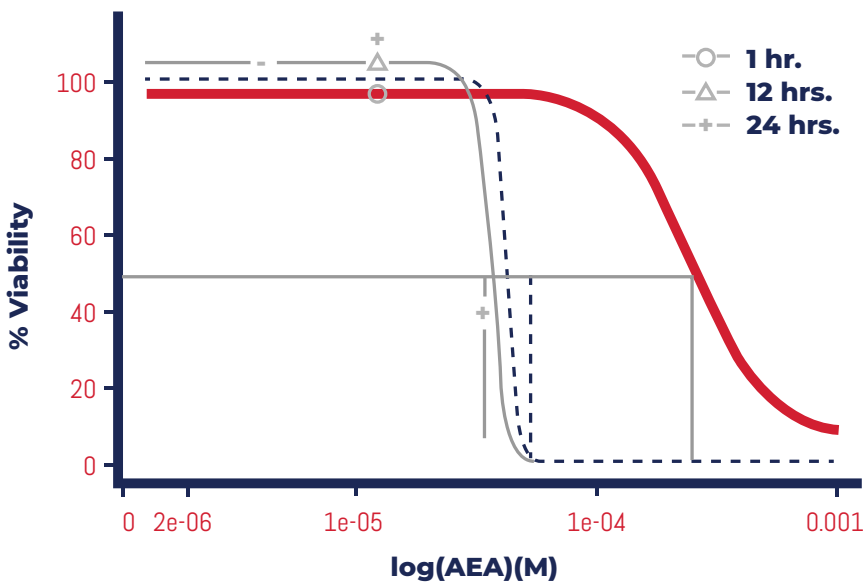
Anti-Cancer Potential of Fermented Dietary Hempseed (*Cannabis Sativa L.*) Metabolites and the Role of CB Receptors in Human Colon Cancer Cell CACO2 Viability, Proliferation, and Energy Metabolism



PI.: Dr. Annette Gabaldón

We began this project with two objectives using basic research methodologies to investigate cultured human colorectal carcinoma cell (Caco-2) viability, proliferation, and metabolic responses to treatment with fermented hempseed metabolites (Study 1) and to treatment with cannabinoid receptor ligands (Study 2). Fermentation metabolites can have profound influences on human health and there is much interest in identifying novel metabolites with anti-cancer activity. We know nothing about hempseed fermentation metabolites and their bioactive properties. Secondly, the role that the endocannabinoid system may play in cellular health and disease is not well understood. Both studies are in progress. One interesting finding so far is that the endocannabinoid, anandamide (AEA), is highly toxic to cancer cells at very high concentrations. Thus, AEA may be a useful therapeutic for cancer treatment.

AEA TREATMENT FOR 1, 12, & 24 H





Applications of Industrial Hemp at CSU Pueblo



PI.: Dr. Brian Vanden Heuvel

Co-Investigators: Dr. Leonardo Valencia Bedoya, Dr. Yaneth Correa-Martinez, Dr. Richard Farrer, Dr. Chad Kinney, Dr. Sang Park

This project, entitled “Applications of Industrial Hemp at CSU Pueblo,” enables an inter-departmental, multi-faculty collaborative workflow that builds on 18 months of previous achievements by the PI and CO-PIs and established infrastructure through previous ICR funding. We believe that it is time to extend our work to applied projects.

Specifically, this grant proposal asks: 1) Can industrial hemp be used as a remediation tool for metals and metalloids from soil and municipal sewage sludge?, 2) Can cannabinoid extraction methods developed in previous ICR projects be scaled up to industrial volumes?, 3) Can waste products from industrial hemp production (stems/leaves) be a reliable source of important biopolymers?, and 4) Can the recently sequenced genomes for industrial hemp be a framework for continued research into what genes are turned on and off during different growth stages, affecting important traits like disease resistance, drought tolerance, yield, specific concentrations of cannabinoids or other secondary chemicals?

Data Analytics in Cannabis Research



PI.: Dr. Kuangyuan Huang

Co-Investigators: Dr. Yoanna Long

We are working on two interrelated projects. First, based on our previous findings on the importance of providing online social support to cannabis rehabbers, who might experience difficulties in acquiring support in face-to-face settings, we developed a mobile app to assist people undergoing cannabis rehabilitation. This mobile app allows cannabis rehabbers to search and acquire information essential for their rehabilitation. It also tracks and reports rehabbers’ recovery milestones. Additionally, it connects people to other like-minded rehabbers to allow them to exchange encouragements and best practices.

The second project is to continue with our previous efforts in analyzing a large amount of online social support messages; 29,301 online discussion threads, containing 184,668 message postings have been collected and analyzed. The goal of this investigation is to identify ways of promoting online social supportive interactions.

The result of this project has been published at an international conference HCII (Human Computer Interaction Internal) 2020. This project has engaged multiple undergraduate students that have made significant contributions to this research project.



ONGOING RESEARCH STUDIES, *Continued*

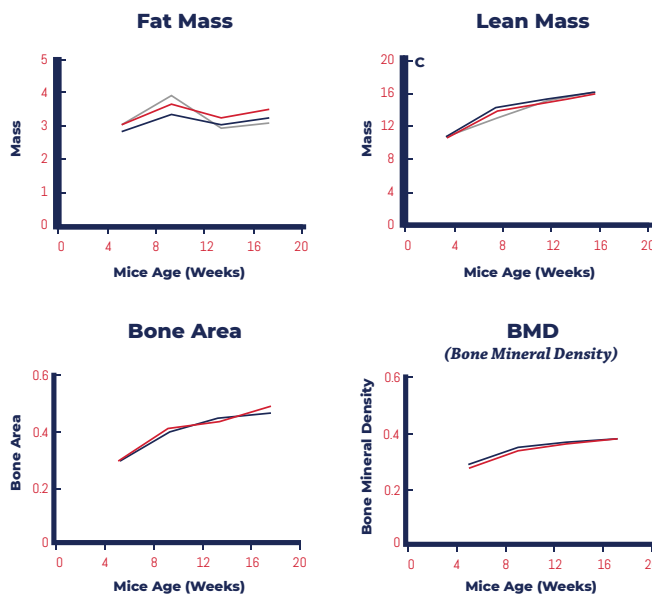


Effects of Dietary Hempseed (*Cannabis sativa* L.) on Growth Patterns, Body Composition, Bone Mineral Density, and Gut Microbiota Diversity in Female C57BL/6 Mice

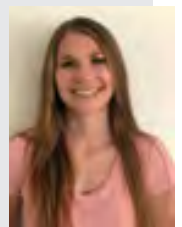


PI.: Dr. Annette Gabaldón

Hempseed is a nutrient-dense food and contains phytochemicals which have the potential to alter body composition during developmental growth. Our preliminary results suggest there is no remarkable influence of the hempseed diet on body composition in young growing mice. Data up to the midpoint of the study are shown, for mice fed the control (0% hempseed, HS), 5% HS, and 15% HS diets. Fecal analysis of microbial diversity is in progress and may reveal a dietary influence.



“ My experience at Colorado State University Pueblo as an undergraduate research assistant doing research through the Institute of Cannabis Research (ICR) has provided myself, as well as other students, with the amazing opportunity and flexibility to examine research topics of their choosing. Participating in this research program helped me gain a more thorough understanding of general biological processes and instrument technology, as well as allowing me to delve into the world of dietary supplementation using hempseed for potential human consumption or agricultural use. Under the guidance of Dr. Gabaldón, the aim of this research was to determine if dietary supplementation with hempseed would influence growth patterns and body morphometric parameters, such as lean mass, fat mass, bone mineral density, and total tissue mass. I am very fortunate to have been a member of the research team at CSU Pueblo, and I strongly recommend undertaking a project of your own during your journey toward obtaining a degree.



Hailey Streff,
Student Research Assistant



Sexually Demorphic Effects of Cannabinoids on Cognitive and Reflexive Learning and Memory-Dependent Neuronal Network Activity in Mouse Hippocampus and Amygdala



PI.: Dr. Jeff Smith
Co-PI.: Amy Uhernik

Between 12 and 15% of Americans take antidepressant medicines for problems that range from depression, to Post Traumatic Stress Disorder and Alzheimer's disease.

Unfortunately, side effects include increased anxiety, other neurological problems, gastrointestinal difficulties, weight gain, and sleep difficulties. Cannabis-derived medicines have been purported as alternatives to antidepressants for these problems; however, very little research is available to support this. Therefore, our laboratory is focusing on comparatively evaluating anatomical and physiological targets of these drugs, which support the neurobiological mechanisms that underlie such disorders. Our approaches include pre-clinical animal behavior, electrophysiological, and molecular methods aimed at showing how the effects of the anti-depressant, Citalopram, compares to cannabidiol in affecting discrete neural circuitry and function that is fundamental to the expression of these disorders.



Rheological Characteristics of Hemp-based Filament Composites for 3D Printing Abstract



PI.: Dr. Neb Jaksic
Co-Investigator: Dr. Mel Druelinger

This research aims to investigate flow characteristics of various hemp-based composites used in 3D printing. We purchased and installed a research grade rheometer (LCR 7002 Capillary Rheometer System) shown in Figure 1. We also received some training on this rheometer. In addition, we added an objective of 100x to our Primotech MAT microscope. We also installed the Zeiss microscope software (ZEN blue edition) for image processing of photos obtained by the microscope camera.

We produced 300 3D printed hemp-plastic pins for the ICR 2020 conference (shown in Figure 2). The experimental portion of the research was halted by COVID-19 university/state measures. So, we changed the focus of the research to include a literature search of automation practices in hemp growing, from seeding and harvesting to applications. We are looking for process bottlenecks that may be overcome by automation.



Figure 1: Dynisco LCR 7002 Rheometer



Figure 2: 2020 ICR Conference Pin



Cannabis Use Survey Instrument Development and Implementation



PI.: Dr. Karen Yescavage

Individuals may be self-medicating with cannabis in an attempt to manage stress and psychological pain, defined as anxiety, depression, anger, or other negative emotions. Researchers debate whether THC in particular has any medicinal value, especially with respect to psychological pain management. A review of the empirical literature yields varying results on the efficacy of cannabis to alleviate anxiety. While some research has found high THC levels to be associated with heightening anxiety, other research finds CBD to be associated with alleviating anxiety. We are conducting an online survey of adults regarding their perceived efficacy of cannabis (both THC and CBD) to manage psychological pain as well as to assess any adverse reactions that may be compounding the problem from which they seek relief. We are especially interested in veterans' self-reported use of cannabis to attempt to regulate negative emotions such as anger and frustration.

Exploring Factors to Mitigate Customer's Perceived Risk of CBD Oil Usage



PI.: Dr. Laee Choi

Customers are often hesitant to buy and use products they aren't familiar with and might perceive risks with these products, especially if they are innovative new products such as those derived from cannabis oil (CBD, etc). These products can be seen as having a higher risk factor than general products that are more familiar due to lack of both direct and indirect experiences with these cannabis-derived products. This study investigates if organizational approval (e.g., FDA certificate) and manufacturer's reputation mitigate customers' perceived risks, and in turn lead customers to buy cannabis-derived products with more confidence. This question is answered through this research project using analysis of the data collected from U.S. customers.



RESEARCH SPOTLIGHT

Exploring the Potential Health Benefits of Dietary Hempseed

(Research in Dr. Annette Gabaldón's Biology Lab)

Research Team:

Derrick Williams, *Biology-M.S.*

Whitney Lujan, *Biology-M.S.*

Kayana Casias, *Biology Graduate Student*

Hailey Streff, *Biology Graduate Student*

With support of the ICR, we have been exploring the potential health benefits of dietary hempseed. Hempseed is increasingly being used as a dietary aide for humans because of its rich macronutrient and phytochemical composition. The pressed seed cake is also commonly supplemented into agricultural animal feed. However, we still know very little about the physiological influences of dietary hempseed. Like other edible seeds, there is potential for widespread bioactive properties.

In our first ICR study, we performed microbiology studies to determine if probiotic bacteria could ferment and grow in a media containing whole hempseed as the only carbon source. We chose two strains of probiotic bacteria that are commonly found in the human large intestine, and which are capable of producing fermentation metabolites with known anti-cancer activity. We discovered that whole hempseed supports probiotic growth (i.e. it can serve as a dietary “prebiotic”), and that short chain fatty acids with anti-cancer activity can be generated through fermentation. The significance to human health is the potential for protection against colon cancer. This research was conducted by M.S. biology graduate student, Mrs. Whitney Lujan, and undergraduates.

In a second ongoing ICR study, we are performing cell culture studies to explore the anti-cancer activity of hempseed fermentation metabolites. Cancerous human colon epithelial cells were selected as the model system. We chose colon epithelial cells because the colon is the site of direct action of the probiotic bacteria. The colon lining is protected against cancer by the probiotic bacteria. For example, butyric acid, produced through fermentation of plant fibers, is an energy source for healthy cells but is toxic to cancerous cells, thus helping to prevent proliferation and cancer spread. Cultured cells will be treated with the fermentation media and tested for cytotoxicity, viability and proliferation (growth). Here, we are using a more complex probiotic combination obtained through fecal slurries, to ensure diversity of the probiotic bacteria naturally found in the colon. This research is being conducted by M.S. biology graduate student, Ms. Kayana Casias, undergraduates, and Mr. Derrick Williams.

A third major ICR supported study investigated the influence of dietary hempseed on growth parameters and gut microbial diversity using the C57BL/6 female mouse as an animal model. We obtained young mice at 5 weeks of age and separated them into three diet groups (Control, 0% Hempseed; 5% Hempseed; and 15% Hempseed). The mice were fed their respective diets for 25 weeks while we recorded food intake, body weight, and body composition (via DEXA scanning), at regular intervals. The hempseed diet did not have a remarkable influence on growth parameters. Feed efficiency (gram body weight gain per gram food eaten) decreased with aging and was not altered by the hempseed diet. The gut microbial diversity studies will be undertaken this year along with other measurements on collected tissue samples. This research was conducted by Mr. Derrick Williams, M.S., and M.S. biology graduate student, Ms. Hailey Streff.



This has been my first year in the biology master's program at CSU Pueblo and I have had the wonderful opportunity of being able to grow and develop my research through the ICR grant. I do my research under Dr. Gabaldón and plan to observe the effects of hempseed fermentation metabolites on human colorectal carcinoma (Caco-2) cells. Through this experience, I have gained critical thinking skills, the ability to search the literature, and the opportunity to further expand my research project. Thanks to the ICR grant, I can continue to grow as both a student and a scientist through my research.



- Kayana Casias, *Student Research Assistant*



RESEARCH PARTNERSHIPS

How Does Cannabidiol Modulate Learning and Memory in Humans?



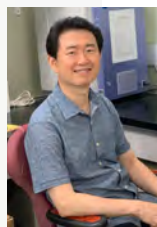
PI.: Dr. Moussa M. Diawara

Co-Investigator: Dr. Jeff Smith, Amy Uhernik

Partner: Dr. Libby Stuyt, Colorado Mental Health Institute at Pueblo

Cannabidiol (CBD) is a form of cannabinoid that lacks the psychoactive (high) effect associated with Tetrahydrocannabinol (THC), the primary cannabinoid found in cannabis. Research findings point to CBD as a possible memory-enhancing agent that could be used to treat cognitive disorders of learning and memory (L&M) whereas treatment of PTSD might not be an appropriate, or neurodegenerative disease of L&M like Alzheimer's. We hypothesize that CBD is a modulator of human L&M. Our broad objective is to examine the potential effect of CBD on human L&M in relatively large scale surveys and in isolation from other confounding factors (i.e., other drugs being specifically combined with CBD or particular preexisting medical conditions). We specifically aim to determine whether CBD, when administered alone to healthy human subjects is a modulator of human L&M, and aim to determine whether particular demographic factors present in the general population (e.g., starting age of cannabis use, race, gender, smoking, mental health status, SSRI (or other drug use) will affect the modulatory effect of CBD on L&M.

Identification And Characterization of Hemp Components That Control Abnormal Proliferation of Human Rheumatoid Arthritis Fibroblast-like Synoviocytes And Triple-negative Breast Cancer Cells



PI.: Dr. KyungHo Lee, Konkuk University, South Korea (Partner)

Co-Investigator: Dr. Sang-Hyuck Park, CSU Pueblo

Research Scientist: Ms. YoonGyeong Lee, Konkuk University, South Korea

Both Rheumatoid arthritis (RA) and triple-negative breast cancer (TNBC) are characterized by abnormal proliferation and an association with an affected immune response. Abnormal proliferation and inflammation disrupt endoplasmic reticulum (ER) homeostasis and induce the unfolded protein response (UPR). The UPR is associated with the pathogenesis of various human diseases including autoimmune diseases, neurodegenerative disease, and diverse cancers. Therefore, the UPR could be served as a favorable therapeutic target for the treatment of RA and cancer. Previously, we have shown that hempseed oil and DHA, one of the polyunsaturated fatty acids, showed the anti-rheumatoid and anti-cancer effects in association with the UPR pathway. Therefore, it is highly possible to find hemp components that control abnormal proliferation of rheumatoid arthritis fibroblast-like synoviocytes (RA-FLSs) and cancer cells under inflammatory conditions. Therefore, in this research, we propose to identify hemp components that control abnormal proliferation of human RA-FLSs and TNBC cells and investigate underlying mechanisms, focused on the UPR.



Formation of Cannabinoids in Glandular Trichomes of *Cannabis*



PI.: Dr. Eunsoo Kim, Konkuk University, South Korea (Partner)

Co-Investigator: Dr. Sang-Hyuck Park, ICR

This study will provide a base for a future thrust relating to a selection of hemp varieties. According to the morphological aspect, three types of glandular trichomes in *Cannabis sativa* are recognized: bulbous, capitate-sessile, and capitate-stalked trichomes. Capitate-stalked trichomes have garnered research interest, whereas the other two types of trichomes have scarcely been investigated during the past twenty years.

Our goal is to determine the functional activities of the three types of glandular trichomes related to the biosynthesis of cannabinoids. First, we will examine and compare the external features, distribution, and densities of these glandular trichomes using digital microscopy and scanning electron microscopy. Second, we will analyze secretory cavity contents of individual glandular trichomes removed through microcapillary procedures from hundreds of trichomes of each type using gas chromatography. Third, we will examine localization and distribution of available antibody probe for CBD in chemically fixed and embedded tissues using transmission electron microscopy.

Capturing Archaeal Biochemistry to Build Bigger Botanical Biomass in Cannabis

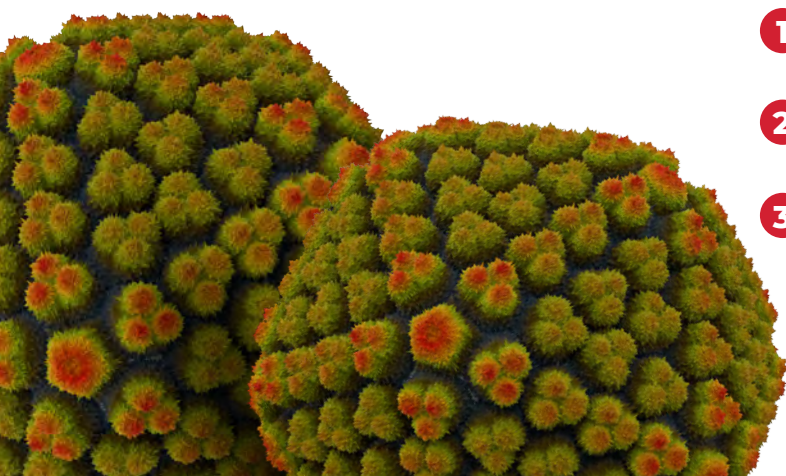


PI.: Dr. Nate Bickford

Partner: Rebecca Roston and Nicole Baun, University of Nebraska, Lincoln

Oxidative stress is a byproduct of harsh environmental conditions and can limit efficient growth throughout the three kingdoms of life. Ultra-reactive side-products of an oxygen-based metabolism can damage critical cellular components and force programmed cell death. In plants, the cell's redox status is intimately tied to interpreting environmental cues. Our preliminary data recently showed that a small antioxidant compound from anaerobic methane-producing archaea (CoX) appears to be a superioatural antioxidant with the potential to change a plant cell's redox status and increase growth by 250%. It remains unclear if these high yields will be sustained in an ecosystem setting. A convenient complex ecosystem for testing this question is aquaponics because it is a complete and yet contained ecosystem that is scalable for agricultural purposes. Thus, in this proposal we address the question, "Can the CoX archaeal redox system be used to increase cannabis yield in an aquaponics setting?" We investigate this through the following three objectives:

- 1 ▶ Build a collaborative bridge between Colorado State University Pueblo and the University of Nebraska Kearney.
- 2 ▶ Determine the concentration of CoX conferring cannabis enhancement in the aquaponics environment.
- 3 ▶ Determine the effects of CoX supplementation on aquaponics and cannabis health.



RESEARCH

PROGRESS SUMMARY

PROJECT	EXPERIMENTAL DESIGN	DATA COLLECTION	DATA ANALYSIS	NO. OF STUDENTS
An Ongoing Investigation into the Effects of Medicinal Cannabis on Seizures in Adults with Medically Refractory Epilepsy*	100%	95%	10%	6
Anti-cancer Potential of Fermented Dietary Hempseed Metabolites and the Role of CB Receptors in Human Colon Cancer Cell Caco2 Viability	100%	50%	50%	4
Applications of Industrial Hemp (Phytoremediation, Cannabinoid Recovery, and Biopolymers)*	100%	70%	50%	5
Cannabis Use Survey Instrument Development and Implementation	100%	0%	0%	8
Capturing Archaeal Biochemistry to Build Bigger Botanical Biomass in Cannabis	100%	40%	20%	3
Effects of Dietary Hempseed on Growth Pattern, Body Composition, Bone Mineral Density, and Gut Microbiota in Mice*	100%	100%	100%	3
Exploring Factors to Mitigate Customers Perceived Risk of CBD Oil Usage	100%	100%	80%	0
Formation of Cannabinoids in Glandular Trichomes of Cannabis*	40%	20%	20%	0
How Does CBD Modulate Learning and Memory in Humans?	80%	30%	20%	1
Identification and Characterization of Hemp Components that Control Abnormal Proliferation of Human Rheumatoid Arthritis Fibroblast-like Systems	100%	100%	100%	0
Interactions of Penicillium Spinulosum with Hemo and Nonpsychoactive Hemp Compounds	70%	30%	30%	1
Rheological Characteristics of Hemp-based Filament Composites for 3D Printing*	95%	25%	0%	1
Sexually Dimorphic Effects of Cannabinoids on Cognitive and Reflexive Learning and Memory-Dependent Neuronal Network Activity in Mouse Hippocampus	100%	30%	20%	8
Social Network Data to Support Cannabis Rehabilitation	70%	70%	70%	2
Understanding Genomic Constituents of Cannabis and Genetic Regulation Underlying Cannabinoid Production	80%	70%	70%	3

*Multi-year Project



INTERNATIONAL COLLABORATIONS

iSAMS Conference and attendees including ICR Director Dr. Chad Kinney and ICR Sr. Scientist Dr. Sang Park



In the last year the ICR has engaged in the development of collaborations with international partners, with particular success from partnerships with universities and organizations in South Korea. In 2019 and 2020, the Institute of Cannabis Research (ICR) has signed four memorandum of understanding (MOU) contracts with academic and research institutes in South Korea - Konkuk University, the Korea Hemp Institute (KHI), the Medicinal Association of Pharmacopuncture Association (MAPI), and the Chuncheon Bioindustry Foundation (CBF) to facilitate Cannabis research cooperation between the parties. The aim of the MOU was to establish the innovative joint-research collaborations by exchanging research resources, experts, and knowledge. As a

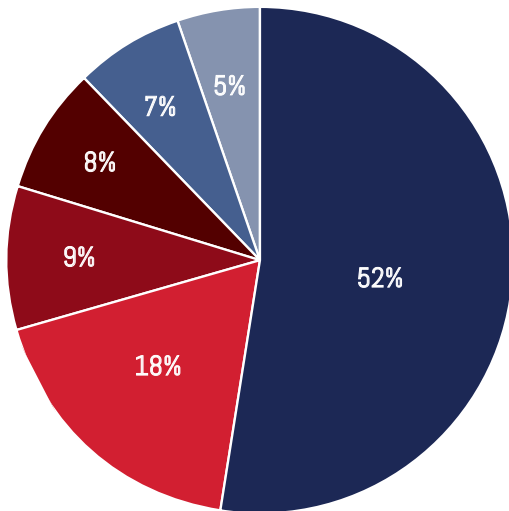
first effort, two visiting scientists, Dr. Eunsoo Kim and Ms. YoonGyeong Lee from Konkuk university joined the ICR research projects. More researchers from MAPI and CBF are expected to join the ICR in this upcoming fiscal year to initiate a new partnership project that will focus on the medical and industrial uses of CBD. The MOUs will facilitate closer collaboration between the parties, as we work towards achieving greater discoveries in medicinal Cannabis and increase social and medical contributions to both countries.

Memorandum of Understanding (MOU) ceremony between the Institute of Cannabis Research, CSU Pueblo and the Chuncheon Bioindustry Foundation, of South Korea (CBF).



FY20 BUDGET

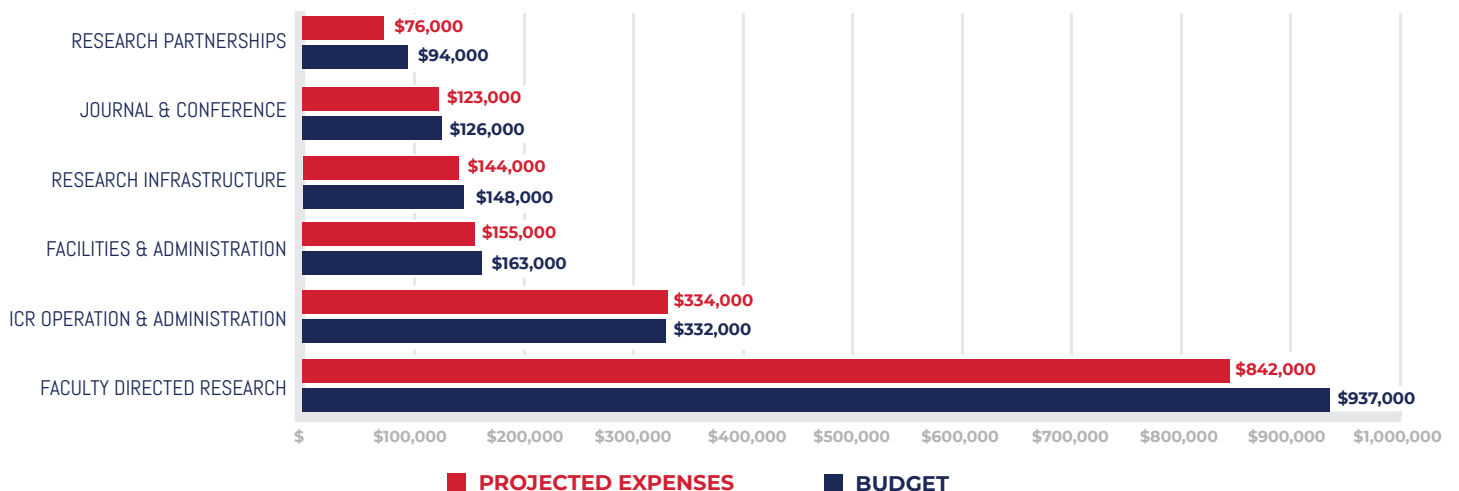
The annual budget for the ICR is used to implement the mission and vision of the Institute. The largest components of the annual budget are related to execution of cannabis research (direct research support, research staff, and research infrastructure), which makes up >65% of the FY20 budget. This year the ICR is projecting that at fiscal year end there will be some unobligated funds, which are primarily associated with Research. This is largely the result of the fact that all research activities had to be suspended in response to the statewide stay at home order that was implemented to protect public health. At the time this order was implemented more than 25% of the research year still remained. The ICR is projecting that about 15% of the monies budgeted for research will be unobligated at the end of the fiscal year. In addition to research support, the other large budget categories are related to the operation of the ICR (administrative staff and operating expenses) and activities associated with the dissemination of research results (the annual ICR Conference and the Journal of Cannabis Research)



FACULTY DIRECTED RESEARCH	\$937,000
ICR OPERATION & ADMINISTRATION	\$332,000
FACILITIES & ADMINISTRATION	\$163,000
RESEARCH INFRASTRUCTURE	\$148,000
JOURNAL & CONFERENCE	\$126,000
RESEARCH PARTNERSHIPS	\$94,000

TOTAL \$1,800,000

ICR FY 2020 BUDGET AND PROJECTED EXPENSES



COMMITTEES & BOARDS

In an effort to maximize impact and ensure proper governance the ICR has historically and continues to interact with a variety of Committees and Boards.

ICR Governing Board

The ICR Governing Board was formed in response to passage of HB19-1311 in spring 2019. The key roles of the Governing Board are to guide the mission and budget of the ICR. Other roles of the Governing Board include advising institutions of higher education developing cannabis related curricula and providing input to the Colorado Commission on Higher Education on new cannabis-related degrees and certificates, as well as lead efforts to secure resources to support the mission of the ICR. The Governing Board meets on a monthly basis, and information related to upcoming Board meetings can be found on the ICR Website. In addition to topics related to their key roles, the Board also considers topics such as research priorities for the ICR, a process for a statewide competition for research support, and the annual ICR Conference. The Governing Board was convened in the fall of 2019 and is comprised of:

The Chancellor of the Colorado State University System or their Designee:

Dr. Timothy Mottet, *President of Colorado State University Pueblo* (Designee)

The Executive Director of the Colorado Commission on Higher Education or their designee:

Mr. Scott McWhorter, *CEO Rocky Mountain Extraction Services* (Designee)

The President of the University of Colorado or their designee:

Ms. Ann Bennan, *Regulatory Compliance Associate University of Colorado Boulder* (initial designee);
Dr. Jon Reuter, *Assistant Vice Chancellor of Research Integrity & Compliance University of Colorado Boulder* (current designee)

The Executive Director of the Department of Public Health and Environment or their designee:

Ms. Mara Brosy-Wiwchar, *Legislative Liaison Department of Public Health and Environment* (Designee)

Three Scientists from relevant fields and employed at appropriate research-oriented institutions:

Dr. L. Cinnamon Bidwell (Board Chair), *University of Colorado Boulder*
Dr. Maureen Leehey, *University of Colorado Anschutz Medical Campus*
Dr. Suzanne A. Sisley, *Scottsdale Research Institute*

Four members associated with Cannabis-Related Industries within Colorado:

Dr. Malik Muhammad Hasan, *Neurologist and NuVue Pharma*
Mr. Sherard Marshon Rogers, *SRMG LLC*
Mr. Salvatore Pace, *SMP LLC*
Mr. John Desmond Lord, *CEO LivWell*



COMMITTEES & BOARDS, *Continued*

Steering Committee

The ICR Steering Committee has historically been involved in leading and guiding the ICR at CSU Pueblo. The initial legislation that led to the creation of the ICR in 2016 provided resources to support Cannabis Education and Research at Colorado State University Pueblo. The Steering Committee helped oversee the implementation of this mandate across the campus. The Committee has included representation from the campus Administration and Faculty invested in seeing the ICR be successful. With the passage of HB19-1311 in spring of 2019, the mandate for the ICR as well as the governance of the ICR changed. A Governing Board was created, and its members announced in fall of 2019. This shifted the role of the Steering Committee to being more advisory and ensuring good communication with stakeholders on the CSU Pueblo campus.

Community Liaison Board

The ICR Community Liaison Board (CLB), was started in 2018 and is made up of community members from the broader Pueblo area that represent a variety of stakeholder groups including public health and health care, education, law enforcement, and business sectors. This group serves to advise the ICR on the impacts of cannabis in the community, potential areas of research need, as well as perceptions related to the ICR and its activities. The CLB provides a collegial mechanism for information sharing between the ICR and regional stakeholders.

Scientific Research Advisory Board

The Science Research Advisory Board (SRAB) was created to enhance the ICR scientific research effectiveness, timeliness, and to suggest important research directions. Cannabis scientific research represents a dynamic and changing landscape and the SRAB is intended to assist the ICR in identifying and maintaining activities at the cutting edge of cannabis research. Board members provide regular input to the ICR Director regarding the direction of cannabis scientific research and possible research areas warranting attention by the ICR. The SRAB does not operate independently of the ICR or the ICR Director but serves as an advisory body. The SRAB provides input in the following areas:

- 1 ▶ Advise the ICR on high impact scientific research topics at the forefront of cannabis research.
- 2 ▶ Advise the ICR on potential funding streams, from private, state, and federal sources, to support cannabis scientific research broadly defined.
- 3 ▶ Advise the ICR on topics for sessions or panels at upcoming ICR Conferences to maintain the greatest benefit to the cannabis research community.
- 4 ▶ Advise the ICR on potential high impact collaborations with academic, private, state, and federal entities to enhance the scope of scientific research/products supported by the ICR.
- 5 ▶ Advise the ICR on strategies to maximize the impact and elevate the profile of the Journal of Cannabis Research and other publications.
- 6 ▶ Advise on other areas or topics as prompted from the ICR.

SRAB MEMBERSHIP

Robert Sievers, Ph.D
(CU Boulder Chemistry and Biochemistry and Environmental Studies Program)

Joseph DiVerdi, Ph.D
(CSU Fort Collins, Associate Professor of Chemistry)

Jeff P. Smith, Ph.D
(CSU Pueblo, Associate Professor of Biology; ICR Supported Researcher)

Joanna Zeiger, Ph.D
(Founder, Canna Research Group)

Alisha Holloway, Ph.D
(VP Research & Data Science at Phylos)

Kyle Hill
(Co-founder of Scientific Partnership to Educate, Advocate, and Research)

Sang-Hyuck Park, Ph.D
(ICR Senior Scientist / Research Liaison)



ICR Hemp Farmers Association (IHFA)

The ICR Hemp Farmers Association (IHFA) was founded in August of 2019 by an innovative collaboration with the Institute of Cannabis Research located at the Colorado State University Pueblo and farmers both locally and nationally.

The initiative is intended to provide an open platform that offers an opportunity for stakeholders to share knowledge and updates in regard to best hemp cultivation practices such as pest/weed management and harvest and extraction strategies. Additionally, the collaborative group provides unique opportunities for new hemp growers and industrial stakeholders to seek research and entrepreneurial partnerships. The IHFA is comprised of hemp research scientists, experienced hemp farmers, and entrepreneurs. The IHFA is open to anyone who is interested in growing hemp and who has an interest in hemp for industrial, medical or scientific purposes.

The chair of the IHFA along with advisory members (Dr. Sang Hyuck Park, Dr. Neb Jaksic, Kelly Bitner, and Alan Smith) are currently working on transforming the IHFA into a workshop format to effectively address the farmers season-specific inquiries raised during their cultivation practices. The workshop topics, presenters, and dates will be announced in the ICR website. For more information about the association or about the workshop series, please contact Dr. Sang Park via email at sanghyuck.park@csupueblo.edu.

Working with Sang-Hyuck Park, Chad Kinney, and Nicole Quartiero has been a real honor and the Academic/Scientific and public collaboration is a necessary step forward in establishing Hemp Farming and Processing as a viable, professional, and sustainable business model. This new industry needs all possible input and cooperative efforts to insure success and decrease failures and negative experiences for new growers. We have been most appreciative and grateful for the opportunity to work with ICR and their professional and knowledgeable leadership to further the knowledge base and collaboration among dedicated and committed farmers and processors to grow this fledgling industry into a science based opportunity for those who want to bring back jobs and provide quality products for the health and wellness sector. We hope to be able to participate in the future, and contribute to the success and growth of ICR and the Hemp Farmers Association. We feel this effort to put the research, science, and collaboration ahead of the marketing and sometimes unreliable and scattered information base is the right approach to maximize the success of Hemp as a unique opportunity due to the many diverse products and ingredients it can provide. We are in unusual and changing times with economic challenges and global uncertainty. From our experience we feel ICR, with its excellent vision and leadership, is uniquely positioned to contribute to the overall success of Cannabis Science and Business, and provide a valuable and needed hub for the investigation, incubation, and formulation of principles, ideas, research, and knowledge to further the orderly and organic growth of this incredible sector.

Wes and Susan Dye,
CFH.Ltd, Colorado Processing, LLC, and Sacred Giftz

As an experienced farmer growing hemp for the first time, ICR's Hemp Farmers Association has provided me opportunities to develop strong practical connections with others in the hemp industry, many who have gone through similar challenges, not only within southern Colorado, but across the United States and even internationally. The association has allowed me access to broader social networks within the industry than I might have discovered alone, has helped me to acquire substantial grounded knowledge from experienced producers, has introduced me to vendors providing oftentimes hard to find material inputs, has exposed me to a wide range of hemp processing technologies, and has been an ongoing source of social support. Every now and then we eat some really good food together too. Because the association is nested within the university, the association ideally provides an essential bridge between the theoretical and practical, across which we as producers can appreciate the benefits of scientific hemp research, and researchers can come to better understand those of us with our fingers deep in the soil.

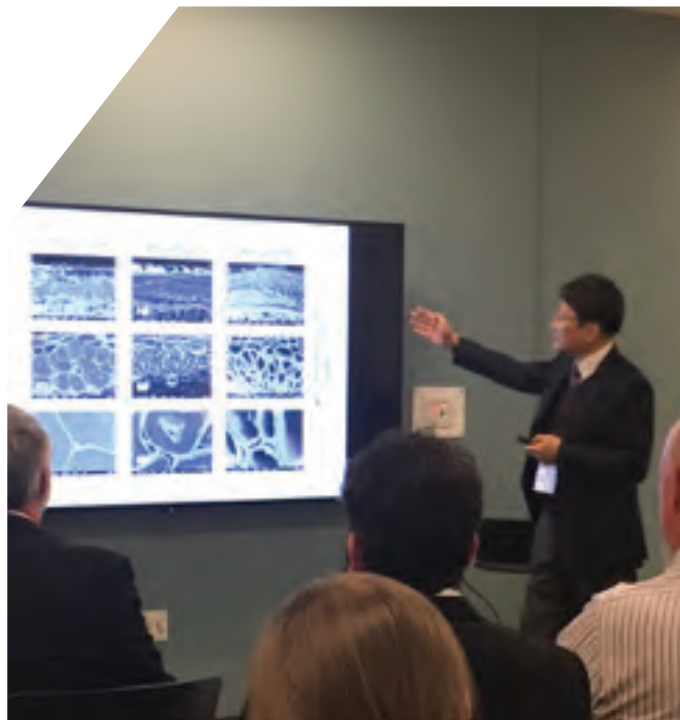
Alan Smith,
HoneyGold Farms and Adjunct Professor Univ. of Maryland Global Campus



2020 ICR CONFERENCE

The annual ICR Conference is a highlight of the activities supported through the ICR. Not only does the Conference provide the opportunity for ICR supported researchers and students to share the latest results of their research efforts, this is an event that brings the best minds in cannabis research to Colorado to share the results of their research activities. With the changing legal landscape of cannabis in the United States, many cannabis conferences and expos have emerged; however, few are geared toward wide-ranging research topics like the ICR Conference. Since the creation of the ICR in 2016, the ICR Conference has gained a reputation as a forum for collegial discussion and dissemination of cannabis research drawing participants from around the globe. As stated in the introductory note from the ICR Director, the ICR Conference 2021 has been postponed from April 4-6 to August 11-12, as a result of the COVID-19 crisis.

The ICR is continuing to look for ways to improve and enhance the conference. This year that has included taking steps to broaden the engagement of the cannabis research community in the development of the program, enhanced the cannabis research exhibition, as well as featuring a pre-conference program that includes professional development opportunities. These are all in addition to continuing other successful components of the conference including the Mechoulam Lecture, to be delivered by World Renowned Researcher Dr. Roger Pertwee from the University of Aberdeen, Scotland, and the Opening Plenary Address to kick off the conference, which will be delivered by Dr. Jeffrey Steiner, the Associate Director of the Global Hemp Innovation Center at Oregon State University.



JOURNAL OF CANNABIS RESEARCH



Journal of Cannabis Research

The Institute of Cannabis Research has partnered with publisher Springer Nature to launch the Journal of Cannabis Research (JCR) last year. The first issue was published in June, 2019. Launching a new journal is a challenging process. It takes time to develop name recognition and a reputation for publishing quality research. Editor-in-Chief Dr. David Gorelick has done an exceptional job ensuring high standards for the published research that appears in JCR, which includes recruiting world-class section editors and editorial board, and tirelessly promoting the Journal. In 2019 ten manuscripts were published. Through the end of the first four and a half months of 2020 fourteen research articles have been published. Like the ICR itself and the ICR Conference, the Journal serves as a forum for researchers from across the spectrum of cannabis-related research to disseminate the results of their research to a global audience. The Journal is open access, which means that research articles published in JCR are accessible to the general public, industry stakeholders, and academic researchers alike. Please take the opportunity to view the wide-ranging research published in the Journal of Cannabis Research.



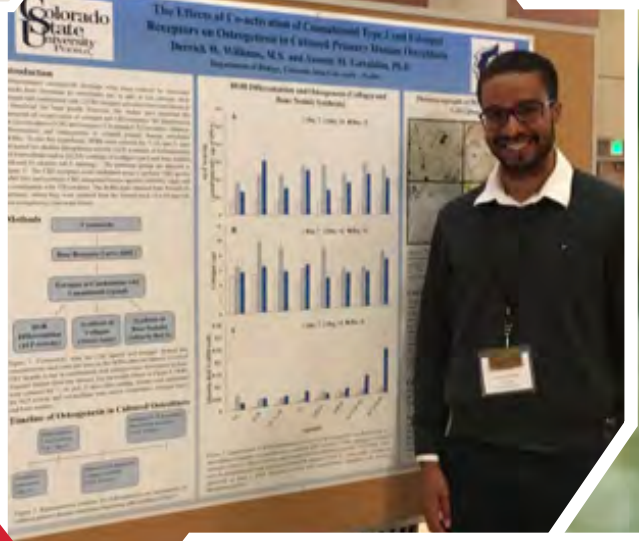
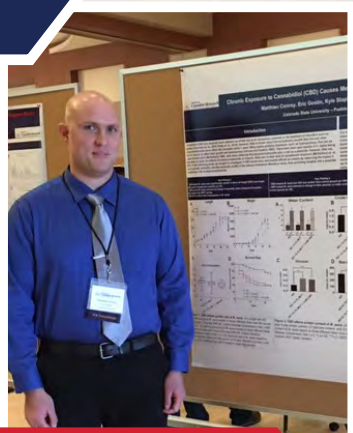
ICR DISSEMINATION ACTIVITIES

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- 2 Uhernik A, Montoya Z, Turner C, Smith J. Fear Memory Extinction is Enhanced and Generalized Fear is Reduced By Cannabidiol When Administered to Female Mice Before Fear Conditioning. Society for Neuroscience; 2019; Chicago, IL.
- 3 Vigil J, Uhernik A, Smith J. HU-211-Sensitive, Cognitive Learning and Memory Processes Modulate GluN2B Surface Expression in the Mouse Brain. 17th Annual Front Range Neuroscience Conference; 2019; Fort Collins, CO.
- 4 Vigil J, Uhernik A, Smith J. HU-211-sensitive, Cognitive learning and Memory Processes Modulate GluN2B Surface Expression in the Mouse Brain. Society for Neuroscience; 2019; Chicago, IL.
- 5 Park S-H, Staples SK, Gostin EL, Smith JP, Vigil JJ, Seifried D, et al. Contrasting Roles of Cannabidiol as an Insecticide and Rescuing Agent for Ethanol-induced Death in the Tobacco Hornworm *Manduca sexta*. *Sci Rep.* 2019 19;9(1):10481.
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- 7 Neighbours T, Bonetti SJ, Carsella J. Investigation of Glycohydrolase Activities in *Penicillium Spinulosum* Liquid Shake Cultures Supplemented With Varying Amounts of Crushed Hemp Seeds. *SWRM/RMRM*, Southwestern and Rocky Mountain Combined Regional American Meeting of the American Chemical Society; 2019 Nov; El Paso, TX.
- 8 Streff HM, Williams DW, Blanton C, Gabaldón AM. Effects of Dietary Hempseed on Growth Patterns and Body Composition in Young Female C57BL6 Mice. *CSU Pueblo CSM Research Symposium*; 2019 Nov.
- 9 Kim ES. What is a Glandular Trichome in Cannabis, and What is a Major Function of Secretory Cavity? Presentation in preparation; 2020.
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- 11 Pauli CS, Conroy M, Vanden Heuvel BD, Park S-H. Cannabidiol Drugs Clinical Trial Outcomes and Adverse Effects. *Front Pharmacol.* 2020;11:63.
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- 14 Vigil J, Uhernik A, Smith J. HU-211-Sensitive, Cognitive Learning and Memory Processes Modulate GluN2B Surface Expression in the Mouse Brain. To be Presented at the Institute of Cannabis Research 2020 Conference; 2020; Pueblo, CO.
- 15 Jaskic N. State of Hemp Research in the Engineering Department at CSU Pueblo. South Korea – CSU Pueblo Meeting; 2020 Feb.
- 16 Seifried D, Ramos MF, Kinney CA. Pressurized Liquid Extraction: A Robust Extraction Method for Cannabinoid Analysis and In-extraction Chemical Modification of Acidic Cannabinoids. *ACS National Meeting*; 2020 Mar.
- 17 The Daily Sentinel, Park S-H. *GJSentinel.com* regarding Human endocannabinoid system. 2020.
- 18 The Durango Herald, Park S-H. Human Endocannabinoid System. 2020.
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- 26 Uhernik A, Montoya Z, Smith J. Expanded Analytical Approaches for Resolving Drug Effects with Fear Conditioning Experimentation. *Journal of Neuroscience Methods*. Manuscript in preparation.
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Photos by Wendy Fairchild



csupueblo.edu/institute-of-cannabis-research
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Section 9

*Real Estate and Facilities
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
August 7, 2020**

Committee Chair: Russell DeSalvo (Chair), Nate Easley (Vice Chair)

Assigned Staff: Jason Johnson, General Counsel, Ajay Menon, CSU Research Foundation

EXECUTIVE SESSION

1. Chancellor's Office Projects – as needed (Tony Frank) Discussion (10 min)

OPEN SESSION

1. Psychology Building Name Change, CSU-Pueblo (Tim Mottet) Action Item (5 min)

Board of Governors of the
Colorado State University System
Meeting Date: August 7, 2020
Action Item

MATTERS FOR ACTION:

Renaming of the Psychology building at Colorado State University Pueblo to the Center for Integrated Health and Human Inquiry.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the renaming of the Psychology building to **Center for Integrated Health and Human Inquiry**.

EXPLANATION:

Presented by Dr. Timothy Mottet President, CSU Pueblo.

The new vision for CSU Pueblo focuses on becoming the people's university of the Southwest United States by 2028. Being the people's university implies better understanding of people as an underlying theme for educational programs and those focused on human health and humanity in general. The renovation of the Psychology building provides an opportunity to create a model for such an understanding through an integral lens of academic disciplines that touch Human Health and Humanity including those disciplines that are directly represented in the building which include: Nursing, Health Sciences, Social Sciences, and Humanities as well as other disciplines that will be invited through collaborations to be part of the integration. Moreover, it provides an opportunity for integrating learning and experiential education to service the university community through the Student Health Services and Counseling Center.

The guiding principles upon which the renovation of the building was developed included the need for a space that is conducive to collaboration; emphasizing collaborative spaces for faculty and students to serve as hubs for interdisciplinary collaboration between the various disciplines focused on Health Sciences, Humanities and Social Sciences. In view of the above the name **Center for Integrated Health and Human Inquiry** is representative of the new model of learning and collaboration at CSU Pueblo that will be accomplished through the renovated building.

Approved

Denied

Board Secretary

Date

Section 10

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU Global Campus

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

August 7, 2020

CSU-System Wide

- The CSU System office has completed the move to its new location at 555 17th Street. Special thanks go to Melanie Geary and Adam Fedrid for their team leadership and tireless work throughout the moving process.
- We are pleased to welcome Dr. Rick Miranda to his role as Chief Academic Officer of the CSU System and Dr. Becky Takeda-Tinker to her new role as Chief Educational Innovation Officer.
- The CSU System rolled out its new website in June, as part of the overall System brand launch. The new site was designed by Joe Rymski and Dawood Suleman of University Communications at CSU Fort Collins and Jenny Frank of the CSU System communications team, with support from the entire System team and communications leaders on each campus. It boasts improved functionality and design.
- The CSU System continues to work closely with the campuses sharing best practices in areas of communication, finance, IT, and other key arenas. Communications representatives from the System and campuses have met weekly throughout the COVID pandemic.
- The first two of three STATE mini-magazines have published, allowing broad statewide communication by all the CSU System presidents and chancellor during the pandemic. The third issue is scheduled for delivery the last week in August.
- STATE designer Mary Sweitzer was recognized in June with a Circle of Excellence Silver Award, an international honor from the Council for Advancement of Support of Education, for the Winter 2019 STATE magazine cover story, "Borderlands."

Campus Updates

- The CSU Global Presidential Search has been progressing well under Executive Vice Chancellor Parsons' leadership.
- Chancellor Frank continues to engage with Fort Collins City leadership around the redevelopment of the Hughes stadium property.
- CSU Pueblo President Mottet represented the System in a statewide media opportunity that included Senator Michael Bennet following the Supreme Court DACA decision.
- CSU System is working with Denver Public Schools to create an Ag Tech pathway, with connectivity to CSU Fort Collins programming, which will launch in 2021.

CSU System Government Affairs – Federal

- Chancellor Frank has been actively engaged in a variety of federal outreach efforts within and outside of the Colorado delegation.
- The System continues to work in partnership with the campuses to navigate the requirements of CARES Act (Coronavirus Aid, Relief and Economic Security) funding.

CSU System Government Affairs – State

- CFO Sobanet is serving on Mayor Hancock's Advisory Committee working on strategies for re-opening.

Statewide Partnerships

- The Common Sense Institute on July 22 released a paper written by CFO Sobanet and co-author Ben Stein, “A Path Forward: A Common Sense Strategy for the Continued Viability of Colorado’s Transportation Network.” Sobanet and Stein were selected as the Institute’s 2020 Terry J. Stevinson Fellows and charged to examine a critical issue confronting Colorado – and offer potential solutions.
- Chancellor Frank, Executive Vice Chancellor Parsons, and CFO Sobanet have been participating in Chamber and Colorado Concern information sessions throughout the Stay at Home and Safer at Home Orders and providing advice where appropriate.
- Chancellor Frank is engaging in two higher education panels with the South Metro Chamber (July 27) and the Denver Area Chamber (August 19), along with fellow higher education leaders Janine Davidson with MSU and Mark Kennedy with CU. President McConnell will speak at the panel presented by Colorado Business Roundtable on August 5. More than 600 people are expected to collectively attend these virtual events.
- Six out of the 24 Latin American Education Foundation scholars in Colorado are coming to CSU in the Fall, representing the largest number of scholars of any school.
- Chancellor Frank and Executive Vice Chancellor Parsons have attended the National Western Authority Board meetings in June and July, providing updates on behalf of the CSU System virtually.
- Executive Vice Chancellor Parsons participated in the Western Stock Show Annual Meeting June 11, 2020.
- Chancellor Frank attended the June 11 meeting of the Boettcher Foundation board.
- July 22, EVC Parsons moderated a virtual panel for the Denver Metro Chamber monthly virtual networking event.

Spur

- EVC Parsons and Jocelyn Hittle, senior director of Denver Programs and Sustainability, have provided exemplary leadership in keeping CSU’s Spur plans moving forward during a time of considerable upheaval. The viability and success of CSU’s portion of this project is a tribute to their outstanding work.
- The new branding continues to roll-out for Spur, with the new [CSU Spur](#) website launched in June, and a focus on preparing for CSU Spur exterior signage and development materials for campus partners.
- The CSU System team continues to compile more than 100 virtual educational resources related to the content areas of Spur and has shared them with partners and the community-at-large.
- The Youth Action Team, CSU’s effort to bring together National Western Center partner organizations and connect youth in a meaningful way to the project, continues. The students in YAT are compensated for their time and are currently working to establish internship and shadow-day programs to be used at Spur and NWC, which will launch Spring 2021. The CSU System will likely welcome its first interns in Spring 2021.
- CSU Spur announced eight artists for its large-scale art collection on the campus ([CSUSpur.org/art](#)), including:
 - Four artists from Colorado; three artists from elsewhere in the US; one artist from London.
 - Artists are encouraged – and some have already committed – to working in the community and doing service components of their work.
- CSU Spur Water in the West Symposium will move to a virtual event in Fall 2020, with Gary Knell, CEO of National Geographic Partners, as the event’s keynote.
- Construction teams are employing safety practices including daily temperature checks and wearing masks at all times. Construction is on target for Vida; Construction begins on Terra and Hydro this Fall.

- More than 100 STEM kits have been distributed to families through local neighborhood recreation centers and CSU Extension; 200 additional kits will be distributed in August.
- CSU continues its programs with dozens of local high school students engaging online through Upward Bound, Talent Search, and Bridge programs.
- CSU System is developing comprehensive lists of scholarships and programs from each System campus that may be relevant to the communities surrounding Spur.
- CSU continues to focus on local hiring and local purchasing practices at Spur, including identifying the number of jobs that will be available and what types of jobs to prepare a training or pipeline program, as needed. CSU Spur general contractor JEDunn has connected with local nonprofit WorkNow to have a pipeline of local workers that receive wrap-around support from WorkNow.

SYSTEM METRICS



COLORADO
STATE



CSU
PUEBLO



CSU
GLOBAL

INSTITUTIONAL CHARACTERISTICS

Total enrollment	33,478	6,736	19,114
Degree-seeking enrollment	31,726	3,928	18,066
Total revenues	1,330,277,594	\$83,468,428	\$106,585,496
Number of nontraditional age students	8,794	3,239	17,771
% of enrollment that is racially minoritized	22%	33%	29%
% of First Generation	25%	32%	37.50%
Student-to-faculty ratio	16	14	15
Research funding	\$398,500,000	\$4,969,419	NA
Annual fundraising	\$163,000,000	\$4,500,000	NA
% spent on instruction and academic support	31%	45%	36%
% of expenditures spent on administration	5%	11%	7%
Number of employees (excludes GA and temporary staff)	7,606	705	779

ACCESS AND AID

% of undergraduates eligible for Pell Grant	23%	39%	26%
Average amount of Pell Grant aid	\$4,337	\$4,992	\$3,508
Number receiving post-9/11 GI Bill benefits	\$1,524	308	1,042
Average amount of post-9/11 GI Bill benefits	\$8,309	\$8,339	\$4,402
Number receiving DOD tuition assistance	63	28	583
Average amount of DOD tuition assistance	\$2,433	\$1,694	\$2,111
Undergraduate resident tuition and required fees	\$11,632	\$8,407	\$8,400
Total price of attendance for resident undergraduates	\$25,814	\$26,877	\$20,466
Admission rate	84%	93%	50%
Application yield rate	26%	24%	65%
% enrolled exclusively in distance courses	10%	2%	100%
% enrolled in some but not all distance courses	14%	10%	0%

OUTCOMES

# of students earning a Bachelor's degree	4,982	707	2,144
# of students earning a Master's degree	1,590	113	1,188
# of students earning a doctorate	388	NA	NA
First-year retention rate	83%	68%	83%
4-year graduation rate	45%	21%	49%
6-year graduation rate	71%	36%	52%
6-year graduation rate (white non-Hispanic)	73%	38%	54%
6-year graduation rate (Hispanic)	66%	35%	43%
6-year graduation (Pell Grant recipients)	61%	32%	63%
Loan default rate	3%	7.70%	5.00%

Revision Date: 4/30/20 (CN)



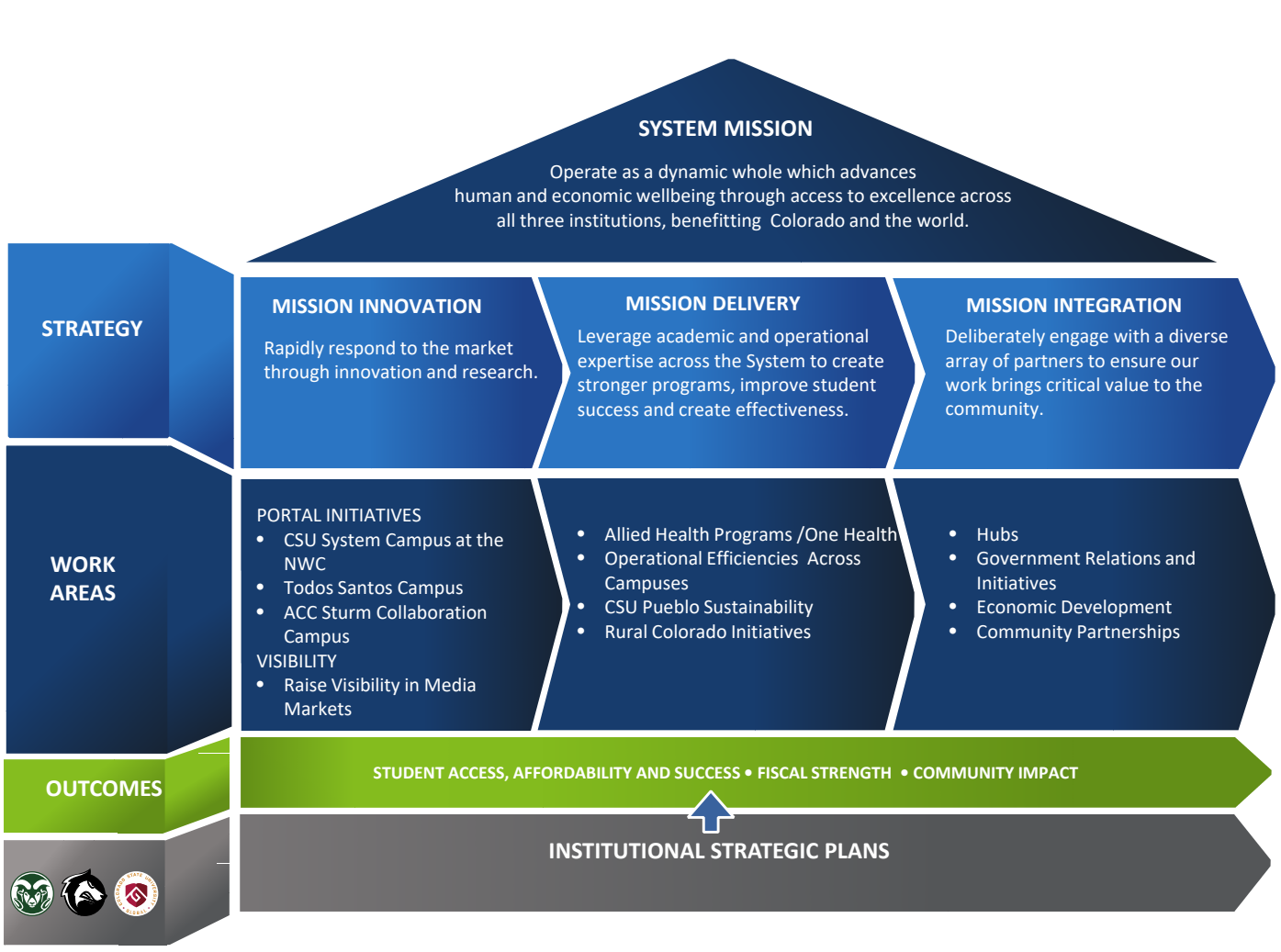
CSU SYSTEM
COLORADO STATE UNIVERSITY



CSU SYSTEM

COLORADO STATE UNIVERSITY

FORT COLLINS | PUEBLO | GLOBAL



AT THIS MEETING

- Athletics
- Faculty Activity Reports
- Institute for Cannabis Research

BOARD AREAS OF STRATEGIC PRIORITY

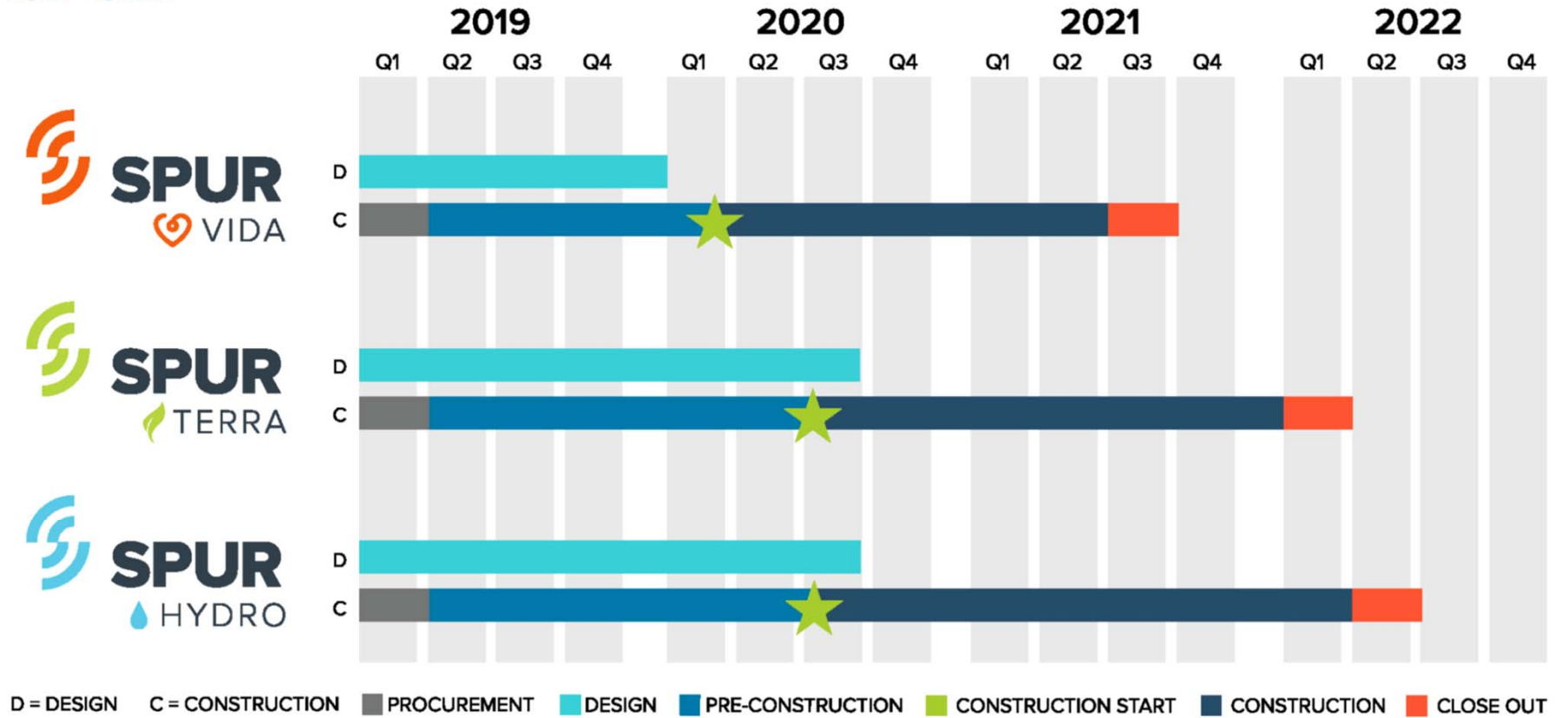
- CSU-Pueblo Sustainability Portal Initiatives
- Rural Colorado
- Student Success
- Access and Affordability
- Allied Health Programs

ANNUAL CALENDAR OF REPORTS

- August: Athletics, Faculty Activity, Institute for Cannabis Research**
- October: Agriculture, Engagement, Public Safety
- December: Enrollment, Student Success, Reserve Investments, Research
- February: Retreat
- May: University Budgets, Government Relations, Colorado State Forest Service
- June: Retreat



DEVELOPMENT TIMELINE





Live WebCam now Live!
<https://www.senserasystems.com/public/embed/M78026106A86>

Construction Update



Electrical Room, Northside



Compost and Hay Feed Bedding Structure



Breezeway Foundation Walls



North Foundation Wall

Educational Outreach

- The CSU Center (Terra) is at 100% Construction Documents and Water Building (Hydro) is at 95%
- CSU and our Exhibit Designers are working on design for the K-12 and family educational exhibits with the help of a statewide Teacher Task Force
- The Public announcement for the eight artists who will develop the initial art collection at Spur was released June 25.
- CSU has nearly 100 virtual educational resources from campus experts and partner organizations listed on the CSU Spur website.





WATER WEST SYMPOSIUM

- Water in the West 2020 will be a virtual event, hosted on Nov. 18-19
- Keynote speaker: Gary Knell, CEO of National Geographic Partners
- The Symposium is the third annual event, bringing together diverse stakeholder to discuss solutions around water issues
- The Symposium will ultimately be hosted within CSU Spur Hydro
- Registration is open at CSUSpur.org



Youth Action Team

- A program started by the CSU System team that gained support and funding from the National Western Center Authority, History Colorado, DMNS, Stock Show.
- This Spring, 12 high school students from Bruce Randolph School participated and were compensated, in line with best practices in youth engagement.
- The students developed an outline for an internship program related to the National Western Center.
- CSU System will take two student interns, beginning Spring 2021.



CSU Spur Pet Wellness Clinic



- Clinic is the longest running community effort; 2020 is the 7th year.
- Collaboration between CSU veterinary students and faculty and Dumb Friends League, in partnership with Focus Points Family Resource Center.
- The 2020 event includes a drive-through vetting process, in line with current health and safety guidelines.
- Dumb Friends League will open a donor-subsidized veterinary clinic inside CSU Spur Vida in 2021.



The Board of Governors of the
Colorado State University System
Meeting Date: August 7, 2020
Action Item

Approved

MATTER FOR ACTION:

Approval of the Colorado State University Pueblo Policy on Title IX, Sexual Harassment, and Gender Discrimination.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the CSU Pueblo Policy on Title IX, Sexual Harassment, and Gender Discrimination.

EXPLANATION PRESENTED BY: Dr. Timothy Mottet President, CSU Pueblo; and Johnna Doyle, Deputy General Counsel, CSU-Pueblo.

The 1972 Federal Education Amendments, known as Title IX, provide that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” On May 6, 2020, the Department of Education issued its new Title IX regulations and the System institutions must be in compliance with those new regulations by August 14, 2020. The Office of the General Counsel, along with administrators in the Office of Equity, Equal Opportunity and Title IX, the Office of Policy and Compliance, the Office of Institutional Equity, the Office of Human Resources, and with many campus stakeholders, have been working to ensure that all Title IX policies and procedures are compliant with the new regulations.

CSU Pueblo’s current policy addressing Title IX includes anti-discrimination of all protected classes, which must be amended. The new Title IX regulations require specific provisions that relate to sexual harassment and gender discrimination, and an updated policy that addresses only Title IX was necessary to comply with the new regulations. This policy addresses those requirements and the University’s response to Sexual Harassment and Gender Discrimination under Title IX.

Approved

Denied

Dean Singleton, Board Secretary

Date

POLICIES OF COLORADO STATE UNIVERSITY-PUEBLO

UNIVERSITY POLICY FORM

Policy Title: Title IX, Sexual Harassment and Gender Discrimination	Policy ID #: Category: Select a Category: Contact(s):
<input type="checkbox"/> Draft	<input checked="" type="checkbox"/> Final
<input checked="" type="checkbox"/> New Policy <input type="checkbox"/> Revision of Existing Policy	Effective Date: August 6, 2020

A. POLICY PURPOSE:

In 1972 the Federal Education Amendments, known as Title IX, were signed into law. The law states “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. The Department of Education promulgated new regulations under Title IX in May 2020. This policy addresses the requirements of the new regulations and the University’s response to Sexual Harassment and Gender Discrimination.

B. POLICY APPLIES TO (Persons affected by):

Students, Employees and Campus Community Members.

C. DEFINITIONS:

1. Actual Knowledge - Notice of Sexual Harassment or allegations of Sexual Harassment to the University’s Title IX Coordinator or any Official With Authority.
2. Campus Community Members - Individuals who have applied for admission, or those who visit campus or work on campus that are not students or employees of the University.
3. Complainant - An individual who, at the time of filing a Formal Complaint, is participating in or attempting to participate in an Education Program or Activity and who is alleged to be the victim of conduct that could constitute Sexual Harassment.
4. Dating Violence - The term “dating violence means violence committed by a person:
 - a. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

b. Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- i. The length of the relationship.
- ii. The type of relationship.
- iii. The frequency of interaction between the persons involved in the relationship.

5. Deliberate Indifference - A response to Sexual Harassment by the University that is clearly unreasonable in light of the known circumstances.

6. Domestic Violence - The term “domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

7. Education Program or Activity - The term “education program or activity” includes locations, events, or circumstances over which the University exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the University.

8. Employee - An individual employed by the University and receiving compensation.

9. Formal Complaint - A document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the University investigate the allegation of Sexual Harassment.

10. Gender Discrimination - (Also referred to as Sex Discrimination) Discrimination based on a person’s gender, gender identity or sexual orientation.

11. Official with Authority - (“OWA”) Any official of the University who has authority to institute corrective measures on behalf of the University and in turn has the obligation to report alleged Sexual Harassment and alleged Retaliation to the Title IX Coordinator.

12. Party – The Complainant or Respondent.

13. Respondent - An individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment and/or Gender Discrimination.

14. Retaliation - Intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.

15. Sexual Assault - An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
16. Sexual Harassment - Conduct on the basis of sex that satisfies one or more of the following:
 - a. An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct;
 - b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's Education Program or Activity; or
 - c. Sexual assault as defined in 20 U.S.C. § 1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. § 12291(a)(1), domestic violence as defined in 34 U.S.C. § 12291(a)(8), or stalking as defined in 34 U.S.C. 12291(a)(30).
17. Stalking – The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - a. Fear for his or her safety or the safety of others; or
 - b. Suffer substantial emotional distress.
18. Student – A person who is enrolled in courses offered by the University either full-time, part-time, pursuing undergraduate, graduate, professional or continuing education. These classes may be offered on the Pueblo campus, at another location or online, or a combination of these.
19. Supportive Measures - Non-disciplinary, non-punitive individualized services offered, as appropriate, to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.
20. Title IX Coordinator - Interim Title IX Coordinator Kat Abernathy, Director of Human Resources, Admin Bldg #307, 719-549- 2256, Kat.abernathy@csupueblo.edu. Information regarding the Title IX Coordinator will be updated regularly. For the purpose of this Policy, actions to be taken by the Title IX Coordinator may be completed by the Title IX Coordinator's designee.
21. University – Refers to Colorado State University Pueblo.

D. POLICY STATEMENT:

CSU Pueblo is committed to providing an environment free of sexual harassment and gender discrimination for its students and staff. CSU Pueblo does not discriminate on the basis of sex in the education programs and activities that it operates and is prohibited from such discrimination pursuant to Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681-88) and

implementing regulations (34 C.F.R. Part 106). This prohibition extends to admissions and employment.

CSU Pueblo prohibits Sexual Harassment and Gender Discrimination by and against Students and/or Employees. When the University has actual knowledge of Sexual Harassment in an Education Program or Activity of the University against a person in the United States, it will respond promptly in a manner that is not Deliberately Indifferent. Such allegations shall be investigated and properly handled up to and including dismissal from the University and termination of employment. CSU Pueblo will provide an opportunity to informally resolve issues of Sexual Harassment and Gender Discrimination and will provide an opportunity to resolve matters through a formal grievance process that will include a live hearing. An opportunity to appeal any decision will be afforded to both parties.

Any Title IX complaint will be handled by the procedures promulgated with this Policy. This includes a Title IX complaint that also alleges violations of other University policies.

E. POLICY PROVISIONS:

1. Jurisdiction

The provisions of this Policy apply to all reported instances of alleged Sexual Harassment that occur while the Complainant is in the United States and is participating in, or attempting to participate in, an Education Program or Activity of the University. The University may apply similar procedures to allegations of Sexual Harassment that occur outside of the United States or outside of an Education Program or Activity.

2. Reports of Alleged Sexual Harassment

At any time, any person may report Sex Discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of Sex Discrimination), in person, by mail, by telephone, or by electronic mail to the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Any Official With Authority who receives a report of alleged Sexual Harassment must promptly report the alleged Sexual Harassment to the Title IX Coordinator. Upon receiving a report of alleged Sexual Harassment, the Title IX Coordinator will promptly 1) Inform the Complainant of the method for filing a Formal Complaint; 2) Inform the Complainant of the availability of Supportive Measures with or without the filing of a Formal Complaint; and 3) Offer Supportive Measures to the Complainant, the Respondent, or both.

3. Supportive Measures

The Title IX Coordinator will ensure that Supportive Measures are offered to the Complainant and/or the Respondent as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent. Supportive Measures may be offered before or after the filing of a Formal Complaint, or where no Formal Complaint has been filed.

The purpose of Supportive Measures is to restore or preserve equal access to the University's Education Program or Activity without unreasonably burdening the other Party. Supportive Measures include measures designed to protect the safety of all Parties or the Institution's educational environment, as well as measures designed to deter Sexual Harassment.

Supportive Measures may include, but are not limited to:

- a. Counseling
- b. Extensions of deadlines or other course-related adjustments
- c. Modifications of work or class schedules
- d. Campus escort services
- e. Mutual restrictions on contact between the Parties
- f. Changes in work or housing locations
- g. Leaves of absence
- h. Increased security and monitoring of certain areas of the campus
- i. Other similar measures

Supportive Measures do not include disciplinary sanctions. The formal resolution process must be completed before disciplinary sanctions may be imposed on a Respondent. However, the University may remove a Student Respondent from its Education Program or Activity on an emergency basis if the appropriate University committee does the following:

- a. Undertakes an individualized safety and risk analysis;
- b. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal; and
- c. Provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

The University may place a non-student employee Respondent on administrative leave during the pendency of the formal resolution process.

The University will maintain as confidential any Supportive Measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the Supportive Measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

4. **Process**

The University will provide a fair and equitable process that will include an opportunity for informal resolution in all matters except for an allegation of sexual harassment between a student and an employee. Informal resolution can only be undertaken if voluntary and agreed to by both parties. If the informal resolution process does not resolve the matter, or if no informal resolution occurs, then a formal resolution process (grievance process) will be followed. The university will provide a grievance procedure for students and employees consistent with the Title IX regulations, and such procedures will treat the Complainant and the Respondent equitably. The

formal resolution process will include a live hearing, the right to an advisor for each party, cross examination by the advisor of the Parties and witnesses, and relevancy determination of questions asked during the hearing. Upon a finding after the hearing, the Parties will have the right to appeal. The burden of proof is on the University to prove by a preponderance of the evidence that a violation of this policy has occurred.

5. **Training**

All training materials of Employees and Students will be published on the University webpage.

6. **Retention of records**

All records relevant to proceedings under this policy shall be retained by the University for seven (7) years.

7. **Retaliation**

Retaliation against a Complainant, Respondent, or any person involved in the investigation will not be tolerated. Those found to have retaliated against any individual will be disciplined according to the applicable disciplinary procedures based on their status at the University.

E. RESPONSIBILITIES:

The Title IX Coordinator is responsible for this policy.

F. RELATED LAWS, POLICIES & PROCEDURES:

Title IX Procedures
Student Code of Conduct
Faculty Handbook

G. AUTHORITY:

Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681-88) and implementing regulations (34 C.F.R. Part 106).

APPROVED

Colorado State University Pueblo

By: _____
Timothy Mottet, President

Date: _____

Board of Governors of the Colorado State University System
Date: _____

This Policy supersedes the Policy Against Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence (Domestic Violence, Dating Violence), Stalking, and Retaliation as to Title IX matters within the jurisdictional scope of this Policy.

MATTER FOR ACTION:

Colorado State University Pueblo Faculty Handbook revision regarding Title IX

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed changes to the CSU Pueblo Faculty Handbook with regards to the implementation of Title IX processes based on the new Title IX regulations.

EXPLANATION PRESENTED BY: Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo; and Johnna Doyle, Deputy General Counsel, CSU-Pueblo.

Due to the recent changes in the Title IX Federal Regulations, which were announced on May 6, 2020 and will be effective as of August 14, 2020, there is new mandatory process for handling all Title IX matters, as defined by those new regulations. This new process is different than the current process outlined in the Faculty Handbook. In order to comply with the new Title IX regulations and avoid having two separate processes and two separate hearings, it is necessary to update how Title IX cases will be managed in the current Faculty Handbook. This change in the Faculty Handbook was developed and approved by a faculty committee reviewing the faculty grievance and disciplinary action policy and processes and was approved by the Executive Committee of the Faculty Senate and the Office of the General Counsel.

The following are the changes to the Faculty Handbook additions to the faculty handbook section 2.16.7 and 2.18.4

2.16.7 Procedures for an Allegation involving Unlawful Harassment, Discrimination or Retaliation or violations of the Policy on Title IX, Sexual Harassment, and Gender Discrimination

- a. Procedures appropriate for filing allegations of unlawful harassment, discrimination, or retaliation and procedures related to the Policy on Title IX, Sexual Harassment and Gender Discrimination [add link to Policy], should be followed before any action is taken pursuant to this process.
- b. Any Complaint that has at least one allegation that is within the jurisdiction of Title IX shall follow the procedures prescribed related to the Policy on Title IX, Sexual Harassment and Gender Discrimination and will not follow the procedures articulated from Section 2.16.8- 2.16.13. Once the Title IX process is complete, including any

appeal process, the final findings and decision of the Decision-Maker will be provided to the Faculty Hearing and Review Committee. If there is a finding that the Respondent has violated the Policy on Title IX or any University or Faculty Handbook policy or other infraction as alleged in the Complaint, then the Faculty Hearing and Review Committee will issue a recommendation for sanctions as stated in Section 2.16.5. This recommendation must be given to the Provost within 8 working days of finalization of the Title IX process.

- c. Information concerning these procedures is available from the office Human Resources.

2.18.4 Relation of Grievance Procedure to Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking or Retaliation and Policy on Title IX, Sexual Harassment and Gender Discrimination

- a. The Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking or Retaliation and the Policy on Title IX, Sexual Harassment and Gender Discrimination [add link to Policy] are distinguished from the Grievance contained in Section 2.18. The Human Resources Office maintains responsibility for the development and implementation of policies and procedures related to affirmative action, equal opportunity, and nondiscrimination.
- b. Internal University procedures appropriate for filing allegations of unlawful harassment, discrimination, or retaliation should be followed before any action is taken pursuant to the Grievance.
- c. Any Complaint that has at least one allegation that is within the jurisdiction of Title IX shall follow the procedures prescribed related to the Policy on Title IX, Sexual Harassment and Gender Discrimination and will not follow the procedures articulated from Section 2.18.9- 2.18.12.8. Once the Title IX process is complete, including any appeal process, the final findings and decision of the Decision-Maker will be provided to the Grievance Hearing Committee. No further appeal will be allowed except for as stated in section 2.18.12.9.2.b. and Section 2.18.12.9.3
- d. If after the appeal process allowed in the procedures relative to the Policy on Title IX, Sexual Harassment, and Gender Discrimination, there is a finding adverse to the Grievant/Complainant, that decision is final. All other decisions must be approved by the Provost and the President as stated in Section 2.18.12.9.1 and 2.18.12.9.2.
- e. Information concerning these procedures is available from the Office of Human Resources.

Approved

Denied

Dean Singleton, Board Secretary

Date

MATTER FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) delegation of authority to the Chancellor of the Colorado State University System for approval of policies, procedures, handbooks, and/or student codes of conduct related to Title IX compliance.

RECOMMENDED ACTION:

MOVED that the Chancellor of the Colorado State University System is hereby delegated authority from the Board to approve changes to policies, procedures, handbooks, or student codes of conduct related to or impacted by Title IX that would otherwise need approval from the Board, and this temporary delegation will expire on June 30, 2021; and it is

FURTHER MOVED that the Chancellor will consult with the respective campus President and General Counsel before approving any necessary change to policies, procedures, handbooks, or student codes of conduct related to or impacted by Title IX, and any such changes approved by the Chancellor will be presented to the Board at the next meeting for ratification.

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System, and Jason L. Johnson, General Counsel, Colorado State University System

The Board has reserved the authority to approve revisions to certain employment policies, including policies governing faculty, staff, and students at the campuses, such as the CSU Academic Faculty & Administrative Professional Manual, the CSU Pueblo Faculty Handbook, CSU Pueblo Administrative Professionals Handbook, and student codes of conduct.

On May 6, 2020, the Department of Education issued its new Title IX regulations and the System institutions must be in compliance with those new regulations by August 14, 2020. The Office of the General Counsel, along with administrators in the Office of Equity, Equal Opportunity and Title IX, the Office of Policy and Compliance, the Office of Institutional Equity, the Office of Human Resources and with many campus stakeholders, have been working to ensure that all Title IX policies and procedures are compliant with the new regulations. In addition, these groups are simultaneously working to amend other interrelated policies and student codes of conduct, which are also impacted by the introduction of the new Title IX regulations. Some of these updated policies require Board approval.

The Board of Governors of the
Colorado State University System
Meeting Date: August 6-7, 2020
Action Item

The System and the campuses are working to have all pertinent policies, procedures, handbooks, and student codes of conduct compliant with the new Title IX regulations by August 14, 2020. Also, there may be additional policy or procedural changes that either need to be made or should be made at the recommendation of the Office of the General Counsel. With the significant changes required by the new Title IX regulations and the relatively short time to modify our policies, procedures, handbooks, and student codes of conduct, we anticipate that we may need to make subsequent modifications. This delegation to the Chancellor will assist with Title IX compliance by allowing prompt revisions to policies, procedures, handbooks, or student codes of conduct, if needed.

Approved

Denied

Dean Singleton, Board Secretary

Date

The Board of Governors of the
Colorado State University System
Meeting Date: August 7, 2020
Action Item

Approved

MATTER FOR ACTION:

Approval of the Colorado State University Global Policy on Title IX Sexual Harassment and Sex Discrimination.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the CSU Global Policy on Title IX Sexual Harassment and Sex Discrimination.

EXPLANATION PRESENTED BY: Dr. Becky Takeda-Tinker, President of CSU Global; and Jason L. Johnson, General Counsel.

The 1972 Federal Education Amendments, known as Title IX, provide that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” On May 6, 2020, the Department of Education issued its new Title IX regulations and the System institutions must be in compliance with those new regulations by August 14, 2020. The Office of the General Counsel, along with CSU Global administrators and stakeholders, have been working to ensure that all Title IX policies and procedures are compliant with the new regulations.

CSU Global’s current policy addressing Title IX needs to be amended and the updated policy is compliant with Title IX.

Approved

Denied

Dean Singleton, Board Secretary

Date

TITLE IX: SEXUAL HARASSMENT AND SEX DISCRIMINATION POLICY

POLICY INFORMATION

Policy Number:	P-HR.017
Responsible Unit:	Human Resources
Effective Date:	April, 014
Last Date Reviewed:	July 2020
Revision Date:	August 2020

BACKGROUND

Colorado State University Global (“CSU Global” or the “University”) is committed to educating its community and to promptly and effectively responding to and redressing conduct that violates this policy. The University strives to create and maintain a community environment that is free from sexual violence and sexual harassment.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance. The purpose of this policy is to provide the CSU Global community with information and resources to identify, report, and respond to sexual violence and sexual harassment including sexual assault, stalking, dating and domestic violence. This policy addresses the requirements of the Department of Education’s new regulations promulgated under Title IX in May 2020 and CSU Global’s response to sexual harassment and sex discrimination.

SCOPE AND JURISDICTION

This policy applies to all University students, employees and all applicable campus communities.

The provisions of this policy apply to all reported instances of alleged sexual harassment that occur while the complainant is in the United States and is participating in, or attempting to participate in, an education program or activity of the University.

DEFINITIONS

Actual Knowledge - Notice of sexual harassment or allegations of sexual harassment to the University’s Title IX Coordinator or any official with authority.

Complainant - An individual who, at the time of filing a formal complaint, is participating in or attempting to participate in an education program or activity and who is alleged to be the victim of conduct that could constitute sexual harassment.

Confidential Resource - Individuals or agencies in the community, whose professional license or certification permits that individual or agency to preserve the confidentiality of the patient or client.

Consent - Cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent. Submission under the influence of fear shall not constitute consent. See Colorado Revised Statute § 18-3-401.

Dating Violence - The term “dating violence” means violence committed by a person:

- a. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- b. Where the existence of such a relationship is determined based on a consideration of the following factors:
 - i. The length of the relationship.
 - ii. The type of relationship.
 - iii. The frequency of interaction between the persons involved in the relationship.

Deliberate Indifference - A response to sexual harassment by CSU Global that is clearly unreasonable in light of the known circumstances.

Domestic Violence - The term “domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Education Program or Activity – The term “education program or activity” includes locations, events, or circumstances over which the University exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

Formal Complaint - A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that CSU Global investigate the allegation of sexual harassment.

Incapacitation - As it applies to this policy, the state of being unable to physically and/or mentally make informed rational judgments and effectively communicate. This may include unconsciousness, sleep, or blackouts, and may result from the use of alcohol or other drugs. Where alcohol or other drugs are involved, evaluation of incapacitation requires an assessment of how the consumption of alcohol and/or drugs affects a person’s decision-making ability; awareness of consequences; ability to make informed, rational judgments; capacity to appreciate the nature and quality of the act; or level of consciousness. The assessment is based on objectively and reasonably apparent indications of incapacitation when viewed from the perspective of a sober, reasonable person.

Official with Authority – (“OWA”) Any official of CSU Global who has authority to institute corrective measures on behalf of CSU Global and in turn has the obligation to report alleged sexual harassment and alleged retaliation to the Title IX Coordinator.

Preponderance of the Evidence - A preponderance of the evidence standard of evidence is understood

to mean concluding that a fact is more likely than not to be true. This policy applies the preponderance of the evidence standard of evidence.

Party - The complainant or respondent.

Respondent - An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Retaliation - Intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

Sexual Assault - An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Sex Discrimination - Discrimination based on a person's gender, gender identity, or sexual orientation.

Sexual Harassment - Conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of CSU Global conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct;
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to education program or activity; or
- c. Sexual assault as defined in 20 U.S.C. § 1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. § 12291(a)(1), domestic violence as defined in 34 U.S.C. § 12291(a)(8), or stalking as defined in 34 U.S.C. 12291(a)(30).

Stalking - The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- a. Fear for his or her safety or the safety of others; or
- b. Suffer substantial emotional distress.

Student - A person who is enrolled in courses offered by CSU Global either full-time or part-time, pursuing undergraduate, graduate, certificate, professional or continuing education.

Supportive Measures - Measures for non-disciplinary, non-punitive individualized services offered, as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive Measures are discussed in further detail below.

Title IX Coordinator - The Title IX Coordinator is the employee designated and authorized to coordinate the University's efforts to comply with its responsibilities under Title IX. Information regarding the Title IX Coordinator, to include name, title, office address, email and telephone number, will be updated regularly. For the purposes of this policy, actions to be taken by the Title IX Coordinator may also be completed by the Title IX Coordinator's designee.



POLICY

CSU Global is committed to providing an environment free of sexual harassment and sex discrimination for its students and employees. CSU Global does not discriminate on the basis of sex in its education programs and activities and is prohibited from such discrimination pursuant to Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681-88) and implementing regulations (34 C.F.R. Part 106). This prohibition extends to admissions and employment.

CSU Global prohibits sexual harassment and sex discrimination by and against students and/or employees. When the University has actual knowledge of sexual harassment in an education program or activity of the University against a person in the United States, it will respond promptly and in a manner that is not deliberately indifferent. Such allegations shall be investigated and properly handled up to and including dismissal from the University and termination of employment.

Any complaint that is determined to fall within the jurisdiction of this policy will be handled by the procedures below.

PROCEDURES

1. University Roles and Responsibilities

The University will provide three separate individuals to address a complaint of sexual harassment. Each of these officials must not have any conflict of interest or bias of any kind. If the University is unable to provide three separate individuals to serve in the below roles, it may, in its discretion, request the assistance of trained employees at other CSU System campuses.

- a. Title IX Coordinator – the individual who receives reports of sexual misconduct and responds to the complainant and respondent.
- b. Investigator – The individual who gathers facts, interviews parties and witnesses, and writes the investigation report.
- c. Decision-maker – The individual who determines sanctions and remedies for parties.

2. Reports of Alleged Sex Discrimination and Sexual Harassment

At any time, any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of sex discrimination), to the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Any official with authority who receives a report of alleged sexual harassment must promptly report the alleged sexual harassment to the Title IX Coordinator.

Upon receiving a report of alleged sexual harassment, the Title IX Coordinator will promptly:

- a. Inform the complainant of the method for filing a formal complaint;
- b. Inform the complainant of the availability of supportive measures with or without filing a formal complaint; and
- c. Offer supportive measures to the complainant, the respondent, or both.

This policy will be posted on the Staff Portal. The University will also post the Title IX Coordinator's contact information to ensure accessible channels for reporting sexual harassment at any time.

3. Supportive Measures

The Title IX Coordinator will ensure that supportive measures are offered to the complainant and/or respondent as appropriate, as reasonably available, and without fee or charge to either party. Measures may be offered before or after the filing of a formal complaint, or where no formal complaint has been filed.

Supportive measures are designed to restore or preserve equal educational access to the University's education program or activity, protect safety, or deter sexual harassment.

The range of available supportive measures includes, but is not limited to: counseling, extensions of course-related deadlines, modification to work or class schedules, campus escort services, restrictions on contact between the parties, and other similar measures.

Supportive measures do not include disciplinary sanctions. The formal resolution process, as detailed below, must be completed before disciplinary sanctions are imposed on a respondent.

The University will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

4. Emergency Removal

The University may remove a student respondent from its education program or activity on an emergency basis if the University:

- a. Undertakes an individualized safety and risk analysis; and
- b. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal; and
- c. Provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

The University may place a non-student employee respondent on administrative leave during the pendency of the grievance process.

5. Fair and Equitable Process

- a. No individual designated as a Title IX Coordinator, investigator, decision-maker, appeal decision-maker, or person designated to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or against an individual complainant or respondent.
- b. The University will not make credibility determinations based on an individual's status as a complainant, respondent, or witness.



- c. A respondent is presumed not responsible for alleged conduct until a determination regarding responsibility is made at the conclusion of the formal resolution process set forth below.
- d. Throughout the processes described in this policy, the University will utilize trained Title IX personnel to objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence.
- e. The processes described in this policy are subject to the reasonably prompt time frames stated. These time frames may be extended for good cause upon written notice to the parties setting forth the reason for such extension. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

6. Response Obligations, Time Frame, Filing of a Formal Complaint, and Formal Notice

a. Time Frame

Upon receiving written notice of an allegation of sexual harassment, the University will respond in a reasonably prompt time frame and in a manner that is not deliberately indifferent. The University will comply with the law to complete an investigation and adjudicative process, excluding any appeals, within an average of 60 to 90 days. Extension of this time frame will be permitted for good cause with written notice to the parties of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

b. Filing a Formal Complaint

If the complainant chooses to file a formal complaint, it must contain statements alleging the occurrence of sexual harassment against a respondent and requesting that the University investigate the allegations. While any person may report sexual harassment at any time in person, by mail, by telephone, or by email to the Title IX Coordinator, only the complainant may file a formal complaint. In some instances, the Title IX Coordinator may sign a complaint to initiate an investigation if it is determined that not pursuing an investigation would constitute deliberate indifference or that pursuing an investigation is necessary for community safety or similar reasons.

c. Written Notice of Formal Complaint

Within a reasonably prompt period of time after a formal complaint is received, the Title IX Coordinator will provide simultaneous written notice to both the complainant and the respondent, which will include the following information:

- i. The notice must provide sufficient detail and time to allow the parties to prepare a response before any initial interview.
- ii. The notice must include the identities of the parties involved in the incident, if known, the conduct alleged to constitute sexual harassment, the date and location of the alleged incident, if known, and a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process.
- iii. The notice must inform parties that they have a right to have an advisor of their choosing, including an attorney, throughout the process, and that the parties may inspect and review all evidence.



- iv. The notice must inform the parties of any provisions in the University's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- v. If, during the course of an investigation, the University decides to investigate allegations about the complainant or respondent that are not included in the initial notice, the University must provide notice of the additional allegations to the parties whose identities are known.

7. Dismissal Prior to the Formal Grievance Process

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur within a University education program or activity, or did not occur against a person in the United States, the University must dismiss the formal complaint under this policy.

The University may, in its discretion, dismiss a formal complaint if the complainant informs the Title IX coordinator in writing that the complainant wants to withdraw the complaint or any allegations contained in the complaint, the respondent is no longer enrolled at or employed by the University, or if specific circumstances prevent the University from gathering evidence sufficient to reach a determination regarding responsibility.

A dismissal made pursuant to this section of the policy will be communicated to parties promptly and in writing and will set forth the reasons for dismissal.

A dismissal made under this section does not preclude the University from addressing the allegations in another manner the University deems appropriate.

8. Informal Resolution Options

The University may, in its discretion, choose to offer and facilitate informal resolution options, such as mediation or restorative justice, prior to the initiation of any formal investigation. The Title IX Coordinator may offer the informal resolution process to the parties in certain circumstances.

The informal resolution process is only available after a formal complaint is filed and only if all parties voluntarily consent, in writing, to the informal resolution process. However, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the formal resolution process.

Parties may not be required to participate in the informal resolution process. Waiver of the right to a formal investigation or adjudication of a formal complaint of sexual harassment as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, is prohibited. Informal resolution is not available to resolve allegations where an employee sexually harassed a student.

After the parties have agreed to an informal resolution that is accepted by the Title IX Coordinator and signed by both parties, the resolution is final and neither party may appeal the resolution.



9. Advisors

Both the complainant and respondent may choose to have an advisor. This may be an advisor of the party's choice, who may be an attorney. The advisor may attend meetings and other proceedings throughout the grievance process, but may not participate at such meetings or other proceedings except for the purpose of conducting cross-examination during the live hearing. Both parties must have an advisor at the live hearing. If a party does not have an advisor at the live hearing, the University must provide one solely for the purpose of conducting cross-examination. The advisor provided by the University may be an attorney, but is not required to be.

10. Investigation

- a. The University will assign an investigator to investigate the allegations made in a formal complaint. The investigator will be a different person than the decision-maker.
- b. The University, and not the complainant or respondent, has the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility.
- c. The University cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a health care professional acting in his or her professional capacity, and which are made or maintained in connection with the provision of treatment to the party, unless the University obtains that party's voluntary written consent to do so.
- d. During the investigation, each party has an opportunity to present witnesses and evidence to the investigator.
- e. The investigator will provide written notice of the date, time, location, participants, and purpose of any investigative interview or other meeting to any party whose participation is invited or expected.
- f. Prior to conclusion of the investigation, the investigator will send to each party and to each party's advisor, if any, all evidence obtained as part of the investigation, whether or not the investigator intends to rely on such evidence in reaching a determination regarding responsibility, that is directly related to the allegations raised in the Formal Complaint.
 - i. Each party may submit a written response, which the investigator will consider prior to the conclusion of the investigation and completion of the investigative report.
 - ii. The written response, if any, must be submitted to the investigator by the deadline designated by the investigator, which will be at least ten days after the investigator sends the evidence to the party, unless the deadline is extended for good cause.
- g. The investigator will create an investigative report that fairly summarizes relevant evidence.
 - i. The investigator must conduct an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.
- h. At least ten days prior to the scheduled hearing, the Title IX Coordinator will send to each party and to each party's advisor, if any, the investigative report.
 - i. Each party may submit a written response, which the Title IX Coordinator will submit to the decision-maker for consideration at the hearing.
 - ii. The written response, if any, must be submitted to the Title IX Coordinator by the deadline designated by the Title IX Coordinator, unless the deadline is extended for good cause.

11. Live Hearing

- a. General Conduct of the Hearing

In order to resolve formal complaints, the University will conduct a live hearing. The University may, in its discretion, choose to have the Colorado Office of Administrative Courts conduct the live hearing and/or serve as the decision-maker at the hearing. Prior to the hearing, the decision-maker will review the investigative report and the written responses provided by the parties, if any.

The live hearing may be conducted in person or via video conferencing. At the request of either the complainant or respondent, the parties will be physically separated, and technology will be utilized to enable the parties to see and hear one another as needed from different rooms.

The University retains discretion to establish rules of decorum and rules of procedure that will be provided to the parties and their advisors in advance of the live hearing.

b. Record of Live Hearing

The University will record or transcribe each live hearing, which will later be made available to the parties.

c. Standard of Evidence

The determination of responsibility will be made by the decision-maker using the preponderance of the evidence standard.

d. Cross-Examination and Relevancy Determinations

At the hearing, each party's advisor of choice must be permitted to conduct cross-examination directly, orally, and in real time. If the complainant and/or respondent does not have an advisor, the University will provide an advisor of the University's choice, free of charge. The advisor provided by the University may be, but is not required to be, an attorney. Cross-examination may not be conducted by either party; the only method for conducting cross-examination is by a party's advisor. Each party's advisor will be permitted to ask the other party and any witnesses relevant questions and follow-up questions, including those challenging credibility.

Only relevant cross-examination and other questions may be asked of a party or witness. The decision-maker will make all determinations regarding relevancy; before a party or witness answers a cross-examination or other question, the decision-maker will first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

The following information is considered not relevant: information protected by a legally recognized privilege; evidence about a complainant's prior sexual history; any party's medical, psychological, and similar records unless the party has given voluntary, written consent to access such records; and party or witness statements that have not been subjected to cross-examination at a live hearing. Additionally, the rape shield language deems irrelevant *all* questions or evidence of a complainant's sexual behavior *unless* such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.



e. Refusal to Submit to Cross-Examination

Only statements that have been tested for credibility will be considered by the decision-maker in reaching a determination regarding responsibility.

If a party or witness does not submit to cross-examination at the live hearing, the decision-maker must not rely on any statement of that party or witness in reaching a determination regarding responsibility. However, the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

f. Role of the Decision-Maker

The decision-maker has the right and responsibility to ask questions and elicit information from parties and witnesses on the decision-maker's own initiative to aid the decision-maker in obtaining relevant evidence, both inculpatory and exculpatory, and the parties also have equal rights to present evidence in front of the decision-maker so the decision-maker has the benefit of perceiving each party's perspectives about the evidence.

12. Remedies and Sanctions

The decision-maker will determine remedies and sanctions. Remedies are designed to restore or preserve equal access to the University's program or activity. Remedies may be disciplinary or punitive and need not avoid burdening the respondent. The Title IX Coordinator is responsible for the effective implementation of remedies.

If a respondent is found responsible for sexual harassment under this policy, potential sanctions include:

- a. Employees: Progressive discipline, as outlined in the Progressive Discipline Policy to include possible termination.
- b. Students: Probation, suspension or expulsion.

13. Written Report and Notification to Parties of Outcome

After considering the investigative report, including any party's written response to the investigative report and all relevant evidence presented at the hearing, the decision-maker will issue a written determination.

The Title IX Coordinator will provide the written determination simultaneously to the parties. The written determination will include:

- a. Identification of the allegations potentially constituting sexual harassment;
- b. A description of the procedural steps from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews, site visits, methods used to gather other evidence, and hearings held;
- c. Findings of fact supporting the determination;
- d. Conclusions regarding the application of this policy to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including:
 - i. A determination regarding responsibility;
 - ii. Any disciplinary sanctions imposed on the respondent;
 - iii. Whether remedies will be provided to the complainant.



- f. The written determination will become final ten days after it is sent to the parties, unless an appeal is filed.

14. Appeals

Either party may appeal dismissal of a formal complaint or any allegations in a formal complaint, or a determination regarding responsibility. No other issue may be appealed.

A party may only appeal for one or more of the following reasons:

- a. A procedural irregularity that affected the outcome of the matter;
- b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome of the matter.

If a party wishes to file an appeal, the party must notify the Title IX Coordinator in writing no later than ten days after the notice of dismissal or written determination is sent to the party. The written appeal must state with specificity the issues being appealed and the basis for the appeal.

After receiving a timely written appeal, the Title IX Coordinator will notify the parties in writing that the appeal was filed and the process for submitting a written statement in support of, or challenging, the issues being appealed. The appeal, including any written statements submitted by the parties, will be considered by a decision-maker appointed to consider the appeal. The decision-maker appointed to consider the appeal may also consider the investigative report, including any party's written response to the investigative report, all relevant evidence presented at the hearing, and the recording of the hearing.

The decision-maker appointed to consider the appeal will issue a written determination of appeal, which will describe the outcome of the appeal and the rationale for the result. The Title IX Coordinator will provide the written determination of appeal simultaneously to the parties. The result of the appeal is final.

15. Training

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process will receive training on the definition of sexual harassment as set forth in this policy, the scope of the University's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of sexual harassment.

Decision-makers will receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth above.

Investigators will receive training on issues of relevance in order for the investigator to draft an investigative report that fairly summarizes relevant evidence.

16. Recordkeeping

Records created under this policy must be retained for seven years. This includes: records of each sexual harassment investigation occurring under this policy and any determination regarding responsibility; any recording of a live hearing; any record of disciplinary sanctions imposed on the respondent; any remedies provided to the complainant designed to restore or preserve equal access to the University's education program or activity; any appeal and the result; any informal resolution and the outcome of such process; and all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an information resolution process.

RELATED INFORMATION

Office for Civil Rights is responsible for enforcing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and other education-based discrimination acts. <http://www2.ed.gov/about/offices/list/ocr/complaints-how.html>

The Board of Governors of the
Colorado State University System
Meeting Date: August 7, 2020
Action Item

MATTER FOR ACTION:

Approval of the revised Colorado State University Student Conduct Code

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the revisions to the Colorado State University Student Conduct Code.

EXPLANATION:

Presented by the CSU Division of Student Affairs and the Office of the General Counsel; including Craig Chesson, Associate Dean of Students, Colorado State University; Michael Katz, Interim Director, Student Resolution Center/Associate Director, Student Conduct Services; Jannine Mohr, Deputy General Counsel, and Jessica Salazar, Associate Legal Counsel, Colorado State University System.

The Student Conduct Code sets forth the specific expectations that Colorado State University has for student behavior and the rights and responsibilities that accompany being a student and participating in student organizations. The Student Conduct Code (“Code”) defines University intervention, resolution options, and possible disciplinary action related to the behavior of both individual students and student organizations.

The Code is generally reviewed under the direction of the Vice President for Student Affairs, in consultation with the Office of General Counsel, and subject to the approval of the University President and Board of Governors. The Code was last updated and approved by the Board of Governors on May 2, 2018. In the fall of 2019, the Student Conduct Services staff, along with the Office of General Counsel, began a review and edit of the Student Conduct Code in an effort to provide additional clarity and to align with proposed changes to the Academic Faculty and Administrative Professional Manual. The attached revised Code was the result of these efforts. The current proposed updates have been vetted by ASCSU and Faculty Council.

The proposed revisions to the Code provide important clarifications and reorganization. Substantive changes have generally been limited to providing additional guidance to students and clarifying process, as well as changes to conform the language of the Code to relevant statutory and regulatory

requirements. The section on academic misconduct, as it applies to faculty and the classroom, has been changed to correspond with proposed changes to the Academic Faculty and Administrative Professional Manual.

The revised Code includes the following changes:

- Amend the Code to provide clarifying language related to prohibited behaviors;
- Amend the language of the Code to conform to relevant statutory and regulatory requirements;
- Align language to conform with other University policies;
- Amend the process for adjudicating allegations of academic misconduct to provide the option of convening an Academic Misconduct Review Committee, allowing for an additional layer of review prior to a finding of responsibility;
- Align the Code with recently approved revisions to the Academic Faculty and Administrative Professional Manual related to matters of academic misconduct;
- Adjust the size and composition of the Appeal Committee to provide more flexibility in staffing and adding additional expertise;
- Adjust the composition of the Appeal Committee in cases involving interpersonal violence;
- Include specific information to clarify the process available to students via the Code; and,
- Redirect students who are parties to a Title IX case to the newly developed Title IX Procedures developed pursuant to federal regulations.

Approved

Denied

Dean Singleton, Board Secretary

Date

Revisions to Student Conduct Code

CSU Fort Collins



Revised Academic Misconduct Process

SUMMARY OF PROPOSED LANGUAGE

- Creates the Academic Misconduct Review Committee (AMRC)
- AMRC is made up of 2 faculty members and 1 student.
- SRC Hearing Officer may forward academic misconduct cases to the AMRC for additional review.
- AMRC submits a recommendation to the SRC Director
- SRC Director determines responsibility.
- The course instructor determines any academic penalties.
- SRC Director determines any conduct sanctions.

ACADEMIC MISCONDUCT REVIEW COMMITTEE – RATIONALE

- Provides an additional layer of review by academic experts, combined with a student's perspective, prior to a finding of responsibility.
- Increases involvement by faculty and students.
- AMRC role is advisory only.
- Students retain the same right to appeal the final determination.
- The proposed language aligns the Student Conduct Code with recently approved revisions to the Academic Faculty and Administrative Professional Manual.



Revised Appeal Committee Structure

SUMMARY OF PROPOSED LANGUAGE

- Reduces the Committee from 5 voting members to 3.
- The Committee includes faculty and/or staff, and a student.
- Academic misconduct appeals will only include faculty and a student.
- Cases involving interpersonal violence will only include faculty and/or staff.

CHANGE IN COMMITTEE SIZE

- A Committee of 3 allows for increased flexibility in meeting the requirements of the Code.
- A smaller group is easier to coordinate, reducing possible delays.

CHANGE IN COMMITTEE COMPOSITION

- The addition of staff to the Committee adds flexibility and expertise.
- Limiting the Committee to faculty and staff in cases involving interpersonal violence is appropriate.
 - Privacy concerns
 - Possible retaliation
 - Hesitant to appeal a case if peers sit on Committee
- Under the proposed language, there were 2 appeals involving interpersonal violence in FY19 and 8 in FY18.



Revised Student Conduct Code – Prohibited Conduct

PROPOSED REVISIONS

- Amend “Abusive Behavior” to clarify what behavior would fall under this provision. The language describes the behavior, methods of communication at issue, and standards applied.
- Amend “Discriminatory Harassment” to clarify when Abusive Behavior with a discriminatory basis directed at an individual or individuals may be Prohibited Conduct.

RATIONALE

- The proposed language is recommended to provide additional clarity to the campus community as to what behavior is subject to the Student Conduct Code.
- The revised language further conforms the Code to relevant statutory and regulatory requirements.



Revised Student Conduct Code – Title IX & Sexual Misconduct Update

PROPOSED REVISIONS

- Include brief statement informing students of new procedures in Title IX cases and directing them to these procedures.

RATIONALE

- The proposed language is recommended to clarify that certain allegations of sexual misconduct will be identified as Title IX cases and that students will be notified if their case falls under the Title IX process.
- The language provides a direct link to the new Title IX Procedures so that students who are parties to a Title IX case can locate the applicable procedures and better understand what to expect.





Table of Contents

PHILOSOPHY	1
JURISDICTION	1
DEFINITIONS	2
PROHIBITED CONDUCT	4
INTERIM MEASURES	7
PROCEDURES	9
Reports	9
Review	9
Notification of Student Conduct Hearing	9
Notification of Alternative Resolution Process	10
Student Conduct Hearing	11
Decisions	12
Sanctions	13
APPEAL PROCESSES	16
STUDENT CONDUCT RECORDS	19
Individual Student Conduct Records:	19
Student Organization Conduct Records:	20
NON-DISCRIMINATION POLICY STATEMENT	20
INTERPRETATION AND REVISION	20

PHILOSOPHY

The Student Conduct Code exists to notify students, faculty, and staff of the specific expectations Colorado State University holds related to student behavior and the rights and responsibilities that accompany being a student and participating in student organizations.

Colorado State University expects students to maintain standards of personal integrity in harmony with its educational goals; to be responsible for their actions; to observe national, state, local laws, and University regulations; and to respect the rights, privileges, and property of other people.

The student conduct process is intended to be a learning experience which can yield growth, behavioral changes, and personal understanding of one's responsibilities and the consequences and impacts of one's actions. This process balances the needs and rights of students with the needs and expectations of the University and larger community. The student conduct process offers a continuum of responses to allegations of misconduct. Students are treated with care and respect while being afforded the opportunity to receive a fair hearing. Many sanctions and interventions are designed to be educational and restorative in nature, promoting the University's mission.

The Student Conduct Code defines University intervention, resolution options and possible disciplinary action related to the behavior of both individual students and student organizations.

JURISDICTION

The University seeks to help students and organizations learn to become conscientious members of their community. Students are expected to conduct themselves in a responsible manner at all times, whether on or off campus. Colorado State University's Student Conduct Code applies to behavior that occurs on University premises and at University-sponsored programs and activities. It also applies to off-campus behavior that adversely affects the University community's health, safety or welfare, poses a threat to persons or property, or may damage the institution's reputation or relationship with the greater community (including behavior occurring in a foreign country or in another state, and behavior at all University activities, regardless of location).

A student may face both the University student conduct process and criminal or civil litigation charges, since the same factual situation may allegedly violate both the Student Conduct Code and criminal or civil law. The student conduct process may happen before, during, or after criminal proceedings. Since the student conduct process is entirely separate from criminal or civil litigation, legal outcomes do not affect the student conduct process nor will pending criminal or civil litigation stop or delay the student conduct process.

Colorado State University, as a state, public institution, is required to follow all federal, state, and local laws, including laws that may not apply to private entities. This means that the Student Conduct Code must comport with the Constitution of the United States, federal statutes, federal administrative regulations, the Constitution of the State of Colorado, Colorado Revised Statutes, and State of Colorado administrative regulations. Accordingly, the Student Conduct Code cannot conflict with or supersede any federal, state, or local law.

DEFINITIONS

Academic Misconduct Review Committee refers to individual members selected from the trained pool of faculty and students authorized to hear appeals of student conduct cases. The Academic Misconduct Review Committee is comprised of two (2) faculty members and one (1) student from the Appeal Committee.

All University Hearing Board (AUHB) refers to individual members selected from the trained pool of students who represent Associated Students of Colorado State University (ASCSU) Supreme Court, Fraternity and Sorority Life, and recognized student organizations which include club sports and faith based organizations. The Director will also appoint a Hearing Officer from Student Conduct Services, to serve as a voting member of the AUHB. Each hearing conducted by the AUHB will consist of three (3) members from the ASCSU Supreme Court, one (1) member from the specific community or area of the student organization being reviewed, and one (1) Hearing Officer from Student Conduct Services.

Appeal Committee refers to individual members selected from the trained pool of faculty, staff, and students authorized to hear appeals of student conduct cases.

Chair of the Appeal Committee refers to a faculty or staff member selected from the trained pool of University community members authorized to hear appeals of student conduct cases. A Chair of the Appeal Committee is nominated by the Director of the Student Resolution Center and appointed by the Vice President for Student Affairs. The Chair of the Appeal Committee is responsible for the application of the appeal process for individual students.

Complainant refers to the University when a student is charged with an alleged violation of the Student Conduct Code.

Consent to sexual activity is consent that is informed, knowing and voluntary. Consent is active, not passive, and requires cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. Silence, in and of itself, cannot be interpreted as consent. Sexual activity with someone known, or who should be known, to be mentally or physically incapacitated by alcohol or other drug use, unconscious or in a state of blackout, or otherwise unable to give consent, is not valid consent. A person is considered to be incapable of giving consent when the person lacks the cognitive ability to make an important life decision, and this measure applies even when the same persons have engaged with one another in consensual sex in the past.

Disciplinary standing is a sanction that may be applied when a student or organization is found responsible for a violation of the Student Conduct Code. A disciplinary standing alone does not require any action from the student or organization. However, some disciplinary standings may limit certain privileges otherwise afforded to students/organizations at the University. A disciplinary standing will result in a reportable student conduct record.

Discretionary outcomes are sanctions that may be assigned when a student or organization is found responsible for a violation of the Student Conduct Code or in conjunction with an alternative resolution process. These outcomes are intended to provide appropriate education, conflict management, treatment, support, and accountability for the student/organization as a result of their behavior.

Director means the Director of the Student Resolution Center to include Student Conduct Services. The Director is designated by the Vice President for Student Affairs to be responsible for the administration

of the Student Conduct Code. References to the Director in the Student Conduct Code include the Director or their designee.

Impacted Party means an individual or individuals directly impacted by alleged violence (including domestic violence and dating violence), sexual misconduct, or stalking. An Impacted Party will have the right to observe the hearing for the Responding Party in their case, present information and provide written statements.

Instructor means any person hired by Colorado State University to conduct classroom, research or teaching activities or who is otherwise considered by the University to be a member of its faculty.

Hearing Officer means a University official authorized by the Director of the Student Resolution Center to facilitate student conduct hearings and determine whether a student or organization has violated the Student Conduct Code and to impose sanctions when violation has been committed.

Lead team is a committee formed of members from several student-facing departments on campus who convene for the purpose of examining alleged conduct violations and viewing them through multiple lenses. The lead team makes recommendations to the Director of the Student Resolution Center on ways to address misconduct involving student clubs and organizations.

Policy means the written rules and regulations of the University as found in, but not limited to, the Student Conduct Code; Residential Contract and Handbook; undergraduate, graduate, and professional catalogs or policies; faculty manual; athletic policies, and University web pages including the Office of Policy and Compliance. These include policies related to computer use, solicitation, sexual harassment, non-discrimination policies, athletic events, use of facilities, travel, and participation in student organizations.

Rams Taking Responsibility is an accountability process in which a student organization conducts its own investigation to identify areas of concern, growth opportunities, and required educational programming to mitigate these concerns. By participating in Rams Taking Responsibility, the organization must comply with all requirements of that process and its resolution which are binding and not subject to appeal.

Reportable student conduct record means any record maintained by Student Conduct Services when a student or organization has been sanctioned to a disciplinary standing. These records are maintained for seven years from the end of the academic year of the last decision that includes a finding of responsibility.

Responding Party means any student/organization alleged to have violated the Student Conduct Code.

Student includes all persons taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, professional, or continuing education; those who withdraw after allegedly violating the Student Conduct Code; those who are not officially enrolled for a particular term but who have a continuing relationship with the University; those who have been notified of their acceptance for admission; and persons who are living in University owned or operated housing though not enrolled. The Student Conduct Code applies to all Colorado State University students enrolled online or through University programs who are studying abroad or at other remote locations, including the Denver campuses.

Student organization means any number of persons who have associated as a group and complied with the formal registration requirements for recognition as a University student organization including club sports.

Student organization activity means any activity on or off campus which is group sponsored, initiated, financed, advertised, or attended by a significant portion of the members.

University official includes any person employed by the University performing assigned administrative or professional responsibilities. University officials may be full or part-time, or may be student staff members.

University premises includes all land, buildings, facilities, and other property in the possession of or owned, used, leased, operated, controlled, or supervised by Colorado State University whether on the main Fort Collins campus or other locations.

PROHIBITED CONDUCT

The list of behaviors which follows is not exhaustive and the University maintains the right to amend its rules and policies. The following actions and/or behaviors are expressly prohibited:

Academic Misconduct:

- **Cheating:** Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation.
- **Plagiarism:** Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment, and is related only to work submitted for credit. Disciplinary action will not be taken for academic work in draft form.
- **Unauthorized possession or disposition of Academic Materials:** Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations, class notes, term papers, or other academic work; stealing another student's work; and using information from or possessing exams that an instructor did not authorize for release to students.
- **Falsification:** Falsification encompasses any untruth, either verbal or written, in one's academic work.
- **Facilitation of any act of Academic Misconduct:** Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of academic misconduct.

Abusive Behavior:

- Threatening or inflicting bodily harm upon any person or animal, or acting in a manner that creates a risk of bodily harm to any person, including oneself, or an animal.
- Threats, intimidation, coercion, or other unwelcome behavior, through any method of communication directed at an individual or individuals that is so severe, persistent, or pervasive such that it has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the university's

programs, services, opportunities, or activities, when viewed through both an objective and subjective standard.

- Any form of abusive behavior (as listed above) specific to current or former intimate partners.
- Hazing, which includes any action that endangers the mental, physical, or emotional health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or student organization, or participating in, condoning, encouraging, requiring, or allowing an opportunity for hazing. A hazing violation may occur even when the victim expressed or implied consent.

Damage:

Any threatened, attempted or actual damage or destruction of University property or the property of others.

Discriminatory Harassment:

Threats, intimidation, coercion, bodily harm or other unwelcome behavior, through any method of communication directed at an individual or individuals on the basis of sex, gender identity, gender expression, veteran status, genetic information, race, creed, color, national origin or ancestry, sexuality, age, religion, pregnancy, or disability that is so severe, persistent, or pervasive such that it has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the university's programs, services, opportunities, or activities, when viewed through both an objective and subjective standard.

Disruptive Behavior:

- Engaging in behavior that disrupts or interferes with teaching, classroom, or other educational interactions, residential communities, research, administration, governmental functions, or disciplinary proceedings.
- Engaging in behavior that disrupts or obstructs the right of free speech or expression of any person on campus (for more information, refer to the CSU policy on Free Speech and Peaceful Assembly).
- Leading, inciting, or participating in any on-campus or off-campus demonstration, riot, or activity that disrupts the normal operations of the university, freedom of movement or safe passage and/or infringes on the rights of other members of the university community.
- Behavior that is considered lewd by a reasonable person including (but not limited to) voyeurism, public urination/defecation, and public exposure of intimate body parts.

False Information:

- Knowingly furnishing false information to any University official, instructor, office or organization, or on any applications.
- Intentionally initiating or causing to be initiated any false report.
- Use or possession of false identification.

Misuse of Alcohol:

- Use or possession of alcohol as prohibited by law or University policy.

- Manufacturing or distribution of alcohol as prohibited by law or University policy.
- Operating any vehicle while under the influence of alcohol or while impaired by the use of any intoxicating substance.
- Excessive use of alcohol resulting in a state of intoxication that endangers oneself or others.

Misuse of Drugs:

- Use or possession of illegal drugs (under federal or state law) including but not limited to marijuana, methamphetamine, cocaine, opiates, LSD, mushrooms, heroin, designer drugs such as Ecstasy and GHB, or other controlled substances or any substance used for an intoxicating effect.
- Use or possession of prescription drugs other than by the person prescribed or for use other than the prescribed purpose and/or dosage.
- Manufacturing or distribution of illegal or prescription drugs.
- Possession or use of drug paraphernalia including but not limited to equipment, products, and materials used to cultivate, manufacture, distribute, or use marijuana or other illegal drugs.
- Operating any vehicle under the influence of drugs or while impaired by the use of any intoxicating substance.
- Use of drugs resulting in a state that endangers oneself or others.

Non-Compliance:

- Failure to comply with the verbal or written directions of any University officials or law enforcement officers acting in the performance of their duties and in the scope of their employment, or resisting or obstructing police officers while acting in the performance of their duties, including failure to identify oneself to these persons when requested to do so.
- Violating the terms of any interim measure, no contact order, or exclusionary order imposed by the University.

Retaliation:

Any form of abuse, threat, intimidation, bullying, coercion, harassment, or attempt to influence or interfere with another individual or group who submits a report, cooperates with any investigation or acts as a witness in relation to an alleged violation of the Student Conduct Code, University policy, or any federal or state law or local ordinances.

Sexual Misconduct:

Any actual or attempted non-consensual behavior of a sexual nature including (but not limited to):

- Intentional and unwelcome touching, kissing or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts.
- Sexual intercourse without consent, such as penetration, no matter how slight, of the vagina or anus with any body part or object, or oral sex, without the consent of the victim.
- Taking, sharing, or posting of videos or photographs/images of a sexual nature without consent.
- Deliberate observation of others for sexual purposes without their consent.
- Exposing one's genitals in non-consensual circumstances.

- Viewing, placing, or posting pornography in public venues; possessing, distributing or viewing illegal pornography.
- Sexual harassment that creates an intimidating, offensive, or hostile environment for another.
- Any act of sexual misconduct in violation of state or federal law or university policy.

Stalking:

Engaging in a course of conduct directed at a specific person or persons that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Theft:

Theft, attempted theft, or other unauthorized possession of University property or the property of others.

Unauthorized Use:

- Unauthorized use, entry, or occupation of another person's property or of University facilities, property, or vehicles.
- Any unauthorized possession, duplication, or use of University keys or access devices.
- Unauthorized removal or misuse of any University document, record, data, nonpublic information, identification, educational material, or property (including forgery or alteration).

Violation of Law or University Policy:

Evidence of a violation of any federal or state law, or local ordinance, or University policy.

Violation of University Rules, Contracts, or Agreements:

- Violation of any rules, contracts, or agreements governing residence in or use of University owned or controlled property, or at athletic or other authorized special events.
- Violations of any rules, contracts, or agreements governing recognized student organizations.

Weapons:

Illegal use or possession of firearms or other weapons such as blades larger than pocket knives; ammunition or explosives; dangerous chemicals, substances, or materials; bombs or incendiary devices; or simulated weapons; or any weapon prohibited by law or University policy. Use of any such item, even if legally possessed, in a manner that harms or threatens others is prohibited.

INTERIM MEASURES

In certain circumstances, interim measures may be taken upon notification to Student Conduct Services of alleged student misconduct. These interim measures do not replace the student conduct process. Interim measures may be imposed effective immediately, without prior notice, when in the judgment of the Director, the seriousness of alleged behavior threatens the safety and well-being of members of the

University community, threatens University property or has potential to disrupt or interfere with normal University operations.

The student or organization will be notified in writing of the terms of the interim measures and the reason for the interim measures. Interim measures are reviewed if new information becomes available and will be adjusted accordingly. If the student or organization wishes to appeal the appropriateness of any interim measures imposed they may submit in writing to the Hearing Officer the reasons why the interim measures are not appropriate. The Hearing Officer will review the information and notify the student or organization in writing of their decision whether or not to adjust any interim measures.

Interim measures include but are not limited to:

Interim No Contact Order:

The student or members of an organization are prohibited from having any contact with specifically identified individuals up to and through a student conduct hearing, if required. This may prohibit students from attending specific events, activities, or classes.

Interim Trespass Order:

The student is prohibited from being in or near specifically identified locations, events, activities, or classes up to and through a student conduct hearing, if required.

Interim Residential Relocation:

The student is prohibited from residing, dining, or being near specifically identified University housing up to and through a student conduct hearing, if required. The student will be provided temporary University housing and access to University dining.

Interim Residential Suspension:

The student is prohibited from residing, dining, or being near University housing up to and through a student conduct hearing, if required. The student may attend classes.

Interim University Suspension:

The student is denied access to campus, classes, and University activities up to and through a student conduct hearing, if required.

Interim Transcript Notation:

A notation is made on a student's official transcript indicating that there is a pending student conduct process. This notation will be removed at the conclusion of the student conduct process.

Interim Registration Hold:

A hold is placed preventing a student from registering for classes until the conclusion of a student conduct hearing, if required.

Interim Degree Hold:

The awarding of a student's degree is withheld until the conclusion of a student conduct hearing, if required or until the completion of all sanctions imposed.

Interim Restriction of Organizational Activity:

A temporary restriction of student organization activity. This may include but is not limited to meetings, practices, philanthropic endeavors, and social gatherings until the matter is resolved.

PROCEDURES

In accordance with federal regulations, certain cases may be designated as Title IX cases depending on the allegations. This designation will be included in a Notice of Investigation sent to the involved parties. For such cases, details regarding applicable procedures may be found in the Title IX Procedures document at <link>. All other cases will follow the procedures outlined below.

Reports

The student conduct process begins when Student Conduct Services receives a written account of an incident. These reports include but are not limited to police reports, investigation reports from the Office of Title IX Programs, or incident reports from faculty, staff, or students. A Hearing Officer will review the information available to decide next steps.

Review

If a Hearing Officer reviews a report and determines that misconduct did not occur, no action will be taken. If, however, it appears the student may have engaged in prohibited conduct as identified in the Student Conduct Code, a Hearing Officer may assign charges from the Student Conduct Code and schedule a student conduct hearing or pursue an alternative resolution process. In cases where a student organization is alleged to have engaged in misconduct, the incident will first be reviewed by the Lead Team to examine the alleged violations and make a recommendation to the Director or their designee on next steps which may include but are not limited to: Rams Taking Responsibility, a hearing with the Director or their designee, or a hearing conducted with the AUHB.

Notification of Student Conduct Hearing

The student or organization is notified of the charges in writing, along with the date, time, and location of the hearing. Documentation of the incident will be included with the notice letter. Any information not included in the notice letter that may be considered to determine responsibility will be made available to the Responding Party for viewing with staff of the Student Resolution Center upon request. Reproduction of that information in any form is prohibited. Police reports may be made available by the responding law enforcement agency (usually for a fee) or may be made available to the Responding Party for viewing with staff of the Student Resolution Center upon request. Requests to reschedule a hearing will be considered by the Hearing Officer and may be granted at the Hearing Officer's discretion. The notice letter is sent to the student's current email address on record with the University. In cases involving a student organization, the notice of hearing will be emailed to the President of the organization on record.

The student or organization will have at least two (2) business days to prepare for the hearing unless the student or organization and the Hearing Officer agree in writing to waive the two (2) business day notice.

In cases where a Hearing Officer has identified an Impacted Party, the Hearing Officer may provide that Impacted Party with the Responding Party's charges, along with the date, time, and location of the hearing. Documentation of the incident will be included with the notice letter. Any information not included in the notice letter that may be considered to determine responsibility will be made available to the Impacted Party for viewing with staff of the Student Resolution Center upon request. Reproduction of that information in any form is prohibited. An Impacted Party will have the opportunity

to participate in the student conduct process. Participation may include observation of the Responding Party's hearing, and/or providing written statements prior to the hearing. The Responding Party will have an opportunity to address any information that may affect the findings in the case.

Notification of Alternative Resolution Process

In some cases, a Hearing Officer may offer a resolution option other than a student conduct hearing (e.g., educational workshop, conflict coaching, mediation, restorative justice). If the student or organization chooses to participate in an alternative resolution process, and complies with all requirements of that process and its resolution, that incident will not be maintained as part of a reportable student conduct record.

When offering a resolution outside of a student conduct hearing, the Hearing Officer will consider the severity of the case, the conduct record of the individual student or student organization, and the educational outcomes available. The student or organization will receive in writing the resolution opportunity available to them. If the student or organization does not wish to participate in the alternative resolution opportunity, they may request a student conduct hearing. Alternative resolution processes are binding and not subject to appeal. If the student or organization does not complete the alternative resolution process, they may face additional disciplinary action.

Alternative resolution processes include but are not limited to:

Responsible Action Exemption: The University has adopted a Responsible Action Exemption policy for students seeking medical assistance for themselves or others for emergency situations that result from alcohol and other drug abuse.

Students or organizations, both on and off campus, who seek medical attention for themselves or on behalf of another student related to the use of drugs or alcohol will not be charged with violations of the Student Conduct Code related to that incident, provided that the student completes an assessment and any recommended treatment by the Hearing Officer. If a student is under 21 years of age, parents may be notified. A student organization must also cooperate with University officials and provide training or educational programs for its members as required by the Hearing Officer. The University reserves the right to adjudicate any case in which the violations are egregious. Students in need of medical assistance can only receive one (1) exemption, regardless of who calls for assistance.

The University may consider all prior exemptions granted to student organizations in determining whether additional exemptions should be granted. If it is determined that a student organization is engaging in repeat, similar conduct that results in alcohol or drug related incidents that negatively impact the campus or community, exemptions may be denied. No exemptions will be provided related to any activities that may constitute hazing in violation of the Student Conduct Code or Colorado law. Failure to complete an assessment and treatment may result in charges filed by Student Conduct Services.

If a student/organization believes they qualify for a responsible action exemption, the following steps must be completed:

- The student/organization must make initial contact with the appropriate resource (i.e. law enforcement, medical personnel or University staff) as a result of their actively seeking out medical assistance for themselves or on behalf of another individual.

- The student/organization seeking assistance for an intoxicated student must give their name to law enforcement or staff, remain on scene, and cooperate with medical personnel, law enforcement, or University staff.
- The student/organization seeking an exemption must meet with Student Conduct Services staff and complete an assessment, educational program, or any additional treatment requirements of the Hearing Officer. Verification of completion must be provided to the Student Conduct Services.

Option Letter: When a report of an alleged violation of the Student Conduct Code is received, a Hearing Officer may assign charges and offer a student the option to resolve the situation by forgoing a student conduct hearing. The option letter will be sent to the student's current email address on record with the University and will include the applicable Student Conduct Code charges along with a finding of responsibility. Additionally, the Hearing Officer will impose one (1) or more discretionary outcomes but will not apply a disciplinary standing. Documentation of the alleged violations may be included with the option letter. If the student agrees with the finding(s) and sanction(s) and chooses to complete all discretionary outcomes assigned by the Hearing Officer, the incident will not be maintained as part of the individual student's reportable conduct record. If the student disagrees with the finding(s) and sanction(s) they can choose to schedule a student conduct hearing and all of the procedures in the Student Conduct Hearing section of this code will apply. If the student does not contact the Student Resolution Center within ten (10) business days after the option letter is sent it will be assumed that the student accepts responsibility for the charges and will complete all of the discretionary outcomes by the assigned deadlines.

Rams Taking Responsibility: When an alleged violation of the Student Conduct Code involves a student organization, an alternative resolution process may be granted at the discretion of Student Conduct Services. Student organizations may be offered the opportunity to participate in Rams Taking Responsibility which is an accountability process where the organization conducts its own investigation to identify areas of concern, growth opportunities, and required educational programming to mitigate these concerns. By participating in Rams Taking Responsibility, the organization must comply with all requirements of that process and its resolution which are binding and not subject to appeal. The incident will not be maintained as part of the organization's reportable discipline record though other notifications may be required. If the student organization does not complete the alternative resolution process, they may face additional disciplinary action.

Student Conduct Hearing

A student conduct hearing is facilitated by a Hearing Officer authorized by the Director of the Student Resolution Center. When the Responding Party is a student organization, the hearing will be conducted either by the Director (or designee) or by the All University Hearing Board (AUHB). The purpose of the student conduct hearing is to discuss alleged violations of behavioral expectations as identified in the Prohibited Conduct section of the Student Conduct Code. As part of this process, students or organizations will be asked to share their perspective related to the alleged violations and discuss personal responsibility as well as community impact. Those charged with engaging in prohibited conduct will have the opportunity to receive a fair hearing. The formal rules of process, procedure and evidence used by the criminal justice system do not apply to the student conduct process.

Standard of Proof: In order to find that a student or organization has engaged in prohibited conduct, the standard of proof required is a preponderance of the information contained in the record. The information must demonstrate that it is more likely than not that the violation occurred.

Support Persons/Advisors: A Responding Party and any Impacted Party may bring a support person/advisor to the hearing, at their own expense. The support person/advisor may be an attorney. The support person/advisor may not speak on the student or organization's behalf or participate directly in the hearing. The support person/advisor may not serve in a dual role as a witness in the hearing. In cases involving alleged violence (including domestic violence and dating violence), sexual misconduct, or stalking a support person/advisor may not be another student except for extraordinary circumstances and approved by a Hearing Officer.

Recordings: All student conduct hearings may be recorded. If the student or organization wishes to have their hearing recorded a request must be made prior to the hearing. If the student or organization requests a copy, the recording of the hearing will be transcribed at the expense of the student/organization and prepared by a credentialed transcriptionist. Alternatively, the recording may be made available to the Responding Party and any Impacted Party for viewing at the Student Resolution Center. Reproduction of the recording in any way by a Responding Party, Impacted Party, or Support Persons/Advisors is prohibited.

Witnesses: The Responding Party and any Impacted Party may bring or request relevant witnesses. A request for witnesses must be made at least one (1) business day prior to a scheduled hearing. Witnesses may be present only when they are giving information. Witnesses may not serve in the dual role as a support person. Only the Hearing Officer may ask questions; the Responding Party or Impacted Party may suggest questions for each other or witnesses. The Hearing Officer has the discretion to ensure questions are relevant to the case.

Missed Hearings: If the Responding Party misses the scheduled hearing, the Hearing Officer may proceed in the student's absence and will make a decision with the information available on record.

Accommodations: Student Conduct Services is committed to providing necessary accommodations to ensure a fair and safe process for participants. Accommodations will take into consideration disabilities, personal safety and language differences.

Decisions

The Hearing Officer determines the finding of responsibility for each charge based on the preponderance of information standard—whether it is more likely than not that the Responding Party engaged in prohibited conduct. If found responsible for engaging in prohibited conduct as outlined in the Student Conduct Code, the Hearing Officer will determine appropriate sanctions based on the incident's severity, impact on others, and the Responding Party's student conduct record. A Hearing Officer has ten (10) business days from the date of the hearing to provide a decision to a Responding Party. The number of days may be extended at the discretion of the Hearing Officer, who will notify all parties of any delay. The hearing outcome will include the findings of responsibility, rationale for the findings, sanctions (if applicable), and information on the appeal process. In cases involving an Impacted Party, they will also be notified of the Hearing Officer's decision. A copy of the decision may be shared with appropriate University offices.

Sanctions

The student conduct process is based on an individual review of each case. The Hearing Officer will consider the totality of information in each case when determining appropriate sanctions. This includes but is not limited to the severity of the incident, the student/organization's student conduct record, demonstrated understanding of the impact of their behavior, and the role that alcohol and drugs played in an incident. The Hearing Officer may impose one or more sanctions as appropriate for student development and community well-being. More than one sanction listed below may be imposed for any single violation. If the student or student organization fails to complete sanctions by the stated deadline, a "hold" will be placed on the student's registration status. A student or organization could face additional disciplinary action for failure to comply with sanctions. The following sanctions may be applied when appropriate.

Disciplinary Standings: A Hearing Officer may apply a disciplinary standing as a sanction for violating the Student Conduct Code.

Disciplinary Probation

Disciplinary probation is for a designated period of time during which a student or organization is expected to show appropriate changes in behavior. A violation of the Student Conduct Code while a student or organization is on disciplinary probation or any subsequent misconduct, may result in further disciplinary action, including loss of good standing, suspension, or expulsion.

Loss of Good Standing

Loss of good standing is for a designated period of time during which the student or organization is expected to show appropriate changes in behavior. A student or organization who is not in good standing with the University and is prohibited from:

- representing the University through official events
- serving on a University committee
- participating in intercollegiate or sports club athletics
- holding office in a student organization

A violation of the Student Conduct Code while a student or organization is not in good standing or any subsequent misconduct, may result in further disciplinary action, including suspension, or expulsion. A student or organization may be given the option of earning back their good standing at the discretion of the Hearing Officer.

Disciplinary Suspension

Suspension is for a designated period of time during which the student may not attend classes, access any University premises, participate in University activities, or be employed by the University. In some instances, the student must fulfill specified conditions before the University will consider re-admission. Disciplinary suspension is noted on the student's official transcript during the period of suspension and until all other sanctions or conditions for re-admission have been completed.

Deferred Disciplinary Suspension

Disciplinary suspension is deferred while the student participates in a designated program. The student may remain enrolled as long as the student is compliant with the designated program.

Disciplinary Expulsion

The student is permanently separated from the University and may not return. The student may not attend classes, access any University premises, participate in University activities, or be employed by the University. The expulsion is permanently noted on the student's official transcript.

Loss of Student Organization Recognition

The AUHB or Hearing Officer may recommend to the Dean of Students that a student organization lose recognition after a student conduct hearing. Approval of this action deprives the student organization of the use of campus resources, the use of the University's name, and the right to participate in campus sponsored activities or recruit Colorado State University students. This loss of recognition may be for a specific period, for an indefinite period of time, or until stated conditions are met. Should the Dean of Students approve this action, an official request will also be sent to the national office that the local student organization's charter be revoked.

Discretionary Sanctions: A Hearing Officer may require the student or organization to complete or comply with discretionary sanctions. Discretionary sanctions include but are not limited to:

Academic

- Academic Penalties: Instructors may impose a "grading penalty" upon a finding that a student has, either intentionally or unintentionally, committed academic misconduct. The minimum is reduced credit on the assignment and the maximum is course failure, regardless of academic performance. The instructor may also remove the repeat/delete option for a student.
- Academic misconduct transcript notation: The "AM" notation by a course grade as a result of academic misconduct may only be added to the official transcript with agreement of both the course instructor and a Hearing Officer. That negative notation is generally permanent.

Admissions

The University may revoke a student's admission to the University for fraud, misrepresentation, or for other serious violations committed by the student prior to matriculation.

Alcohol and Other Drugs

[Drugs, Alcohol, and You \(DAY\) Programs](#) at the CSU Health Network provides a continuum of services including assessment, educational workshops, and treatment that student may be required to complete.

Conflict Resolution

- Conflict Coaching: Students have the opportunity to talk about conflict and gain skills to handle conflict in a supportive and confidential environment. Conflict Resolution staff assist students in identifying goals, developing clarity, and managing conflict in the future.
- Mediation: Mediation is a voluntary and confidential process where a neutral third-party facilitator helps two or more people in conflict have a constructive conversation about important issues. The mediator does not take sides, give advice, or tell parties

what to do. The SRC staff will mediate small group disputes (i.e. roommate conflicts) and will also facilitate large-scale discussions involving multiple parties.

- Restorative justice: A restorative justice conference brings together those who were impacted by an offense, including those who were harmed, those who were responsible for causing the harm, and impacted community members. Through a facilitated dialogue, they discuss what happened and determine the best ways to repair harm and improve relationships.
- Impact Circles: Impact circles are a form of Restorative Justice that brings together small groups of students, who have been found responsible for similar types of offenses, with relevant community stakeholders. Through answering questions about their specific incidents and hearing others' stories and perspectives, students gain a better understanding of the impacts of their behaviors on the larger community.

Degree Conferral

- Withholding degree: The University may withhold awarding a degree otherwise earned until the completion of the student conduct process, including the completion of sanctions imposed.
- Revocation of degree: The University may revoke a degree for serious violations of the Student Conduct Code committed by the student prior to graduation. Only the Board of Governors may authorize the revocation of a degree.

Educational Workshops

Students may be required to participate in one or more of a variety of workshops designed to address specific knowledge or skill areas. These workshops are intended to help a student learn more about themselves and our shared communities.

Housing Modifications

- Residential reassignment: A student may be reassigned to another residence hall room or building for disrupting the residential community or to appropriately separate persons.
- Residential expulsion: The student is permanently banned from all residence halls.

Interpersonal Violence

A student may be required to complete an evaluation and recommended treatment.

Loss of Privileges

Privileges afforded to student organizations may be temporarily restricted in relation to the severity of the behavior and the relevant conduct history of the organization. These restrictions may include, but are not limited to:

- Restrictions on social events, including but not limited to restriction of the presence of alcohol at social events.
- Restrictions on recruitment of new members into the organization for a designated period of time.
- Restrictions on the organization's ability to participate in meetings or events.

Parent/Guardian Notification

The University may notify parents/guardians when a student under the age of 21 is found responsible for violations of the Student Conduct Code involving alcohol, drugs, or violence. Parental/guardian notification may also be made when a student is suspended or expelled from residence halls or the University.

Restitution

Monetary compensation for loss or damages to University property.

APPEAL PROCESSES

Appeal of a Disciplinary Decision for an Individual Student:

A Responding Party may appeal a Hearing Officer's decision. In cases where an Impacted Party has been identified by a Hearing Officer, that individual also has a right to appeal the Hearing Officer's decision. An appeal must be submitted online within ten (10) business days after the Hearing Officer's decision is sent to the involved parties. A Hearing Officer's decision is considered final if an appeal is not submitted within the specified time. Appeals submitted by another party on a student's behalf will only be accepted when a student acknowledges and affirms that the appeal represents their position. Once an appeal is submitted it is reviewed by the Chair of the Appeal Committee. While an appeal is pending, the Responding Party must comply with all sanctions and restrictions from the Hearing Officer's decision, unless otherwise specified by the Hearing Officer.

An appeal is limited to a review of the record of the hearing and supporting information that was evaluated in the decision making process. New information will only be considered if the Chair determines that the information was not available at the time of the hearing. The appeal will only be granted on one or more of the following grounds:

1. The hearing was not conducted fairly, giving the Responding Party or any identified Impacted Party the opportunity to present relevant information. Minor deviations from designated procedures will not be a basis for supporting an appeal unless there is an adverse effect on the outcome of the hearing.
2. The information presented in the case, if believed by the Hearing Officer, was insufficient to establish that a violation of the Student Conduct Code occurred.
3. The sanction(s) imposed were not appropriate based on totality of the circumstances.
4. There is new information not available at the time of the original hearing that may be relevant to the final decision.

The Chair of the Appeal Committee will review the appeal and the record of the hearing to determine one of the following actions:

- Deny the appeal.
- Send the case to the Director of the Student Resolution Center (or designee) to review the record, make any necessary modifications, and render a final decision. When the Director

served as the original Hearing Officer, the Chair of the Appeal Committee will send the appeal to the Dean of Students (or designee) to review the record of the case, make any necessary modifications and render a final decision.

- Grant the appeal and convene the Appeal Committee to review the record of the case. New information will be considered at this time.

If the Appeal Committee is convened, upon conclusion of its review, will do one of the following:

- Affirm the findings of responsibility and sanctions. Decisions affirmed by the Appeal Committee are final. Written notification will be provided to the Responding Party and any Impacted Party.
- Affirm the findings of responsibility and return the case to the original Hearing Officer or Director of the Student Resolution Center (or their designee) with recommendations to modify the sanctions. Decisions made after review of the recommendations are final and written notification will be provided to the Responding Party and any Impacted Party.
- Recommend reversal of the findings of responsibility if the Appeal Committee disagrees with the Hearing Officer's evaluation of information in the record and does not believe sufficient information exists to support a violation of the Student Conduct Code. If the Appeal Committee recommends a reversal, the Chair will submit a recommendation in writing, as follows:
 - In all cases involving suspension or expulsion from the University (whether imposed by the original Hearing Officer or recommended by the Appeal Committee after review), the Chair of the Appeal Committee will make a recommendation in writing to the Vice Provost for Faculty Affairs and the Vice President of Student Affairs for a final decision.
 - In all cases involving any form of sexual misconduct or sexual harassment, the Chair of the Appeal Committee will make a recommendation in writing to the Vice Provost for Faculty Affairs and Vice President of Student Affairs, who may also consult with the Director of Equal Opportunity for a final decision.
 - In all other cases involving individual student violations of the Conduct Code, the Chair of the Appeal Committee will make a recommendation in writing to the Dean of Students (or designee) who will make a final decision.

If the Vice Provost for Faculty Affairs and Vice President of Student Affairs are unable to agree on the action to be taken, the decision will be referred to the Executive Vice President/Provost for final action.

Composition of an Appeal Committee for an Individual Student:

In most circumstances the Appeal Committee will be comprised of a Chair who will be either a faculty or staff member, one (1) additional faculty or staff member, and one (1) student appointed by the Associated Students of Colorado State University (ASCSU). In cases involving academic misconduct the Appeal Committee will be comprised of a Chair who will be a faculty member, one (1) additional faculty member, and one (1) student appointed by ASCSU. In cases involving interpersonal violence (including domestic violence, dating violence, sexual misconduct, or stalking) the Appeal Committee will be

comprised of a Chair who will be either a faculty or staff member, two (2) additional faculty or staff members, and the Director of Equal Opportunity (or designee), as a non-voting member.

When an appeal is granted, a list of Appeal Committee members is provided to the Responding Party and any Impacted Party. If the Responding Party or Impacted Party believes there is a conflict of interest and provides rationale to the Chair of the Appeal Committee, they may request the removal of a member. The Chair decides whether sufficient reason exists to remove a member. Members of the Appeal Committee are expected to recuse themselves if they have a conflict of interest. If the Chair of the Appeal Committee is recused, has an identified conflict of interest or is unavailable within a reasonable period of time, the Director of the Student Resolution Center (or designee), will appoint another faculty or staff member to serve as Chair. When a member is removed, they will be replaced by another representative from the pool.

Appeal of a Disciplinary Decision for a Student Organization:

A student organization may appeal the decisions made by the All University Hearing Board (AUHB) or a Hearing Officer. In cases where an Impacted Party has been identified by a Hearing Officer that individual also has a right to appeal the decision. An appeal must be submitted online within ten (10) business days after the decision is sent to the involved parties.

The Director of the Student Resolution Center (or designee) serves as the Appellate Officer for review of decisions made by the AUHB or a Hearing Officer. If the Director serves as the original Hearing Officer, the Vice President of Student Affairs will appoint a three (3) person Student Organization Appeal Committee to consider the appeal. The Committee will then make recommendations to the Vice President of Student Affairs, who will make the final decision regarding the appeal. A Hearing Officer's decision is considered final if an appeal is not submitted within the specified time. While an appeal is pending, the student organization must comply with all sanctions and restrictions from the decision unless otherwise specified by the Hearing Officer or AUHB.

An appeal is limited to a review of the record of the hearing and supporting information that was evaluated in the decision making process. New information will only be considered if the Director or committee determines that the information was not available at the time of the original hearing.

The appeal request may be granted based on one or more of the following grounds:

1. The original hearing was not conducted fairly, or did not give the Responding Party organization or Impacted Party the opportunity to present relevant information.
2. The decision was not based on substantial and sufficient information.
3. The sanction(s) imposed were not appropriate based on the totality of the circumstances.
4. There is new information not available at the time of the original hearing that may be relevant to the final decision.

After reviewing the appeal, the Director of the Student Resolution Center (or designee) or the Vice President of Student Affairs will take one of these actions:

- Deny the appeal.

- Grant the appeal to review the record of the case. New information will be considered at this time. While the case is being re-considered, the student organization must continue to abide by any stated conditions imposed by the original Hearing Officer or AUHB.

The Director of the Student Resolution Center (or designee) may make one of the following decisions:

- Affirm the decision.
- Reverse the decision.
- Amend the decision to clarify sanctions or offer additional resources to support the Responding Party student organization.

The Director (or designee) will communicate the decision to the student organization in writing which will be considered the final outcome.

STUDENT CONDUCT RECORDS

Individual Student Conduct Records:

Student Conduct Services at the Student Resolution Center maintains student conduct records in keeping with the federal Family Educational Rights and Privacy Act of 1972 (FERPA), subsequent amendments, and implementation guidelines. These records are maintained for seven years from the end of the academic year of the last decision that includes a finding of responsibility. All disciplinary records are destroyed after this period, except in cases of expulsion. However, if a student is involved in litigation with the University, or the record is undergoing official review or audit, the record may be kept indefinitely while maintaining compliance with FERPA.

Information regarding a student's disciplinary record is available to University officials with a legitimate educational interest. Disclosure of disciplinary records to anyone else generally requires a written release from the student, except in the case of a court order or legal process, or as otherwise permitted or allowed under FERPA in the discretion of the University.

Notations of disciplinary action on the student's official transcript will be made only by Student Conduct Services. Disciplinary expulsion will be permanently noted on the official transcript and cannot be removed. Disciplinary suspension is noted on the official transcript during the period of suspension. If any additional sanctions are not completed, the student may submit a request to the Director or designee for removal of the notation after the designated period of suspension. If the Director denies the request for the removal of the transcript notation, a written request can be submitted to the Dean of Students for review and a final decision.

Should a student want a copy of their student conduct record, a request must be submitted in writing to Student Conduct Services. This may be done via mail, email, or in person. Once the request has been received, a copy will be made available to the student within 45 days. Alternatively, based on the totality of circumstances including the sensitive nature of the allegations or information, the request for copies may be granted or denied at the Hearing Officer's discretion. If the request for copies is denied, the information may be reviewed at the Student Resolution Center.

Student Organization Conduct Records:

Disciplinary records related to student organizations are maintained by Student Conduct Services. Personally identifiable information is considered part of a student's educational record. However, the University believes students seeking to gain membership within a student organization should have the opportunity to review the organization's conduct record. These records are maintained for four years from the academic year the decision was made for the last finding of responsibility. Student conduct cases involving a Loss of Recognition will be permanently maintained on the website.

As such, a student organization's student conduct records can be found online at:

<https://resolutioncenter.colostate.edu/discipline-record-orgs/>

NON-DISCRIMINATION POLICY STATEMENT

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy and will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. The University complies with Titles VI and VII of the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, the Pregnancy Discrimination Act of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal access and opportunity in treatment, employment, admissions, programs and activities shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services Building.

The Title IX Coordinator, Office of Title IX Programs and Gender Equity, 123 Student Services Building, Fort Collins, CO 80523-2026, (970) 491-7407.

The Section 504 and ADA Coordinator is the Associate Vice President for Human Capital, Office of Equal Opportunity, 101 Student Services Building, Fort Collins, CO 80523-0160, (970) 491-5836.

[Notice Pursuant to Colorado House Bill 16-1438](#) Concerning the Provision of Reasonable Accommodations by an Employer for Persons Who Have a Condition Related to Pregnancy.

INTERPRETATION AND REVISION

Under the authority of the President, any question of interpretation or application of the Student Conduct Code shall be referred to the Vice President for Student Affairs (or designee) for final determination. The Student Conduct Code shall be reviewed a minimum of every three years under the

direction of the Vice President for Student Affairs, in consultation with the Office of the General Counsel and subject to the approval of the University President and Board of Governors.

Table of Contents

PHILOSOPHY	1	
JURISDICTION	1	
DEFINITIONS	2	Deleted: 1
PROHIBITED CONDUCT	4	
INTERIM MEASURES	7	
PROCEDURES	9	Deleted: 8
Reports	9	Deleted: 8
Review	9	Deleted: 8
Notification of Student Conduct Hearing	9	
Notification of Alternative Resolution Process	10	Deleted: 9
Student Conduct Hearing	11	
Decisions	12	
Sanctions	13	Deleted: 12
APPEAL PROCESSES	16	Deleted: 15
STUDENT CONDUCT RECORDS	19	Deleted: 18
Individual Student Conduct Records:	19	Deleted: 18
Student Organization Conduct Records:	20	Deleted: 19
NON-DISCRIMINATION POLICY STATEMENT	20	Deleted: 19
INTERPRETATION AND REVISION	21	Deleted: 20

PHILOSOPHY

The Student Conduct Code exists to notify students, faculty, and staff of the specific expectations Colorado State University holds related to student behavior and the rights and responsibilities that accompany being a student and participating in student organizations.

Colorado State University expects students to maintain standards of personal integrity in harmony with its educational goals; to be responsible for their actions; to observe national, state, local laws, and University regulations; and to respect the rights, privileges, and property of other people.

The student conduct process is intended to be a learning experience which can yield growth, behavioral changes, and personal understanding of one's responsibilities and the consequences and impacts of one's actions. This process balances the needs and rights of students with the needs and expectations of the University and larger community. [The student conduct process](#) offers a continuum of responses [to allegations of misconduct](#). Students are treated with care and respect while being afforded the opportunity to receive a fair hearing. [Many sanctions](#) and interventions are designed to [be educational and restorative in nature, promoting](#) the University's mission.

The Student Conduct Code defines University intervention, resolution options and possible disciplinary action related to the behavior of both individual students and student organizations.

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JURISDICTION

The University seeks to help students and organizations learn to become conscientious members of their community. [Students](#) are expected to conduct themselves in a responsible manner at all times, whether on or off campus. Colorado State University's Student Conduct Code applies to behavior that occurs on University premises and at University-sponsored programs and activities. It also applies to off-campus behavior that adversely affects the University community's health, safety or welfare, poses a threat to persons or property, or may damage the institution's reputation or relationship with the greater community (including behavior occurring in a foreign country or in another state, and behavior at all University activities, regardless of location).

A student may face both the University student conduct process and criminal or civil litigation charges, since the same factual situation may allegedly violate both the Student Conduct Code and criminal or civil law. The student conduct process may happen before, during, or after criminal proceedings. Since the student conduct process is entirely separate from criminal or civil litigation, legal outcomes do not affect the student conduct process nor will pending criminal or civil litigation stop or delay the student conduct process.

[Colorado State University, as a state, public institution, is required to follow all federal, state, and local laws, including laws that may not apply to private entities. This means that the Student Conduct Code must comport with the Constitution of the United States, federal statutes, federal administrative regulations, the Constitution of the State of Colorado, Colorado Revised Statutes, and State of Colorado administrative regulations. Accordingly, the Student Conduct Code cannot conflict with or supersede any federal, state, or local law.](#)

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DEFINITIONS

[Academic Misconduct Review Committee](#) refers to individual members selected from the trained pool of faculty and students authorized to hear appeals of student conduct cases. The Academic Misconduct Review Committee is comprised of two (2) faculty members and one (1) student from the Appeal Committee.

All University Hearing Board (AUHB) refers to individual members selected from the trained pool of students who represent Associated Students of Colorado State University (ASCSU) Supreme Court, Fraternity and Sorority Life, and recognized student organizations which include club sports and faith based organizations. The Director will also appoint a Hearing Officer from Student Conduct Services, to serve as a voting member of the AUHB. Each hearing conducted by the AUHB will consist of three (3) members from the ASCSU Supreme Court, one (1) member from the specific community or area of the student organization being reviewed, and one (1) Hearing Officer from Student Conduct Services.

Appeal Committee refers to individual members selected from the trained pool of faculty, staff, and students authorized to hear appeals of student conduct cases.

[Chair of the Appeal Committee](#) refers to a faculty or staff member selected from the trained pool of University community members authorized to hear appeals of student conduct cases. A Chair of the Appeal Committee is nominated by the Director of the Student Resolution Center and appointed by the Vice President for Student Affairs. The Chair of the Appeal Committee is responsible for the application of the appeal process for individual students.

Complainant refers to the University when a student is charged with an alleged violation of the Student Conduct Code.

Consent to sexual activity is consent that is informed, knowing and voluntary. Consent is active, not passive, and requires cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. Silence, in and of itself, cannot be interpreted as consent. Sexual activity with someone known, or who should be known, to be mentally or physically incapacitated by alcohol or other drug use, unconscious or in a state of blackout, or otherwise unable to give consent, is not valid consent. A person is considered to be incapable of giving consent when the person lacks the cognitive ability to make an important life decision, and this measure applies even when the same persons have engaged with one another in consensual sex in the past.

Disciplinary standing is a sanction that may be applied when a student or organization is found responsible for a violation of the Student Conduct Code. A disciplinary standing alone does not require any action from the student or organization. However, some disciplinary standings may limit certain privileges otherwise afforded to students/organizations at the University. A disciplinary standing will result in a reportable student conduct record.

Discretionary outcomes are sanctions that may be assigned when a student or organization is found responsible for a violation of the Student Conduct Code or in conjunction with an alternative resolution process. These outcomes are intended to provide appropriate education, conflict management, treatment, support, and accountability for the student/organization as a result of their behavior.

Director means the Director of the Student Resolution Center to include Student Conduct Services. The Director is designated by the Vice President for Student Affairs to be responsible for the administration

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of the Student Conduct Code. References to the Director in the Student Conduct Code include the Director or their designee.

Impacted Party means an individual or individuals directly impacted by alleged violence (including domestic violence and dating violence), sexual misconduct, or stalking. An **Impacted Party** will have the right to observe the hearing for the **Responding Party** in their case, present information and provide written statements.

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Instructor means any person hired by Colorado State University to conduct classroom, research or teaching activities or who is otherwise considered by the University to be a member of its faculty.

Hearing Officer means a University official authorized by the Director of the Student Resolution Center to facilitate student conduct hearings and determine whether a student or organization has violated the Student Conduct Code and to impose sanctions when violation has been committed.

Lead team is a committee formed of members from several student-facing departments on campus who convene for the purpose of examining alleged conduct violations and viewing them through multiple lenses. The lead team makes recommendations to the Director of the Student Resolution Center on ways to address misconduct involving student clubs and organizations.

Policy means the written rules and regulations of the University as found in, but not limited to, the Student Conduct Code; Residential Contract and Handbook; undergraduate, graduate, and professional catalogs or policies; faculty manual; athletic policies, and University web pages including the Office of Policy and Compliance. These include policies related to computer use, solicitation, sexual harassment, non-discrimination policies, athletic events, use of facilities, travel, and participation in student organizations.

Rams Taking Responsibility is an accountability process in which a student organization conducts its own investigation to identify areas of concern, growth opportunities, and required educational programming to mitigate these concerns. By participating in Rams Taking Responsibility, the organization must comply with all requirements of that process and its resolution which are binding and not subject to appeal.

Reportable student conduct record means any record maintained by Student Conduct Services when a student or organization has been sanctioned to a disciplinary standing. These records are maintained for seven years from the end of the academic year of the last decision that includes a finding of responsibility.

Responding Party means any student/organization alleged to have violated the Student Conduct Code.

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Student includes all persons taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, professional, or continuing education; those who withdraw after allegedly violating the Student Conduct Code; those who are not officially enrolled for a particular term but who have a continuing relationship with the University; those who have been notified of their acceptance for admission; and persons who are living in University owned or operated housing though not enrolled. The Student Conduct Code applies to all Colorado State University students enrolled online or through University programs who are studying abroad or at other remote locations, including the Denver campuses.

Student organization means any number of persons who have associated as a group and complied with the formal registration requirements for recognition as a University student organization including club sports.

Student organization activity means any activity on or off campus which is group sponsored, initiated, financed, advertised, or attended by a significant portion of the members.

University official includes any person employed by the University performing assigned administrative or professional responsibilities. University officials may be full or part-time, or may be student staff members.

University premises includes all land, buildings, facilities, and other property in the possession of or owned, used, leased, operated, controlled, or supervised by Colorado State University whether on the main Fort Collins campus or other locations.

PROHIBITED CONDUCT

The list of behaviors which follows is not exhaustive and the University maintains the right to amend its rules and policies. The following actions and/or behaviors are expressly prohibited:

Academic Misconduct:

- Cheating: Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation.
- Plagiarism: Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment, and is related only to work submitted for credit. Disciplinary action will not be taken for academic work in draft form.
- Unauthorized possession or disposition of Academic Materials: Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations, class notes, term papers, or other academic work; stealing another student's work; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification: Falsification encompasses any untruth, either verbal or written, in one's academic work.
- Facilitation of any act of Academic Misconduct: Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of academic misconduct.

Abusive Behavior:

- Threatening or inflicting bodily harm upon any person or animal, or acting in a manner that creates a risk of bodily harm to any person, including oneself, or an animal.
- Threats, intimidation, coercion, or other unwelcome behavior, through any method of communication directed at an individual or individuals that is so severe, persistent, or pervasive such that it has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the university's

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programs, services, opportunities, or activities, when viewed through both an objective and subjective standard.

- Any form of abusive behavior (as listed above) specific to current or former intimate partners.
- Hazing, which includes any action that endangers the mental, physical, or emotional health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or student organization, or participating in, condoning, encouraging, requiring, or allowing an opportunity for hazing. A hazing violation may occur even when the victim expressed or implied consent.

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Damage:

Any threatened, attempted or actual damage or destruction of University property or the property of others.

Discriminatory Harassment:

Threats, intimidation, coercion, bodily harm or other unwelcome behavior, through any method of communication directed at an individual or individuals on the basis of sex, gender identity, gender expression, veteran status, genetic information, race, creed, color, national origin or ancestry, sexuality, age, religion, pregnancy, or disability that is so severe, persistent, or pervasive such that it has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the university's programs, services, opportunities, or activities, when viewed through both an objective and subjective standard.

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Disruptive Behavior:

- Engaging in behavior that disrupts or interferes with teaching, classroom, or other educational interactions, residential communities, research, administration, governmental functions, or disciplinary proceedings.
- Engaging in behavior that disrupts or obstructs the right of free speech or expression of any person on campus (for more information, refer to the CSU policy on Free Speech and Peaceful Assembly).
- Leading, inciting, or participating in any on-campus or off-campus demonstration, riot, or activity that disrupts the normal operations of the university, freedom of movement or safe passage and/or infringes on the rights of other members of the university community.
- Behavior that is considered lewd by a reasonable person including (but not limited to) voyeurism, public urination/defecation, and public exposure of intimate body parts.

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False Information:

- Knowingly furnishing false information to any University official, instructor, office or organization, or on any applications.
- Intentionally initiating or causing to be initiated any false report.
- Use or possession of false identification.

Misuse of Alcohol:

- Use or possession of alcohol as prohibited by law or University policy.

- Manufacturing or distribution of alcohol as prohibited by law or University policy.
- Operating any vehicle while under the influence of alcohol or while impaired by the use of any intoxicating substance.
- Excessive use of alcohol resulting in a state of intoxication that endangers oneself or others.

Misuse of Drugs:

- Use or possession of illegal drugs (under federal or state law) including but not limited to marijuana, methamphetamine, cocaine, opiates, LSD, mushrooms, heroin, designer drugs such as Ecstasy and GHB, or other controlled substances or any substance used for an intoxicating effect.
- Use or possession of prescription drugs other than by the person prescribed or for use other than the prescribed purpose and/or dosage.
- Manufacturing or distribution of illegal or prescription drugs.
- Possession or use of drug paraphernalia including but not limited to equipment, products, and materials used to cultivate, manufacture, distribute, or use marijuana or other illegal drugs.
- Operating any vehicle under the influence of drugs or while impaired by the use of any intoxicating substance.
- Use of drugs resulting in a state that endangers oneself or others.

Non-Compliance:

- Failure to comply with the verbal or written directions of any University officials or law enforcement officers acting in the performance of their duties and in the scope of their employment, or resisting or obstructing police officers while acting in the performance of their duties, including failure to identify oneself to these persons when requested to do so.
- Violating the terms of any interim measure, no contact order, or exclusionary order imposed by the University.

Retaliation:

Any form of abuse, threat, intimidation, bullying, coercion, harassment, or attempt to influence or interfere with another individual or group who submits a report, cooperates with any investigation or acts as a witness in relation to an alleged violation of the Student Conduct Code, [University policy](#), or any federal or state law or local ordinances.

Sexual Misconduct:

Any actual or attempted non-consensual behavior of a sexual nature including (but not limited to):

- Intentional and unwelcome touching, kissing or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts.
- Sexual intercourse without consent, such as penetration, no matter how slight, of the vagina or anus with any body part or object, or oral sex, without the consent of the victim.
- Taking, sharing, or posting of videos or photographs/images of a sexual nature without consent.
- Deliberate observation of others for sexual purposes without their consent.
- Exposing one's genitals in non-consensual circumstances.

- Viewing, placing, or posting pornography in public venues; possessing, distributing or viewing illegal pornography.
- Sexual harassment that creates an intimidating, offensive, or hostile environment for another.
- Any act of sexual misconduct in violation of state or federal law or university policy.

Stalking:

Engaging in a course of conduct directed at a specific person or persons that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.

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Theft:

Theft, attempted theft, or other unauthorized possession of University property or the property of others.

Unauthorized Use:

- Unauthorized use, entry, or occupation of another person’s property or of University facilities, property, or vehicles.
- Any unauthorized possession, duplication, or use of University keys or access devices.
- Unauthorized removal or misuse of any University document, record, data, nonpublic information, identification, educational material, or property (including forgery or alteration).

Violation of Law or University Policy:

Evidence of a violation of any federal or state law, or local ordinance, or University policy.

Violation of University Rules, Contracts, or Agreements:

- Violation of any rules, contracts, or agreements governing residence in or use of University owned or controlled property, or at athletic or other authorized special events.
- Violations of any rules, contracts, or agreements governing recognized student organizations.

Weapons:

Illegal use or possession of firearms or other weapons such as blades larger than pocket knives; ammunition or explosives; dangerous chemicals, substances, or materials; bombs or incendiary devices; or simulated weapons; or any weapon prohibited by law or University policy. Use of any such item, even if legally possessed, in a manner that harms or threatens others is prohibited.

INTERIM MEASURES

In certain circumstances, interim measures may be taken upon notification to Student Conduct Services of alleged student misconduct. These interim measures do not replace the student conduct process. Interim measures may be imposed effective immediately, without prior notice, when in the judgment of the Director, the seriousness of alleged behavior threatens the safety and well-being of members of the

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University community, threatens University property or has potential to disrupt or interfere with normal University operations.

The student or organization will be notified in writing of the terms of the interim measures and the reason for the interim measures. Interim measures are reviewed if new information becomes available and will be adjusted accordingly. If the student or organization wishes to appeal the appropriateness of any interim measures imposed they may submit in writing [to the Hearing Officer the](#) reasons why the interim measures are not appropriate. The Hearing Officer will review the information and notify the student or organization in writing of their decision whether or not to adjust any interim measures.

Interim measures include but are not limited to:

Interim No Contact Order:

The student is or members of an organization are prohibited from having any contact with specifically identified individuals up to and through a student conduct hearing, if required. This may prohibit students from attending specific events, activities, or classes.

Interim Trespass Order:

The student is prohibited from being in or near specifically identified locations, events, activities, or classes up to and through a student conduct hearing, if required.

Interim Residential Relocation:

The student is prohibited from residing, dining, or being near specifically identified University housing up to and through a student conduct hearing, if required. The student will be provided temporary University housing and access to University dining.

Interim Residential Suspension:

The student is prohibited from residing, dining, or being near University housing up to and through a student conduct hearing, if required. The student may attend classes.

Interim University Suspension:

The student is denied access to campus, classes, and University activities up to and through a student conduct hearing, if required.

Interim Transcript Notation:

A notation is made on a student's official transcript indicating that there is a pending student conduct process. This notation will be removed at the conclusion of the student conduct process.

Interim Registration Hold:

A hold is placed preventing a student from registering for classes until the conclusion of a student conduct hearing, if required.

Interim Degree Hold:

The awarding of a student's degree is withheld until the conclusion of a student conduct hearing, if required or until the completion of all sanctions imposed.

Interim Restriction of Organizational Activity:

A temporary restriction of student organization activity. This may include but is not limited to meetings, practices, philanthropic endeavors, and social gatherings until the matter is resolved.

PROCEDURES

[In accordance with federal regulations, certain cases may be designated as Title IX cases depending on the allegations. This designation will be included in a Notice of Investigation sent to the involved parties. For such cases, details regarding applicable procedures may be found in the Title IX Procedures document at <link>. All other cases will follow the procedures outlined below.](#)

Reports

The [student conduct](#) process begins when Student Conduct Services receives a written account of an incident. These reports include but are not limited to police reports, [investigation reports from the Office of Title IX Programs, or incident reports from faculty, staff, or students](#). A Hearing Officer will review the information available to decide next steps.

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Review

If a Hearing Officer reviews a report and determines that misconduct did not occur, no action will be taken. If, however, it appears the student [may have](#) engaged in [prohibited conduct](#) as identified in the Student Conduct Code, a Hearing Officer may assign charges [from the Student Conduct Code and schedule a student conduct hearing or pursue an alternative resolution process](#). In cases where a student organization is alleged to have engaged in misconduct, the incident will first be reviewed by the Lead Team to examine the alleged violations and make a recommendation to the Director or their designee on next steps which may include but are not limited to: Rams Taking Responsibility, a hearing with the Director or their designee, or a hearing conducted with the AUHB.

Notification of Student Conduct Hearing

The student or organization is notified of the charges in writing, along with the date, time, and location of the hearing. Documentation of the incident [will](#) be included with the notice letter. Any information not included in the notice letter that may be considered to determine responsibility will be made available to the [Responding Party](#) for viewing [with staff of the Student Resolution Center upon request](#). Reproduction of that information [in any form](#) is prohibited. Police reports [may](#) be made available by the responding law enforcement agency (usually for a fee) [or may be made available to the Responding Party for viewing with staff of the Student Resolution Center upon request](#). Requests to reschedule a hearing will be considered by the Hearing Officer and may be granted at the Hearing Officer's discretion. The notice letter is sent to the student's current email address on record with the University. In cases involving a student organization, the notice of hearing will be emailed to the President of the organization on record.

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[The student or organization will have at least two \(2\) business days to prepare for the hearing unless the student or organization and the Hearing Officer agree in writing to waive the two \(2\) business day notice.](#)

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In cases where a Hearing Officer has identified an [Impacted Party](#), the Hearing Officer may provide that [Impacted Party](#) with the [Responding Party](#)'s charges, along with the date, time, and location of the hearing. Documentation of the incident [will](#) be included with the notice letter. Any information not included in the notice letter that may be considered to determine responsibility will be made available to the [Impacted Party](#) for viewing [with staff of the Student Resolution Center upon request](#). Reproduction of that information [in any form](#) is prohibited. An [Impacted Party](#) will have the opportunity

to participate in the [student conduct process](#). Participation may include observation of [the Responding Party's](#) hearing, [and/or](#) providing written statements [prior to the hearing](#). The [Responding Party](#) will have an opportunity to address any information that may affect the findings in the case.

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Notification of Alternative Resolution Process

In some cases, a Hearing Officer may offer a resolution option other than a student conduct hearing (e.g., educational workshop, conflict coaching, mediation, restorative justice). If the student or organization chooses to participate in an alternative resolution process, and complies with all requirements of that process and its resolution, that incident will not be maintained as part of a reportable student conduct record.

When offering a resolution outside of a student conduct hearing, the Hearing Officer will consider the severity of the case, the conduct record of the individual student or student organization, and the educational outcomes available. The student or organization will receive in writing the resolution opportunity available to them. If the student or organization does not wish to participate in the alternative resolution opportunity, they may request a student conduct hearing. Alternative resolution processes are binding and not subject to appeal. If the student or organization does not complete the alternative resolution process, they may face additional disciplinary action.

Alternative resolution processes include but are not limited to:

Responsible Action Exemption: The University has adopted a Responsible Action Exemption policy for students seeking medical assistance for themselves or others for emergency situations that result from alcohol and other drug abuse.

Students or organizations, both on and off campus, who seek medical attention for themselves or on behalf of another student related to the use of drugs or alcohol will not be charged with violations of the Student Conduct Code related to that incident, provided that the student completes an assessment and any recommended treatment by the Hearing Officer. If a student is under 21 years of age, parents may be notified. A student organization must also cooperate with University officials and provide training or educational programs for its members as required by the Hearing Officer. The University reserves the right to adjudicate any case in which the violations are egregious. Students in need of medical assistance can only receive one (1) exemption, regardless of who calls for assistance.

The University may consider all prior exemptions granted to student organizations in determining whether additional exemptions should be granted. If it is determined that a student organization is engaging in repeat, similar conduct that results in alcohol or drug related incidents that negatively impact the campus or community, exemptions may be denied. No exemptions will be provided related to any activities that may constitute hazing in violation of the Student Conduct Code or Colorado law. Failure to complete an assessment and treatment may result in charges filed by Student Conduct Services.

If a student/organization believes they qualify for a responsible action exemption, the following steps must be completed:

- The student/organization must make initial contact with the appropriate resource (i.e. law enforcement, medical personnel or University staff) as a result of their actively seeking out medical assistance for themselves or on behalf of another individual.

- The student/organization seeking assistance for an intoxicated student must give their name to law enforcement or staff, remain on scene, and cooperate with medical personnel, law enforcement, or University staff.
- The student/organization seeking an exemption must meet with Student Conduct Services staff and complete an assessment, educational program, or any additional treatment requirements of the Hearing Officer. Verification of completion must be provided to the Student Conduct Services.

Option Letter: When a report of an alleged violation of the Student Conduct Code is received, a Hearing Officer may assign charges and offer a student the option to resolve the situation by forgoing a student conduct hearing. The option letter will be sent to the student’s current email address on record with the University and will include the applicable Student Conduct Code charges along with a finding of responsibility. Additionally, the Hearing Officer will impose one (1) or more discretionary outcomes but will not apply a disciplinary standing. Documentation of the alleged violations may be included with the option letter. If the student agrees with the finding(s) and sanction(s) and chooses to complete all discretionary outcomes assigned by the Hearing Officer, the incident will not be maintained as part of the individual student’s reportable conduct record. If the student disagrees with the finding(s) and sanction(s) they can choose to schedule a student conduct hearing and all of the procedures in the Student Conduct Hearing section of this code will apply. If the student does not contact the Student Resolution Center within ten (10) business days after the option letter is sent it will be assumed that the student accepts responsibility for the charges and will complete all of the discretionary outcomes by the assigned deadlines.

Rams Taking Responsibility: When an alleged violation of the Student Conduct Code involves a student organization, an alternative resolution process may be granted at the discretion of Student Conduct Services. Student organizations may be offered the opportunity to participate in Rams Taking Responsibility which is an accountability process where the organization conducts its own investigation to identify areas of concern, growth opportunities, and required educational programming to mitigate these concerns. By participating in Rams Taking Responsibility, the organization must comply with all requirements of that process and its resolution which are binding and not subject to appeal. The incident will not be maintained as part of the organization’s reportable discipline record though other notifications may be required. If the student organization does not complete the alternative resolution process, they may face additional disciplinary action.

Student Conduct Hearing

A student conduct hearing is facilitated by a Hearing Officer [authorized by the Director of the Student Resolution Center](#). When the [Responding Party](#) is a student organization, the hearing will be conducted either by the Director (or designee) or by the All University Hearing Board (AUHB). The purpose of the student conduct hearing is to discuss alleged violations of behavioral expectations as identified in the Prohibited Conduct section of the Student Conduct Code. As part of this process, students or organizations will be asked to share their perspective [related to](#) the alleged violations and discuss personal responsibility as well as community impact. Those charged with engaging in prohibited conduct will have the opportunity to receive a fair hearing. The formal rules of process, procedure and evidence used by the [criminal](#) justice system do not apply to the student conduct process.

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Standard of Proof: In order to find that a student or organization has engaged in prohibited conduct, the standard of proof required is a preponderance of the information contained in the record. The information must demonstrate that it is more likely than not that the violation occurred.

Support Persons/Advisors: A [Responding Party](#) and any [Impacted Party](#) may bring a support person/advisor to the hearing, at their own expense. The support person/advisor may be an attorney. The support person/advisor may not speak on the student or organization's behalf or participate directly in the hearing. The support person/advisor may not serve in a dual role as a witness in the hearing. In cases involving alleged violence (including domestic violence and dating violence), sexual misconduct, or stalking a support person/advisor may not be another student except for extraordinary circumstances and approved by a Hearing Officer.

Recordings: All student conduct hearings may be recorded. If the student or organization wishes to have their hearing recorded a request must be made prior to the hearing. If the student or organization requests a copy, the recording of the hearing will be transcribed at the expense of the student/organization and prepared by a [credentialed transcriptionist](#). Alternatively, the recording may be made available to the [Responding Party](#) and any [Impacted Party](#) for viewing at the Student Resolution Center. [Reproduction of the recording in any way by a Responding Party, Impacted Party, or Support Persons/Advisors is prohibited.](#)

Witnesses: The [Responding Party](#) and any [Impacted Party](#) may bring or request relevant witnesses. A request for witnesses must be made at least one (1) business day prior to a scheduled hearing. Witnesses may be present only when they are giving information. Witnesses may not serve in the dual role as a support person. Only the Hearing Officer may ask questions; the [Responding Party](#) or [Impacted Party](#) may suggest questions for each other or witnesses. The Hearing Officer has the discretion to ensure questions are relevant to the case.

Missed Hearings: If the [Responding Party](#) misses the scheduled hearing, the Hearing Officer may proceed in the student's absence and will make a decision with the information available on record.

Accommodations: Student Conduct Services is committed to providing necessary accommodations to ensure a fair and safe process for participants. Accommodations will take into consideration disabilities, personal safety and language differences.

Decisions

The Hearing Officer [determines](#) the finding of responsibility for each charge based on the preponderance of information standard—whether it is more likely than not that the [Responding Party engaged in prohibited conduct](#). If found responsible for engaging in prohibited conduct as outlined in the Student Conduct Code, the Hearing Officer will determine appropriate [sanctions](#) based on the incident's severity, impact on others, and the [Responding Party's student](#) conduct record. A Hearing Officer has ten (10) business days from the date of the hearing to provide a decision to a [Responding Party](#). The number of days may be extended at the discretion of the Hearing Officer, who will notify all parties of any delay. The [hearing](#) outcome will include the findings [of responsibility](#), rationale [for the findings](#), sanctions [\(if applicable\)](#), and information on the appeal process. In cases involving an [Impacted Party](#), they will also be notified of the Hearing Officer's decision. A copy of the decision may be shared with appropriate University offices.

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Sanctions

The [student](#) conduct process is based on [an individual review of each case](#). The Hearing Officer will consider the totality of information in each case when determining appropriate sanctions. This includes [but is not limited to the severity of the incident](#), the student/organization's [student conduct record](#), demonstrated understanding of the impact of their behavior, and the role that alcohol and drugs played in an incident. The Hearing Officer may impose one or more sanctions as appropriate for student development and community well-being. More than one sanction listed below may be imposed for any single violation. If the student or student organization fails to complete sanctions by the stated deadline, a "hold" will be placed on the student's registration status. A student or organization could face additional disciplinary action for failure to comply with sanctions. The following sanctions may be applied when appropriate.

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Disciplinary Standings: A Hearing Officer may apply a disciplinary standing as a sanction for violating the Student Conduct Code.

Disciplinary Probation

Disciplinary probation is for a designated period of time during which a student or organization is expected to show appropriate changes in behavior. A violation of the Student Conduct Code while a student or organization is on disciplinary probation or any subsequent misconduct, may result in further disciplinary action, including loss of good standing, suspension, or expulsion.

Loss of Good Standing

Loss of good standing is for a designated period of time during which the student or organization is expected to show appropriate changes in behavior. A student or organization who is not in good standing with the University and is prohibited from:

- representing the University through official events
- serving on a University committee
- participating in intercollegiate or sports club athletics
- holding office in a student organization

A violation of the Student Conduct Code while a student or organization is not in good standing or any subsequent misconduct, may result in further disciplinary action, including suspension, or expulsion. A student or organization may be given the option of earning back their good standing at the discretion of the Hearing Officer.

Disciplinary Suspension

Suspension is for a designated period of time during which the student may not attend classes, access any University premises, participate in University activities, or be employed by the University. In some instances, the student must fulfill specified conditions before the University will consider re-admission. Disciplinary suspension is noted on the student's official transcript during the period of suspension and until all other sanctions or conditions for re-admission have been completed.

Deferred Disciplinary Suspension

Disciplinary suspension is deferred while the student participates in a designated program. The student may remain enrolled as long as the student is compliant with the designated program.

Disciplinary Expulsion

The student is permanently separated from the University and may not return. The student may not attend classes, access any University premises, participate in University activities, or be employed by the University. The expulsion is permanently noted on the student’s official transcript.

Loss of Student Organization Recognition

The AUHB or Hearing Officer may recommend to the Dean of Students that a student organization lose recognition after a student conduct hearing. Approval of this action deprives the student organization of the use of campus resources, the use of the University’s name, and the right to participate in campus sponsored activities or recruit Colorado State University students. This loss of recognition may be for a specific period, for an indefinite period of time, or until stated conditions are met. Should the Dean of Students approve this action, an official request will also be sent to the national office that the local student organization’s charter be revoked.

Discretionary Sanctions: A Hearing Officer may require the student or organization to complete or comply with discretionary sanctions. Discretionary sanctions include but are not limited to:

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Academic

- **Academic Penalties:** Instructors may impose a "grading penalty" upon a finding that a student has, either intentionally or unintentionally, committed academic misconduct. The minimum is reduced credit on the assignment and the maximum is course failure, regardless of academic performance. The instructor may also remove the repeat/delete option for a student.
- Academic misconduct transcript notation: The “AM” notation by a course grade as a result of academic misconduct may only be added to the official transcript with agreement of both the course instructor and a Hearing Officer. That negative notation is generally permanent.

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Admissions

The University may revoke a student’s admission to the University for fraud, misrepresentation, or for other serious violations committed by the student prior to matriculation.

Alcohol and Other Drugs

[Drugs, Alcohol, and You \(DAY\) Programs](#) at the CSU Health Network provides a continuum of services including assessment, educational workshops, and treatment that student may be required to complete.

Conflict Resolution

- Conflict Coaching: Students have the opportunity to talk about conflict and gain skills to handle conflict in a supportive and confidential environment. Conflict Resolution staff assist students in identifying goals, developing clarity, and managing conflict in the future.
- Mediation: Mediation is a voluntary and confidential process where a neutral third-party facilitator helps two or more people in conflict have a constructive conversation about important issues. The mediator does not take sides, give advice, or tell parties

what to do. The SRC staff will mediate small group disputes (i.e. roommate conflicts) and will also facilitate large-scale discussions involving multiple parties.

- Restorative justice: A restorative justice conference brings together those who were impacted by an offense, including those who were harmed, those who were responsible for causing the harm, and impacted community members. Through a facilitated dialogue, they discuss what happened and determine the best ways to repair harm and improve relationships.
- Impact Circles: Impact circles are a form of Restorative Justice that brings together small groups of students, who have been found responsible for similar types of offenses, with relevant community stakeholders. Through answering questions about their specific incidents and hearing others' stories and perspectives, students gain a better understanding of the impacts of their behaviors on the larger community.

Degree Conferral

- Withholding degree: The University may withhold awarding a degree otherwise earned until the completion of the student conduct process, including the completion of sanctions imposed.
- Revocation of degree: The University may revoke a degree for serious violations of the Student Conduct Code committed by the student prior to graduation. Only the Board of Governors may authorize the revocation of a degree.

Educational Workshops

Students may be required to participate in one or more of a variety of workshops designed to address specific knowledge or skill areas. These workshops are intended to help a student learn more about themselves and our shared communities.

Housing Modifications

- Residential reassignment: A student may be reassigned to another residence hall room or building for disrupting the residential community or to appropriately separate persons.
- Residential expulsion: The student is permanently banned from all residence halls.

Interpersonal Violence

A student may be required to complete an evaluation and recommended treatment.

Loss of Privileges

Privileges afforded to student organizations may be temporarily restricted in relation to the severity of the behavior and the relevant conduct history of the organization. These restrictions may include, but are not limited to:

- Restrictions on social events, including but not limited to restriction of the presence of alcohol at social events.
- Restrictions on recruitment of new members into the organization for a designated period of time.
- Restrictions on the organization's ability to participate in meetings or events.

Parent/Guardian Notification

The University may notify parents/guardians when a student under the age of 21 is found responsible for violations of the Student Conduct Code involving alcohol, drugs, or violence. Parental/guardian notification may also be made when a student is suspended or expelled from residence halls or the University.

Restitution

Monetary compensation for loss or damages to University property.

APPEAL PROCESSES

Appeal of a Disciplinary Decision for an Individual Student:

A Responding Party may appeal a Hearing Officer’s decision. In cases where an Impacted Party has been identified by a Hearing Officer, that individual also has a right to appeal the Hearing Officer’s decision. An appeal must be submitted online within ten (10) business days after the Hearing Officer’s decision is sent to the involved parties. A Hearing Officer’s decision is considered final if an appeal is not submitted within the specified time. Appeals submitted by another party on a student’s behalf will only be accepted when a student acknowledges and affirms that the appeal represents their position. Once an appeal is submitted it is reviewed by the Chair of the Appeal Committee. While an appeal is pending, the Responding Party must comply with all sanctions and restrictions from the Hearing Officer’s decision, unless otherwise specified by the Hearing Officer.

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An appeal is limited to a review of the record of the hearing and supporting information that was evaluated in the decision making process. New information will only be considered if the Chair determines that the information was not available at the time of the hearing. The appeal will only be granted on one or more of the following grounds:

1. The hearing was not conducted fairly, giving the Responding Party or any identified Impacted Party the opportunity to present relevant information. Minor deviations from designated procedures will not be a basis for supporting an appeal unless there is an adverse effect on the outcome of the hearing.
2. The information presented in the case, if believed by the Hearing Officer, was insufficient to establish that a violation of the Student Conduct Code occurred.
3. The sanction(s) imposed were not appropriate based on totality of the circumstances.
4. There is new information not available at the time of the original hearing that may be relevant to the final decision.

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The Chair of the Appeal Committee will review the appeal and the record of the hearing to determine one of the following actions:

- Deny the appeal.
- Send the case to the Director of the Student Resolution Center (or designee) to review the record, make any necessary modifications, and render a final decision. When the Director

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served as the original Hearing Officer, the Chair of the Appeal Committee will send the appeal to the Dean of Students (or designee) to review the record of the case, make any necessary modifications and render a final decision.

- Grant the appeal and convene the Appeal Committee to review the record of the case. New information will be considered at this time.

If the Appeal Committee is convened, upon conclusion of its review, will do one of the following:

- Affirm the findings of responsibility and sanctions. Decisions affirmed by the Appeal Committee are final. Written notification will be provided to the Responding Party and any Impacted Party.
- Affirm the findings of responsibility and return the case to the original Hearing Officer or Director of the Student Resolution Center (or their designee) with recommendations to modify the sanctions. Decisions made after review of the recommendations are final and written notification will be provided to the Responding Party and any Impacted Party.
- Recommend reversal of the findings of responsibility if the Appeal Committee disagrees with the Hearing Officer's evaluation of information in the record and does not believe sufficient information exists to support a violation of the Student Conduct Code. If the Appeal Committee recommends a reversal, the Chair will submit a recommendation in writing, as follows:
 - In all cases involving suspension or expulsion from the University (whether imposed by the original Hearing Officer or recommended by the Appeal Committee after review), the Chair of the Appeal Committee will make a recommendation in writing to the Vice Provost for Faculty Affairs and the Vice President of Student Affairs for a final decision.
 - In all cases involving any form of sexual misconduct or sexual harassment, the Chair of the Appeal Committee will make a recommendation in writing to the Vice Provost for Faculty Affairs and Vice President of Student Affairs, who may also consult with the Director of Equal Opportunity for a final decision.
 - In all other cases involving individual student violations of the Conduct Code, the Chair of the Appeal Committee will make a recommendation in writing to the Dean of Students (or designee) who will make a final decision.

If the Vice Provost for Faculty Affairs and Vice President of Student Affairs are unable to agree on the action to be taken, the decision will be referred to the Executive Vice President/Provost for final action.

Composition of an Appeal Committee for an Individual Student:

In most circumstances the Appeal Committee will be comprised of a Chair who will be either a faculty or staff member, one (1) additional faculty or staff member, and one (1) student appointed by the Associated Students of Colorado State University (ASCSU). In cases involving academic misconduct the Appeal Committee will be comprised of a Chair who will be a faculty member, one (1) additional faculty member, and one (1) student appointed by ASCSU. In cases involving interpersonal violence (including domestic violence, dating violence, sexual misconduct, or stalking) the Appeal Committee will be

Deleted: An Appeal Committee is comprised of a faculty Chair, two additional faculty members and two students that are selected from a pool of individuals who have been appointed by the Associated Students of Colorado State University (ASCSU) and Faculty Council. When an appeal is granted, a list of Appeal Committee members is provided to the

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comprised of a Chair who will be either a faculty or staff member, two (2) additional faculty or staff members, and the Director of Equal Opportunity (or designee), as a non-voting member.

When an appeal is granted, a list of Appeal Committee members is provided to the Responding Party and any Impacted Party. If the Responding Party or Impacted Party believes there is a conflict of interest and provides rationale to the Chair of the Appeal Committee, they may request the removal of a member. The Chair decides whether sufficient reason exists to remove a member. Members of the Appeal Committee are expected to recuse themselves if they have a conflict of interest. If the Chair of the Appeal Committee is recused, has an identified conflict of interest or is unavailable within a reasonable period of time, the Director of the Student Resolution Center (or designee), will appoint another faculty or staff member to serve as Chair. When a member is removed, they will be replaced by another representative from the pool.

Appeal of a Disciplinary Decision for a Student Organization:

A student organization may appeal the decisions made by the All University Hearing Board (AUHB) or a Hearing Officer. In cases where an Impacted Party has been identified by a Hearing Officer that individual also has a right to appeal the decision. An appeal must be submitted online within ten (10) business days after the decision is sent to the involved parties.

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The Director of the Student Resolution Center (or designee) serves as the Appellate Officer for review of decisions made by the AUHB or a Hearing Officer. If the Director serves as the original Hearing Officer, the Vice President of Student Affairs will appoint a three (3) person Student Organization Appeal Committee to consider the appeal. The Committee will then make recommendations to the Vice President of Student Affairs, who will make the final decision regarding the appeal. A Hearing Officer's decision is considered final if an appeal is not submitted within the specified time. While an appeal is pending, the student organization must comply with all sanctions and restrictions from the decision unless otherwise specified by the Hearing Officer or AUHB.

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An appeal is limited to a review of the record of the hearing and supporting information that was evaluated in the decision making process. New information will only be considered if the Director or committee determines that the information was not available at the time of the original hearing.

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The appeal request may be granted based on one or more of the following grounds:

1. The original hearing was not conducted fairly, or did not give the Responding Party organization or Impacted Party the opportunity to present relevant information.
2. The decision was not based on substantial and sufficient information.
3. The sanction(s) imposed were not appropriate based on the totality of the circumstances.
4. There is new information not available at the time of the original hearing that may be relevant to the final decision.

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After reviewing the appeal, the Director of the Student Resolution Center (or designee) or the Vice President of Student Affairs will take one of these actions:

- Deny the appeal.
- Grant the appeal to review the record of the case. New information will be considered at this time. While the case is being re-considered, the student organization must continue to abide by any stated conditions imposed by the original Hearing Officer or AUHB.

The Director of the Student Resolution Center (or designee) may make one of the following decisions:

- Affirm the decision.
- Reverse the decision.
- Amend the decision to clarify sanctions or offer additional resources to support the [Responding Party](#) student organization.

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The Director (or designee) will communicate the decision to the student organization in writing which will be considered the final outcome.

STUDENT CONDUCT RECORDS

Individual Student Conduct Records:

Student Conduct Services at the Student Resolution Center maintains student conduct records in keeping with the federal Family Educational Rights and Privacy Act of 1972 (FERPA), subsequent amendments, and implementation guidelines. These records are maintained for seven years from the end of the academic year of the last decision that includes a finding of responsibility. All disciplinary records are destroyed after this period, except in cases of expulsion. However, if a student is involved in litigation with the University, or the record is undergoing official review or audit, the record may be kept indefinitely while maintaining compliance with FERPA.

Information regarding a student’s disciplinary record is available to University officials with a legitimate educational interest. Disclosure of disciplinary records to anyone else generally requires a written release from the student, except in the case of a court order or legal process, or as otherwise permitted or allowed under FERPA in the discretion of the University.

Notations of disciplinary action on the student’s official transcript will be made only by Student Conduct Services. Disciplinary expulsion will be permanently noted on the official transcript and cannot be removed. Disciplinary suspension is noted on the official transcript during the period of suspension. If any additional sanctions are not completed, the student may submit a request to the Director or designee for removal of the notation after the designated period of suspension. If the Director denies the request for the removal of the transcript notation, a written request can be submitted to the Dean of Students for review and a final decision.

Should a student want a copy of their student conduct record, a request must be submitted in writing to Student Conduct Services. This may be done via mail, email, or in person. Once the request has been received, a copy will be made available to the student within 45 days. Alternatively, based on the totality of circumstances including the sensitive nature of the allegations or information, the request for copies

may be granted or denied at the Hearing Officer's discretion. If the request for copies is denied, the information may be reviewed at the Student Resolution Center.

Student Organization Conduct Records:

Disciplinary records related to student organizations are maintained by Student Conduct Services. Personally identifiable information is considered part of a student's educational record. However, the University believes students seeking to gain membership within a student organization should have the opportunity to review the organization's conduct record. These records are maintained for four years from the academic year the decision was made for the last finding of responsibility. Student conduct cases involving a Loss of Recognition will be permanently maintained on the website.

As such, a student organization's student conduct records can be found online at:

<https://resolutioncenter.colostate.edu/discipline-record-orgs/>

NON-DISCRIMINATION POLICY STATEMENT

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy and will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. The University complies with Titles VI and VII of the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, the Pregnancy Discrimination Act of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal access and opportunity in treatment, employment, admissions, programs and activities shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services Building.

The Title IX Coordinator, [Office of Title IX Programs and Gender Equity](#), 123 Student Services Building, Fort Collins, CO 80523-2026, (970) 491-7407.

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The Section 504 and ADA Coordinator is the Associate Vice President for Human Capital, Office of Equal Opportunity, 101 Student Services Building, Fort Collins, CO 80523-0160, (970) 491-5836.

[Notice Pursuant to Colorado House Bill 16-1438](#) Concerning the Provision of Reasonable Accommodations by an Employer for Persons Who Have a Condition Related to Pregnancy.

INTERPRETATION AND REVISION

Under the authority of the President, any question of interpretation or application of the Student Conduct Code shall be referred to the Vice President for Student Affairs (or designee) for final determination. The Student Conduct Code shall be reviewed a minimum of every three years under the direction of the Vice President for Student Affairs, in consultation with the Office of the General Counsel and subject to the approval of the University President and Board of Governors.

POLICIES OF COLORADO STATE UNIVERSITY
UNIVERSITY POLICY



<p>Policy Title: TITLE IX SEXUAL HARASSMENT</p>	<p>Policy ID # : 6-0160-001</p>
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<p>Policy Owner: Vice President for Equity, Equal Opportunity and Title IX</p>	<p>Contact(s): Office of Title IX Programs and Gender Equity 123 Student Services Building Fort Collins, CO 80523-0160 Phone: (970) 491-1715 Email: titleix@colostate.edu</p> <p>Office of Equal Opportunity Email: oeo@colostate.edu Phone: (970) 491-5836</p>

Contents

SECTION 1. POLICY STATEMENT & PURPOSE..... 3

SECTION 2. DEFINITIONS USED IN THIS POLICY..... 3

SECTION 3. PARTIES, JURISDICTION & APPLICABILITY..... 9

A. The Parties 9

B. Applicability 9

C. Relationship of the Behavior to the University’s Programs and Activities..... 10

SECTION 4. FALSE STATEMENTS..... 10

SECTION 5. CONSENT 10

A. Force and Coercion 11

B. Incapacitation..... 12

C. Consensual Relationships Involving CSU Employees..... 12

SECTION 6.	THE ROLE OF THE TITLE IX COORDINATOR.....	12
A.	Title IX Coordinator	13
B.	Deputy Title IX Coordinators	13
SECTION 7.	DUTY TO REPORT & REPORTING OPTIONS.....	13
A.	Privacy and Sharing of Information.....	14
B.	How to Report	14
C.	Law Enforcement Reporting Options (Non-Confidential)	15
D.	Other University Reporting Options (Non-Confidential).....	15
SECTION 8.	SUPPORT OPTIONS	16
A.	On-Campus Confidential Support	16
B.	Off-Campus Confidential Support.....	17
C.	On-Campus Non-Confidential Support.....	17
SECTION 9.	FIRST AMENDMENT	18
SECTION 10.	CLERY ACT CRIME REPORTING BY THE UNIVERSITY.....	18
SECTION 11.	PROCEDURES.....	18
SECTION 12.	COMPLIANCE WITH THIS POLICY.....	18
SECTION 13.	REFERENCES AND LEGAL AUTHORITY	19

SECTION 1. POLICY STATEMENT & PURPOSE

Colorado State University(CSU) is a land-grant institution committed to offering access in its educational, scholarly and outreach activities to all individuals representative of our multi-cultural society and providing an environment of excellence in which all individuals can participate to the full level of their capabilities, realize their aspirations and contribute to the global society in which we live. In this pursuit, the University is committed to providing an environment that respects the dignity and worth of every member of its community. To this end, **the University prohibits sexual harassment, as defined in this Policy, by or against any member of or visitor to the CSU community.**

The University will respond to reports or information about such incidents of which it has actual knowledge and will work to stop the inappropriate behavior, remediate its effects, and take steps to prevent the recurrence of the prohibited conduct while respecting the rights of all involved.

CSU is required to comply with applicable state and federal statutes, including Title IX of the federal Higher Education Amendment of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial aid. Sexual harassment in its various forms is a type of sex discrimination prohibited by Title IX. In the employment context, other federal and state laws and regulations may also apply; see the [CSU Policy on Discrimination and Harassment](#).

The purpose of this policy is to further the University's goals of addressing sexual harassment and providing resources to those impacted by such incidents. The policy will describe the manner in which CSU responds to reports of sexual harassment and the procedures and options for reporting policy violations.

SECTION 2. DEFINITIONS USED IN THIS POLICY

Consent: Consent is defined in [Colorado Revised Statutes § 18-3-401](#) as “cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act... Submission under the influence of fear shall not constitute consent.” Under this policy, consent must be knowing, voluntary, active, present and ongoing. Consent is described in more detail in Section 5 below.

Formal complaint: A document filed by an Impacted Party or signed by the Title IX Coordinator alleging sexual harassment against a Responding Party and requesting that the University investigate the allegation of sexual harassment.

Impacted Party (referred to in federal regulations as the “Complainant”): An individual who reports being the subject or target of sexual harassment as prohibited by this policy.

Official with Authority: Officials with authority to initiate corrective action, including disciplinary sanctions, when a report of sexual harassment is received are the University's Title IX Coordinator, the President, the Provost, all Vice Presidents, Vice Provosts, Dean of

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Students, Associate Dean of Students, Director of the Student Resolution Center, Director of the Office of Equal Opportunity, Executive Director of Human Resources/Chief Human Resource Officer, and Director of Athletics.

Reasonable person means a reasonable person under similar circumstances and with similar identities to the Impacted Party.

Responding Party: (referred to in federal regulations as a "Respondent"): An individual who is alleged to be responsible for an incident(s) of sexual harassment.

Responsible Employee: Any CSU employee who has the responsibility to report to the Office of Title IX Programs and Gender Equity any incident of sexual harassment of which they become aware. At CSU, this includes:

- An academic or activity advisor such as a faculty advisor, student success coordinator, internship coordinator, advisor to a student organization or club; however, faculty members are not considered responsible employees in the ordinary course of classroom or online instruction
- All coaches, trainers, and other athletic staff that interact directly with students, including club sports
- All student affairs employees whose duties require them to have regular or daily contact with students. This includes employees who are responsible for directly providing services to undergraduate and graduate students and to student organizations
- All employees of the CSU Police Department
- Employees whose job duties require that they regularly interface with students
- All supervisors of employees, including student employees
- A senior administrator (president, provost and executive vice president, vice provost, associate and assistant provost, dean or associate dean, vice president, associate or assistant vice president, director of athletics, senior associate director of athletics department head/chair, executive director, director, associate or assistant director)
- Student employees assigned responsibilities for campus safety or when acting as mentors

Retaliation is any action, performed directly or through others, that is intended to deter a reasonable person from engaging in a protected activity or is done in retribution for engaging in a protected activity. Retaliation includes any attempt to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege under the Title IX law and regulations or this policy, or because the individual has made a report or complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding or hearing. The University strictly prohibits retaliation. Depending on the behaviors, examples of actions that could constitute retaliation when done in retribution for engaging in a protected activity include, but are not limited to:

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- Reducing a person’s salary or work hours
- Giving a negative performance evaluation
- Making adverse decisions relating to one’s work assignments, vacation, or promotion or advancement opportunities (whether employment-related or academic)
- Reducing a student’s grade
- Removing a person from a student organization, academic program, or lab
- Interfering with one’s job search
- Engaging in harassing conduct that is sufficiently severe, pervasive, and/or persistent to create a hostile environment; for this purpose, the existence of a hostile environment is to be judged both objectively (meaning a reasonable person would find the environment hostile) and subjectively (meaning the affected individual felt the environment was hostile) or
- Making threats to engage in any of the actions listed above.

Sexual harassment is defined under Title IX regulations as conduct on the basis of sex that constitutes one or more of the following:

1. An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual’s participation in unwelcome sexual conduct (“*quid pro quo*” sexual harassment); or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University’s education program or activity. Depending upon the behaviors, examples of such conduct may include, but are not limited to:
 - Gender-based bullying, including towards trans and non-binary people
 - Direct propositions of a sexual nature
 - Pressure for sexual activity
 - A pattern of conduct that includes one or more of the following: (1) unwelcome and unnecessary touching, patting, hugging, or brushing against a person’s body; (2) remarks of a sexual nature about a person’s clothing or body, whether or not intended to be complimentary; (3) remarks about sexual activity or speculations about previous sexual experience; (4) other comments of a sexual nature, including sexually explicit statements, questions, jokes or anecdotes; or (5) written or digital communications such as emails, texts, live or streaming audio or video, social media posts, etc. containing sexual comments, words or images
 - Visual displays of sexually oriented images outside the educational context
3. “Sexual assault”, “dating violence”, “domestic violence”, “stalking” as defined in laws and regulations and set forth below.

a. *Sexual Assault* is defined as:

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- i. *Non-Consensual Sexual Penetration (Rape)*: the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. The gender of the victim is irrelevant.
 - ii. *Non-Consensual Sexual Contact (Groping/Fondling)* is the touching of the private body parts of another person without the consent of the person, including instances where the person is incapable of giving consent because of their age or temporary or permanent mental incapacity. This type of sexual assault also includes making a person touch themselves or another with, or on, any intimate body parts. It can occur whether those involved are clothed or unclothed.
 - iii. *Incest*: Non-forcible sexual intercourse between persons who are related to each other as an ancestor or descendant, including a natural child, child by adoption, or stepchild twenty-one years of age or older, a brother or sister of the whole or half blood, or an uncle, aunt, nephew, or niece of the whole blood.
 - iv. *Statutory Rape*: Sexual penetration with an individual who is below the legal age of consent according to Colorado law. The general age of consent in Colorado is 17. However, the ages of both parties, as well as their marital status, are considered when determining whether the sexual contact is unlawful. For a more detailed definition of the age of consent, see [C.R.S. § 18-3-402 and this article released by the Colorado General Assembly](#).
- b. *Dating violence* means violence or the threat of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim (referred to in this policy as the Impacted Party). The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the following factors:
 - i. The length of the relationship
 - ii. The type of relationship
 - iii. The frequency of interaction between the persons involved in the relationship
 - c. *Domestic violence* includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim (Impacted Party) under the domestic or family violence laws of the jurisdiction (i.e., Colorado or other place where the conduct occurs), or by

any other person against an adult or youth victim who is protected from that person's acts under the laws of the jurisdiction.

In Colorado, "domestic violence" means an act or threatened act of violence upon a person with whom the actor is or has been involved in an intimate relationship. "Domestic violence" also includes any other crime against a person, or against property, including an animal, or any municipal ordinance violation against a person, or against property, including an animal, when used as a method of coercion, control, punishment, intimidation, or revenge directed against a person with whom the actor is or has been involved in an intimate relationship. C.R.S. § 18-6-800.3.

- d. *Stalking*: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress. For the purposes of this definition:

Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Examples of stalking behavior include, but are not limited to:

- Non-consensual communication, including face-to-face communication, telephone calls, voice messages, e-mails, texts, letters, notes, gifts, or any other communications that are undesired and place another person in fear
- Surveillance or other types of observation, including staring or "peeping"
- Pursuing, following, waiting, or showing up uninvited at or near a residence, workplace, classroom, or other places frequented by the victim
- Defamation (disseminating false information to others about another)
- Gathering information, or asking others to gather information about an individual from friends, family, or co-workers
- Threats to harm self or others Vandalizing a person's property
- Cyber-stalking--the repeated use of electronic communication to harass or frighten someone through use of online, electronic, or digital technologies, such as:

- Unauthorized posting of pictures, messages, and/or information about the Impacted Party on websites, internet sites, social networking sites, mobile apps (e.g., Snapchat, Instagram, etc.), bulletin boards and/or chat rooms
 - Creating a website about the victim
 - Sending unwanted/unsolicited email, texts, talk, or communication requests (e.g., Facebook friend requests)
 - Posting private or public messages on Internet sites, social networking sites, and/or bulletin boards
 - Using Global Positioning Systems (GPS) to monitor a victim
 - Installing surveillance equipment, hardware, or software (e.g., spyware, cameras) on a victim's computer or other device
 - Catfishing: falsifying your identity in order to gain access to or trust of another person or trick someone into a relationship
4. Sexual exploitation of another that is unwelcome and is so severe, pervasive and objectively offensive that it effectively denies a person equal access to the university's education programs or activities. Some examples of sexual exploitation include:
- a. Prostituting another person, coercing sex work or trafficking persons for sex
 - b. Voyeurism (secretly viewing the sexual activities or nudity of others)
 - c. Exhibitionism (compulsive display of one's genitals in non-consensual circumstances; masturbation in front of others; flashing someone with a sexual or other intimate body part)
 - d. Non-consensual photographing or videotaping another individual's personal body parts (clothed or unclothed)
 - e. Non-consensual video or audio recording of sexual activity
 - f. Non-consensual possession, sharing, or streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved
 - g. Allowing a third-party to observe consensual sexual activity without the knowledge and consent of all parties involved
 - h. Knowingly having sexual contact with a person who is not aware that you have a sexually transmitted disease, or HIV
 - i. Inducing incapacitation to make another person vulnerable to non-consensual sexual activity and/or to make another person expose their genitals

Title IX Coordinator means the CSU Vice President for Equity, Equal Opportunity and Title IX (Vice President) or any person appointed by the Vice President to serve as Title IX Coordinator. The Vice President may also appoint Deputy Title IX Coordinators at any time. The names and contact information for each of these individuals are available on the [Title IX web page](#).

SECTION 3. PARTIES, JURISDICTION & APPLICABILITY

A. The Parties

The Parties to a formal complaint and related proceedings are the Impacted Party and the Responding Party. This Policy and the related Procedures apply equally to both Parties, although different supportive and interim measures, remedies and sanctions may be implemented as appropriate. There may be more than one Impacted Party and/or more than one Responding Party named in a formal complaint.

An Impacted Party may bring a formal complaint when participating in, or attempting to participate in, a University education program or activity at the time of filing the formal complaint.

In some circumstances when the Impacted Party has not filed a formal complaint or is not participating in the grievance process, Title IX may nevertheless require the University to initiate an investigation and adjudication of sexual harassment allegations in order to protect the University community. In such instances, the Title IX Coordinator will sign the complaint. The Title IX Coordinator may consider a variety of factors, including a pattern of alleged misconduct by a particular Responding Party, in deciding whether to sign a formal complaint. The Title IX Coordinator may take circumstances into account such as whether the information or allegations involved violence, use of weapons, or other such factors. Pursuant to C.R.S. § 13-25-138, the TIX coordinator may NOT consider an Impacted Party's previous sexual history except for prior or subsequent sexual conduct with the Responding Party, or physical evidence such as the source or origin of semen to show that the act or acts were or were not committed by the Responding Party.

B. Applicability

1. Members of the University Community

All University community members are prohibited from engaging in or assisting another's engagement in conduct that would violate this policy. This includes, without limitation, all students, faculty, staff, other employees and volunteers.

2. Non-Members of the University Community

When the person accused of sexual harassment is not a member of the University community and the University has no authority to impose disciplinary sanctions against that person if found responsible, the University may dismiss the formal complaint while

still providing supportive measures to the Impacted Party. For more information on supportive and interim measures, see the procedures described in Section 11 below.

Employees and agents of contractors, visitors to the University, donors, alumni and others over whom the University does not have authority to take corrective or disciplinary action are also expected to comply with this policy when doing business with the University. The University may, among other actions, terminate its contract and relationship with the individual or entity, exclude such persons from campus, and/or refer the matter to law enforcement.

C. Relationship of the Behavior to the University's Programs and Activities

- Behavior is subject to this policy when:
 - The behavior occurs on university property, including property owned or controlled by a recognized student organization such as a fraternity or sorority;
 - The behavior occurs off university property in the context of university employment or any university education program or activity, including, but not limited to, university-sponsored academic, athletic, alumni, fundraising, public relations, extracurricular, study abroad, research, on-line or internship programs or activities; or
 - The behavior occurs off university property and outside the context of a university employment or education program or activity but has a continuing adverse effect on students, employees, or third parties in any university employment, living or education program or activity.
- Cyber Harassment: As used above, "university employment or education program or activity" includes behavior conducted electronically, such as in an online class or through digital communication.

SECTION 4. FALSE STATEMENTS

It is prohibited to knowingly make a materially false statement in bad faith during the grievance process. The outcome of the case alone cannot be the basis for concluding that a party made a bad-faith materially false statement.

SECTION 5. CONSENT

It is the responsibility of every individual to ensure they have the consent of others to engage in sexual activity. Communication regarding consent consists of mutually understandable words or actions that indicate an unambiguous willingness to engage in specific sexual activity at the same time, in the same way. In the absence of clear communication or outward demonstration, there is no consent. Lack of protest, lack of resistance, or silence do not alone constitute consent.

Consent must be all of the following:

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- *Knowing*: All individuals understand, are aware of, and agree as to the “who” (same partners), “what” (same acts), “where” (same location), “when” (same time), and “how” (the same way and under the same conditions) of the sexual activity.
- *Active*: Consent must take the form of “clearly understandable words or actions” that reveal one’s expectations and agreement to engage in specific sexual activity. This means that silence, passivity, submission, or the lack of verbal or physical resistance (including the lack of a “no”) should not – in and of themselves – be understood as consent. Consent cannot be inferred by an individual’s manner of dress, the giving or acceptance of gifts, the extension or acceptance of an invitation to go to a private room or location, or on a date.
- *Voluntary*: Consent must be freely given and cannot be the result of respondent’s intimidation (extortion, menacing behavior, bullying), coercion (severe or persistent pressure causing fear of significant consequences from respondent if one does not engage in sexual activity), force (violence, physical restraint, or the presence of a weapon), threats (indications of intent to harm, whether direct or indirect), or fraud (misrepresentation or material omission about oneself or the present situation in order to gain permission for sexual or intimate activity).
- *Present and Ongoing*: Consent must exist at the time of the sexual activity. Consent to previous sexual activity does not imply consent to later sexual acts; similarly, consent to one type of sexual activity does not imply consent to other sexual acts. Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person.

Consent may also be withdrawn at any time, for any reason, provided the person withdrawing consent makes that known in clearly understandable words or actions. Thus, even if a person agreed to a sexual interaction or continued sexual interaction, that person has the right to change their mind, at any time, irrespective of how much sexual interaction may have already taken place.

Consent to any one form of sexual activity does not imply consent to any other forms of sexual activity. The existence of a dating relationship or past sexual relations between the individuals involved is not conclusive evidence of consent in another instance (nor will subsequent sexual relations or dating relationship alone suffice as evidence of previous consent).

A. Force and Coercion

Consent obtained through force or coercion is not valid consent. Force is the threat or use of violence and/or imposing on someone physically to gain sexual access.

Coercion is pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure exerted to obtain consent. When someone has not indicated clearly that they want to engage in sexual activity or, indicates that they want to stop or

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that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point is coercive. Coercion occurs when a person exerts power or influence over another in order to gain consent to engage in sexual activity.

Coercion can happen one time in the moment and/or over a length of time. A person can coerce someone into an act with them or into a sexual act with others.

Resistance is a clear demonstration of non-consent; however, there is no requirement that a party resist a sexual advance or request. Physical trauma is not required to investigate accusations of non-consensual sex.

B. Incapacitation

Incapacitation is a state where a person cannot make rational, reasonable decisions because they lack the physical or mental capacity to give knowing consent (i.e., to understand the “who, what, when, where, why and how” of their sexual interaction).

Because alcohol or other drug use can place an individual’s capacity to consent into question, sober sex is less likely to raise such questions. When alcohol or other drugs, including those that incapacitate (such as Rohypnol, Ketamine, GHB, etc.), are involved, a person will be considered unable to give consent if they cannot fully understand the details of a sexual interaction because they lack the capacity to reasonably understand the situation. Administering a drug that incapacitates another individual is a violation of this policy. More information on these drugs can be found at www.911rape.org.

This policy also prohibits sexual activity with a person whose incapacity results from mental or physical disabilities, sleep, unconsciousness, or involuntary physical restraint.

Consent is not obtained when:

- The Responding Party’s belief in affirmative consent arose from their own intoxication or recklessness; or
- The Responding Party did not take steps under the circumstances to determine whether the Impacted Party consented to sexual activity.

C. Consensual Relationships Involving CSU Employees

The University has a [policy defining Consensual Relationships](#) and providing procedures to be followed when such relationships arise between students and faculty or other employees, or between employees. When the policy on Consensual Relationships is violated, a violation of this policy may also result.

SECTION 6. THE ROLE OF THE TITLE IX COORDINATOR

CSU has appointed a Title IX Coordinator and Deputy Title IX Coordinators to oversee and coordinate its compliance with Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX) and its implementing regulations, 34 C.F.R. Part 106. Title IX

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prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance, of which CSU is one.

A. Title IX Coordinator

The University's Title IX Coordinator oversees the University's compliance with Title IX, including its policy, procedures, education and prevention efforts, and coordinates training for members of the CSU community. The Title IX Coordinator also oversees and monitors Title IX investigators and reviews information about sexual harassment and gender-based discrimination occurring in the University community in order to identify and address systemic problems. In so doing, the Title IX Coordinator provides appropriate resources and supportive and interim measures to those involved in a complaint or investigation.

The Title IX Coordinator is available to meet with any member of the University community or campus organization that would like to make a report involving matters of sexual harassment and gender-based discrimination, discuss reporting options, and to answer questions about the University's Title IX compliance, efforts, policy and procedures.

The Title IX Coordinator has overall responsibility for the effective implementation of remedies offered to the Parties to assure equal access to educational programs and activities.

B. Deputy Title IX Coordinators

Deputy Title IX Coordinators provide support for the University and the CSU community on Title IX-related matters and concerns and answer questions about Title IX policy, procedures and resources.

Contact information for the Title IX Coordinator and Deputy Title Coordinators is found below under [How to Report](#).

SECTION 7. DUTY TO REPORT & REPORTING OPTIONS

Anyone who has witnessed, suspects, or is aware of any incident involving conduct prohibited by this policy is strongly encouraged to report it to the Title IX Coordinator or a Deputy Title IX Coordinator (see [How to Report](#), below).

A "Responsible Employee" [is defined above](#) in this policy. Responsible Employees have special responsibilities with respect to reporting incidents of sexual harassment. All Responsible Employees **must** report incidents of sexual harassment to the Title IX Coordinator or a Deputy Title IX Coordinator within 24 hours after becoming aware of the incident (see [How to Report](#), below). It does not matter whether the person alleged to have engaged in sexual harassment is a member of the University community, or not; the Responsible Employee's duty is to report all incidents. Failure to report sexual harassment may subject a Responsible Employee to corrective or disciplinary action.

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A. Privacy and Sharing of Information

The University will protect the identity of persons involved in reports of sexual harassment to the best of its ability. The University will only share personally identifiable information with those who have a legitimate need to know in order for the University to investigate and respond or to deliver resources or support services. The University does not publish the names or post identifiable information about persons involved in a report of sexual harassment in the CSU Police Department's Daily Crime Log or elsewhere online. However, the University cannot promise complete confidentiality or privacy in the handling of sexual harassment reports. For those seeking completely confidential services and support, [see Confidential Support Options below](#).

B. How to Report

When an emergency exists such as a person needing immediate medical attention or a crime or threat is in progress, call 911 from any phone and provide the dispatcher with your location.

Consistent with Section 7.A above, anyone may report an incident of sexual harassment to the Office of Title IX Programs and Gender Equity as follows:

Online: [Title IX Reporting Options and Form](#)

In person:

Office of Title IX Programs and Gender Equity
123 Student Services Building
Colorado State University
Fort Collins, CO 80523

By postal mail:

Office of Title IX Programs and Gender Equity
0161 Campus Delivery
Fort Collins, CO 80523-0161

By telephone: 970-491-1715

By email: titleix@colostate.edu

Reports may also be made online on the Student Conduct Services website under [Create an Incident Report](#).

The University will not impose discipline on a party or witness for other policy violations related to the incident such as possession or consumption of alcohol or drugs. However, participation in an investigation, hearing or appeal does not shield any person from disciplinary action for sexual harassment or sexual misconduct, whether or not such behavior is related to the allegations in the formal complaint.

C. Law Enforcement Reporting Options (Non-Confidential)

In an emergency or to report a crime in progress, call 911. To report a crime that is not in progress or whenever police assistance is needed in a non-emergency, call CSU Police at 970-491-6425, day or night.

CSU Police Department

Phone: (970) 491-6425 (non-emergency)

In-Person: 750 Meridian Street, Campus Police- Green Hall

Online (Anonymous): <https://police.colostate.edu/reportcrimeanonymous/>

Online (NON-emergency): <https://police.colostate.edu/crime-reporting/>

Fort Collins Police Services

Phone: (970) 221-6540 (non-emergency)

In-Person: 2221 S. Timberline Road, Fort Collins

Monday through Friday 8 a.m. – 6 p.m.

Saturday and Sunday 8 a.m. – 2 p.m.

Online (NON-emergency): <https://www.fcgov.com/police/coplogic-start-report.php>

[Larimer County Sheriff's Office](#)

[2501 Midpoint Dr, Fort Collins, CO 80525](#)

[Phone: \(970\) 416-1985](#)

D. Other University Reporting Options (Non-Confidential)

Tell Someone

If you are concerned about safety or mental health – your own or someone else's, please call (970) 491-1350 or complete the online referral form.

Bias Incident Reporting

A bias incident is any conduct, speech, or expression, motivated in whole or in part by bias or prejudice that is meant to intimidate, demean, mock, degrade, marginalize, or threaten individuals or groups based on that individual or group's actual or perceived identities. To report an incident of bias, call Support and Safety Assessment at (970) 491-7407.

Student Conduct Services Incident Report

If you have knowledge of a CSU student violating the Student Conduct Code, you are encouraged to notify our office of the incident. If you have any questions regarding filing an incident report, please contact Student Conduct Services at the Student Resolution Center at (970) 491-7165.

SECTION 8. SUPPORT OPTIONS

Individuals who wish to seek advice or assistance or to discuss options for addressing sexual harassment or other sexual misconduct or discrimination confidentially may do so by speaking with licensed counselors, clergy, medical providers in the context of providing medical treatment, and interpersonal violence advocates and counselors who specialize in IPV trauma. Students, staff, and faculty who wish to speak to someone on a strictly confidential basis may contact the following confidential resources:

A. On-Campus Confidential Support

Victim Assistance Team (VAT): Women and Gender Advocacy Center

Confidential Victim Advocates are available to provide crisis intervention and emotional support through the Women and Gender Advocacy Center. Advocates in the office are full time staff members dedicated to working with students of all genders who have experienced trauma as a result of interpersonal/gender-based violence. Advocates provide information about academic, legal, medical, emotional, and student conduct resources available to survivors of sexual assault, relationship violence and stalking. Advocates can also offer support to secondary survivors, such as intimate partners, friends, and family.

All information shared with advocates is confidential unless the person is a danger to themselves, someone is in imminent danger, a child currently under 18 has been abused or if the perpetrator is currently in a position of power over minors (even if the survivor is over the age of 18).

Locations for drop-in or appointment:

112 Student Services (corner of Libby Coy Way and University) OR 234 Lory Student Center

Monday – Friday, 8am-5pm

Phone: 970-492-4242 (24-Hour Hotline)

Phone: 970-491-6384 (WGAC Office)

Email: wgac@colostate.edu

Website: <https://wgac.colostate.edu/support/about-advocacy/>

CSU Health and Medical Center Counseling Services

Provides counseling and spiritual care services.

Location for drop-in or appointment:

151 W. Lake St., 3rd Floor

(corner of College Ave. and Prospect Rd.)

Monday – Friday, 8am- 5pm

Phone: 970-491-6053

Phone: 970-491-7111 (After-hours)

Website Information to Make an Appointment:

<https://health.colostate.edu/make-a-counseling-appointment/>

Women's Care Services at CSU Health Network

Provides care services, including, but not limited to, women's examinations, birth control counseling, and sexual transmitted infection (STI) testing, counseling, and treatment.

Location for drop-in or appointment:

151 W. Lake St., 2nd Floor

(corner of College Ave. and Prospect Rd.)

Monday – Friday, 8am- 5pm

Phone: 970-491-1754

Website: <https://health.colostate.edu/womens-care/>

B. Off-Campus Confidential Support

Sexual Assault Victim Advocate Center (SAVA)

Provides counseling, crisis intervention, and advocacy services for those affected by sexual violence.

Phone: 970-472-4200 (24-Hour Rape Crisis Hotline)

Phone: 970-472-4204 (Fort Collins Office)

Crossroads Safehouse

Provides crisis intervention, emergency shelter and advocacy services for individuals experiencing dating violence or domestic violence.

Phone: 970-482-3502 (24-Hour Crisis Hotline)

Phone: 970-530-2353 (Fort Collins Office)

Alternatives to Violence (Loveland)

Provides crisis intervention, emergency shelter and advocacy services for individuals experiencing dating violence or domestic violence.

Office: 970-669-5150

After Hours Crisis Hotline:

970-880-1000

Rape, Abuse & Incest National Network (RAINN)

Provides advocacy by phone or live online communication.

Phone: 1-800-656-4673 (24-Hour National Crisis Hotline)

[Online Chat](#)

C. On-Campus Non-Confidential Support

Student Case Management and Referral Coordination

501 W. Lake Street, Suite B

Fort Collins, CO 80523

Phone: (970) 491-8051

SECTION 9. FIRST AMENDMENT

As a public institution of higher education, Colorado State University is required to follow the First Amendment to the U.S. Constitution, which broadly protects speech and expression from governmental interference. Depending on the circumstances, certain speech or expression may be protected by the First Amendment and, therefore, will not be actionable under this Policy.

SECTION 10. CLERY ACT CRIME REPORTING BY THE UNIVERSITY

Actions or conduct that occur in geographical locations defined under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”) and that constitute crimes defined under the Clery Act will be reported **without personally identifying information** by CSU to the U.S. Department of Education to be included within the annual crime statistics reported by the University to students, employees, prospective students and employees, parents of students and prospective students, and the public.

SECTION 11. PROCEDURES

CSU has adopted procedures for investigating and responding to complaints of sexual harassment under Title IX laws and regulations (“Procedures”) to implement this policy and to provide for prompt and equitable investigations, hearings and appeals of complaints of sexual harassment and gender-based discrimination that fall under the Title IX laws and regulations.

CSU will treat all those involved in a proceeding pursuant to this policy fairly and equitably. Differences between one party’s rights and options and another party’s rights and options will never be based on sex. When a report of sexual harassment is received, the University will offer such supportive measures to the Impacted Party as are appropriate to the circumstances and will not impose disciplinary sanctions on the Responding Party except as warranted after following fair and equitable procedures.

Sexual misconduct that does not fall within the definition of sexual harassment under the Title IX regulations is subject to different procedures than those for Title IX matters. Students alleged to have committed such violations are subject to the provisions in the [Student Conduct Code](#). Employees alleged to have committed such violations are subject to the [CSU Policy on Discrimination and Harassment](#).

SECTION 12. COMPLIANCE WITH THIS POLICY

Compliance with this policy is required of every member of the University community. When an individual is found to have violated this policy, consequences will result.

1. Students: Disciplinary sanctions may be imposed pursuant to the Student Conduct Code, up to and including expulsion from CSU. Disciplinary sanctions may include but are not limited to:

- Disciplinary standings:
 - Disciplinary probation
 - Loss of good standing
 - Disciplinary suspension
 - Deferred disciplinary suspension
 - Disciplinary expulsion
 - Loss of student organization recognition
- Discretionary sanctions:
 - Alcohol and drug education, intervention, or treatment
 - A continuum of conflict resolution processes
 - Withholding or revocation of a degree
 - Educational workshops
 - Permanent University housing modification including removal from University housing
 - Interpersonal violence evaluation/treatment
 - Parent/guardian notification (student under the age of 21)
 - Compliance with court-ordered sanctions

2. Employees: Disciplinary sanctions may be imposed pursuant to applicable policies and procedures, up to and including termination from university employment. Any disciplinary action for a tenured faculty member must follow the procedures outlined in Section E.15, Disciplinary Action for Tenured Faculty, of the Faculty and Administrative Professional Manual. Disciplinary sanctions may include:

- Coaching
- Verbal reprimand/documentated conversation
- Pay reduction
- Suspension without pay
- Demotion
- Facilitation/Mediation
- Letter of Expectation
- Termination

SECTION 13. REFERENCES AND LEGAL AUTHORITY

- Title IX of the 1972 Education Amendments to the Higher Education Opportunity Act, 20 U.S.C. § 1681, et seq., and 20 U.S.C. §§ 1681-1688; 34 C.F.R. § 106.1 et seq.
- Violence Against Women Act, 34 U.S.C. § 12291, et seq., 34 C.F.R. § 668.46

- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ([20 U.S.C.A. §1092\(f\)](#)) and implementing regulations, [34 C.F.R. §668.41 and 668.46](#))
- [Colo. SB19-007](#), C.R.S. § 23-5-146 – 147, Prevention of Sexual Misconduct on Higher Education Campuses
- [CSU Student Conduct Code](#)
- [CSU Policy on Discrimination and Harassment](#)
- Rape Shield Protections for impacted parties-- [C.R.S. § 13-25-138](#)
- Victims' Rights
 - State of Colorado- [Colorado Crime Victim Rights](#)
 - [CSU Annual Fire and Safety Report \(Clery Report\)](#), which details victim rights and expectations



POLICIES OF COLORADO STATE UNIVERSITY
UNIVERSITY POLICY

Policy Title: DISCRIMINATION AND HARASSMENT	Policy ID # : 6-0160-001
Effective Date: August 14, 2020	Category: 6. Public Safety/Risk Management
Policy Owner: Vice President for Equity, Equal Opportunity and Title IX	Contact(s): Office of Equal Opportunity 101 Student Services Building Web: https://oeo.colostate.edu Phone: (970) 491-5836

Contents

SECTION 1. POLICY STATEMENT..... 2

SECTION 2. DEFINITIONS USED IN THIS POLICY 2

SECTION 3. JURISDICTION & APPLICABILITY..... 5

SECTION 4. FIRST AMENDMENT 5

SECTION 5. CONFIDENTIALITY 6

SECTION 6. REPORTING DISCRIMINATION OR HARASSMENT..... 6

How to Report..... 6

University Confidential Support for Faculty and Staff..... 6

SECTION 7. PROCEDURES..... 7

SECTION 8. COMPLIANCE WITH THIS POLICY 7

SECTION 9. AFFIRMATIVE ACTION 7

SECTION 10. FILING WITH EXTERNAL AGENCIES..... 7

SECTION 11. REFERENCES AND LEGAL AUTHORITY..... 8

SECTION 1. POLICY STATEMENT

Colorado State University(CSU) is a land-grant institution committed to offering access in its educational, scholarly and outreach activities to all individuals representative of our multi-cultural society and providing an environment of excellence in which all individuals can participate to the full level of their capabilities, realize their aspirations and contribute to the global society in which we live. In this pursuit, the University is committed to providing an environment that respects the dignity and worth of every member of its community and strives to create and maintain a work and study environment that is equitable, inclusive, and responsible so that each member of the University community is treated with dignity and respect and is rewarded for relevant considerations such as ability and performance. As a means of achieving these goals and to prevent harm arising from discrimination and harassment, the University prohibits discrimination and harassment, including sexual harassment and retaliation, as defined in this policy, by or against any member of or visitor to CSU.

Colorado State University is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy and will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connections among all people at our university. Acts of discrimination and harassment will be addressed consistent with this policy.

Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities.

Discrimination and harassment are very serious matters that can have far-reaching, current and future impact on the lives, educational experience, and careers of individuals. Intentionally false accusations can have a similar impact. Discrimination and harassment are strictly prohibited by the University and will not be tolerated. An individual who impermissibly discriminates against another, or an individual who knowingly and intentionally files a complaint under this policy containing false statements or information, is subject to university discipline.

SECTION 2. DEFINITIONS USED IN THIS POLICY

For the purposes of determining whether a particular course of conduct constitutes discrimination or harassment under this policy, the following definitions will be used:

Complainant: The person who reports or is reported by another person as having been subjected to acts potentially constituting discrimination, harassment, sexual harassment, or retaliation by another.

Discrimination is conduct that is based upon an individual's race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy that (a) excludes an individual from participation in, (b) denies the individual the benefits of, (c) treats the individual differently from others in, or (d) otherwise adversely affects a term or condition of an individual's employment, education, living environment or university program or activity. It is unlawful discrimination for an employer to refuse to hire, to discharge, to promote or demote, to harass during the course of employment, or to discriminate in matters of compensation, terms, conditions, or privileges of employment against any person otherwise qualified because of any of the listed protected identities. Consistent with state and federal law, this includes failing to provide reasonable accommodations to persons with disabilities or to accommodate religious practices.

Harassment is a form of discrimination and is conduct based upon an individual's race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy that is unwelcome and sufficiently severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or offensive, or that substantially interferes with an individual's work or education. Intent is irrelevant in the determination of prohibited harassment. Depending upon the facts, harassment could include, but is not limited to threats, physical contact or violence, pranks, jokes, bullying, epithets, derogatory comments, or vandalism.

Even if actions are not directed at specific persons, a hostile environment may be created when the conduct is sufficiently severe or pervasive so as to substantially interfere with or limit the ability of an individual in the environment to work, study, or otherwise participate in activities of the University.

Conduct alleged to be harassment, including sexual harassment (defined below), will be evaluated by considering the *totality of the particular circumstances*, including the nature, frequency, intensity, location, context, and duration of the conduct. Although repeated incidents generally create a stronger claim of harassment, a serious incident, even if isolated, can be sufficient.

Sexual Harassment* is any unwelcome sexual advance, request for sexual favors, or other conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education or participation in a university activity;

2. Submission to or rejection of such conduct by an individual is used as the basis for, or a factor in, decisions affecting that individual's employment, education or participation in a university activity; or
3. Such conduct is sufficiently severe or pervasive to unreasonably interfere with an individual's employment or academic performance or create an intimidating, hostile or offensive environment for that person's employment, education or participation in a university activity.

Depending upon the facts, examples of sexual harassment could include, but are not limited to: unwelcome sexual advances; repeated and unwelcome sexually-oriented bullying, teasing, joking, or flirting; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, touching, pinching, or brushing against another's body; or displaying objects or pictures, including electronic images, which are sexual in nature and which create a hostile or offensive work, education, or living environment.

The fact that a consensual relationship exists, in and of itself, is not a defense to a charge of sexual harassment. Conduct may occur within a consensual relationship or following termination of a consensual relationship that is unwelcome and meets the definition of sexual harassment under this policy or as defined by the University's Title IX policy. *

The University's Consensual Relationship Policy prohibits faculty from entering into new consensual relationships with a student over whom they have any evaluative authority. The asymmetry of the faculty-student relationship means that any sexual relationship between a faculty member and a student is potentially exploitative. In the event of a charge of sexual harassment, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a professional faculty-student, staff-student, or supervisor-employee power differential existed within the relationship.

*For the definition of sexual harassment pursuant to Title IX of the Education Amendments Act of 1972, see the CSU Policy on Sexual Harassment. Sexual harassment is prohibited by both Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972, and by both this policy and the CSU Policy on Title IX Sexual Harassment. The Office of Equal Opportunity will explain the applicability of these laws and policies to parties involved in a complaint and grievance procedure involving sexual harassment.

Respondent: The person reported to have engaged in one or more acts that may constitute a violation of this policy, including discrimination, harassment, sexual harassment, or retaliation.

Retaliation is any materially adverse action taken against an individual or someone associated with that individual because they have participated or may participate in a protected activity, such as making a complaint or report; serving as a witness; assisting in an investigation, grievance procedure, hearing, or related activity concerning an unlawful practice or violation of university policy; or opposing a discriminatory practice. Action is

generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy or participating in the complaint processes under this policy. For there to be retaliation, there must be a causal connection between the protected activity and the materially adverse action. The University strictly prohibits retaliation. Depending upon the facts, examples of conduct that may be retaliation may include, but are not limited to demotion, denial of raise, termination, threats, harassment, and intimidation.

Third-Party Harassment is harassment committed by an individual or persons not employed by or enrolled as students at the University such as a vendor, contractor, guest lecturer or other visitor to campus.

SECTION 3. JURISDICTION & APPLICABILITY

All University community members are prohibited from engaging in or assisting another's engagement in conduct prohibited by this policy. This includes, without limitation, students, employees (including faculty), affiliates, volunteers, visitors, and (where provided by law or contract) agents, contractors, subcontractors, and grantees of the University. The University's disciplinary response may be limited if the conduct is by a visitor or other third-party not subject to the University's jurisdiction. When alleged discrimination or harassment is by an individual or external entity (for example, an individual employed by an outside contractor, program provider, or internship provider) doing business with the University and it reasonably appears that a violation has occurred, the matter will be referred to the appropriate official or department for further action, which may include termination of the contract or relationship.

This policy applies to alleged discrimination or harassment that takes place on university property or at university-sponsored events, regardless of their location. This policy may also apply to alleged discrimination or harassment that occurs off university property and outside the context of a university employment or education program or activity but nevertheless has a continuing adverse impact on or creates a hostile environment for students, employees, or third parties in any university employment, living or academic environment. Depending upon the facts, examples of where such conduct may occur include, but are not limited to, study abroad programs, conferences, social gatherings and virtual spaces.

SECTION 4. FIRST AMENDMENT

As a public institution of higher education, Colorado State University is required to follow the First Amendment to the U.S. Constitution, which broadly protects speech and expression from governmental interference. Depending on the facts, certain speech or expression may be protected by the First Amendment and, therefore, will not be actionable under this Policy.

SECTION 5. CONFIDENTIALITY

The University recognizes the importance of confidentiality and privacy. Although the confidentiality of the information received and the privacy of the individuals involved cannot be guaranteed, they will be protected to the extent feasible and as permitted by law. Information received in connection with the reporting, investigation, and resolution of allegations will be treated as confidential and will only involve individuals whom the University determines are necessary to conduct an appropriate investigation, to provide assistance and resources to parties, to perform other appropriate university functions, or when the University is required to provide information under the law.

The expressed request of the complainant not to proceed with a complaint or investigation will be considered in the context of the University's legal obligation to act upon the allegations and the right of the responding party to be informed concerning the charge(s). The University will evaluate the request to determine whether the University can honor the request while still providing a safe and nondiscriminatory environment. A decision to proceed despite a complainant's request not to will be made on a case-by-case basis after an individualized review, and the complainant will be notified of the decision to proceed.

All individuals involved in the process should observe the same standard of discretion and respect for everyone involved in the process.

SECTION 6. REPORTING DISCRIMINATION OR HARASSMENT

Any university community member or individual who is directly involved in, observes, or reasonably believes that discrimination or harassment may have occurred can submit a report to the Office of Equal Opportunity.

How to Report

Anyone may report an incident of discrimination, harassment or sexual harassment as follows:

In person:
Office of Equal Opportunity
101 Student Services Building
Colorado State University
Fort Collins, CO 80523

By postal mail:
Office of Equal Opportunity
0160 Campus Delivery
Fort Collins, CO 80523-0160

By telephone: 970-491-5836

By email: oeo@colostate.edu

University Confidential Support for Faculty and Staff

Office of the Ombuds
316 General Service Building
Fort Collins, CO 80523

Phone: (970) 491-1527

SECTION 7. PROCEDURES

CSU has procedures addressing complaints of discrimination and harassment (“Procedures”) to implement this policy and to provide for prompt and equitable informal resolutions, investigations, hearings and appeals for complaints of discrimination, harassment and sexual harassment. An individual may file a complaint addressing an instance or a pattern of instances if the last instance took place within the last 120 calendar days.

Colorado State University will employ the preponderance of the evidence standard.

SECTION 8. COMPLIANCE WITH THIS POLICY

Compliance with this policy is required of every member of the University community and all others who are subject to it. When an individual is found to have violated this policy, consequences will result, up to and including dismissal from CSU in accordance with the applicable procedures. Any disciplinary action for a tenured faculty member must follow the procedures outlined in Section E.15, Disciplinary Action for Tenured Faculty, of the Faculty and Administrative Professional Manual.

SECTION 9. AFFIRMATIVE ACTION

The University, as a federal contractor, takes affirmative action to employ qualified women, racialized minorities, veterans, and individuals with disabilities. For information on this Affirmative Action commitment and program, contact the Office of Equal Opportunity at oeo@colostate.edu or (970) 491-5836.

SECTION 10. FILING WITH EXTERNAL AGENCIES

Persons who believe that they have been subjected to discrimination, harassment, sexual harassment, retaliation may be able to file a complaint with the Colorado Civil Rights Division, the U.S. Equal Employment Opportunity Commission, the U.S. Department of Education’s Office for Civil Rights or the Office of Federal Contract Compliance Programs. Information regarding filing charges with any of these agencies may be obtained from the Office of Equal Opportunity.

SECTION 11. REFERENCES AND LEGAL AUTHORITY

- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964, amended in 1991
- Executive Order 11246, as amended
- Pregnancy Discrimination Act of 1978
- Equal Pay Act of 1963
- Age Discrimination in Employment Act of 1967
- Vietnam Era Veterans' Readjustment Assistance Act, as amended
- Uniformed Services Employment and Reemployment Rights Act of 1994
- Genetic Information Nondiscrimination Act of 2008
- Americans with Disabilities Act of 1990, amended by the ADA Amendment Act of 2008
- Sections 503 and 504 of the Rehabilitation Act of 1973
- Title IX of the 1972 Education Amendments to the Higher Education Opportunity Act, 20 U.S.C. § 1681, et seq., and 20 U.S.C. §§ 1681-1688; 34 C.F.R. § 106.1 et seq.
- Violence Against Women Act, 34 U.S.C. § 12291, et seq., 34 C.F.R. § 668.46
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C.A. §1092(f) and implementing regulations, 34 C.F.R. §668.41 and 668.46) ("Clery Act")

MATTER FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) delegation of authority to the Chancellor of the Colorado State University System for approval of policies, procedures, handbooks, and/or student codes of conduct related to Title IX compliance.

RECOMMENDED ACTION:

MOVED that the Chancellor of the Colorado State University System is hereby delegated authority from the Board to approve changes to policies, procedures, handbooks, or student codes of conduct related to or impacted by Title IX that would otherwise need approval from the Board, and this temporary delegation will expire on June 30, 2021; and it is

FURTHER MOVED that the Chancellor will consult with the respective campus President and General Counsel before approving any necessary change to policies, procedures, handbooks, or student codes of conduct related to or impacted by Title IX, and any such changes approved by the Chancellor will be presented to the Board at the next meeting for ratification.

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System, and Jason L. Johnson, General Counsel, Colorado State University System

The Board has reserved the authority to approve revisions to certain employment policies, including policies governing faculty, staff, and students at the campuses, such as the CSU Academic Faculty & Administrative Professional Manual, the CSU Pueblo Faculty Handbook, CSU Pueblo Administrative Professionals Handbook, and student codes of conduct.

On May 6, 2020, the Department of Education issued its new Title IX regulations and the System institutions must be in compliance with those new regulations by August 14, 2020. The Office of the General Counsel, along with administrators in the the Office of Equity, Equal Opportunity and Title IX, the Office of Policy and Compliance, the Office of Institutional Equity, the Office of Human Resources and with many campus stakeholders, have been working to ensure that all Title IX policies and procedures are compliant with the new regulations. In addition, these groups are simultaneously working to amend other interrelated policies and student codes of conduct, which are also impacted by the introduction of the new Title IX regulations. Some of these updated policies require Board approval.

The Board of Governors of the
Colorado State University System
Meeting Date: August 6-7, 2020
Action Item

The System and the campuses are working to have all pertinent policies, procedures, handbooks, and student codes of conduct compliant with the new Title IX regulations by August 14, 2020. Also, there may be additional policy or procedural changes that either need to be made or should be made at the recommendation of the Office of the General Counsel. With the significant changes required by the new Title IX regulations and the relatively short time to modify our policies, procedures, handbooks, and student codes of conduct, we anticipate that we may need to make subsequent modifications. This delegation to the Chancellor will assist with Title IX compliance by allowing prompt revisions to policies, procedures, handbooks, or student codes of conduct, if needed.

Approved

Denied

Dean Singleton, Board Secretary

Date

Section 11

Annual Athletics Reports

- CSU-Pueblo – Presented by Paul Plinske, Athletic Director
- CSU – Presented by Joe Parker, Athletic Director

Colorado State University Pueblo Intercollegiate Athletics

Paul Plinske, Ph.D.
Director, Intercollegiate Athletics



Remembering Those We Lost



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL





COLORADO STATE UNIVERSITY SYSTEM

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Mission

To develop champions through academic excellence, athletic achievement and community engagement with the ultimate goal of building productive citizens.



Vision

We aspire to be an athletic powerhouse and the standard for holistic student-athlete development and academic opportunity.



Athletics Scorecard (2019-20)

Academic Excellence

- 3.192 Grade Point Average (highest GPA in school history)
- 4 Academic All-Americans (fall sports only)
- 14 Academic All-Americans in 3 years (7th in all three Divisions)

Athletic Achievement

- 4 All-American performances
- Football Attendance (42,663 – averaged 6,095 per game)
- 243 Student-Athletes (13 sports) Cancelled Seasons in 2020

Community Engagement

- 2,818 Hours of Community Service
- YMCA Junior ThunderWolves, Special Olympics, Pack the Park



Participation Numbers

CSU Pueblo Athletics: 49% are ethnic minority and 52% are non-resident

2016-17	569
2017-18	542
2018-19	532
2019-20	577
2020-21	<u>580</u>
	561 per year

*Cheer and Dance 37 team members

NCAA Division II 463 student-athletes
15.9 varsity sports

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Financial Updates

Generated \$4.8 million in External Funding

\$1.7 million – Corporate Sponsorships, Friends of Football, Pack Club and Special Events

\$3.1 million – Rawlings Sports Complex

COVID-19 Impact

\$500,000+ in lost revenue for Camps and Clinics



Facility Improvements

Massari Arena	\$700,000
Neta and Eddie DeRose ThunderBowl	\$1,100,000
Rawlings Sports Complex	\$3,100,000

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Massari Arena



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Neta and Eddie DeRose ThunderBowl

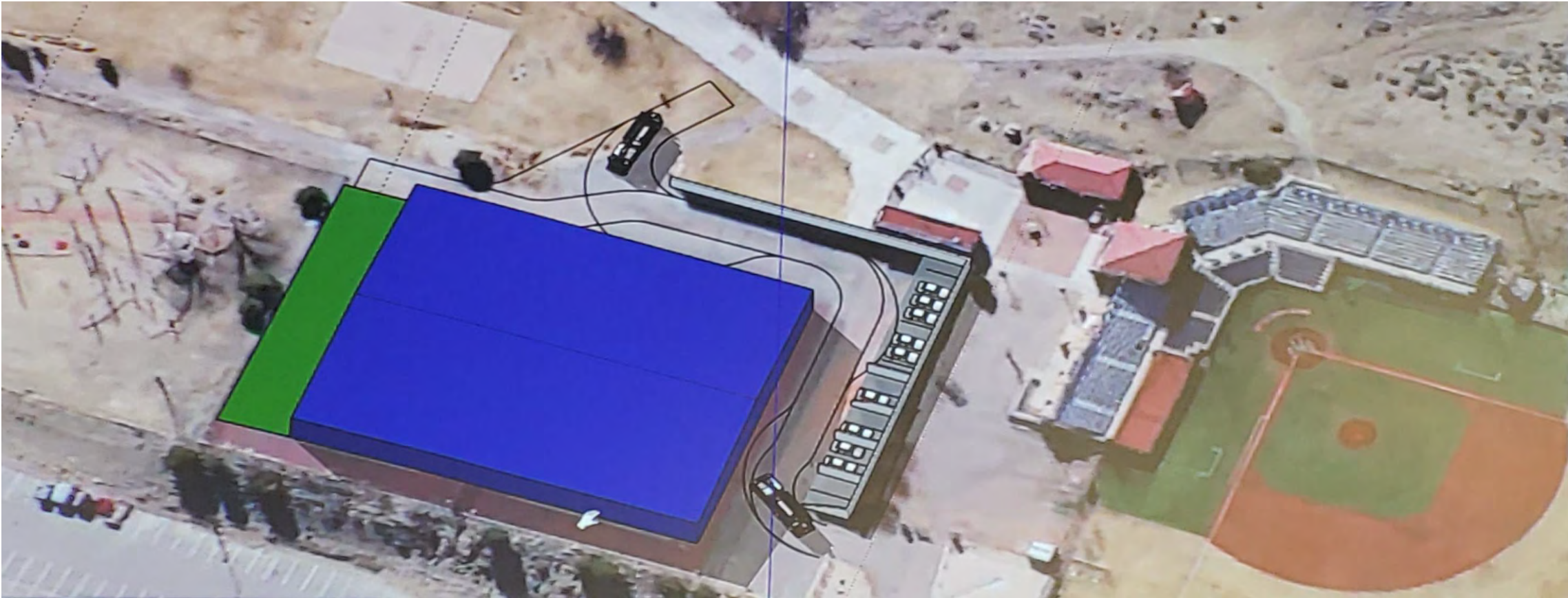


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Rawlings Sports Complex



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COVID-19 Student-Athlete Survey Results (N=382)

	<u>All Student-Athletes</u>	<u>FB</u>	<u>MSC</u>	<u>WSC</u>	<u>VB</u>	<u>CC</u>
Practice	3.09	2.77	3.21	2.67	3.82	3.62
Home Competition	3.11	2.79	3.21	2.62	3.71	3.46
Away Competition	2.83	2.52	2.84	2.14	3.47	3.00
Travel	2.86	2.54	2.74	2.38	3.76	3.23

1 = Not Comfortable 2 = Somewhat 3 = Comfortable 4 = Very Comfortable

COLORADO STATE UNIVERSITY SYSTEM

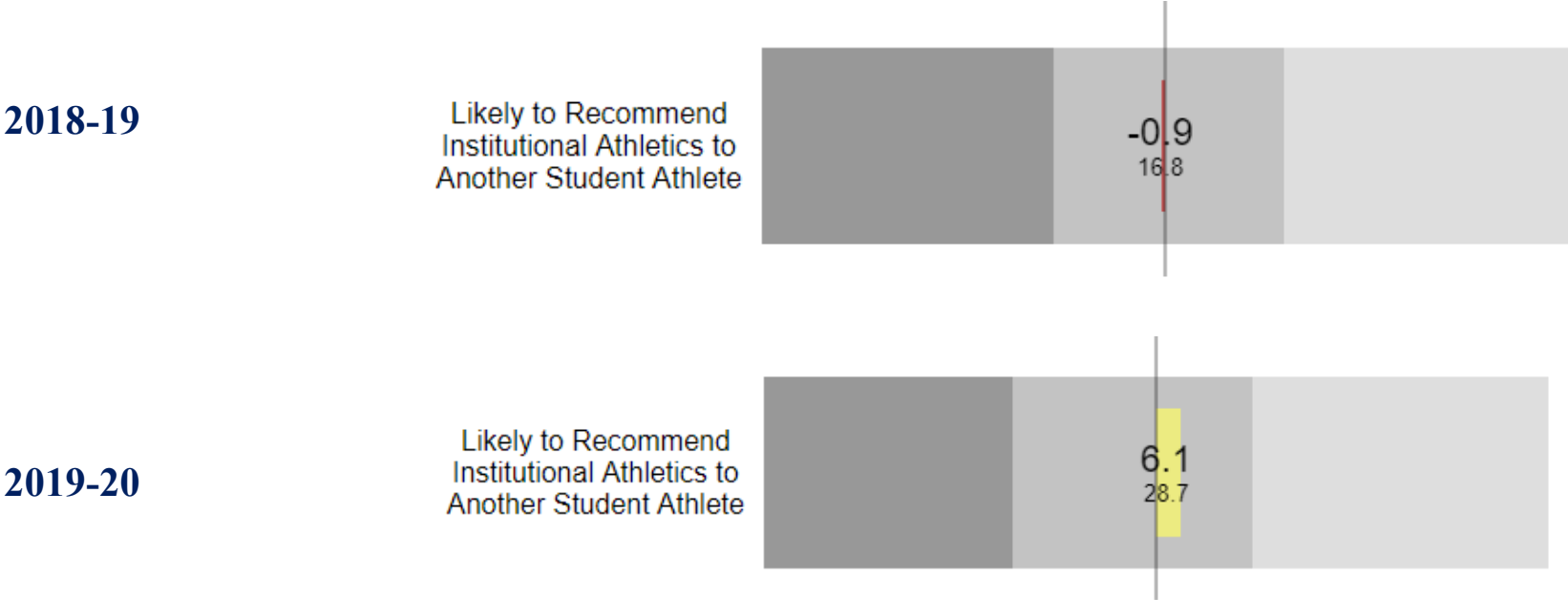
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Student-Athlete Experience

Athlete Viewpoint Net Promoter Score

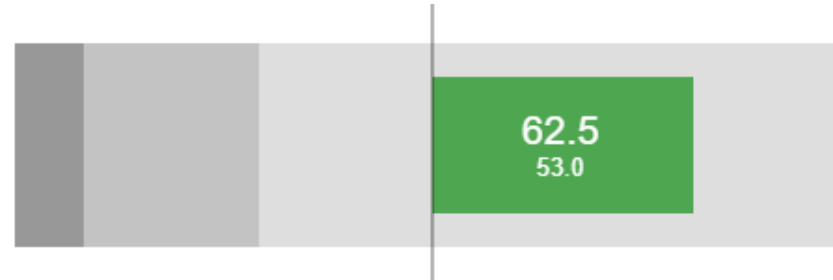
- Used to measure customer satisfaction based on a series of fundamental questions
- Anything above 0 is positive, but the standard is 20 or higher



Changing our Culture

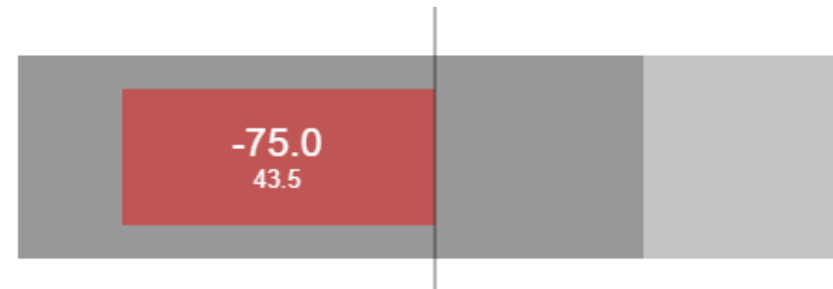
Highest Sport

Likely to Recommend Institutional Athletics to Another Student Athlete



Lowest Sport

Likely to Recommend Institutional Athletics to Another Student Athlete



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Student-Athlete Safety

Transportation Survey Responses

2018-19



2019-20



2020-21 Performance Goals

1. Protect the **educational mission** of CSU Pueblo.
2. Provide **emotional, safety and educational** support to our student-athletes.
3. **Inform, nurture and lead** our coaches and staff through an ever-changing environment.
4. **Engage, educate and rally** our community to support the educational endeavors of our student-athletes.

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CSU SYSTEM

COLORADO STATE UNIVERSITY

FORT COLLINS | PUEBLO | GLOBAL

TABLE OF CONTENTS

3 –

ACADEMIC PERFORMANCE
2019 GRADUATION RATES

11 –

STUDENT-ATHLETE ENGAGEMENT
2019-20 ACCOMPLISHMENTS

5

12

6

ACADEMIC PERFORMANCE
ACADEMIC PROGRESS RATE (APR)

13 –

ATHLETIC PERFORMANCE
2019-20

16

7

ACADEMIC PERFORMANCE
(TEAM GPAS)

17 –

FINANCIAL REPORT
2019-20

20

8 –

ACADEMIC PERFORMANCE
2019-20 ACCOMPLISHMENTS

21 –

ATHLETIC ENGAGEMENT AND
COVID-19 PREPAREDNESS

10

22





ACADEMIC PERFORMANCE

2019-20

Academic Performance

2019 Graduation Rates

Rate	CSU Student-Athletes	All CSU Students	NCAA Div. I - FBS Student-Athletes	All NCAA Div. I - FBS Students	MW Student-Athletes (avg.)	All MW Students (avg.)	Rank in MW
Federal Graduation Rate	68%	68%	68%	68%	67%	68%	3rd (tied w/FSU & SDSU; BSU 1 st at 71%)
NCAA Graduation Success Rate (GSR)*	86%	N/A*	88%	N/A*	86%	N/A*	5th (behind USU, BSU, FSU & WYO)

*The NCAA Graduation Success Rate (GSR) cannot be calculated for non-athletes because it takes NCAA eligibility rules into account.

Information based on most current public data. The 2019 report is based on the 2012-13 cohort year. Scores are a four-class average.

Academic Performance

2019 Graduation Rates

FEDERAL GRADUATION RATE		NCAA GRADUATION SUCCESS RATE (GSR)	
UC, Davis	82%	Illinois	92%
Illinois	77%	Iowa State	91%
Michigan State	76%	Michigan State	91%
Iowa State	73%	Virginia Tech	91%
Purdue	72%	UC, Davis	89%
Kansas State	69%	Kansas State	88%
Colorado State	68%	North Carolina State	87%
Texas A&M	68%	Tennessee	87%
Virginia Tech	64%	Colorado State	86%
North Carolina State	63%	Purdue	86%
Washington State	63%	Washington State	86%
Tennessee	62%	Texas A&M	82%
Oregon State	56%	Oregon State	80%
Oklahoma State	52%	Oklahoma State	76%

Academic Performance

Academic Progress Rate (APR)

SPORT	Single-Year APR					Multi-Year APR			
	18-19	17-18	16-17	15-16		18-19	17-18	16-17	15-16
Men's Basketball	980	920	920	981		951	946	966	976
Men's Cross Country	963	1000	950	1000		977	988	989	1000
Football	946	946	953	969		954	967	970	966
Men's Golf	1000	1000	1000	1000		1000	1000	993	992
Men's Track and Field	938	990	982	1000		976	991	991	991
Women's Basketball	1000	1000	1000	1000		1000	992	992	991
Women's Cross Country	1000	978	1000	1000		1000^^	986	991	990
Women's Golf	1000	1000	1000	1000		1000	992	992	976
Soccer	970	1000	981	1000		987	995	993	1000
Softball	987	972	1000	969		982	985	993	990
Swimming and Diving	990	1000	1000	1000		998	1000	1000	991
Tennis	1000	1000	1000	933		992	978	966	959
Women's Track and Field	1000	979	993	1000		996	987	993	989
Volleyball	1000	1000	960	1000		990	990	984	995

Notes:

1. APR measures semester-by-semester retention and eligibility rates for current scholarship student-athletes and is a predictor of future graduation rates.
2. A perfect APR score is 1000. The NCAA imposes penalties when the multi-year rate falls below 930.
3. Seven programs turned in perfect 1,000 APR scores for the academic year, the most among all Mountain West schools.
4. APR data for 2019-20 will not be submitted until October 2020.

Academic Performance

TEAM GPAs

SPORT	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Men's Basketball	2.54	2.43	2.84	3.05
Football	2.47	2.62	2.53	2.84
Men's Golf	3.12	3.04	2.97	3.32
Men's XC & Track	2.95	2.88	2.92	3.24
All Male Student-Athletes	2.66	2.69	2.71	2.82
Women's Basketball	3.16	3.08	2.89	3.29
Women's Golf	3.50	3.59	3.51	3.62
Women's Soccer	3.01	3.11	3.33	3.59
Softball	3.23	3.17	3.21	3.42
Women's Swimming	3.27	3.23	3.45	3.61
Women's Tennis	3.55	3.51	3.48	3.74
Women's XC & Track	3.25	3.17	3.25	3.44
Women's Volleyball	3.59	3.73	3.70	3.82
All Female Student-Athletes	3.26	3.25	3.32	3.53
All CSU Student-Athletes	2.95	2.96	3.01	3.25
All CSU Students	2.99	3.05	3.01	3.20



ACADEMIC PERFORMANCE 2019-20 ACCOMPLISHMENTS

Academic Performance 2019-20 Accomplishments

- 142 Rams earned MW Academic All-Conference recognition for achieving a grade-point average of 3.0 or better while competing in at least 50% of their teams' varsity contests during the year.
- 82 Rams earned MW Scholar-Athlete awards for achieving a grade-point average of 3.5 or better while utilizing a season of competition (competing in at least 1 contest), seven of which earned 4.0 GPA.

MW Academic All-Conference

2019-20: 142 student-athletes
2018-19: 133 student-athletes
2017-18: 138 student-athletes
2016-17: 152 student-athletes
2015-16: 150 student-athletes

MW Scholar-Athlete

2019-20: 82 student-athletes
2018-19: 72 student-athletes
2017-18: 89 student-athletes
2016-17: 90 student-athletes
2015-16: 81 student-athletes





Academic Performance 2019-20 Accomplishments

- Fall 2019 marked the seventh-highest student-athlete term GPA on record (3.013) and ninth-highest student-athlete cumulative GPA on record (3.020).*
- Spring 2020 marked **the highest** student-athlete term GPA on record (3.256) and **second-highest** student-athlete cumulative GPA on record (3.090).*

* Records include 27 semesters worth of data, beginning with Spring 2007.

STUDENT-ATHLETE ENGAGEMENT 2019-20 ACCOMPLISHMENTS



Student-Athlete Engagement

2019-20 Accomplishments

- Colorado State Athlete Ally begins in Summer 2020 to celebrate the inclusion of LGBTQ+ student-athletes and allies of all sexual orientations, gender identities/expressions in CSU Athletics.
- Two student-athletes participated in the virtual NCAA Career in Sport Forum this summer.
- Six student-athletes participated in the Black Student-Athlete Summit in Austin, TX.
- The Financial Literacy Program, in partnership with Canvas Credit Union, was launched (freshman through seniors).
- The Student-Athlete Advisory Committee created the first Director of Diversity and Inclusion as part of their officer board.
- Before COVID-19 Closures, we were anticipating three participants in MURALS and one student presenter in the Feminist Thought and Activism Conference.

ATHLETIC PERFORMANCE

2019-20



Athletic Performance 2019-20

SPORT	CONFERENCE RECORD	OVERALL RECORD	CONFERENCE FINISH	COMMENTS/POSTSEASON
Men's Basketball	11-7	20-12	t-5th	Nico Carvacho became all-time double-double and rebound leader in MW play; Isaiah Stevens was named MW Freshman of the Year; Carvacho named All-MW and All-District, 8-game improvement over 2018-19 results
Men's Cross Country	N/A	N/A	2nd	2nd place finish at MW Championships; 11th place in NCAA Regionals; Forrest Barton named Academic All-District
Football	3-5	4-8	5th	Three-game winning streak; Warren Jackson, Trey McBride, and Ryan Stonehouse named All-MW First Team; Steve Addazio hired in December
Men's Golf	N/A	N/A	Cancelled	Won three fall events; Three All-MW and All-Region; Davis Bryant and AJ Ott named All-Americans; Four named All-American Scholars; Finished No. 19 nationally
Men's Indoor Track & Field	N/A	N/A	1st	MW Champions for 3rd time in 4 years; Eric Hamer named MW Men's Indoor Athlete of the Year and USTFCCA All-American; Brian Bedard named MW Coach of the Year; 15 named All-MW
Men's Outdoor Track & Field	N/A	N/A	Cancelled	Championships cancelled due to COVID-19
Women's Basketball	6-12	12-18	t-9th	Annie Brady named All-MW Defensive Team; Did not qualify for postseason play
Women's Cross Country	N/A	N/A	4th	4th place at MW Championships; 10th at MW Regionals; Won the Wyoming Open; Lily Tomasula-Martin named All-MW First Team
Women's Golf	N/A	N/A	Cancelled	Finished 2nd at Colonel Wollenberg Ptarmigan Ram Classic; Three named to WGCA All-American Scholars Team
Women's Soccer	7-3-1	12-5-3	3rd	Qualified for first-ever MW Tournament appearance; Most wins program history; Bill Hempen named MW Coach of the Year; Six named All-MW; Five named All-Pacific Region; Caeley Lordemann set program record for goals (career, season), game-winning goals (career, season), points (career, season) among many others
Softball	0-0	11-12	Cancelled	Three named All-MW; Majority of season cancelled due to COVID-19
Swimming & Diving	2-1	6-4	5th	Skylar Williams and Rachel Holland qualified for NCAA Zones; 13 All-MW Honors; Program named CSCAA Scholar All-Americans; Holland earns HM Scholar All-American; Posted best team score at MW Championships in program history since moving to 24-place format
Women's Tennis	0-0	3-6	Cancelled	Three named All-MW; Majority of season cancelled due to COVID-19
Women's Indoor Track & Field	N/A	N/A	3rd	15 named All-MW; Tarynn Sieg named USTFCCA All-American; Amelia Harvey named NSCA All-American
Women's Outdoor Track & Field	N/A	N/A	Cancelled	Championships cancelled due to COVID-19
Women's Volleyball	18-0	29-2	1st	25th consecutive NCAA Tournament appearance; Katie Oleksak named MW Player of the Year and AVCA All-American; Tom Hilbert named MW Coach of the Year; Four named All-MW; Oleksak becomes CSU career assists leader; Two named Academic All-Americans, Three named All-Region



Athletic Performance 2019-20 Accomplishments

- Two Colorado State teams won Mountain West Championships this season (volleyball and men's indoor track & field), giving CSU Athletics 18 over the past five seasons, the most among all Mountain West schools.
- Katie Oleksak (volleyball) was named MW Player of the Year, and Eric Hamer (track & field) was named men's MW Indoor Athlete of the Year.
- Bill Hempen (soccer), Tom Hilbert (volleyball) and Brian Bedard (track and field) were named Coach of the Year in their respective sports.
- Nico Carvacho (men's basketball) became the conference's all-time rebound and double-double leader, Katie Oleksak set the program's career assist record, and Caeley Lordemann (soccer) set a bevy of career and single-season records
- Despite the COVID-19 shutdown of most spring sports, CSU was represented in the postseason by men's cross country, men's indoor track & field, women's cross country, swimming and diving, women's indoor track & field, and women's volleyball. Men's basketball was in line to participate in the postseason for the first time since 2016-17 before the shutdown.





Athletic Performance 2019-20 Accomplishments

- Football's Ryan Stonehouse ascended to No. 1 in the NCAA's career punting average chart with his senior season left to play.
- Men's basketball posted an eight-game improvement from last season and their first 20-win season since 2016-17.
- Women's soccer posted the most wins in school history overall and in conference play. Six Rams were named All-Mountain West and five were named All-Pacific Region.
- Swimming and Diving posted the program's best team score at the Mountain West Championships in program history since moving to a 24-place format.



FINANCIAL REPORT

2019-20

FINANCIAL REPORT

2019-20

Income Statement Pro Forma Fiscal Year 2020 Unaudited - Canvas Stadium

Revenues		FY16 Hughes	FY17 Hughes	FY18 Canvas	FY19 Canvas	FY20 Canvas
1	Premium Seat Donations	\$ -	\$ -	\$ 3,462,757	\$ 3,531,299	\$ 3,618,548
2	Priority Seat Donations	2,339,759	2,541,068	1,139,288	1,139,288	\$ 904,637
3	Premium and Priority Seat Donations TCJA 2017 Impact	-	-	-	1,775,057	\$ 1,072,594
4	Tickets and Parking	3,705,625	3,632,874	5,151,617	5,440,190	\$ 4,200,634
5	Advertising/Sponsorship	2,596,024	3,509,256	3,030,365	4,450,596	\$ 4,086,212
6	Naming Rights	-	-	1,060,167	1,060,167	\$ 1,060,167
7	Hughes Base Budget Reallocation	-	-	610,000	610,000	\$ 610,000
8	Miscellaneous Revenue	315,942	306,417	1,124,092	792,803	\$ 556,874
9	Total Revenue	\$ 8,957,350	\$ 9,989,615	\$ 15,578,286	\$ 18,799,401	\$ 16,109,666
Expenses						
10	Salaries and Benefits	\$ -	\$ -	\$ 167,980	\$ 230,528	\$ 275,969
11	Supplies	-	-	73,832	6,312	\$ 13,264
12	General Operating Services	-	-	354,564	300,077	\$ 230,842
13	Professional Services	-	-	127,130	176,786	\$ 47,984
14	Repairs & Maintenance	-	-	250,420	434,518	\$ 281,511
15	Utilities	-	-	609,143	456,902	\$ 444,687
16	Game-Day Expenses	1,000,089	854,707	1,557,391	1,358,257	\$ 1,330,346
17	Total Expenses	\$ 1,000,089	\$ 854,707	\$ 3,140,461	\$ 2,963,379	\$ 2,624,603
18	Net Income	\$ 7,957,261	\$ 9,134,908	\$ 12,437,825	\$ 15,836,022	\$ 13,485,063

FINANCIAL REPORT 2019-20

CSL Feasibility Study Low Case 2012				CSL FY20	FY 20 Final	\$ Variance CSL vs Final	% Variance CSL vs Final
Revenues							
19	Premium Seat Donations			\$ 1,949,000	\$ 3,618,548	\$ 1,669,548	86%
20	Priority Seat Donations			1,990,248	904,637	(1,085,611)	-55%
21	Premium and Priority Seat Donations TCJA 2017 Impact			-	1,072,594		
22	Tickets and Parking Net Sales Team			5,411,568	4,200,634	(1,210,934)	-22%
23	Advertising/Sponsorship			1,714,586	4,086,212	2,371,626	138%
24	Naming Rights			424,360	1,060,167	635,807	150%
25	Hughes Base Budget Reallocation			-	610,000	610,000	100%
26	Miscellaneous Revenue			1,189,413	556,874	(632,539)	-53%
27	Total Revenue			\$ 12,679,175	\$ 16,109,666	\$ 3,430,491	27%
Expenses							
28	Salaries and Benefits			\$ 212,180	\$ 275,969	\$ (63,789)	-30%
29	Supplies			15,914	13,264	2,650	17%
30	General Operating Services			37,132	230,842	(193,711)	-522%
31	Professional Services			79,568	47,984	31,584	40%
32	Repairs & Maintenance			212,180	281,511	(69,331)	-33%
33	Utilities			424,360	444,687	(20,327)	-5%
34	Game-Day Expenses			509,232	1,330,346	(821,114)	-161%
35	Total Expenses			\$ 1,490,565	\$ 2,624,603	\$ 1,134,039	76%
36	CSL Net Income			\$ 11,188,611	\$ 13,485,063	\$ 2,296,452	21%
Projected Net Income Variance Versus CSL Feasibility Low Case (Line 17-Line 34)						\$ 2,296,452	
Projected Bond Debt Service Coverage							
					FY18 Final	FY19 Final	FY20 Final
38	Net Income from Line 17	\$ 7,957,261	9,134,908	\$ 12,437,825	\$ 13,485,063	\$ 13,485,063	
39	Contribution to Athletics from CSL Model	3,645,974	3,645,974	3,645,974	3,645,974	3,645,974	
40	Bond Payments	-	-	4,166,405	8,218,615	8,319,873	
41	Surplus(Shortfall)	\$ 4,311,287	5,488,934	\$ 4,625,446	\$ 1,620,474	\$ 1,519,216	
42	Add'l Allocation to Athletics' Ops	4,311,287	5,488,934	1,125,446	- 354,583	446,622	
43	Allocation to Academic Operations	-	-	500,000	200,000	-	
44	Net Annual Stadium Reserve	-	-	\$ 3,000,000	\$ 1,775,057	\$ 1,072,594	
45	Cumulative Stadium Reserve	-	-	\$ 3,000,000	\$ 4,775,057	\$ 5,847,651	
Philanthropic Coverage							
					FY18 Final	FY 19 Final	FY 20 Final
47	Prior FYE stadium capital cash			\$ 8,360,737	\$ 10,397,413	\$ 13,433,391	
48	Current FY stadium capital pledge payments less naming rights						
49	Use of stadium gifts to repay bonds (= line 40)						
50	Net Stadium Cash gift available to service bonds at FYE			\$ 8,360,737	\$ 10,397,413	\$ 13,433,391	\$ 14,385,511

Financial Report 2019-20

FY 20 Budget and Actuals-Org 0120 - Unaudited

Expenditures	Budget FY 20	Actuals FY 20	Variance Actual vs Budget
1 Financial Aid	\$ 9,912,779	\$ 9,297,730	\$ 615,049
2 Salaries and Benefits	18,166,656	18,314,422	(147,766)
3 Debt Service	574,503	280,579	293,924
4 Operations	9,975,259	10,700,201	(724,942)
5 Bowl Game (established midyear per MW formula)	-	-	-
6 Camp Expenses including payouts of FY19 profits	800,000	569,732	230,268
7 Trade Outs	2,800,000	2,707,485	92,515
8 Total Expenditures	\$ 42,229,197	\$ 41,870,149	\$ 359,048
Revenues			
9 University Base Support	\$ 14,233,439	\$ 14,239,389	\$ 5,950
10 University 1x Support	7,940,299	7,222,480	(717,819)
11 Student Fees	5,914,280	5,970,929	56,649
12 Camp Revenues received in FY20 less FY21 carryfor	800,000	440,477	(359,523)
13 Trade Outs	2,800,000	2,707,485	(92,515)
14 Bowl Revenue (MW distribution + Ticket Sales)	-	-	-
15 Self Generated Revenue	6,895,205	7,196,793	301,588
16 Total Revenue	\$ 38,583,223	\$ 37,777,553	\$ (805,670)
17 Stadium Transfer to 0120 per Pro Forma	3,645,974	3,645,974	-
18 Additional Stadium Transfer	-	446,622	-
19 Net	\$ -	\$ 0.0	\$ 0.0

ATHLETIC ENGAGEMENT AND COVID-19 PREPAREDNESS



Athletic Engagement and COVID-19 Preparedness



- The department announced the **Together Initiative** in early June – a coalition of staff and student-athletes aimed to create inclusive programming for the benefit of CSU Athletics to help combat social injustices and racial issues.
 - Student-athletes represent 1% of the total student body but represent 2% of the total racially-minoritized enrollment.
 - Athletics adds significantly to the diversity of Colorado State University. A higher proportion of student-athletes self-report as racially-minoritized as compared to other students (36% v. 24%).



- Colorado State returned an initial cohort of 168 staff and student-athletes to campus over the summer after extensive planning to mitigate COVID-19 effects with only two positive tests among student-athletes. Social distancing and quarantine policies are operating effectively as planned.
 - In partnership with UHealth and the CSU Health Network, CSU Athletics has been able to leverage the strong relationships to return COVID-19 tests as quickly as 24 hours.
 - Extensive collaboration with the University's Pandemic Preparedness Team has allowed CSU Athletics to return athletes and staff safely and respond to any concerns immediately.



Section 12

Consent Agenda

Colorado State University System

Minutes of the June 5, 2020 Board and Committee Meetings

Colorado State University System

New Ph.D in Music Therapy

Faculty Manual Change: Section C.2.1.3.1, Elected Members

Approval of Degree Candidates

CSU-Pueblo

New Undergraduate Certificates: Data Analytics; Communication and Information Design; User Experience; Foundations of Business; Health & Fitness Certification for the Department of Corrections

New Post-Baccalaureate Teacher Licensure Certificates: K-12 World Languages Spanish; K-12 Physical Education; K-12 Music; Middle School (6-8) Mathematics; Secondary Mathematics; K-6 Elementary Education; Secondary Social Studies (Political Science); Secondary Social Studies (History); Secondary English; Early Childhood Education; K-12 Instructional Technology; K-12 Special Education Generalist; K-12 Culturally & Linguistically Diverse Educ.; Secondary Science (Physics); Secondary Science (Physical Science); Secondary Science (Chemistry); Secondary Science (Biology); K-12 Art

New Bachelor of Arts in Art and Creative Media

New Bachelor of Fine Arts in Art and Creative Media

New Bachelor of Arts and Bachelor of Science in Media Communications

Faculty Manual Change: Section 2.2.1.2.1, Track for Promotion of Lecturers and Senior Lecturers

Approval of Degree Candidates

Colorado State University Global Campus

Approval of Degree Candidates

**THE BOARD OF GOVERNORS
OF THE COLORADO STATE UNIVERSITY SYSTEM
BOARD MEETING MINUTES
Conducted Remotely
June 5, 2020**

CALL TO ORDER

Chair Tuor called the meeting to order at 9:03 a.m. and reminded the Board members the meeting was being livestreamed. The meeting was conducted remotely with live video and audio of the meeting livestreamed publicly through YouTube, as described in the public notice.

ROLL

Governors present: Nancy Tuor, Chair; Kim Jordan, Vice Chair; Jane Robbe Rhodes, Treasurer; Dean Singleton, Secretary; Polly Baca, Russell DeSalvo; Nate Easley, Steven Gabel; Armando Valdez; Ben Amundson, Student Representative, CSU; Harriet Austin, Faculty Representative, CSU-Global Campus; Stephanie Clemmons, CSU Faculty Representative; Hannah Douglas, Student Representative, CSU-Pueblo; Nicole Hulet, CSU-Global Student Representative; Neb Jaksic, Faculty Representative, CSU-Pueblo.

Administrators present: Tony Frank, Chancellor, CSU System; Amy Parsons, Executive Vice Chancellor, CSU System; Joyce McConnell, President, CSU; Timothy Mottet, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Jason Johnson, General Counsel, CSU System; Lynn Johnson, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Henry Sobanet, Chief Financial Officer, CSU System.

CSU System Staff present: Melanie Geary, Executive Assistant; Adam Fedrid, IT Manager; Tiana Nelson, Director of External Relations; Cara Neth, Director of Executive Communications; Allen Sneesby, IT Technician, Jason Rogan, IT Professional; and Wayne Hall, CSU IT Professional

Staff and Guests present: Mohamed Abdelrahman, Provost, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Margaret Henry, Treasurer, CSU System; CSU-Global; Jannine Mohr, Deputy General Counsel, CSU; Alejandro Rojas-Sosa; VP Administration and Finance, CSU-Pueblo; Karen Ferguson, Provost, CSU-Global; Nancy Hurt, Vice President, CSURF; Ann Claycomb, Chief of Staff, CSU;

PUBLIC COMMENT

Chair Tuor noted that due to current public health guidance the Board meeting was being conducted remotely and the Board was unable to accommodate public comment in person. She acknowledged the importance of public comment noting that the Board considers the comments they receive as they carry out their duties as board members. In light of public health restrictions in place, the Board adjusted the process by requesting that public comment be submitted via e-mail. Chair Tuor stated there had been sixteen (16) public comment submissions, which made it impractical for her to read them all verbatim. She noted the themes of the public comment submissions centered around non-tenure track faculty and CSU Police Department funding, and all public comment submissions had been distributed to the Board electronically. Lastly, she stated that the Board was hopeful that the public health emergency will have subsided by the August meeting and the Board will be able to meet in person and resume regular in-person public comment.

BOARD CHAIR'S AGENDA

Chair Tuor introduced the incoming Board members, Hanna Douglass, CSU-Pueblo Student Representative, and Dr. Neb Jaksic, CSU-Pueblo Faculty Representative, and asked General Counsel Johnson to administer the oath of office. The new Board members took their oath of office and acknowledged their commitment to perform the duties as a member of the Board of Governors. Chair Tuor then provided an overview of the agenda.

AUDIT AND FINANCE COMMITTEE

Governor Jane Robbe Rhodes, Chair of the Audit and Finance Committee, convened the committee and recognized campus leadership and budget teams for their work developing budgets. Committee Chair Robbe Rhodes also acknowledged the foresight of past Boards and leadership teams in establishing the System reserves. Without their leadership, vision, and service, the budget discussion to follow would have been very different.

Covid-19 and State Budget Update

Chancellor Frank provided an introduction to the budget situation for the campuses and summarized the funding from the CARES Act, likely funding from the State through the Long Bill, and foreshadowed the proposed budgets to be presented by the institutions. Chancellor Frank also noted that the communications concerning campus budgets for this coming fiscal year were not consistent with our normal standards given the fiscal uncertainty. He also commented that the campus budgets would need to be approved by the Board contingent upon passage of the Long Bill with substantially the same funding for institutions of higher education as presently expected.

Chancellor Frank gave additional context regarding the current fiscal landscape. Governor Polis dedicated important funding from the CARES (Coronavirus Aid, Relief, and Economic Security) Act CERF (Coronavirus Emergency Response Fund) funds for higher education. The proposed campus budgets lean heavily on those federal stimulus funds, and pairs them aggressively with the Board's reserves along with proceeds from Board-initiated refinancing from the May Board meeting. These sources of funds allow the System to substantively spare the campuses where the real work of teaching, discovery, and engagement occurs. The budget reductions our campuses will be recommending maintain the priorities established by the Board – protecting payroll and employees, if feasible – and they do not contemplate salary reductions.

Chancellor Frank stated that the System is not avoiding deeper cuts because our campuses lack that will; indeed, future years may show the need for additional belt tightening. Rather, the System is seeking to avoid these cuts in no small part because of our role as a public entity, established by an act of Congress and supported for 150 years by the citizens of Colorado to build a better future. A part of the role the System can play, as we did in the Great Recession, is as a stabilizing influence in the economies of our communities and our State. Layoffs into a time of high unemployment fuel downward economic pressure. It is an easy solution to shed fiscal risk at the expense of our responsibility as the region's largest employer supported by the tax dollars of the very citizens who make up that community. The System, with the Board's prioritization of payroll protection, has chosen not to take that easy path. Chancellor Frank thanked the Board, as a taxpayer, for adding a stabilizing factor into our economy and planting the seeds for the economic recovery that we know will come.

Chancellor Frank also commented that the budget plans from the campuses are not without impact. Many positions will remain unfilled and all of us will need to pick up that load. If the State elects to furlough State Classified Personnel (SCP), we may determine that an comparable approach across all employee groups is the equitable solution. And our campuses will be planning for the contingency of a more prolonged economic downturn than any of us hope for. The budget planning for the next fiscal year, however, are not without tools as we look to the future. The recommendation from System staff will include the establishment of an \$80 million Board of Governors Corona Virus Emergency Relief Fund, so that the System campuses can step into whatever the future holds and assure our students the opportunity to earn degrees that matter, make our communities a safe environment, provide our world the benefits of our discovery, and our communities the fruits of our engagement.

Chancellor Frank noted that these budgets are difficult and challenging, yet they are some of the budgets he's proudest of in the dozen years he has been responsible for presenting them to the Board. Chancellor Frank also thanked the work of Colorado's federal elected officials, our Governor and state elected officials. Chancellor Frank also thanked Henry Sobanet, Lynn Johnson, and Alejandro Rojas-Sosa for their excellent work. He also thanked

Presidents Mottet and McConnell for their leadership, and the hard work of Executive Vice Chancellor Parsons, as well as President Takeda-Tinker and her team at CSU Global Campus. Chancellor Frank also thanked the members of the Board of Governors.

Fiscal Year 2021 Campus Budget Scenarios

Chancellor Frank began the presentation by focusing on the entire System budget, and noting the \$164 million dollar shortfall was the largest single drop he had seen in twenty-plus years at CSU. He then described the proposed approach to deal with that shortfall: \$100 million from the Federal CARES 1 and CARES 2 funding; \$53 million from Board reserves; and \$72 million from the refinancing approved by the Board in May. In order to balance the budget, \$18 million from budget cuts must come from the campuses, with \$17 million from CSU and \$1 million from CSU Pueblo. The remaining uncommitted almost \$80 million dollars of funds in the budget will go into the Board-controlled Corona Virus Emergency Reserve fund. Chancellor Frank noted that the reserve was a smart and prudent move to protect the campuses against future unanticipated downturns. Although the cuts will have an impact on the campuses, we can feel confident that we are tightening our belts without causing long term damage to the institutions.

President McConnell then thanked the Board and emphasized the importance of the Colorado State University tripartite land grant mission: excellence in teaching, research, and engagement. She went on to explain the strategic focus of expense reductions, being careful of the most vulnerable members of CSU's community and maintaining the important engagement and research of the campus. President McConnell described the principles deployed to find the necessary cuts for the \$17 million reduction, including payroll protection where possible, protecting filled positions, and keeping vacant positions unfilled. President McConnell had directed units to model certain cuts and strategic investment and planning. Vice President for University Operations, Lynn Johnson, shared the CSU Fiscal Year 2021 budget overview, highlighting two potential scenarios provided in the materials – one with a 3% tuition increase, and another with the recommended 0% increase in tuition. Vice President Johnson also discussed the net revenue projections, the E&G budget schedule, and highlighted planned critical investments.

President Mottet echoed his thanks for the Board, System, State and federal assistance. He highlighted for the Board those four priorities that guided the university's budgeting process: (1) protect health and employment; (2) ensure continuity of teaching and learning; (3) ensure continuity of operations; and (4) ensure financial sustainability of the institution for generations to come. Vice President of Finance and Administration, Alejandro Rojas-Sosa, shared the budget overview for CSU Pueblo, with two potential scenarios and specifically recommended a 0% tuition increase.

President Takeda-Tinker presented the budget overview for CSU Global and emphasized that Global Campus will adjust the Fiscal Year 2021 budget as needed in order to maintain its goals.

Chancellor Frank and Chief Financial Officer Henry Sobanet presented the CSU System budget, which included a 10% reduction.

Motion/Action to Adopt the Fiscal Year 2020-2021 E & G Incremental Budgets and Related Items:

Committee Chair Robbe-Rhodes read a motion to approve the Fiscal Year 2020-2021 E & G Incremental Budgets and related items contingent on the passage of the Long Bill. Governor Baca moved that the CSU System Board of Governors approves all proposed budgets, schedules and rate increases as listed in the matters for action and as presented in the Finance Committee presentation of June 5, 2020 for the Fiscal Year 2020-21, subject to the final approval of the Long Bill by the General Assembly and the Governor that includes substantially the same level of funding for the CSU System as currently projected, and that it is further moved that the Board of Governors creates its Corona Virus Emergency Reserve Fund to be funded and deployed in accordance with the proposed budgets and schedules presented in the Finance Committee presentation of the Board of Governors on June 5, 2020 for the 2020-21 Fiscal Year and as further directed by the Board of Governors. Governor Jordan seconded the Motion, and it carried unanimously. This action item is included in the Board meeting materials.

CFO Sobanet noted that all CARES ACT funding will be allocated in accordance with state and federal guidelines, and the System is developing policies to ensure compliance.

Motion/Action on the Adoption of the Fiscal Years 2021-2022 Combined Campuses Capital Construction Prioritization List:

CFO Sobanet and the campus CFOs reviewed the capital project prioritization list and noted there is some interest in using Certificates of Participation (COP) funding to finish the third phase of the Shepherdson building. Lynn Johnson noted that the Clark Building renovation and additions were a new addition to the list, which has a great deal of student support. Committee Chair Robbe Rhodes asked for a motion approve the Fiscal Years 2021-2022 Capital construction prioritization list and capital IT prioritization list for the CSU System, and authorizing staff to submit any and all documents required by the Department of Higher Education, Governor's Office, and General Assembly. Governor Valdez moved and Governor Gabel seconded that motion. The motion carried unanimously. This action item is included in the Board materials.

Motion/Action on the 2-Year Cash Funded Capital Construction List:

CSU Vice President Johnson discussed the Banded Peak Ranch conservation easement in the Board materials and noted the Board had approved the related Program Plan in May 2020, and this action is the next step for the State in order to finalize the acquisition. Governor Gabel moved for the approval of the 2-year Cash Funded Capital Construction List, and Governor Singleton seconded that motion. The motion carried unanimously. This action item is included in the Board materials.

Motion/Action on CSU Parking at Foothills Campus:

CSU Vice President Johnson reviewed the request or authorization to implement managed parking at the CSU foothills campus, and noted some of the \$2 million in improvements made in the past twelve months to improve safety. Governor Jordan moved to approve the plan to implement a managed parking system at the CSU Foothills Campus, effective July 1, 2020. Governor Easley seconded the motion and it carried unanimously.

Treasury Update

System CFO Sobanet presented the System Treasury update and reviewed the balances for the Board. He noted there had been some stabilization in the markets thanks to the CARES Act. CFO Sobanet also noted that he and Margaret Henry, System Treasurer, were working on an order of operations policy to avoid selling and taking losses.

Motion/Action to approve Special Course Fees: Governor Clemmons moved to approve the Special Course Fees as outlined in the Appendix and included in the Board materials. Governor Baca seconded the motion and it carried unanimously.

The meeting recessed for a break at 10:20 a.m. and reconvened at 10:36 a.m.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Gabel convened the meeting of the Academic and Student Affairs Committee and asked System Chief Academic Officer Rick Miranda to talk about the new degree programs.

New Degree Programs

CAO Miranda reviewed the following new degree programs:

- CSU, Graduate Certificates: Horticulture and Human Health; Business Application Development; Communication and Technology; Cybersecurity, Data Engineering; Biomaterials and Tissue Engineering; Prevention Program Planning and Evaluation.
- CSU-Pueblo: Bachelor of Applied Science in Automotive Industry Management; Bachelor of Applied Science in Leadership and Organizational Management.

Approval of the new certificates and degrees will occur upon approval of the Consent Agenda.

Faculty Manual Changes

CAO Miranda presented proposed changes to the CSU Faculty and Administrative Professional designed to update the language to gender neutral references, and further explained the history of the proposed language changes. Approval of these manual changes will be covered under the Consent Agenda.

APPROVAL OF BOARD POLICY

General Counsel Johnson reviewed the proposed changes to Board of Governors Policy 100: The Colorado State University System Board of Governor Policies and Procedures Manual, as well as new Board Policy 131: Public Health Emergency Response Policy.

Motion/Action to approve revised Board Policy 100 and new Board Policy 131: Governor Gabel moved to approve revised Board Policy 100 and new Board Policy 131: Public Health Emergency Response Policy. The motion was seconded by Governor Valdez and passed unanimously. This action item is included in the Board materials.

APPROVAL OF CONSENT AGENDA

Motion/Action to Approve Consent Agenda: General Counsel Johnson presented the Consent Agenda to the Board of Governors for approval. Governor Baca moved for approval of the Consent Agenda. Governor Clemmons seconded and the motion carried unanimously.

EXECUTIVE SESSION

Motion/Action: Governor Gabel moved for the Board to go into executive session at 10:49 a.m. Governor Valdez seconded the motion and it carried unanimously. General Counsel Johnson read the Board into Executive Session and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

- 1) For discussions relating to the purchase of property for public purpose or sale of property at competitive bidding if premature disclosure of such transaction would give a competitive advantage to the other party, which is confidential under C.R.S. § 24-6-402 (3) (a) (I); and
- 2) For the purpose of receiving the Litigation Report from the General Counsel relating to pending or imminent litigation, specific claims or grievances; and to receive legal advice on specific legal questions, including legal questions regarding the topics raised in this meeting, which is confidential pursuant to C.R.S. § 24-6-402 (3) (a) (II).

The Board of Governors returned to open session at 11:12 a.m. Chancellor Frank thanked the Board for their service, especially in challenging times. The meeting then adjourned.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2020
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2020-2021 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2020-2021 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

MATTERS FOR ACTION

New Degree: Ph.D. in Music Therapy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a New Degree Program: Ph.D in Music Therapy. If approved, this degree will be effective Fall Semester 2021.

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

In proposing the Ph.D. program, the School of Music, Theatre, and Dance intends to focus on the study of music perception and production as it applies to music therapy treatment. Historically, the field of music therapy was solely based in social sciences; however, current findings in music neuroscience have increased the understanding of the impact of music on the brain. In particular, research performed at CSU and across the world has demonstrated that music and rhythm can have a direct and profound impact on human functioning in rehabilitation and habilitation. CSU has pioneered the development of techniques that apply music stimuli to motor, cognitive, and speech functioning, with results that have gained endorsement from the World Federation of Neurologic Rehabilitation.

The CSU faculty is uniquely suited to develop a Ph.D. focused in music therapy and neuroscience. The current faculty has collaborations with colleagues in human development, music education, early childhood, psychology, gerontology, communication studies, and occupational therapy. CSU's program is already well situated for a Ph.D. program, with internationally-known faculty and a fully functioning research center. The Ph.D. students and an online equivalency program would make CSU music therapy one of the largest programs in the US. With CSU's international recognition in music therapy, there is no other university with the resources for this Ph.D. program.

Today, over 80 colleges and universities in the United States offer undergraduate and graduate degree programs in music therapy. Of those academic institutions, only Temple University offers a Ph.D. in music therapy, with a specific focus in psychotherapy. Six other doctoral programs offer a Ph.D. in music education with emphasis on training in music therapy. Two additional programs offer a Ph.D. in creative arts therapy, one with limited residency program (Lesley University; where

students must attend for three weeks each summer). There are no universities offering a Ph.D. in Music Therapy with a focus in the neurosciences and no programs with an online offering similar to our proposed program. A degree program with an emphasis in the sciences that has online and resident options would be attractive given media attention on the effect of music on the brain and current research priorities of the American Music Therapy Association (AMTA).

The CSU Ph.D. in Music Therapy will also impact the profession by providing an opportunity for doctoral education for individuals who wish to pursue a Ph.D. but have no local programs. At present, there are not enough individuals with a Ph.D. to fill available academic positions in music therapy. In 2018, there were 14 open Ph.D. level positions, of which four resulted in failed searches and five hired Ph.D.s (one ABD, two new, and two from other universities). The rest of the positions hired master's-level individuals for these positions. In 2019, there are already 20 position announcements. Without qualified individuals filling Ph.D. positions, the profession will continue to lag in research and innovation. CSU is regularly contacted by Master's-level faculty who are interested in pursuing a Ph.D. due to job requirements to complete their education. Furthermore, this program would allow us to pursue new interdisciplinary research initiatives and partnerships across campus. We hope that we can expand our offerings and prepare future generations of educators and researchers that will advance the field of music therapy.



Colorado State University
PROGRAM MANAGEMENT

NEW PROGRAM PROPOSAL

Ph.D. in Music Therapy

Program Title: Ph.D. in Music Therapy

Academic Level: Graduate

Program Type: Degree

Degree Type: Ph.D.

College: Liberal Arts

Department/Unit: 1778 – School of Music, Theatre, and Dance

Program available to students: Fall 2021

Program Description:

The Ph.D. in Music Therapy emphasizes clinical practice, research, and higher education teaching to prepare future music therapy clinicians and educators. Students gain knowledge in evidence-based practice and the neuroscience of music and contextualize it based on a variety of clinical populations. Students will conduct research, draw from a breadth and depth of knowledge of clinical practice in teaching music therapy, use advanced methods of music therapy, and articulate and defend a personal philosophy, approach, and/or theory of music therapy. Graduates are equipped to work as advanced clinicians and/or as music therapy educators. Students enter the Ph.D. program with a master's degree and board certification (or international equivalent) in music therapy.

Program Catalog Copy:

The Ph.D. in Music Therapy emphasizes clinical practice, research, and higher education teaching to prepare future music therapy clinicians and educators. Students gain knowledge in evidence-based practice and the neuroscience of music and contextualize it based on a variety of clinical populations. Graduates are equipped to work as advanced clinicians and/or as music therapy educators. Students enter the Ph.D. program with a master's degree and board

certification (or international equivalent) in music therapy. The program is offered on campus or online.

Fit with Campus Mission:

The Colorado State University music therapy program is recognized as one of the premier universities in music therapy research and scholarship. The music therapy program currently exemplifies the mission of CSU **through selective admissions and exemplary scholarship**. Over the past few years, the music therapy department has received more applicants for the program than we can feasibly accept. Last year we had around 35 students apply to our graduate equivalency program, of which we accepted 10. Each year we have over 60 inquiries about an online equivalency program, which we cannot entertain with our current faculty loads. Although we support selective admission, we are limited in our capacity. The addition of doctoral students with graduate teaching assistantships would increase the number of students that can be supervised in clinical practicum, and therefore accepted into the music therapy program. The number of students placed in practicum directly relates to the number of Colorado citizens receiving extension and outreach services from our student clinic. Furthermore, the addition of an online equivalency program will help CSU to expand our exemplary scholarship beyond Colorado, to citizens across the U.S.

The proposed doctoral program would have extremely high standards, demonstrating **exemplary scholarship**. The music therapy faculty at Colorado State University conduct research of high quality, supporting the university's mission to set a standard for public universities in research. This tradition of high quality research would be furthered through the training and involvement of doctoral students. These students would increase the productivity of music therapy research, as they would serve as research assistants and conduct their own original lines of research as a part of their studies.

The addition of a Ph.D. program could also impact the field on a national and international level, as students would be trained as **highly-qualified educators**. The field of music therapy is growing, and with it, the need for a workforce of highly-qualified music therapy educators also grows. With only 9 nationally accredited Ph.D. programs that allow for study of music therapy in the United States, CSU has the potential to greatly impact music therapy scholarship outside of Colorado. Furthermore, there are no competing programs in Colorado and none in the nation that have a focus in neuroscience or have an online offering. These data strongly suggest that establishing a Ph.D. program in Music Therapy is consistent with the vision of the Colorado State University System to be a global leader in music therapy research and education.

Evidence of Need:

Currently there are only 150 music therapists in Colorado. These statistics do not exist for the profession of music therapy, so we wrote local music therapy employers to learn about their needs. Larger employers of music therapists in Colorado include The Child and Family Therapy Center of Denver, Fort Logan, UC Health, Pathways Hospice, Continuum of Care, and Denver Hospice. There are also over 15 private practices in Colorado that employ music therapists

including Metro Music Therapy, Rehabilitative Rhythms, Rocky Mountain Music Therapy, Integrated Therapies of Northern Colorado, NeuroRhythm, Moved by Music, and Metro Music Therapy. Five Colorado employers of music therapists responded to questions about filling music therapy positions. All five employers reported difficulty finding enough qualified applicants for their positions. One agency hired an art therapist instead of a music therapist and three reported needing to look for music therapists outside Colorado in order to fill their positions. This Ph.D. program means we can accelerate our UG and EQ programs to provide more qualified applicants than currently possible.

There are no other academic programs for music therapy in the state of Colorado. Therefore, we feel the primary demand for graduates of the CSU Ph.D. in music therapy will be outside of CO.

There are nine universities that offer a Ph.D., of which only one has a Ph.D. *in* music therapy and eight universities with a related program or an emphasis in music therapy. There are 84 schools listed on the AMTA website with undergraduate and 40 with master programs in music therapy. Due to the small number of persons with a Ph.D., many universities employ faculty at the master's level. At present, individuals with a master's degree are in assistant or associate professor positions in 30% of universities offering programs in music therapy. This number doesn't include 2nd or 3rd faculty lines filled by individuals with a master's degree. The American Music Therapy Association reports that only 6% of members hold a doctorate. The shortage in the number of persons with a Ph.D. will further be exacerbated with impending retirements of many of the leading music therapy educators.

Student Population in Five Years and Profile:

Student enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
New resident	1 (GTA)			1 (GTA)	
New non-resident/int.	1	1 (GTA)		1	1 (GTA)
New Online	2 (one GTA)	2 (one GTA)	1	2	2 (one GTA)
Continuing resident		1 (one GTA)	2 (two GTAs)	1 (GTA)	1 (GTA)
Continuing non-resident/international		1	1		1
Continuing online		2 (one GTA)	4 (two GTAs)	5 (two GTAs)	5 (one GTA)
Total enrolled	4 = 2 RI; 2OI	7 = 3 RI; 4OI	8 = 3RI; 5OI	10 = 3RI; 7OI	10= 3RI; 7OI
#Grad after completing year			2 RI	3 = 1RI; 2OI	2OI

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Consent Item

*Note, this table is considering 30 prior credits from a Master's. We anticipate an additional one to two years would be needed for individuals who only have a Bachelor's.

Admission Requirements:

Per the American Music Therapy Association’s Standards for Clinical Training and Education, all potential doctoral candidates must have a minimum of three years of clinical experience. We will therefore be required to uphold this minimum for our Ph.D. program for accreditation purposes.

Curriculum:

Code	Title	Credits
Clinical Core		
MU 544	Advanced Techniques-Neurologic Music Therapy	3
MU 545	Composition and Improvisation--Music Therapy	3
MU 647	Historical Foundations of Music Therapy	3
MU 648	Neuroscience/Music Foundations in Therapy	3
MU 649	Advanced Practice in Music Therapy	3
Research Core		
MU 543	Advanced Research Methods in Music Therapy	3
MU 743	Course MU 743 Not Found	3
MU 744	Music Therapy Research to Practice	3
MU 692G	Seminar: Music Therapy	3
Academic Core		
EDAE 620	Processes and Methods	3
or EDUC 651	Multicultural and Special Populations	
EDAE 639	Instructional Design	3
MU 684	Supervised College Teaching	3
MU 792	Course MU 792 Not Found ¹	6
Dissertation		
MU 799	Course MU 799 Not Found ²	15
Electives (to be chosen in consultation with doctoral advisor) ³		0-15
Program Total Credits:		72

Course List

¹MU 792 should be taken twice for a total of 6 credits.

²Variable credits per semester may be taken in order to add up to 15 total credits.

³Student may apply an earned Master’s degree for up to 30 credits toward the PhD requirements. A minimum of 72 credits are required to complete this program.

Board of Governors of the Colorado State University System

Meeting Date: May 7, 2020

Consent Item

Faculty Resources, Current and Required:

The current program faculty consists of two associate professors, one assistant professor, and three non-tenure track faculty. We anticipate needing 2 tenure-track faculty (one assistant and one associate) and one non-tenure track faculty appointment.

Library Resources, Facilities, Equipment, etc. – Current and Required

The library report stated: “In conclusion, based on the assessment conducted for this report and a resource comparison to the peer institution, Temple University, CSU Libraries has the necessary resources to support a Ph.D. program in Music Therapy.”

Colorado State University has an overall excellent infrastructure for offering this online and on-campus program. The online learning management system (Canvas) will be essential to online course offerings. The library offers resources for face-to-face online meetings (including BlueJeans) that will be essential to developing community in the Ph.D. program.

We have several current resources that will be necessary in the program. Music therapy currently has a designated space in the University Center for the Arts, inclusive of two operational clinic spaces. These clinics provide ample space for clinical interactions and are equipped with a video system for recording clinical interactions, soundproofing, and an array of musical instruments. The clinics have an adjoining observation booth with a one-way mirror where preclinical students can observe clinical sessions without being obtrusive.

The music therapy area also includes the interdisciplinary Brainwaves Research Laboratory (BRL). The BRL consists of one large room with an EM-shielded sound attenuation chamber (interior 3.7x3.2 meters) used for conducting EEG/ERP recordings. We also have space with the laboratory’s main computers used for conducting analyses of the EEG/ERP data or video-audio recorded behavior. The Brainwaves lab owns 64-channel Biosemi Active Two system (Biosemi B.V., Amsterdam, Netherlands). Visual, auditory or tactile stimuli can be presented to the participant by a second Dell Latitude E6430 notebook computer using the E-Prime 3 software and a Chronos instrument box.

Other unique resources that will be necessary include a HIPAA-compliant telehealth system.

In order to house additional faculty, we are in need of additional office space. We currently only have three offices for core faculty, with one office being shared by a TT faculty and the NTT .5 FTE faculty. Our current office spaces are large, allowing for the possibility of remodeling the area to add another office. Based on a bid from facilities from 2016, we estimate a remodel of the music therapy area will cost \$80,000.

In order to increase our ability to conduct research in the Brainwaves Research Lab, we are requesting an additional \$20,000 for renovations. We would like to install a cleaning station outside of the bathroom. This bathroom is one of the few all-gender and accessible bathrooms in the University Center for the Arts. Since we see clients in the clinic, the bathroom is in constant

Consent Item

use by clients, students, and faculty. We currently clean EEG equipment in the bathroom, as there is no other sink available in this area of the building. This process takes between 25-35 minutes. A wash station would help ensure that students in the BRL have the ability to conduct all components of the research process without tying up the all-gender bathroom. If we increase students involved in research, this will become even more important.

In order to begin the online equivalency program, we will need an online HIPAA-compliant telehealth system. There are several vendors for such a program, including ZOOM meetings, which would meet the requirements of HIPAA. This will be necessary for remote supervision of clinical practicum sessions. This will cost \$2,000 per year, based on ZOOM pricing. We anticipate funding this system through proceeds from the online equivalency program by year 4.

Overall Budget Summary

We are requesting base funds from the provost for one assistant-level position at \$70,000 in year one, including a start-up fund of \$30,000, spread over three years for research support. We are requesting base funds from the provost for an open rank position in year two at \$85,000 of the program, with a start-up fund of \$60,000 spread over three years. Start-up costs for 2 TT faculty, \$90,000 total. Historically, the Vice President for Research (VPR)/College of Liberal Arts (CLA)/School of Music, Theatre and Dance (SMTD) split the costs of this as thirds. VPR portion=\$30,000, CLA portion=\$30,000, and SMTD portion=\$30,000.

We would further need one 1.0 FTE Non-Tenure Track faculty member to serve as coordinator for the online equivalency program. This position would be funded at \$52,000, dependent on qualifications. We anticipate being able to fund this position from the proceeds of the online equivalency program.

- a. Faculty lines. Include FTEs and salary for each line

Main budget requests for the resident Ph.D. program are 2 FTEs (tenure track faculty). Faculty salary for assistant professor is 70K plus fringe, with a start-up package of \$30,000 for research (spread over 3 years). In year two we would seek an open-rank research-based allied health position. This position would not be limited to music therapy applicants, as the intention is to improve our competitiveness for larger grants and increase our research capability and visibility. The proposed salary for this position is \$85,000 plus fringe, with a start-up package of \$60,000 (spread over three years). Total startup costs for the two TT faculty is \$90,000, with the cost being split equally between VPR/CLA/SMTD. We therefore request \$10,000 per year in Years 1-3 for startup.

- b. Administrative support lines

N/A

Consent Item

c. Graduate teaching assistantship lines.

The Music Therapy area has 2 MA GTAs. In the first year of the Ph.D. program, we will convert 2 MA GTA positions to Ph.D. GTAs in order to cover 2 of the 4 new Ph.D. GTAs required for the program. We are requesting \$10,000 (\$5,000 each) in based funding in year one and two for GTA stipends to convert these lines to Ph.D. level. We will submit a tuition request form to the Provost's office for base support of the tuition benefits for the two new GTAs, whose stipends will be paid from the equivalency on-line program profits.

We anticipate a resident program enrollment of two GTAs and one self-funded out-of-state/international student. Online enrollments will include two GTAs and vary between 4-7 students per year. After 5 years, the Ph.D. program will have a total enrollment of 10 students, 4 of whom are unfunded.

d. Equipment needs

We are requesting \$10,000 for equipment in the Brainwaves Research Lab, spread over two years. These funds will help account for the increased activity in the lab, which will require additional supplies to train new Ph.D. students.

e. Facility needs

We are requesting \$100,000 for renovations to the music therapy area in order to allow for more office space to house five tenure track faculty members. The area currently has three offices, where two are much larger than needed and the remaining has a wall in the middle (with only one entrance). We would tear down and renovate this side of our office suite to have four distinct offices. These funds will also support a bathroom renovation to move our research wash station out of our only area gender-inclusive and accessible bathroom.

f. Other expenses:

The other expense for this program will be course instruction for the online program; however, these expenses are built into the online program budget.

Board of Governors of the Colorado State University System
August 7, 2020
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2020-2021 Academic Year.

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP of Strategic Development of CSU-Global

The Faculty of Colorado State University Global recommends the conferral of degrees on those candidates who satisfy their requirements during the 2020-2021 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

MATTERS FOR ACTION:

CSU-Pueblo Undergraduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Certificates:

Undergraduate Certificates:

- Data Analytics
- Communication and Information Design
- User Experience
- Foundations of Business
- Health & Fitness Certification for the Department of Corrections

Post-Baccalaureate Teacher Licensure Certificates:

- K-12 World Languages Spanish
- K-12 Physical Education
- K-12 Music
- Middle School (6-8) Mathematics
- Secondary Mathematics
- K-6 Elementary Education
- Secondary Social Studies (Political Science)
- Secondary Social Studies (History)
- Secondary English
- Early Childhood Education
- K-12 Instructional Technology
- K-12 Special Education Generalist
- K-12 Culturally & Linguistically Diverse Educ.
- Secondary Science (Physics)
- Secondary Science (Physical Science)
- Secondary Science (Chemistry)
- Secondary Science (Biology)
- K-12 Art

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Vice President for Academic Affairs

In order to qualify for Title IV funding, certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificates listed here for which we are seeking approval have received approval from the University Curriculum and Academic Programs Board and Faculty Senate.

Undergraduate Certificates:

College of Science, Technology, Engineering & Mathematics

Data Analytics-13 credits

CIP code 27.0304 – Computational & Applied Mathematics

This certificate is for degree-seeking students as well as individuals working in data-intensive sectors who need to better understand quantitative data analytics, including how to implement powerful machine-learning techniques. Students earning this certificate will acquire a deeper, more sophisticated understanding of and the ability to implement powerful current tools and techniques for data analysis. Upon completion, students will be able to demonstrate facility with important data-friendly programming languages such as Python; knowledge of significant algorithms that relate to data analytics, including how to analyze algorithms for effectiveness; and knowledge and ability to implement a variety of modern data analytics techniques and tools, including from machine learning.

College of Humanities, Arts and Social Sciences

Communication and Information Design-9 credits

CIP Code: 23.1303 - Professional, Technical, Business, and Scientific Writing.

The Communication and Information Design Certificate is intended for students interested in developing foundational communication and information design skills that are fundamental for numerous contemporary jobs and careers. The goal is to help students attain the communication and design skills that are fundamental to many contemporary jobs and careers and to provide them a credential that verifies their attainment of these skill, thereby assisting them with securing employment or professional advancement.

College of Humanities, Arts and Social Sciences

User Experience-9 credits

CIP Code: 23.1303 - Professional, Technical, Business, and Scientific Writing.

The User Experience certificate is intended for students interested in learning and applying UX research practices and design principles to create useful, usable, and accessible product experiences for users, typically as it concerns documents, smartphone applications, and websites. The goal of this certificate is to introduce students to the fundamental research practices and design principles of UX, thereby enabling them to create useful, usable, and accessible experiences for users and to provide them a credential that verifies their ability to do so, thereby assisting them with securing employment or professional advancement.

Hasan School of Business

Foundations of Business-18 credits

CIP Code: 52.0101- Business/Commerce, General.

This certificate provides non-business students a certificate of transcribed coursework covering a broad spectrum of business knowledge at the survey level. This is designed for a market of potential students who are from a discipline outside of business and are now office managers or entrepreneurs and are needing a better understanding of business knowledge. The student who completes this certificate will understand the foundational business knowledge needed to:

- read popular business press and understand the world of business at a basic level
- participate in conversations regarding business topics with business professionals, and
- participate in making informed decisions regarding the interface between other non-business disciplines and business topics.

For example a student who studies a non-business curriculum such as STEM, or Arts and Humanities, or Medicine, or Law will at some point in his or her career work in business corporations, or start their own practice, or work in settings that interact regularly with the business community and will be able to participate confidently in these business interactions.

College of Health, Education, and Nursing

Health and Fitness Certification for Department of Corrections – 12 credits

CIP code: 31.0501 – Health & Physical Education, General.

This is a Health and Fitness Certification developed specifically for students in the Colorado Department of Corrections. The 12 credit hour certification will prepare students to sit for a personal training certificate and work in a variety of fitness locations. The certificate is limited to students in the Colorado Department of Corrections. The goal of this certificate is to prepare Department of Corrections students to sit for a personal training certificate and increase their chances of finding employment.

College of Health, Education, and Nursing

Post-Baccalaureate Certificates for Teacher Licensure

These programs each lead to Colorado Teacher licensure in one of the indicated 18 disciplines. They are for individuals who have completed a bachelor's degree from a regionally-accredited institution. These certificates can be completed in conjunction with our M.Ed. program. All post-baccalaureate licensure programs must be listed as an official certificate program in the catalog to be eligible for VA benefits and other incentive programs (e.g. TEACH grant).

K-12 World Languages Spanish – 88 credits

CIP code: 13.1306

K-12 Physical Education – 82 credits

CIP code: 13.1314

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Consent Item

K-12 Music – 107 credits

CIP code: 13.1312

Middle School (6-8) Mathematics – 89 credits

CIP code: 13.1311

Secondary Mathematics – 86 credits

CIP code: 13.1311

K-6 Elementary Education – 109 credits

CIP code: 13.1202

Secondary Social Studies (Political Science) – 85 credits

CIP code: 13.1318

Secondary Social Studies (History) – 94 credits

CIP code: 13.1318

Secondary English – 88 credits

CIP code: 13.1305

Early Childhood Education – 87 credits

CIP code: 13.1210

K-12 Instructional Technology – 24 credits

CIP code: 13.1321

K-12 Special Education Generalist – 25 credits

CIP code: 13.1001

K-12 Culturally & Linguistically Diverse Education – 24 credits

CIP code: 13.0299

Secondary Science (Physics) – 109 credits

CIP code: 13.1316

Secondary Science (Physical Science) – 113 credits

CIP code: 13.1316

Secondary Science (Chemistry) – 107 credits

CIP code: 13.1316

Secondary Science (Biology) – 110 credits

CIP code: 13.1316

K-12 Art – 97 credits

CIP code: 13.1302

MATTERS FOR CONSENT:

New Art Degree Program: BA in Art and Creative Media

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the CSU-Pueblo and the College of Humanities, Arts and Social Sciences to implement a Bachelor of Arts in Art and Creative Media. If approved, this degree program will be effective in fall 2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Art and Creative Media**
- Degree type: **Bachelor of Arts (BA)**
- Recommended CIP code: **50.0702 – Fine/Studio Arts, General**
- Department/School: **College of Humanities, Arts and Social Sciences/School of Creativity & Practice**

This degree is being implemented to replace two previous emphases within our BA in Art program and is part of the reorganization and restructure to our School for Creativity and Practice. It includes two emphases: General and Art History.

The Department of Art offers rigorous experience based instruction in the practices of studio art, creative media, art history and art education. A full time faculty of working artists and scholars along with accomplished visiting professionals are dedicated to the development of emerging creatives who enrich our society with thoughtful insight, valuable skill sets and an understanding of the responsibilities that come with visual literacy.

Creativity and critical insight are essential to any academic inquiry. As such, the Department is committed to being accessible to students from a variety of University disciplines, our vibrant Pueblo culture and the Southwest United States. Art, history and education are fundamental to a community's identity; they are a reflection of its values and are key to fostering a diverse culture of lifelong learners.

Specific Requirements for the Art and Creative Media, General emphasis

Course	Title	Credits
Exploration 200 level (9cr)		9
choose 3 courses from the following: ART233, ART234, ART242, ART247, ART274, ART276 or ART281		
Upper Division ART History (12 cr)		12
ARH 411	Theory and Methods	3
ARH (300 or 400 level)	Upper Division Art History courses	9
ART Upper Division BA: ACM Pathway (18cr)		18
(selected with an art adviser)		
ARC 310	Critical Fundamental Skills Review	1
ARC 410	Senior Capstone Presentation	1
Total major Credits		62
General Education and BA requirements		35
Open Electives and minors		23

Specific Requirements for the Art and Creative Media, Art History Emphasis

Course	Title	Credits
Required Art Core Courses		21
Exploration 200 (6cr)		6
choose 2 courses from the following: ART233, ART234, ART242, ART247, ART270, ART274, ART276, ART281		
Art History Required (3cr)		3
ARH 411	Theory and Methods	
Upper Division BA: Art History Pathway (15cr)		15
selected with AH advisor, choose 5 Upper Division Art History		
Internship or Upper Division electives (12 cr)		12
selected with Art History advisor, choose four 300 or 400 level courses from among these prefixes: HIST, ANTHR, CS, WS, INTL, PHIL; or ART491		

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program in the new structure.

Board of Governors of the Colorado State University System
Meeting Date: August 7, 2020
Consent Item

MATTERS FOR CONSENT:

Retitle one Art Degree Program: BFA in Art & Creative Media

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the CSU-Pueblo and the College of Humanities, Arts and Social Sciences to implement a Bachelor of Fine Arts in Art & Creative Media to replace the existing BFA in Art. If approved, this degree title change will be effective in fall 2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Art & Creative Media**
- Degree type: **Bachelor of Fine Arts (BFA)**
- Recommended CIP code: **50.9999 – Visual and Performing Arts, Other.**
- Department/School: **College of Humanities, Arts and Social Sciences/School of Creativity & Practice**

This is a retitling of the Art Bachelor of Fine Arts degree to align with the recent reorganization and restructure to our School of Creativity and Practice. It includes two emphases: General and Studio Arts.

The Department of Art offers rigorous experience based instruction in the practices of studio art, creative media, art history and art education. A full time faculty of working artists and scholars along with accomplished visiting professionals are dedicated to the development of emerging creatives who enrich our society with thoughtful insight, valuable skill sets and an understanding of the responsibilities that come with visual literacy.

Creativity and critical insight are essential to any academic inquiry. As such, the Department is committed to being accessible to students from a variety of University disciplines, our vibrant Pueblo culture and the Southwest United States. Art, history and education are fundamental to a community's identity; they are a reflection of its values and are key to fostering a diverse culture of lifelong learners.

Art & Creative Media (general emphasis) is an intensive professional degree pathway that exposes students to a breadth and depth of study in the areas of Photography, Graphic Design, Digital Illustration and Time Based Media. Students complete the Art Core that includes integrated studies along with a foundation of design, complete the Critical Fundamental Skills Review, and then move into Upper Division studies. Successful senior student presentations reflect upper division coursework as well as independent research, and demonstrate viability to function effectively within appropriate creative industries based on pathway emphasis.

BFA General Emphasis Course Requirements		Credits
Required Explorations: Creative Media Emphasis		9
<u>ART 274</u>	DIGITAL ART I	3
<u>ART 276</u>	PHOTOGRAPHY: CREATIVE LIGHTING	3
<u>ART 281</u>	Visual Communication: Creative Design Strategies	3
Elective Explorations :Creative Media Emphasis (choose one with advisor)		3
<u>ART 233</u>	SCULPTURE I	
<u>ART 234</u>	PAINTING I	
<u>ART 247</u>	CERAMICS I	
<u>ART 242</u>	DRAWING II	
<u>ART 270</u>	PRINTMAKING I	
Professional Development		2
<u>ARC 310</u>	Critical Fundamental Skills Review	1
<u>ARC 410</u>	Senior Capstone Presentation	1
Art History		9
<u>ART 411</u>	TWENTIETH-CENTURY ART	3
Upper Division Art History: choose 2 courses		6
Upper Division Pathway : Creative Media Emphasis		12

BFA General Emphasis Course Requirements		Credits
<u>ART 374</u>	DIGITAL ARTS: TIME BASED MEDIA	3
<u>ART 376</u>	PHOTOGRAPHY: DIGITAL TO DARKROOM	3
<u>ART 381</u>	Visual Communication: Strategic Branding Design	3
<u>ART 474</u>	DIGITAL ART III	3
Creative Media Emphasis Senior Studio (choose 1 with advisor)		3
<u>ART 481</u>	Visual Communication: Production Studio	3
or <u>ART 476</u>	PHOTOGRAPHY III	
Upper Division Electives: Creative Media Emphasis (choose 2 with advisor)		6

Art & Creative Media BFA (studio arts emphasis) is an intensive professional degree pathway that exposes students to a breadth and depth of study in the areas of painting, drawing, ceramics, sculpture and printmaking. Students complete the Art Core that includes integrated studies along with a foundation of design, the Critical Fundamental Skills Review, and Upper Division studies. BFA candidates prepare and present showcase portfolio and exhibition in their final Spring term that reflects upper division coursework as well as independent research. Successful student presentations demonstrate viability to function effectively within appropriate creative industries based on pathway emphasis.

BFA Studio Arts Emphasis Course Requirements		Credits
Required Explorations: Studio Art Emphasis		9
<u>ART 242</u>	DRAWING II	3
<u>ART 247</u> or ART 233	CERAMICS I or SCULPTURE I	3
<u>ART 234</u> or ART 270	PAINTING I or PRINTMAKING I	3
Elective Explorations : Studio Art Emphasis (choose 1 with advisor)		3
<u>ART 274</u>	DIGITAL ART I	
<u>ART 276</u>	PHOTOGRAPHY: CREATIVE LIGHTING	
<u>ART 281</u>	Visual Communication: Creative Design Strategies	
<u>ART 233</u>	SCULPTURE I (if not taken as required exploration)	
<u>ART 270</u>	PRINTMAKING I (if not taken as required exploration)	
<u>ART 247</u>	CERAMICS I (if not taken as required exploration)	
<u>ART 234</u>	PAINTING I (if not taken as required exploration)	

Professional Development		2
<u>ARC 310</u>	Critical Fundamental Skills Review	1
<u>ARC 410</u>	Senior Capstone Presentation	1
Art History		9
<u>ART 411</u>	TWENTIETH-CENTURY ART	3
Upper Division Art History	Choose two courses	6
Upper Division Pathway : Studio Art Emphasis (choose 4 with advisor)		12
<u>ART 333</u>	SCULPTURE II: SITE ART	3
<u>ART 334</u>	PAINTING II	3
<u>ART 342</u>	DRAWING III	3
<u>ART 347</u>	CERAMICS II	3
<u>ART 370</u>	PRINTMAKING II	3
<u>ART 433</u>	ADVANCED SITE ART	3
<u>ART 434</u>	PAINTING III	3
<u>ART 442</u>	DRAWING IV	3
<u>ART 447</u>	ADVANCED CERAMICS	3
<u>ART 470</u>	PRINTMAKING III	3
Upper Division Electives (choose 3 Upper Division ART or ARH courses with advisor)		9

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program in the new structure.

MATTERS FOR CONSENT:

Retitle existing Mass Communications & Center for New Media BA & BS Degree Programs to BA & BS in Media Communication

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the CSU-Pueblo and the College of Humanities, Arts and Social Sciences to implement a Bachelor of Arts and Bachelor of Science in Media Communications to replace the existing BA and BS in Mass Communications & Center for New Media. If approved, this degree title change will be effective in fall 2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Media Communications**
- Degree type: **Bachelor of Arts (BA) and Bachelor of Science (BS)**
- Recommended CIP code: **09.0102 – Mass Communication/Media Studies.**
- Department/School: **College of Humanities, Arts and Social Sciences/School of Creativity & Practice**

This is a retitling of the Mass Communications & Center for New Media Bachelor's Programs to align with the recent reorganization and restructure to our School of Creativity and Practice. The program has been updated to prepare students for the current professional requirements and refers to current terminology in the field. Students may choose one of three emphases in both the BA and BS degrees: Digital Media, Strategic Communication, and Multimedia Journalism.

Successful Media Communication majors will demonstrate sufficient knowledge, comprehension and analytical skills by the ability to evaluate specific communication events in the proper context of their emphasis area.

Media Communication General Requirements (50 cr)

- o 18 credit Core
- o 12 credit Emphasis area
- o 9 credits of Applied coursework in emphasis area
- o 11 credits of ARC coursework

Specific degree distinctions:

- Bachelor of Arts students must complete the world language requirement.
- Bachelor of Science students must complete MATH 156 Intro to Statistics.

Media Communication Core		Credits
MCCNM 101	MEDIA AND SOCIETY	3
MCCNM 215	MEDIA WRITING & STORYTELLING	3
MCCNM 245	PRINCIPLES OF AUDIO & VIDEO PRODUCTION	3
MCCNM 338	MEDIA & DIVERSE CULTURES	3
MCCNM 411	MEDIA LAW AND ETHICS	3
MCCNM 493	SEMINAR	3
Total Credits		18

Digital Media Emphasis area		Credits
MCCNM 318	MEDIA REGULATION	3
MCCNM 320	MEDIA OPERATIONS	3
MCCNM 336	INTERACTIVE & SOCIAL MEDIA	3
MCCNM 425	MEDIA RESEARCH	3
Applied Electives		3
Select 9 credits		9
Total Credits		21

Strategic Communication Emphasis area		Credits
MCCNM 317	ADVERTISING STRATEGIES	3
MCCNM 321	CRISIS COMMUNICATION	3
MCCNM 422	PUBLIC RELATIONS STRATEGIES	3
MCCNM 430	STRATEGIC COMMUNICATION CAMPAIGNS	3
Applied Electives		
Select 9 credits		9
Total Credits		21

Multimedia Journalism Emphasis area		Credits
MCCNM 305	NEWS REPORTING & FEATURE WRITING	3
<u>MCCNM 310</u>	OPINION & EDITORIAL WRITING	3
<u>MCCNM 312</u>	MEDIA EDITING & INFOGRAPHICS	3
<u>MCCNM 445</u>	REPORTING PUBLIC AFFAIRS	3
Applied Electives		
Select 9 credits		9
Total Credits		21

Co-curricular Requirements (electives)

All Media Communication majors must enroll in a minimum of one 3 credit media lab. Students may earn a maximum of 9 credits in media labs.

- TODAY online newspaper and print magazine
- KTSC-FM on-campus radio station
- RMPM media production

Internships are not required, are most often reserved for majors, and are at the discretion of the faculty adviser. Students may earn a maximum of 9 hours of internship credit.

School of Creativity + Practice

ART, RESEARCH and CREATIVITY (ARC) courses are immersive, team taught, integrated and trans-formative learning experiences that target elements in multiple areas of study. The School of Creativity + Practice, has designed these courses to establish a foundation from which to grow. Students will be exposed to a variety of concepts, ideas and frameworks that are fundamental to careers in creative industries.

Art, Research and Creativity Courses		Credits
ARC 110	Integrated Studies	3
ARC 174	Fundamentals of Digital Media	3
ARC 210	ARC: Design Frameworks	3
ARC 310	Critical Fundamental Skills Review	1
ARC 410	Senior Capstone Presentation	1
Total Credits		11

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program in the new structure.

MATTERS FOR CONSENT:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of each cohort within the academic calendar year 2020-2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The Faculty Senate of Colorado State University-Pueblo recommends the conferral of degrees on those candidates who satisfy all their requirements at the end of each fall, spring and summer semester. Only those individuals who have completed all requirements will receive their degree.

CSU-Pueblo anticipates that approximately 665 undergraduate degrees and 145 graduate degrees should be awarded in the upcoming academic year (i.e., summer 2020, fall 2020, and spring 2021). The table below provides detail on bachelor's and graduate degrees awarded in summer 2019, fall 2019 and spring 2020; it also provides the related 5-year averages between summer 2015 and spring 2020.

Term	AY2019-20 # Bachelor's awarded	AY2019-20 # Master's awarded	AY2019-20 # Doctorate's awarded	5 Year Bachelor's average	5 Year Master's average
Summer	99	55	----	140	47
Fall	189	19	----	171	23
Spring	392	30	2	429	37
Total	680	104	2	740	107

MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions: Section C.2.1.3.1 Elected Members

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.1.3.1, Elected Members

EXPLANATION:

Presented by Rick Miranda, Chief Academic Officer

The reasons for this change are:

- The language needs to be clarified to eliminate the present ambiguity of what number is meant by “the number of representatives elected by the departments and the Libraries” by changing it to “the number of academic departments and the Libraries.”
- The primary goal of the changes is to maintain approximately equal proportional representation on Faculty Council of the faculty members in their units while keeping the total number of representatives in the neighborhood of 80 people, reflecting the historical range in size (72-81) of Faculty Council.
- The proposed language removes ambiguity, and the proposed percentage (45%) achieves reasonably equitable proportional representation, while also approximately maintaining the current size of Faculty Council. Using a smaller percentage leads to much larger variation in proportional representation. Using a larger percentage would reduce variation in proportional representation, but only by fractions of individuals.
- The proposed change will not affect the representation of any College or the Libraries at this time.

NOTE: Revisions are noted in the following manner:
Additions - underlined Deletions - ~~over-scored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2020-2021

C.2.1.3.1 Elected Members (*last revised May 2, 2007*)

Each academic department and the Libraries shall elect one (1) representative. An additional number of representatives, equal approximately to ~~one-third (1/3) of the number of representatives elected from the departments and the Libraries~~ 45% of the number of academic departments and the Libraries, shall be elected at large by and from the colleges and the Libraries as required to achieve, as nearly as practical, membership proportional to the number of ~~regular~~ full-time, ~~regular~~ part-time, and transitional tenure track and tenured faculty members in the colleges and Libraries.

All faculty representatives to the Faculty Council shall hold ~~regular~~ full-time, ~~regular~~ part-time, or transitional tenure track or tenured appointments and shall not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. A faculty representative to the Faculty Council who becomes ineligible shall cease to hold this position.

MATTERS FOR ACTION:

CSU-Pueblo Faculty Handbook addition – Titled Academic Faculty Development of a Track for Promotion of Lecturers

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed changes to the CSU-Pueblo Faculty Handbook with regards to the Development of a Track for Promotion of Lecturers to Senior Lecturers.

The following are the additions to the faculty handbook section 2.2.1.2.

Minimum Criteria - Lecturer **2.2.1.2.1**

The following criteria are required for Lecturer Rank:

2.2.1.2.1.1 Lecturers are required to have at least a Master's degree or terminal degree (as indicated) in their respective fields. Primary duties include teaching assignments. Faculty contracted as Lecturers are eligible for promotion but are not eligible for tenure. The appointments of Lecturers may be terminated for cause prior to the expiration of the period of appointment.

Minimum Criteria for Promotion – **2.2.1.2.1.2** Lecturer to Senior Lecturer:

Lecturers are eligible for promotion to senior Lecturer in their sixth year of continuous service at Colorado State University Pueblo. *Those individuals who have served >6 years continuous service as Lecturers at the moment that this motion is brought forth are currently eligible for promotion.

Lecturer appointments are renewable as one academic year appointments. Renewal of lecturer appointment will be completed before June 1 each year.

The following criteria in regard to degree, length of employment, and judgment of performance should be considered *minimal*; applicants should keep in mind that attainment of the minimal standard does not guarantee promotion:

Senior Lecturer: **2.2.1.2.2**

2.2.1.2.2.1 • Master's degree or terminal degree (as indicated) in their respective fields or a closely related field.

- At least six years of continuous experience as Lecturer at CSU-Pueblo
- Classroom instruction must be judged by the department head as at least "satisfactory" in the last five years of annual evaluations.

Action Item

2.2.1.2.2.3 • The candidate must submit a promotion dossier to the Personnel and Review Committee for evaluation. The dossier must include: a current curriculum vitae in the approved format; the annual performance review reports, or alternative documentation if APRs are not available, for the years covered in the review; a self-report of activities in the performance in the Teaching review category. The burden of initiating applications and supplying appropriate evidence rests with the individual faculty member. An evaluation of teaching will be completed by a member of the Personnel and Review Committee for inclusion in the dossier.

• Senior lecturer appointments are renewable as one academic year appointments. Renewal of senior lecturer appointment will be completed before June 1 each year.

Successful candidates appointed to Senior Lecturer rank are expected to continue teaching at the level of satisfactory or higher, and perform service and scholarship as determined in agreement with the Chair.

* Years of employment is defined as six years of continuous experience as a lecturer at CSU-Pueblo. Credit may be negotiated for previous experience. Whether and to what extent prior experience will be included must be decided at the time of initial appointment in a mutually acceptable written agreement between the faculty member and Colorado State University Pueblo. All prior years must come from an accredited institution of higher learning or equivalent professional experience to be considered for credit against years required for promotion.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The purpose of the motion is to provide a track for Lecturers to apply for promotion to Senior Lecturer. The Senior Lecturer position provides opportunities for Lecturers to advance their title, role in shared governance and salary. The procedure will mirror that of Tenure Track Faculty as far as minimal criteria, length of employment, development of a dossier and review by the Personnel and Review Committee.

Lecturers are a valuable part of the University teaching team. A process for promotion to advance their title, role in shared governance and salary commensurate with experience will reward faculty who are loyal employees of Colorado State University Pueblo.

Lecturer positions are established to fill specific and limited departmental needs. At the time of initial appointment, Lecturers will be advised of the guidelines and procedures generally employed in decisions affecting renewal and promotion. Deans can assign responsibilities, including university service and professional development. This version was developed in close consultation with Office of General Counsel and in collaboration with CSU Pueblo personnel.

Board of Governors of the Colorado State University System

Meeting Date: August 7, 2020

Action Item

Approved

Denied

Board Secretary

Date

Section 13

Executive Session

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APPENDICES

- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings

APPENDIX I

Correspondence

CSUS Board of Governors Correspondence Received

<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response</u>
6/11/2020	Email	Bob Vangermeersch	Athletics	6/11/2020
7/17/2020	Email	Lisa Morris	Campus Opening and COVID19	7/27/2020
6/18/2020	Email	Skip Blades	President McConnell Remarks	7/28/2020

From: Geary.Melanie
To: bobvangermeersch@aol.com
Subject: RE: Denver Post article for the BOG
Date: Thursday, June 11, 2020 1:28:56 PM
Attachments: [image003.png](#)

Good afternoon Mr. Vangermeersch,
Thank you for your interest in the CSU System. Your correspondence will be shared with the Board of Governors at their next meeting.
Best regards,
Melanie

Melanie Geary
Colorado State University System

P: 303-376-2606 |
475 17th St., Ste. 1550 | Denver, CO 80202



From: bobvangermeersch@aol.com
Sent: Thursday, June 11, 2020 11:48:53 AM (UTC-07:00) Mountain Time (US & Canada)
To: CSUS Board
Subject: Denver Post article for the BOG

G'Day Board members
Please read the article below:

<https://www.denverpost.com/2020/06/10/csu-rams-football-canvas-stadium-athletic-budget/>

Bob Vangermeersch
970-223-0493
Fort Collins

From: [Olsen,Nik](#)
To: [Neth,Cara](#); Lisajmorr@gmail.com
Cc: [Geary,Melanie](#)
Subject: RE: Your message
Date: Tuesday, July 28, 2020 8:22:26 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

Good morning Ms. Morris,

Thank you for your email. We certainly appreciate you bringing forward your concerns. The COVID-19 pandemic has influenced how CSU does pretty much everything, including the day-to-day living of students on campus. Please know that resident housing is a critical function for many students who would otherwise be unable to attend CSU and earn academic credit towards their degree. We have made options available to anyone who does not want to attend in-person classes, and have instituted extensive precautions and public health procedures for in-person learning. Many of these procedures will also be in place in residence halls (and other on-campus living areas). These include frequent cleaning of high-touch surfaces, a daily symptom checker, limits on visitors from outside the residence hall, COVID testing during move-in, grab-and-go dining, COVID testing of sewer effluent, a quarantine policy for anyone who tests positive for COVID, social distancing expectations, and mask requirements. This Fall 2020 semester will be different than previous semesters, and CSU will continue to work with Colorado and Larimer County health offices, as well as the Colorado Department of Higher Education, to ensure a public health for our CSU community.

Please let me know if can offer any additional information on this issue, and thank you, again, for bringing your concerns forward.

Best regards,
Nik Olsen

Nik Olsen
Assistant Director for Administrative Communications
Office of the President
Colorado State University

From: Neth,Cara <Cara.Neth@ColoState.EDU>
Sent: Monday, July 27, 2020 1:33 PM
To: Lisajmorr@gmail.com
Cc: Geary,Melanie <Melanie.Geary@colostate.edu>; Olsen,Nik <Nik.Olsen@ColoState.EDU>
Subject: Your message

Dear Ms. Morris,

Thank you for your message to the Board of Governors of the Colorado State University System. I am responding to confirm that the Board has received your message and appreciates being made aware of your concerns. I am copying Mr. Nik Olsen of the CSU President's Office, who is best able to respond to your specific concerns. I can say, on behalf of the Board and the System, that we take the safety of our students extremely seriously and the concerns you raise are the subject of considerable planning and preparation by our on-campus staff. All of our CSU System campuses are following the best available public health guidance in preparing for this Fall. Mr. Olsen can provide additional detail.

Thank you,

Cara

CARA NETH

Director, Executive Communications
Colorado State University System

P: 970-491-3759 | C: 970-391-9601
475 17th St., Ste. 1550 | Denver, CO 80202



Name: Lisa Morris

Email: Lisajmorr@gmail.com

Message: Dear Board of Governors:

I am the parent of a proud and enthusiastic incoming freshman at CSU this fall.

I am writing to you because of my deep concern about the predictable impact of Covid-19 on students who will be living in CSU dorms next month. As is clear, mild exposure to the virus can result in mild cases of the Virus. However, exposure to concentrated doses of the virus can have devastating, if not deadly, results. With 300-400 students living in a dorm during this Pandemic, in colleges and universities throughout America, we will likely create a collapse of our healthcare system and cause the spread of this virus exponentially.

Please close dorms for the fall semester and protect our students, teachers, and staff. If the school year needs to start in January or this spring and run through summer, the budget will be spared (income delayed short term) but so many lives can be saved and illness prevented.

Thank you for your consideration. I know I speak for many freshman families. Lisa Morris

Dear Mr. Blades, I want to thank you on behalf of the Board of Governors of the CSU System and officially acknowledge receipt of your message on their behalf. We appreciate your perspective on injecting personal politics into official communication, and I've taken the liberty of sharing your concerns with the Office of the President at CSU, as well. In the meantime, please know that the Board is aware of the concerns you raised, and appreciates you taking the time to reach out.

Thanks, and best wishes--Cara Neth, Director of Executive Communications, Office of the Chancellor,
Colorado State University System

From: [Skip Blades](#)
To: [CSUS Board](#)
Subject: Fwd: An update on national news from President McConnell
Date: Thursday, June 18, 2020 7:43:26 AM

Hello,

My daughter is in her 4th year at CSU. I am very concerned that the President of CSU is pushing her personal agenda. I was shocked when I read her email to all students, because it was clearly one sided. When I did a quick internet search I learned that she has a long history of working to support the LBGT community. I don't have an issue with her support of LBGT, but I think it's highly inappropriate to use her pulpit to support her personal agenda. That is exactly what she is doing.

We are pleased that CSU does not support discrimination and that there are policies against it. She could have easily sent a message stating that, but that is not what she did.

We send our daughter to CSU to be educated. Education on all views, not just one sided with an intention to influence.

Please ask her to stop pushing her personal agenda and focus on education!

Regards,

Skip Blades
720.842.5166 ext. 101(office) | 303.748.0801 (cell)

From: Colorado State University <vpasa_parentfamilyprograms@mail.colostate.edu>
Sent: Wednesday, June 17, 2020 12:00 PM
To: Skip Blades
Subject: An update on national news from President McConnell

Dear Parents and Families,

Please see the message below from President Joyce McConnell that was recently sent to the CSU campus community.

Best,

Parent and Family Programs

CSU-Community **On Behalf Of** President Joyce McConnell **Sent:** Tuesday, June 16, 2020 4:59 PM
To: All Students, Faculty, Staff and Associates
Subject: An update on national news from President McConnell

Dear CSU Campus Community,

Yesterday, I noted that there is so much happening across the country that impacts our community that I expected to communicate with you several times this week. I am deeply glad that in this instance, I can call your attention to good news from the national level.

As many of you know, June is [PRIDE Month](#), a time to double-down on our commitment to our LGBTQ students, faculty, staff, alumni and friends to do all within our power to end violence and discrimination against them. Thus, we celebrate yesterday's US Supreme Court decision in *Bostock v. Clayton County*, in which the Court decided that Title VII of the Civil Rights Act bars employment discrimination on the basis of sexual orientation and gender identity because an individual's LGBTQ status falls with the Act's prohibition against discrimination based on "sex."

Whether the expanded meaning of "sex" in this context will extend to other areas of the law is on the minds of many. Why? Defining sex as biologically determined at birth means that access to school bathrooms would be determined by biology not gender identity; the military would be closed to transgender service members; and other civil rights protections in health care would not extend to transgender people. However, with yesterday's decision, the Court laid the groundwork for an expanded definition of "sex" and therefore, for expanded protections against discrimination.

Although it will be some time before we see the full impact of the decision, there is firm ground now upon which to stand to see a future in which LGBTQ individuals are broadly protected from discrimination based on "sex."




Sincerely,

Joyce







APPENDIX II

Construction

Project	Bonds/Funding		Occupancy	Status as of July 2020
<p>Bay Facility</p> <p>Total Budget: \$6,250,000</p>	<p>\$5,250,000-bond funds</p> <p>General fund, CVMBS, VPR</p> <p>\$1M-VPR cash</p>		<p>June 2021</p>	<p>This project will construct a 10,000-12,000 gsf facility to house laboratory animals on South Campus in support of TMI, Animal Cancer Center, Pre-surgical Research Laboratory and VTH.</p> <p>Project design is at 100% Construction. Documents and will hard bid in July 2020.</p>
<p>Center for Vector Borne Infectious Diseases</p> <p>Total Budget: \$23,470,000</p>	<p>\$22,000,000-bond funds</p> <p>General fund</p> <p>\$915K bond interest added to project</p> <p>\$555K Central Funding agreement</p>		<p>October 2020</p>	<p>This project will construct a 41,000 gsf infectious disease research building on Foothills Campus, connected to the Regional Biocontainment Laboratory.</p> <p>Project is on schedule and in budget. Interior finishes and laboratory casework underway. Project is approximately 85% complete.</p>
<p>Shepardson Building Renovation and Addition</p> <p>Total Budget: \$44,000,000</p>	<p>\$35,000,000-state funds (\$18M CCF, \$17M COP)</p> <p>\$9,000,000-bond funds</p>		<p>Tbd</p>	<p>This project will completely revitalize the Shepardson Building and add approximately 40,500 gsf of auditorium, classroom and laboratory.</p> <p>Footings and foundations are in. Project is approximately 26% complete.</p>

Project	Bonds/Funding		Occupancy	Status as of July 2020
<p>Johnson Family Equine Hospital</p> <p>\$35,400,000</p>	<p>Funding from NWC COPs & Donations</p>		<p>September 2021</p>	<p>This project will construct an approximately 80,000 gsf Equine Hospital on South Campus.</p> <p>Project is on schedule and working to budget. Steel installation and exterior wall underway. Project is approximately 12% complete.</p>
<p>South Campus Infrastructure</p> <p>Total Budget: \$7,150,000</p>	<p>\$7,150,000-bond funds</p> <p>General fund</p>		<p>August 2020</p>	<p>Project is substantially complete with the final paving to be completed in August, 2020.</p>

Project	Bonds/Funding		Occupancy	Status as of July 2020
<p>GeoExchange System</p> <p>Total Budget: \$21,300,000</p>	<p>\$19,100,000-bond funds</p> <p>Energy Savings</p> <p>\$2.2M from state CM funding</p>		<p>Nov 2020</p>	<p>This project will install a GeoExchange system in the recreation fields south of Moby Arena, and provide mechanical upgrades to the Moby complex. The existing central steam system west of Meridian Ave. will be retired. Wells to support the Meridian Village project were removed from scope.</p> <p>Project has been accelerated with campus closure due to COVID-19. Drilling in IM fields is 75% complete. New HVAC units are being installed in Moby Complex.</p>
<p>Lory Student Center Phase 3 Revitalization and Adult Learner & Veteran Services addition</p> <p>Total Budget: \$24,000,000</p>	<p>\$21,000,000-bond funds</p> <p>Student fees</p> <p>\$3M from LSC reserves</p>		<p>Tbd</p>	<p>This project will revitalize the north section of the Lory Student Center, focusing on MEP upgrades and finishes. Approximately 9,300 gsf will be added to accommodate the Adult Learner and Veteran Services (ALVS) program.</p> <p>This project has been suspended for one year.</p>

Project	Bonds/Funding		Occupancy	Status as of July 2020
<p>Meridian Village Ph 1</p> <p>Total Budget: \$130M</p>	<p>\$130,000,000-bond funds</p> <p>Housing and Dining Services</p>		<p>Tbd</p>	<p>This project will construct approximately 1000 beds for 1st and 2nd year students, with a satellite dining facility.</p> <p>Underground utilities under construction in coordination with widening of Hughes Way.</p> <p>This project has been suspended for one year.</p>
<p>Women's Soccer/Softball Complex</p>	<p>\$6,500,000-bond funds</p> <p>Athletics</p>		<p>Tbd</p>	<p>The project will construct an NCAA Division 1 quality softball/soccer complex with competition and training facilities for women's soccer and softball, along with concession and restroom facilities for fans.</p> <p>The Design-Build team has been selected.</p> <p>The project has been temporarily suspended.</p>




COLORADO STATE UNIVERSITY - PUEBLO

CONSTRUCTION PROJECT STATUS REPORT

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 07/15/2020	Description
Video and audio project at Massari Arena	\$697,000 BOG	Nov-19	1-Jan	Construction complete with exception of a single punch list item waiting for a part. On time and on Budget.	
Track repair at Football	\$1,000,000 BOG	Dec-19	June 1st, 2020	Track complete on time and on budget. Several events occurred. Celebration of life ceremonies and High School graduations.	
Concrete repair at football concourse	\$162,582 BOG	Dec-19	June 16th, 2020	Various concrete repairs completed. Badly needed repairs look awesome	
2019-061M19 Replace Roof and Windows, Hasan School Business	\$720,720 State funded Controlled Maintenance	Complete on time and on budget. Investigating below roof the rain drains leaking which was not the scope of the roof repair. Will fix		The Hasan School of Business roof system has deteriorated beyond repair with leaks running down the drywall and through the window system. Numerous repairs have been completed, but are not mitigating the situation. Removing the entire roof system and installing a new system is recommended.	
2020-087 M19 Replace Campus Water Lines	\$900,680 State funded Capital Maintenance (only phase one funded at this time)	Design builder is undercontract and various meaningful meetings have occurred. More research of existing CSUP water line systems is needed. Investigation almost finished now as more valves are exercised and identified. To explain need Pueblo Water Department to help in the investigation. CSUP staff is on emergency essential status. Water line is on time and will be on budget.		Currently the CSUP Pueblo irrigation lines do not have the capacity to effectively irrigate the campus landscaping. The irrigation system presently has to operate 24 hours a day and still does not cover all the necessary areas. The existing water lines are deteriorating and many of the existing isolation valves are inoperable. Domestic water loop is unable to isolate breaks resulting from deteriorating valves and piping. Phase 1 = Design and Xeriscape Bartley Blvd, Phase 2 = New water main tap with distribution. Phase 3 = New water main tap.	
2006 -050P18 Psychology Building Renovation and Addition	\$16,812,751 State funded Capital Construction	Complete minus close out and punch list. Notice of occupancy July 2020. August 3 staff and faculty move in after COVID deep clean. Entire project is on time and on budget. Anticipated Substantial Completion July of 2020. Anticipated Notice of Occupancy July of 2020. See time lapse camera and web link written narrative www.csupueblo.edu/about/campus/construction-projects/psychology-building.html			
2018-061 M19 SB267 Upgrade Fire Campus Systems Phase 1 and 2	\$1,229,140 State funded Controlled Maintenance SB 267	Procurement complete, AE contract underway anticipated Substantial Completion = May 2021 Design now will bid in Aug of 2020		The existing campus -wide voice mass notification and fire alarm system is nearing the end of useful life. The campus has one main fire panel and 18 fire panels. The panels should be replaced before the manufacture stops supporting the system, before parts are not available, and before the system fails to report issues. The two phases are to replace fire alarm panels.	
2018 064M19 SB267 Install Campus Security System	\$890,450 State funded Controlled Maintenance SB 267	Procurement complete, DB contract underway anticipated Substantial Completion = September 2020. This project may have some delay due to Covid 19. CSUP staff (IT) is working as emergency essential staff to maintain campus and will schedule camera installation accordingly Estimated 85% completed		This project will provide electronic video system surveillance to all generally funded campus buildings, open spaces and parking lots at Colorado State University at Pueblo. All generally funded buildings to receive video camera surveillance system at all entrances. Additional exterior cameras will be mounted to survey the grounds and parking lot entrances.	
M13019 Roof Replacement Art / Music Classroom Ph 1 of 1	\$698,270 State funded Controlled Maintenance	Completed working on close out documents. On budget.		Repair Art roof and constructed a new exit stair. 65 mile hour wind damage a HVAC roof cover and need to repair.	

COLORADO STATE UNIVERSITY - PUEBLO

CONSTRUCTION PROJECT STATUS REPORT

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 07/15/2020	Description
Occhiato University Center Renovation and Addition	\$35,000,000 Debt to be repaid with student fee facility fees, grants, & auxiliary services revenue			Completed. Occhiato University Center Schematic Design completed. Design Development Phase completed. GMP established, Notice to Proceed to Commence Construction issued November 3, 2015. All Bid Packages 1, 2, 3, underway- (Earth work, utilities, foundations, steel frame, electrical, plumbing, HVAC, finishes) Design-Build Team of Nunn Construction/hord-coplan-macht Architects. Phase 1 (New Addition) 100% complete, occupied November 28, 2016. Phase 2 (ACM Abatement Completed February 6, 2017. Phase 2 Renovation area is Substantially Complete. Entire project approximately 99% overall complete to date. Phase 2 Renovation Occupied 2Jan18, grand opening 23Jan18. Phase 3 Ballroom retrofit completed 03/02/18. Entire Project Substantially Complete, on time, on budget. Entire project has been closed out successfully.	
Exterior Door Security Access Control at all Academic Buildings.Phase II	\$998,351 Controlled Maintenance	completed working on close out documents. On budget. .	12/2015	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 11 academic buildings.	Project under budget and on schedule. 11 buildings are live on-line.Project is Complete
New General Classroom Building	\$16000000 Capital Funds	Construction Start 06/14 Completion 07/15		Completion July 28, 2015. On time and on budget. Classes are in process.. G H Phipps Construction Co. - General Contractor Hord-Coplan-Macht Architects	
Soccer/Lacrosse Complex	\$3,100,000 cash funded project from grants and donations	Completed	Construction began 3/2014, Completion Phase1 field and bleachers June 2014, Phase 2 Building completed February 1, 2016	Phase 2 (building) 100% complete. Occupancy on February 1, 2016. Press box Completed 6/1/16 (Phase I--Synthetic turf field--- completed and in use.) H. W. Houston General Contractor	

APPENDIX III

Higher Ed Readings

Will college athletics survive? Should they?

The Chronicle of Higher Education; June 9, 2020

The positive impact of college sports is well-documented, including reports of higher income and life satisfaction from college athletes, brand awareness and increased revenues for universities, and boosts to local economies. However, athletics can also be a drain on university budgets, and questions have arisen around exploitation of athletes – particularly Black athletes – and the potential for corruption and scandal. With COVID-19, this balance is being disrupted further with players and coaches already testing positive across the country, and significant questions remaining about how many – if any – fans will be allowed to attend games.

'Far-reaching consequences'

Inside Higher Ed; June 16, 2020

In a 6-3 ruling, the Supreme Court redefined its definition of “sex” to include gender identity and sexual orientation, and in doing so, determined that Title VII of the Civil Rights Act extends protections against workplace discrimination to LGBTQ people. The ruling is expected to have an impact on Title IX, which prohibits sex discrimination at federally funded institutions. The current definition of “sex” under Title IX is based on biological sex, and the Title VII ruling could open the door to Title IX challenges in higher ed-specific areas such as gender-separated living facilities and sports teams.

What happens next for DACA?

Inside Higher Ed; July 6, 2020

The Supreme Court ruled 5-4 to block the Trump administration’s attempt to end the Deferred Action for Childhood Arrivals (DACA) program, but DACA recipients remain vulnerable. The Court left the door open for the Trump administration to end the program in the future, and although an estimated 66,000 young people have aged into DACA eligibility – which would give them access to in-state tuition rates in many states, among other benefits – there is concern that U.S. Citizenship and Immigration Services will drag its heels on processing new applications, and potential applicants have to decide whether the benefits outweigh the potential risks if the program is dissolved in the future.

[Government rescinds international student policy](#)

Inside Higher Ed; July 15, 2020

The Department of Homeland Security rescinded a July 6 policy directive that would have required international students to take at least some in-person coursework in order to remain in the U.S. The rescission was in response to a lawsuit filed by Harvard and MIT, one of at least eight lawsuits that ultimately were filed to block the directive. Harvard and MIT argued that the government failed to consider the costs of its actions and the reliance of colleges and students on DHS's prior guidance from March – which suspended regulations requiring international students to take only one online course at a time “for the duration of the [coronavirus] emergency” – and likened this sudden and unexpected reversal to the Trump administration’s attempt to end the DACA program — an attempt that was overturned by the Supreme Court.

[What college activists want](#)

The Chronicle of Higher Education; July 15, 2020

The Chronicle spoke with four college activists about four different demands for change in higher education around racial justice, including severing ties between campuses and police departments, removing symbols of oppression from campus spaces, hiring more staff and faculty of color, and diversifying both required and elective curriculums.

[Back-to-college plans devolve into a jumble of fast-changing rules](#)

The Wall Street Journal; July 28, 2020

With a patchwork of rules and regulations concerning the coronavirus across the country, there is no consensus among colleges and universities about how to begin the fall semester. According to the Chronicle of Higher Education, 49% of institutions are planning to bring students back for in-person instruction, 13% are starting fully online, and 35% will have a mix of both. Some schools are limiting large classroom instruction; some are asking students to sign a pledge saying they won’t leave campus or socialize in large groups. Most, but not all, are requiring masks in public. Schools in certain states are grappling with locally imposed quarantines on students returning to campus from certain states. And college presidents are in a no-win situation, caught between public health concerns and potentially catastrophic drops in revenue and enrollment, with pressure from faculty, parents, students, and local governments on both sides.

[More than 6,600 coronavirus cases have been linked to U.S. colleges](#)

The New York Times; July 29, 2020

According to a New York Times survey, there are at least 6,600 cases of coronavirus tied to about 270 college campuses, before most fall semesters have even begun. The survey was sent to more than 1,000 institutions — every public four-year college in the country, as well as every private institution that competes in Division I sports or is a member of an elite group of research universities. While many were forthcoming in their answers and/or had robust information posted online, hundreds of universities wouldn't answer basic questions or didn't respond at all, meaning numbers are likely much higher.

[Chancellor's letter](#)

July 2020

Check out the latest message from Chancellor Tony Frank.

[Spur newsletter](#)

July 2020

Check out the latest news from Spur.

[Together We Grow newsletter](#)

July 2020

Check out the latest news from Together We Grow.

Will college athletics survive? Should they?

The Chronicle of Higher Education

As athletic directors and presidents look to the fall, major uncertainty stares back. Will students be on campus? Will the virus be contained? If we have football games, should fans attend? As Covid-19 decimates university resources, many leaders are wondering what changes they should make to athletic programs, or if they should have sports at all.

Whatever changes leaders make to college athletics, a vast enterprise will be affected. Sports provide educational opportunities to hundreds of thousands of students every year, bring large communities together, and require huge expenditures on campuses, more than \$18 billion in 2018. Significant issues have arisen with growth, including the financial drain on university budgets, academic abuse and recruiting scandals, and questions of exploitation of the athletes themselves.

The primary revenue-driving sports of football and basketball often help pay for all other nonrevenue sports. Many feel that the money made from revenue sports takes advantage of those particular athletes, since their graduation rates are lower than those of the rest of the student body, and they are not entitled to financial benefits associated with likeness and image. As protests mount for racial justice, the treatment of African American college athletes has become an issue.

What is the goal of athletic programs in universities? “Our mission is to educate and inspire through athletics,” explains Lawrence R. (Bubba) Cunningham, athletic director at the University of North Carolina at Chapel Hill. “We provide opportunities for over 800 outstanding student athletes to attend Carolina, develop life-long skills such as teamwork, leadership, and persistence to complement what they get in the classroom. We also inspire alumni, younger generations, and the community to bond together at games and work with the university to deliver on its mission.”

The positive impact of organized sports is well documented, as more than eight out of 10 athletes will graduate from college, and more than 35 percent earn postgraduate degrees. College athletes are more likely to have higher incomes, life satisfaction, and overall engagement.

The decision to participate in collegiate athletics is indeed often viewed as an opportunity for advancement in life. “When I accepted my scholarship to UNC, I viewed it as a commitment,” says Willie Parker, a college football player turned pro. “We experienced a brotherhood, and I found self-identity. I built an inner strength that helped me through college and after. I didn’t play as much as I wanted to, but at the same time learned to be a better teammate.” Parker went on to win two Super Bowls with the Pittsburgh Steelers. The NCAA makes it clear that collegiate athletics should not be viewed as a ticket to professional sports, as most athletes “go pro in something other than sports.”

High-profile sports such as football and basketball can also generate brand awareness for universities, lead to significant donations from loyal alumni, and result in significant revenue from the NCAA, conference distributions, ticket sales, and licensing deals. Local economies also benefit significantly from visitors to campus for major sporting and alumni events. College football championships and the NCAA basketball tournaments have become staples in our insatiable appetite for live sporting activities.

On the other hand, the rise of collegiate athletics has been marred by frequent controversy. In fact, some propose that universities have lost their way and that the current model has become too big and corrupt, essentially generating billions of dollars at the expense of the athlete, who only receives a college scholarship and small living allowance.

“The NCAA and its member schools have instituted a number of reforms in the last decade,” says Cunningham, who was brought in to transform Chapel Hill’s athletic program after an academic scandal. “Those reforms have improved academic oversight, while offering greater financial assistance for students, including providing cost of attendance and grant-in-aid protection to more meals and better nutrition. We rely on our values — responsibility, innovation, service and excellence — to guide us in enacting those fundamental changes.”

What do the economics of collegiate athletics look like? The average university sponsors at least 20 different intercollegiate sports, with larger universities often offering more. As viewership and competition have increased, so too have athletic departments’ budgets, much of which comes from university subsidies.

NCAA Division Demographics

Categories	Division I	Division II	Division III
Colleges in division	350	310	438
Percent of all divisions	32%	28%	40%
Median undergraduate enrollment	8,960	2,428	1,740
Students who are athletes	1 in 23	1 in 10	1 in 6
Total revenue*	\$15.2 billion	\$2.1 billion	\$.9 billion
Total expenses	\$15 billion	\$2.2 billion	\$.9 billion

*Total revenue includes external revenue and university subsidies

Source: NCAA • [Get the data](#) • Created with [Datawrapper](#)

Of the \$18 billion in spending among NCAA institutional members in 2018, total revenue generated was only \$10 billion, resulting in \$8 billion in university expenditures. As shown below, revenue and spending by type of institution varies a lot, with Division I universities accounting for 97 percent of all revenues and 83 percent of all spending.

The bottom line is that for most institutions, even the powerhouse athletic departments, athletics is an investment, or "cost center," in accounting terms. A decade ago, the Knight Commission on Intercollegiate Athletics recommended that universities keep spending under control, improve financial reporting, increase governance, and emphasize and reward academic performance, not just athletics.

As of 2015, we hadn't made much progress, as approximately 50 percent of all spending on athletics is actually subsidized by the university, generally much higher at Division II and III universities. Only 3 percent of the Division I programs generated more revenue than expenses. The basic rule of thumb apparently is to raise as much money as possible and invest every bit of it and a little more. Critics have questioned the necessity of administrative salaries, lavish practice facilities, and locker rooms that are very, very expensive.

The charts below give you a sense of the financial picture for a large Division I athletic program, UNC Chapel Hill. These data are available for all NCAA institutions through the Knight Commission.

UNC-Chapel Hill Sports: Where the Money Comes From

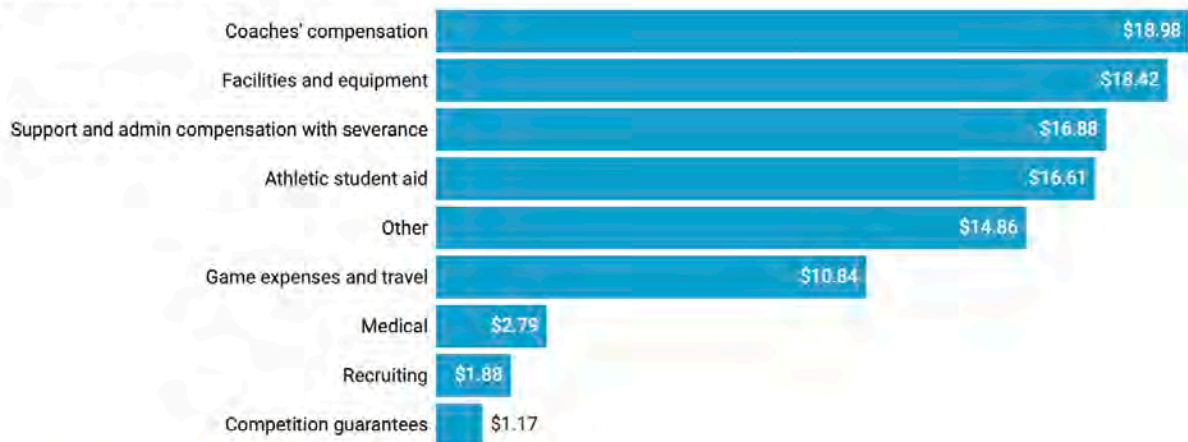
In million of dollars, 2018



[Get the data](#) - Created with [Datawrapper](#)

Where the Money Goes

In million of dollars, 2018



[Get the data](#) - Created with [Datawrapper](#)

Note that in this particular year, 2018, revenues actually exceeded expenses due to strong NCAA and conference distributions, ticket sales, and a significant fund-raising effort. Additionally, coaching compensation exceeded student financial aid, a trend that is common for Big 5 conferences, as the market for top coaching talent continues to grow. Administrative costs are quite significant and growing, according to research by ABC Insights, the consortium of universities that I co-founded and that work together to improve efficiency and effectiveness.

Jon Steinbrecher, commissioner of the Mid-American Conference, sees the pressure increasing for all colleges. “There is no doubt that costs for athletic programs have risen over time as the high wire continues to rise,” he says. “While this affects all colleges, less affluent colleges working hard to compete have bigger challenges given significantly fewer resources, and it is getting even more difficult with Covid-19 impacts.”

The current national topic of racial tension is also part of the college-athletics landscape. Athletes for the revenue sports of football and basketball are disproportionately black men, compared with the student body and other sports teams. Yes, a small number of them make it to the pros, but the majority do not and have to endure many hours of workouts and travel, in addition to trying to complete their academic courses. That contributes to lower graduation rates and a challenging collegiate experience.

Many are looking for universities to take a stronger stance on social injustice in today’s America. And some coaches, players, and athletic-department staff are joining protests and announcing antiracism policies and positions. “We have a responsibility to stand up for injustice and do everything we can to support all people as one family,” says Allen Greene, athletic director at Auburn University, who recently joined protest marches in Alabama.

Jason Wright, a former football player at Northwestern University and in the NFL, and now a partner at McKinsey & Co, highlights how collegiate athletics can play a positive role in society: “Sports teams unite people across racial, economic, and political lines,” he says. “Athletes and fans have a unique platform to shape public narrative when we seem so divided.”

But just as universities have had to completely adjust to the rapidly changing environment because of CovidD-19, so too will athletic departments. Enter scenario planning and issues well beyond money. It may be time for leaders to re-examine the direction, role, and structure of athletics on every campus.

In the wake of the virus, universities are pursuing a wide range of options including complete elimination of athletics, cutting certain sports, and changing travel plans. Dropping athletics is a major decision that can free up resources and increase the focus on academics, but it could negatively

affect recruiting, especially for smaller institutions that use athletics to draw students to their campuses.

Strategies for Altering Athletics Programs

Strategy	Pros	Cons	Example	Impact
Temporary suspension of all programs	Allows university to redistribute financial resources; allows it to re-evaluate budget for athletics and be more efficient; prevents spread of Covid-19 by canceling events	Will lose recruiting edge; students will not be satisfied, athletes may transfer; possible loss in enrollment; loss of revenue from athletics	Broward College is considering cutting all sports programs	\$1.6 million (estimated)
Cut certain sports	Reallocate those funds to academics; savings cover existing deficits from athletic programs; displaces losses from respective sports teams; athletes will continue to have scholarships and direct aid from their institutions	Athletes and students will not be satisfied that specific sports are cancelled, some may transfer; decrease of morale of other student-athletes; hits to recruiting, especially for smaller schools	U. of Akron eliminated men's cross country, men's golf and women's tennis for the fall	\$4.4 million
Change travel plans	Reduced expenses from less traveling; safer for athletes and staff; students and student-athletes are happy athletics are continuing	Athletes are not satisfied with the lack of away games, lack of playing time; travel reduction could lead to the elimination of sports teams and specific programs; programs might not be able to play a full season with missed games	Ohio State U. is restricting travel	\$9 million

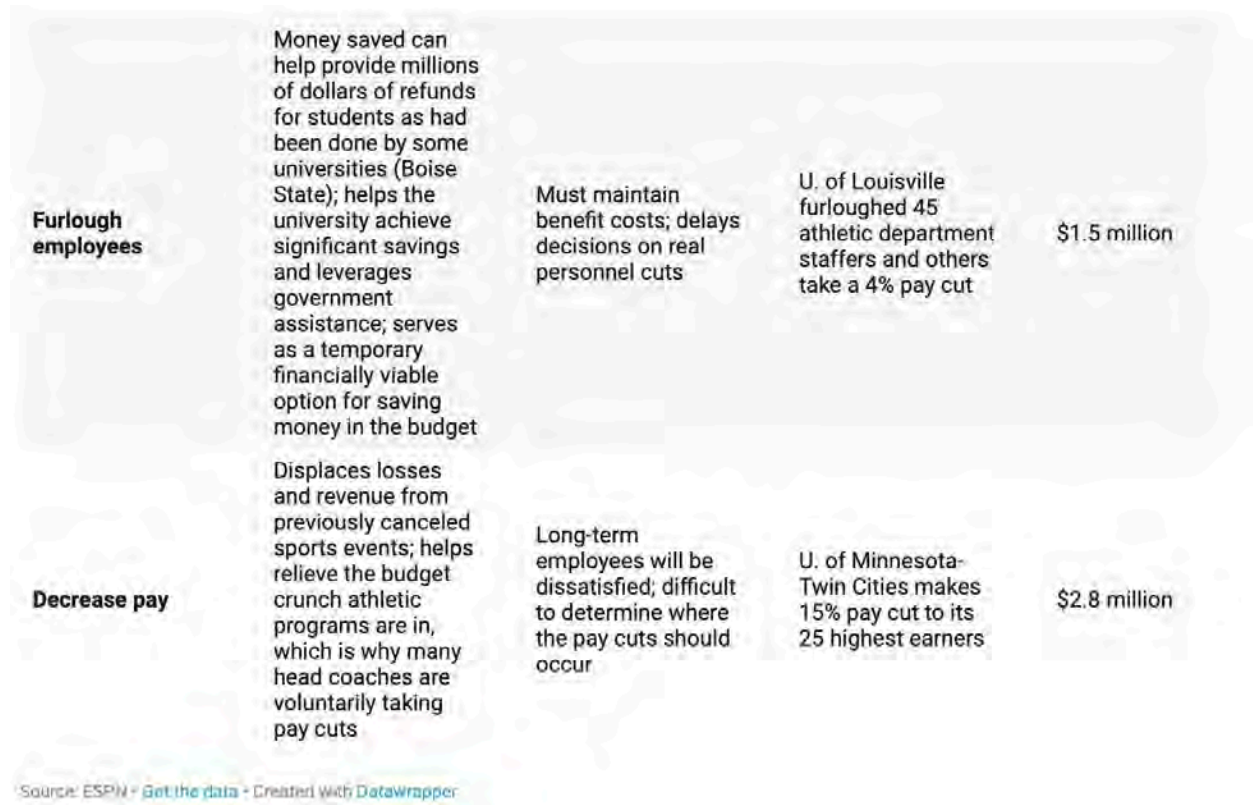
Dropping particular sports programs seems to be a common strategy, especially for Division II universities. My analysis of the 108 program cuts publicly announced show that 57 percent are occurring at Division II, with the remaining portions almost evenly split between Divisions I and III. The most commonly targeted sports for elimination include men's tennis, golf, soccer, and cross-country. Women's sports commonly cut include tennis, golf, and cross-country. Careful planning around travel and scheduling can also be a source of savings, especially at larger universities with many sports teams and significant distances covered.

One of the most expensive and challenging athletic programs to offer is football, and many smaller institutions have determined that the costs outweigh the potential benefits, which only come to the few who find success on the field. We may see more universities cut the cord on football, following Florida Tech's decision to disband its football program and save \$3.1 million on its \$10.7 million athletics budget. For larger, well-known programs, even losing the fall football season would cost them tens of millions of dollars.

Other strategic initiatives relate to trimming administrative investment. Laying off employees creates significant savings but can harm future sports programs and lead to decreased morale. Furloughs protect employee positions, offer more flexibility for rehiring, and take advantage of current additional government support, but they delay harder decisions on staff and require continued investment in benefits. Decreasing pay is likely to be much more common, as it saves money and signals solidarity. The chart below summarizes these options and provides several examples and the related potential financial impact.

Strategies for Altering Athletics Staffing

Strategy	Pros	Cons	Example	Impact
Lay off employees	Will have significant impact on future athletic budget; cuts will help create significant savings for universities; cost-effective	Sports programs suffer in the future and will have to make significant program changes; facility projects will be put on hold; universities might encounter legal problems; employees that are retained will have a more significant burden and lower morale	Furman U. cut staff along with other cost-cutting measures	\$5 million



Another major strategic decision is when to bring athletes back to campus. This process will be quite challenging because of the need to protect students, coaches, and employees in an environment with frequent close interactions.

“Our No. 1 focus is to do this safely for all those involved,” says Cunningham as he walked through the university’s plan for opening sports. “We will follow all federal, state, and local guidelines and align our staff and efforts accordingly. UNC has some of the leading scientists and public-health officials in the world studying the coronavirus and its impact, thus we will follow the advice of those experts who are here on our campus.” His one-page summary of the strategy identifies key principles, stakeholders, and actions.

Even the best-laid plans will require flexibility, Steinbrecher says. “The tricky thing is that different programs, in different states, may have different strategies. We may need to make decisions around dropped programs or unequal numbers of games. The bottom line is that we will have to work

together, trust each other, and manage this in the best interest of the students and schools.”

One thing that we can expect is the presence of Covid-19 on campus. The first students to return to campus, as of early June, are athletes. Reports are already coming in that players and coaches tested positive for the virus at the Universities of Alabama and of Mississippi, and at Arkansas State, Iowa State, and Oklahoma State Universities. That number is likely to increase, and presidents will be faced with the tough choice of whether to shut down a team or program, as President Mitch Daniels of Purdue University mentioned in a recent call with the U.S. Congress.

Not to mention the open question of whether fans will be in the stands. “Very few of us can envision having people in the stands,” said Ana Mari Cauce, president of the University of Washington, in a recent *Chronicle* virtual forum. Even if they are allowed in, it will be a very different experience with social distancing, something that scientists fear will be nearly impossible in stadiums. A recent study of epidemiologists suggests that only 3 percent of them would attend a major sporting event this summer, and only 32 percent over the next three to 12 months.

Athletics, like so much else in higher education right now, is going to be challenging next year. Campus leaders will have hard choices to make as they cut their budgets and potential sports programs. My recommendation, as always, is to do this with compassion, especially for your athletes, and clearly state your priorities and decision criteria. Focus on the uniqueness of your institution and avoid trying to look like all other universities. Athletics can be valuable to all campus cultures, but it could take the form of club and intramurals rather than major intercollegiate competition. Decide which sports best fit your culture and make them excellent.

Like all things, college athletics need to be managed well, with data, and connected to strategy. Higher education should take its unique positioning in society to speak with a collective voice against exploitation and social injustice. This is going to take much work and require collaboration. We can do this.

'Far-reaching consequences' *Inside Higher Education*

The U.S. Supreme Court's decision cementing LGBTQ workers' protections from sexual orientation and gender identity discrimination not only put employers on notice, it also signaled to colleges that they must ensure the fair treatment of transgender students playing campus sports and living in residence halls.

The 6-to-3 ruling issued Monday extended protections against employment discrimination to LGBTQ people under Title VII of the Civil Rights Act of 1964, which prohibits workplace discrimination on the basis of race, sex, religion or national origin. The court redefined its interpretation of “sex” under Title VII to encompass both sexual orientation and gender identity and, as a result, opened the door to challenges of this definition under Title IX, the law prohibiting sex discrimination at federally funded institutions.

“The answer is clear,” the court’s opinion, written by Associate Justice Neil Gorsuch, said. “An employer who fires an individual for being homosexual or transgender fires that person for traits or actions it would not have questioned in members of a different sex. Sex plays a necessary and undisguisable role in the decision, exactly what Title VII forbids.”

The three justices who dissented from the majority opinion noted the “slippery slope” that colleges and universities are now on, said Jake Sapp, a Title IX legal researcher at the Stetson University Center for Excellence in Higher Education Law. Sapp expects an increase in lawsuits challenging institutional policies on gender-separated living facilities and sports teams as a result of the precedent-setting ruling. Lower courts addressing whether homosexual or transgender people can be discriminated against under Title IX's definition of "sex" will consider this new definition under Title VII, he said.

“This determination is really going to play into so many decisions across the country,” Sapp said. “Title VII reaches everyone ... The real impact is going to be in lower courts answering this question. They now have the Supreme Court’s decision to turn to.”

The ruling states that a person's LGBTQ identity is "inextricably bound up with sex." But the dissenting justices refer to a strict interpretation of the law at the time it was passed by Congress in the 1960s, when they say Congress likely did not intend for protections to extend "sex" beyond male and female workers. Title VII does not explicitly state "sexual orientation" or "gender identity" as attributes protected from discrimination, and this interpretation by the court will have "far-reaching consequences," first and notably to protections under Title IX, Associate Justice Samuel Alito wrote in his dissent.

Alito raised concerns about the ruling's impact on colleges that base dorm assignments or bathroom use designations on biological sex. He noted that transgender athletes can now argue they have the right to compete against students of a different biological sex. Applying the same Title VII definition of "sex" to Title IX could "undermine one of that law's major achievements, giving young women an equal opportunity to participate in sports," Alito wrote.

The Department of Education under President Barack Obama instructed colleges to treat transgender students as the gender with which they identify or face sanctions for violating Title IX, said Audrey Anderson, counsel at the law firm Bass, Barry & Sims and former general counsel for Vanderbilt University. The Trump administration rescinded this guidance in 2017, and last month it found a Connecticut high school athletic conference in violation of Title IX for allowing transgender women to compete in track against students who were assigned female at birth.

The Supreme Court ruling now offers high schools included in the conference the opportunity to challenge the department's decision and establish that discrimination based on sex as prohibited under Title IX also applies to transgender students, which would extend to federally funded colleges, Anderson said. The ruling has implications for a Title IX case currently in the U.S. Court of Appeals for the Fourth Circuit that involves a transgender high school student's right to use the bathroom of their choice. The judges and the attorneys involved in that case have said they were anticipating the Supreme Court ruling to have an impact on the bathroom case, Anderson said. They suggested the extended definition of

"sex" under Title VII was a determining factor in whether Title IX's definition also applies to discrimination for being transgender, she said.

"If under Title VII it is unlawful discrimination to discriminate based on transgender status, that's a good argument to say it's a violation under Title IX to discriminate based on transgender status," Anderson said. "It will be interesting to see what the department does in response to this. They have been very active in saying 'sex' is what you've been assigned at birth based on your biological characteristics."

GLSEN, a nonprofit organization that advocates for LGBTQ students, urged U.S. Secretary of Education Betsy DeVos in a press release to "reverse her attacks on trans students immediately" given the "decisive guidance" of the Supreme Court ruling. DeVos had previously told the organization's leaders that she was waiting for such a ruling for clarity on how Title IX applies to transgender students' rights, according to Eliza Byard, executive director of GLSEN.

"Today, the Supreme Court couldn't have been more clear, ruling that 'it is impossible to discriminate against a person for being homosexual or transgender without discriminating against that individual based on sex,'" Byard said. "Now, [DeVos] can no longer hide behind the claim of waiting for the courts. Trans girls are girls. Trans boys are boys. And the law protects them from discrimination 'on the basis of sex.'"

The department's new regulations under Title IX released on May 6 addressed multiple comments from LGBTQ advocacy organizations and members of the public who were concerned that the new procedures for officials to respond to campus sexual misconduct did not explicitly mention protections for homosexual or transgender students. In response, the department stated that protections against sexual harassment and assault apply to all students and declined to define "sex." The new regulations said past interpretations of Title IX and related guidance "presuppose sex as a binary classification" of male or female and deferred to the definition of "sex" under Title VII. The two laws are "so intertwined together," Sapp said.

There is no question that the ruling will affect college and university employees at religious-oriented institutions who are targeted for identifying

as LGBTQ, said Shane Windmeyer, executive director of Campus Pride, a nonprofit organization that supports LGBTQ student leaders and allies on campuses across the U.S. The ruling “creates a wall” of legal precedent specifically to protect transgender students from the Trump administration’s efforts to reduce their rights, Windmeyer said. It is a signal to college leaders about where the law is headed, he said.

“If I were an administrator, I would be paying attention to see where I need to be in the future to be on the right side of history and make sure students are protected,” Windmeyer said. “Or else I think you’re opening yourself up to litigious issues regarding LGBTQ students, and even employees.”

What happens next for DACA?

Inside Higher Ed

Advocates for immigrant college students cheered the Supreme Court's recent 5-to-4 decision blocking the Trump administration from immediately ending the Deferred Action for Childhood Arrivals program, which provides protection against deportation and gives work authorization to about 650,000 immigrants who were brought to the U.S. as children with their parents and without legal authorization.

DACA remains vulnerable, however. President Trump and officials in his administration have said they plan to end the program, and the Supreme Court ruling left the door open for them to do so should they follow certain steps.

Meanwhile, a group of students who were too young to apply for DACA before the program was closed to new applicants in 2017 are newly eligible. They now have to decide whether the benefits of applying are worth the risk of giving their personal information to the government and revealing their status as undocumented immigrants.

The Migration Policy Institute estimates there are about 66,000 young people who have aged into DACA eligibility -- applicants have to be at least 15 years old -- since 2017, when the Trump administration tried to end DACA but was stopped by federal courts that kept the program in place for existing DACA recipients. This cohort is now entering the traditional age for college.

Legal experts say the Supreme Court ruling vacating the Trump administration's rescission of the program in 2017 means that U.S. Citizenship and Immigration Services must resume processing new DACA applications. Immigration advocates fear the agency will drag its heels.

A spokesperson at USCIS would not say if the agency is currently accepting or processing new DACA applications. The spokesperson said in an email that the agency is still reviewing the Supreme Court decision and would have no comment beyond that of Deputy Director for Policy Joseph Edlow, who blasted the Supreme Court's decision in a June 19 statement.

Edlow's statement asserted that the "court opinion has no basis in law and merely delays the President's lawful ability to end the illegal Deferred Action for Childhood Arrivals amnesty program."

Janet Napolitano, president of the University of California, oversaw the establishment of DACA in 2012 as secretary of homeland security secretary under former president Obama. She said colleges "have a lot left to do in order to protect our DACA students."

"No. 1, we will need to confirm that new DACA applicants can now enroll in the program, because in my view the Supreme Court's holding takes us back to 2012, when the program was created, and that means new applicants can now enroll," Napolitano said during a webinar about the ruling hosted by the Presidents Alliance on Higher Education and Immigration, a group of college presidents that advocates for welcoming policies for immigrants and international students.

Napolitano also said that applications for advance parole -- a form of advance permission for DACA beneficiaries to travel outside the U.S. and re-enter -- should once again be granted by USCIS.

"We're going to need, I think, to confirm that, and I think we can anticipate that the administration may resist that interpretation of the Supreme Court's holding," she said.

Bill Hing, a professor of law and migration studies and director of the Immigration Law Clinic at the University of San Francisco, said some attorneys have already sent in completed DACA applications for new applicants. "Everyone is assuming that USCIS is going to process those as soon as they get them. DACA has been reinstated in full."

Other immigration law experts agreed. "You take a picture of what it was like the day it was shut down: that has to be reinstated in its entirety," said Michael A. Olivas, a professor emeritus at the University of Houston and an expert on immigration and higher education law.

Nevertheless, Olivas fears the administration will find ways to slow or sabotage full reinstatement of the program. If the Supreme Court decision

went the other way, Olivas asked, “Do you think it would have taken more than a nanosecond to shut it all down?”

Adding to the uncertainty, USCIS plans to furlough more than two-thirds of its staff in August if it does not receive additional funding from Congress.

Ur Jaddou, the director of the watchdog group DHS Watch and former general counsel at USCIS, said during a recent press conference organized by the pro-immigration advocacy group America's Voice that the furloughs could result in the agency halting the processing of all DACA applications, renewals as well as new applications.

What happens with DACA will have implications for higher education.

“I think it’s going to be really important to see what happens with new applications,” said Roberto Gonzales, a professor at the Harvard Graduate School of Education and director of Harvard’s Immigration Initiative.

He said colleges have become so used to serving DACA students that they have largely stopped talking about undocumented students who do not qualify for DACA. At the same time, he said, “we’ve seen a growing distance between DACA beneficiaries and undocumented students” in terms of their access to opportunities and benefits. He noted that his state, Massachusetts, has not extended in-state tuition rates to undocumented students, but DACA beneficiaries are eligible for the lower in-state rates.

States have a wide range of policies about access to in-state tuition and state financial aid for undocumented and “DACA-mented” students. A new policy brief from the Presidents Alliance says that ending DACA would end access to in-state tuition rates for current DACA recipients in eight states: Arkansas, Idaho, Indiana, Iowa, Maine, Massachusetts, Mississippi and Ohio. Furthermore, current DACA recipients in two states -- Alabama and South Carolina -- would be barred from enrolling in their states’ public colleges.

“In addition to barriers to enrollment and more expensive tuition rates, the end of DACA would undermine the financial ability of many students throughout the U.S.,” the brief states. “It would hurt DACA recipients’ ability to pay for tuition and the costs associated with a higher education, including

housing, food, and books. In a 2019 survey, 93 percent of DACA recipients indicated that they 'pursued educational opportunities that [they] previously could not,' with a potential end to DACA placing these educational pursuits at risk."

Leidy Leon, an 18-year-old pro-immigration activist with the United We Dream coalition, was too young to apply for DACA before Trump ended it in 2017. She said the inability to apply for DACA left her feeling unsure of her future and unmotivated to continue in school, but encouragement and support from people close to her helped get her through high school.

"Now that the Supreme Court ruled against the Trump administration, the possibility of me being able to apply for DACA for the first time feels much more real," Leon said during the America's Voice press conference. "It would mean the absolute world to my family and I because we wouldn't be filled with such uncertainty and fear."

Leon said she will be attending the University of California, Merced, this fall.

"Getting DACA would minimize my anxiety and make it easier to plan for my future during and after college," she said.

Government rescinds international student policy

Inside Higher Ed

The Department of Homeland Security rescinded a July 6 policy directive that would have required international students to take at least some in-person coursework in order to remain in the U.S.

The government agreed to rescind the guidance in response to a lawsuit filed by Harvard University and the Massachusetts Institute of Technology. The rescission of the July 6 directive, and an associated FAQ released July 7, means that the government reverts to guidance issued in March that allows international students to remain in the U.S. while taking a fully online course load.

At least 20 states and the District of Columbia and about two dozen universities filed various lawsuits to block the policy change from going into effect. Harvard and MIT -- both of which plan to conduct most of their fall coursework online -- argued in their lawsuit that the July 6 directive reflected an effort by the government to force universities to reopen despite the continuing dangers posed by the coronavirus pandemic.

They argued the directive put universities "in the untenable situation" of either moving forward with online coursework at the expense of the welfare and future prospects of their international students -- or forced them "to attempt, with just weeks before classes resume, to provide in-person education despite the grave risk to public health and safety that such a change would entail."

Typically, federal regulations restrict international students from taking more than one online class at a time. In March, as colleges shifted their courses online in response to the coronavirus pandemic, the government suspended enforcement of those regulations, assuring colleges that international students could remain in the U.S. while taking a fully online curriculum. The March guidance from the Student and Exchange Visitor Program, a unit within U.S. Immigration and Customs Enforcement, described the allowance for international students to take multiple online courses as a temporary accommodation that would remain in effect "for the duration of the emergency."

On July 6, the government abruptly reversed course, saying that continuing and new international students could not legally stay in the U.S. if they were taking all their classes online. Universities and higher education groups pushed back strongly, and the first lawsuit -- from Harvard and MIT -- was filed two days later.

Before it agreed to rescind the new guidance, the Homeland Security Department filed a motion Monday in which it justified the decision to block international students from taking an online-only course load based on what it described as “significant national security concerns.”

The government argued in a court filing, “A solely online program of study provides a nonimmigrant student with enormous flexibility to be present anywhere in the United States for up to an entire academic term, whether that location has been reported to the government ... Additionally, such programs could allow a nonimmigrant student to conduct activities other than full-time studying.”

The government maintained in that same filing that “students choosing a 100% online learning program do not need to be physically present in the United States.”

Declarations from Harvard and MIT students submitted into the court record argued to the contrary that the students have compelling academic, personal and professional reasons to stay in the U.S. -- or in some cases to re-enter the U.S. -- even if their coursework would be online.

For example, one student, a graduate student in engineering from Lebanon, is currently working on a collaboration with the National Aeronautics and Space Administration.

“If I have to leave the United States and return to Lebanon, it will be virtually impossible for me to continue my research, as well as my work related to the NASA project, which is directly related to my graduate thesis,” the student’s declaration states. “Most of my work is not possible to do from Lebanon. Lebanon is currently experiencing an extreme economic crisis and famine. I

would not be able to access the basic tools to complete my work online, including electricity and reliable internet.”

Students whose declarations are included in the suit expressed concerns that being compelled to go home would force their separation from their loved ones -- one, a Ph.D. candidate at Harvard from Australia, faced potential separation from an infant child, an American citizen, whose passport has not yet been issued -- and compromise their access to mental health support. Students expressed concerns about the financial costs of breaking their leases, and about potentially exposing at-risk family members back home to COVID-19 after taking a long-haul flight back from the U.S.

Harvard and MIT argued that the government failed to consider the costs of its actions and the reliance of colleges and students on DHS's prior guidance in violation of the Administrative Procedure Act, a law that requires federal agencies to provide opportunity for public notice and comment and reasoned explanations for their decision making.

In a filing, Harvard and MIT argued that the Trump administration's actions in rescinding its March guidance on online coursework had parallels to its decision to end the Deferred Action for Childhood Arrivals program for undocumented immigrants -- a decision struck down by the Supreme Court.

“Just last month, the Supreme Court vacated DHS’s indistinguishable effort to rescind the DACA program precisely because the agency failed to consider the reliance interests of the program’s beneficiaries and failed to adequately explain its decision, rendering it arbitrary and capricious,” Harvard and MIT wrote in a court filing. "The Court should reach the same result here."

The Harvard/MIT lawsuit, which remains open, is one of at least eight lawsuits that have been filed in an attempt to block the ICE directive. Seventeen states and the District of Columbia sued as part of a multistate lawsuit, while California, New York and Washington sued separately. Johns Hopkins University, in Maryland, filed a suit of its own, as did a group of 20 colleges in Arizona, California, Oregon and Washington. A group of international graduate students in California also sued.

Hundreds of colleges and more than 70 higher education associations filed amicus briefs in support of Harvard and MIT's case, as did the U.S. Chamber of Commerce along with companies including Facebook, Google and Microsoft. A group of student government associations also filed an amicus brief.

Ted Mitchell, the president of the American Council on Education, said in a statement that the rescinding of the July 6 directive "demonstrates the importance of international students to the United States and shows that together with one voice, all of higher education, the business community, and many others across our nation are making it clear that these students continue to be welcome here. We are enormously gratified that Harvard University and MIT, as well as many states and other colleges and universities, took immediate legal action to force the Trump administration to rescind its wrongheaded directive that would have prevented students attending U.S. institutions operating online during this global pandemic from remaining in or coming to our country."

MIT president L. Rafael Reif said in a statement he had "been inspired by the outpouring of support for our position that flooded in from higher education and other organizations so quickly. I was especially moved by the involvement of our own students, including those who contributed their personal stories and those who organized a national coalition of students in filing a brief."

"We at MIT are enormously grateful that so many are paying attention and talking about the important role international students play in our education, research and innovation enterprises here in the United States," Reif said. "These students make us stronger, and we hurt ourselves when we alienate them. This case also made abundantly clear that real lives are at stake in these matters, with the potential for real harm. We need to approach policy making, especially now, with more humanity, more decency -- not less. We stand ready to protect our students from any further arbitrary policies. Our nation's future is at stake."

What college activists want
The Chronicle of Higher Education

There was a time when stripping a racist's name from a building would have been celebrated as a breakthrough for racial justice in higher education. Today, it's accepted as a starting point.

As the Covid-19 pandemic and outrage over police violence converge, college students are demanding radical change. They want Confederate symbols toppled, police departments defunded, coursework diversified, departments restaffed with people of color, and a host of other actions.

"We're past the point of conversation and reforms and panels," said Maliya Homer, president of the Black Student Union at the University of Louisville. "We can't panel our way out of this oppressive system that controls us."

For students like Homer, these issues are personal. On a daily basis, they face fear, frustration, judgment, and ostracism because of their race and ethnicity, and their demands are shaped by those common experiences.

The Chronicle spoke with four student activists, each shedding light on a single demand.

The demand: Sever ties with the police.

The activist: Maliya Homer, president of the Black Student Union at the University of Louisville

When Breonna Taylor, a 26-year-old emergency medical technician, was shot to death by Louisville police officers who crashed into her apartment in the middle of the night, it was a jarring reminder for Maliya Homer of how vulnerable she felt as a Black woman.

Homer, president of the University of Louisville's Black Student Union, had been disturbed for years about accounts of local police officers questioning Black and brown students for behavior that wouldn't have raised suspicion if they were white. A Mexican American friend, wearing a hoodie and walking to the library, was asked where he was heading. A white student driving with

two Black passengers said a police officer pulled out her gun when they asked her for directions.

But Taylor's death marked a turning point for Homer. "Breonna's murder was the last time I was going to even entertain ideas of reform," she said. It "made me feel like Black women are dispensable."

On May 31, Homer and the Black Student Union called for the university to sever ties with the Louisville Metro Police Department. "Nothing about being in closer proximity to state-sanctioned violence makes us any safer," Homer wrote in the statement.

Helping impoverished neighborhoods near the campus meet food and affordable-housing needs would be a more equitable and effective way, she said, to improve public safety. Policing, Homer believes, contributes to the school-to-prison pipeline. She might have ended up there herself if the police had been summoned during her years as a strong-willed middle-schooler, she said.

Louisville's president, Neeli Bendapudi, sympathized with Homer's concerns but wrote in a response on the university's website that cutting ties "would be an insufficient answer to a very complex problem." The university relies on the local police to help investigate crimes, the president wrote. Its criminal-justice department houses a police-training institute.

Bendapudi promised that campus police officers would lead most investigations and that de-escalation or cultural-sensitivity training would be required for all officers hired to work on campus.

To Homer, those steps fall short. "It's a slap in the face," she said, "when you have Black and brown students asking you, begging you, telling you we don't feel safe" with the metro police department, "and you talk about reform."

The demand: Remove symbols of oppression.

The activist: Tyler Yarbrough, student senator at the University of Mississippi

Tyler Yarbrough couldn't believe the image in his Twitter feed.

The University of Mississippi student senator was about to drive from his college town of Oxford to his hometown of Clarksdale for a Juneteenth event marking the end of slavery. And his university had just released plans to build what looked to him like a “shrine to white supremacy.”

The picture on his phone showed an artist’s rendering of the campus cemetery to which the university planned to relocate its statue of a Confederate soldier. The project involved upgrading the cemetery into what the historian Anne Twitty described as a well-lit “park-like setting” with a path and new Confederate headstones. It wasn’t what the student government had envisioned when it voted to banish the statue from the campus’s front entrance to this run-down and isolated spot.

In late-night video calls, Yarbrough and other activists hashed out a plan to fight back.

As a public-policy student, Yarbrough sees Confederate statues as symbols of deeper systems of racial oppression: an educational system that barred Black students from his university until 1962, a legal system that acquitted the white men who murdered 14-year-old Emmett Till in 1955.

Yarbrough grew up about 20 minutes from where Till was killed, in a Mississippi Delta city so segregated, he said, it felt like “an apartheid state.” His mother received food stamps while studying to become a nurse. His father drove a truck. His great-grandmother could point to the field where her family had once worked as sharecroppers. None of the wealth generated by that land was passed down to his family.

Yarbrough became an activist in part because his campus has been regularly plagued by what he calls “racist scandal.” Notably, a photo emerged last year of fraternity members posing with guns in front of a bullet-pocked memorial sign to Till.

Yarbrough and a classmate responded to that by creating an image of their own. They placed the shot-up Till sign in front of the university’s Confederate statue.

Yarbrough sees a parallel between the murder of Till in 1955 and the killing of George Floyd in May. Both events ignited social movements to tear down the racist systems represented by Confederate statues.

Last month, Yarbrough and others organized a protest at the future home of Mississippi's Confederate monument. The crowd faced police officers and security guards as Yarbrough gave a speech demanding the university work with students to come up with a new relocation plan.

Such demands will get louder. Yarbrough is creating a new group uniting student leaders at colleges across the state. His goal: Next time something happens, all will respond.

The demand: Hire people of color.

The activist: Ishiyihmie Burrell, student at Juniata College

When the Covid-19 pandemic forced Juniata College to send students home, Ishiyihmie Burrell left the rural liberal-arts college in Pennsylvania and returned to the familiar bustle of Queens, N.Y.

From the ethnically diverse, historically Black neighborhood where he grew up, Burrell spent two weeks with fellow students remotely crafting 26 pages of diversity recommendations for his majority-white college. Among their key demands: Students need more minority faculty, staff, and administrators they can feel comfortable confiding in and seeking advice from.

Support for students of color, they said, had been shattered when the college's dean of equity, diversity, and inclusion left after being furloughed.

Burrell, the son of a Caribbean mother and African American father, said he was often the only Black student in his classes at Juniata and felt that he was "either not being seen because of my race or only being seen by my race."

The environment was different, he said, in the classes he's taken with Black professors. "I felt comfortable sharing my perspective as a Black person without feeling like it's being looked at as the experience of all Black people," he said.

Burrell said he can admit to his Black professors when he's tired from juggling academics with social-justice activities. He's more likely to "sugar coat" his emotions when talking to white professors so they won't see him as "just another 'lazy Black person,'" he wrote in a social-media message to *The Chronicle*.

"I don't see myself as an activist," Burrell added. "I see myself as a Black person doing what I have to do" to get the same college experience his white classmates enjoy.

In response to the diversity recommendations Burrell had worked on, an anonymous student emailed college leaders, faculty, and staff last month condemning the demands as "loathsome."

"The problems you have aren't because of your skin color," the student wrote. Instead, he said they stem from "a lack of personal responsibility, lack of growing up in a stable two-parent household, or a general disinclination for learning of the college variety."

The student was suspended and issued an online apology after his identity was traced. But Burrell would like to think that if the student had been exposed to more diverse professors and advisers, his racist beliefs might have been challenged.

"Even though he was in Juniata's care," Burrell said, "there was no one who was able to change his views."

The demand: Diversify the curriculum.

The activist: Martha M. Robles, senior at California State University at Northridge

Martha M. Robles began college as a struggling student whose high-school teachers had dampened her ambitions and alienated her with what she describes as a Euro-centric approach to teaching. She will graduate this fall from California State University at Northridge as a high-achieving student-activist who hopes to be a professor.

She traces her transformation to one Chicana/o-studies course.

Taking that night class at Pierce College, part of the Los Angeles Community College District, “incited a fire within me,” she said. It wasn’t just how the course upended the Mexicans-as-villains historical narrative she’d studied growing up. It was how it made her feel: seen and heard in class for the first time.

Lately, Robles has directed her fire at one goal: getting state officials to adopt a law forcing students in the California State University system to take an ethnic-studies course. That fight puts her at the vanguard of a growing national push to diversify curricula.

Ethnic-studies classes use interdisciplinary methods to study race and racism and to “interrogate and dismantle systems of power,” Tracy Lachica Buenavista, a professor of Asian American studies at Northridge, said in an email. The field takes varied forms, she said, and can include Black studies, American Indian studies, Asian American studies, and Chicana/o studies.

Robles’s battle for the state law is the latest in a longer struggle to expand access to classes that changed her life.

Robles came of age in North Hollywood, raised by a single mother from Mexico. She grew up among people who had been involved in what she calls “the street life.” Teachers saw little potential in her.

Angelita Rovero was different.

Robles saw herself in the Pierce Chicana/o-studies professor’s dress and demeanor. Studying with Rovero, she felt newly grounded in her Chicana identity. She stopped working full time, to focus on college. She became a leader in a Chicana/o-student group.

Robles’s activism sprang from frustration with the limited Chicana/o studies courses at Pierce, which forced students to commute long distances to take classes at other colleges. Through petitions, protests, and meetings, Robles and her peers waged a campaign — ultimately successful — to expand Pierce’s offerings.

Robles is now pursuing a bachelor’s in Chicana/o studies at Northridge. Last semester, she traveled to Sacramento to lobby lawmakers for the state ethnic-studies mandate. She sees such classes as crucial not just for people

of color but also for educating white students about their own privilege and converting them into allies.

An ethnic-studies mandate, she added, would also solidify departments that are vulnerable to budget cuts.

“We may not be able to see the fruits of our own labor,” Robles said. “But the reason why we do it is so that the following generations are able to reap those fruits.”

Back-to-college plans devolve into a jumble of fast-changing rules

Wall Street Journal

Spelman College announced on July 1 that the Atlanta campus would welcome back students to dorms and classrooms for the fall semester. Last week it reversed course. Classes would be online only.

In Waterville, Maine, Colby College plans to open most of its campus to students and faculty with one of the more ambitious testing protocols in higher education. The small school expects to administer about 85,000 Covid-19 tests this fall, including testing students, faculty and staff at least three times during the opening weeks of the academic term.

About 50 miles away, first-year students will be among the only ones on campus at Bowdoin College. “It was not prudent to bring everyone back,” said Clayton Rose, the college president. “We’re walking before we run.”

With fall semester just a few weeks away, the Covid-19 pandemic has stumped the brightest minds at universities across the U.S. There is no consensus about how college campuses are going to open, and what they will look like if they do. There are as many plans as there are institutions, and their guidebooks are being written in pencil, leaving families and students in limbo.

At stake are the health and well-being of more than 20 million students, faculty and staff—as well as billions of dollars in revenue from tuition, dormitories, dining halls and sports competitions. If colleges allow students back on campus, they could be inviting a public-health nightmare. Yet keeping classes online risks a drop-in enrollment by students transferring elsewhere or sitting out the year. The University of Michigan, which plans to have students on campus, estimated this spring that its losses from the pandemic could reach \$1 billion.

“College presidents are basically in an impossible situation,” said Robert Kelchen, an associate professor of higher education at Seton Hall University. “If they announce they’re going online too soon, they run the risk of losing students and probably making some alumni mad at them. If they open up in

person there are serious health concerns, and they run the risk of protests and a vote of no-confidence.”

Michael Young, president of Texas A&M University, helped draft a plan to unify East and West Germany when he worked for the State Department three decades ago. He said that was easier than figuring out how to bring back 65,000 students, 3,500 faculty, and thousands of staff this fall to the campus in College Station, Texas. At present, the plan is for some students to come back to campus to take small, in-person classes, while others will take them remotely.

And if the disease crops up on campus? Mr. Young said the school hasn't yet set a threshold, but 100 new infections a day has been discussed as one measure for triggering a renewed shutdown. It might depend on who is getting sick. “If it was 100 professors a day, it would be game over,” he said. “We can't lose 20% of professors and continue to run the university.”

Competing demands and the pandemic's spread have yielded a cascade of chaos for just about everyone in higher education. Some students want a tuition discount if classes are offered only online. Faculty and staff worry about the health risk of face-to-face work. Professors complain about the extra burden of preparing for in-person and online versions of their classes. President Trump is demanding schools reopen, and football fans want games.

The federal Centers for Disease Control and Prevention has given some general guidelines, like noting that large, in-person classes carry more risk than remote instruction and encouraging schools to close communal dining rooms and lounges, but says its advice should supplement, not replace, local rules. While Ohio has issued guidance including minimum standards for reopening and best practices—including urging remote learning where possible—not all states have provided such detailed recommendations, or they don't align with city regulations, leaving school leaders to their own best guesses.

University presidents who had only weeks ago forecast campus life returning to normal this fall are now walking back those plans. Many are still juggling options while waiting for Covid-19's next turn.

According to the most recent tally by The Chronicle of Higher Education, 49% of schools plan to bring students back for in-person classes; another 13% will offer only online instruction; and 35% will have a mix of both.

Even those planning to reopen campus to students have different ideas about how best to do that. Duke University announced Sunday that it would limit campus housing to mainly first-year students and sophomores, rather than bringing back juniors and seniors as well. Stanford University will alternate groups of students by class year for each 10-week academic quarter; Harvard University plans to allow mainly just first-year undergraduates on its Cambridge, Mass., campus. The neighboring Massachusetts Institute of Technology campus is hosting mainly seniors.

This year, getting to college looks like it will be about as tough as getting into college. In upstate New York, Ithaca College plans to open its campus to students—except those arriving from the 31 hard-hit states on New York’s 14-day quarantine list. Those students can only take classes remotely because there isn’t enough room at the school to wait out their quarantine.

Some residents in Amherst, Mass., oppose plans by the University of Massachusetts, Amherst to bring students back, fearing a flood of newcomers from virus hot spots. Like some other colleges, students are expecting to take classes online, but many will live on campus.

Matt O’Brien, a biomedical engineering student at Michigan, is eager to get back even though he knows it won’t be the same: no big lecture halls, no tailgate parties. The virus threat makes his return to school “equally as frightening as it is exciting,” the rising junior said.

Some schools are asking students to sign a pledge saying they won’t leave campus, socialize in large groups or bring others back to their dorm rooms. Most require masks in public settings. A Cornell University committee issued a 97-page report in mid-June that, among other health-related recommendations, suggested students take shorter showers to avoid a pileup in communal bathrooms and try not to brush their teeth while other people are at the sink.

Cornell currently plans to return students to its Ithaca, N.Y., campus, with a mix of face-to-face and online classes. But it and other schools acknowledge that few plans are final.

“By the time a report is produced, and a decision is made and announced, the situation has changed yet again,” said Kim Weeden, a sociology professor at Cornell who participated in deliberations for that school’s reopening.

In May, Timothy White, chancellor of the California State University System, said classes at all 23 of its campuses would be held online. It would be irresponsible, he said at the time, to “wait until August to only then scramble.”

The University of California, Berkeley announced last week that fall classes would begin online and said face-to-face instruction won’t start until the Bay Area’s Covid-19 resurgence is reversed.

University of Notre Dame President Rev. John Jenkins, by contrast, said all students would be back on campus in August. Masks will be mandatory, and the school has asked everyone to limit off-campus travel as much as possible. “We recognize the challenge,” he said, “But we believe it is one we can meet.”

Liberty University allowed hundreds of students back to campus last spring after other schools closed but recorded no positive Covid-19 cases among residential students that term, school officials said. Now, the school plans to fully reopen in late August with in-person classes. It will make some adjustments, like staggering move-in times, requiring masks in some settings and encouraging them in others, and splitting a weekly campus wide worship event into two services so students can spread out more, according to a reopening plan submitted to the state.

Many college instructors face a greater risk from the virus than students do because they are generally older, which has led to tension over more-aggressive reopening plans. Close to 40% of tenure-track faculty are ages 55 and above, compared with 23% of all U.S. workers, according to the College and University Professional Association of Human Resources.

Faculty at Pennsylvania State University, Appalachian State University, Boston University and elsewhere have circulated petitions calling for more freedom to teach remotely.

Early in July, more than 800 faculty at Georgia Tech signed a letter opposing a decision by the state's board of regents to forbid public universities from requiring face masks. "It was a betrayal of Georgia Tech," said Dr. Janet Murray, an associate dean for faculty affairs and the lead signatory on the letter. "The faculty was just so outraged."

The board later reversed course, and Georgia Tech will require face masks in classrooms. As of July 27, the state of Georgia has had 166,000 confirmed Covid-19 cases and 3,500 deaths, according to the Johns Hopkins Coronavirus Resource Center.

Families and students aren't all convinced that online classes should cost the same as taking them in a bricks-and-mortar campus. Decisions this spring to send students home drew lawsuits from families who wanted tuition discounts and refunds, saying they didn't get what they paid for. This fall, most colleges will charge the same tuition, whether classes are in person or via computer screen.

A few schools, including Williams College, Georgetown University, Princeton University and Spelman College, have cut their tuition for the year, with some giving discounts for remote learning and, in some cases, even for students returning to campus.

Most schools can't afford any breaks for tuition or room and board. Many university budgets were stretched thin by millions of dollars in refunds they paid to students for a shortened spring semester. They worry about the same thing happening this fall.

Washington State University said on July 1 that it wouldn't issue refunds for housing and dining if the campus had to close midsemester. After a flood of complaints, the school changed the new policy a few days later. Last week, it said it would only open dorms to students who really have nowhere else to go, as classes will be shifted online.

Nashville has reported record-high Covid-19 cases in recent days, yet Vanderbilt University Chancellor Daniel Diermeier, who has been following the occupancy rates of intensive-care units at local hospitals, said the virus so far hasn't affected his decision to reopen for fall. Vanderbilt University won't refund housing costs if it has to send students home early.

Football ticket sales, merchandise and TV contracts generate tens of millions of dollars and serve as a marketing and fundraising tool at some schools. "Some people have incorrectly framed the issue as safety versus revenue generation," Iowa State University Athletic Director Jamie Pollard wrote to fans on July 13. He said safety was paramount but pointed out that losing the football season would be financially devastating to the school.

Some institutions, including those in New Jersey and Massachusetts, are looking for protection from potential lawsuits if student athletes fall ill at school. Ohio State University, the University of Virginia and others required student-athletes to sign waivers clearing the school from fault if they got sick when returning for voluntary workouts. Michigan State University and Rutgers University have quarantined their entire football teams recently because of virus exposure, while others have paused preseason practices.

The Ivy League, which doesn't earn huge payouts from football, was the first of several lower-tier athletic conferences to cancel its fall season. The Big Ten and Pac-12 teams will play matchups only within their respective conferences. Other major football conferences are expected to announce plans this week.

Pamela Wexler knows that her son, Seth Kahler, is eager to get back to Gainesville, Fla., for his sophomore year at the University of Florida. She said he has been taking such precautions as wearing a mask. Yet two things have made her nervous: Some of Seth's friends visited the family in Washington, D.C., this spring without bothering to wear masks, and the number of Covid-19 cases in Florida keeps rising.

The family must decide about travel, whether to drive or risk a flight, as well as figure out exactly when Seth needs to arrive in Florida.

“You create this story in your head that he’s going to be fine,” Ms. Wexler said. “Because if you don’t, he’s staying in the basement for the rest of his life.”

More than 6,600 coronavirus cases have been linked to U.S. colleges

The New York Times

As college students and professors decide whether to head back to class, and as universities weigh how and whether to reopen, the coronavirus is already on campus.

A New York Times survey of every public four-year college in the country, as well as every private institution that competes in Division I sports or is a member of an elite group of research universities, revealed at least 6,600 cases tied to about 270 colleges over the course of the pandemic. And the new academic year has not even begun at most schools.

Outbreaks have emerged on Greek Row this summer at the University of Washington, where at least 136 residents were infected, and at Harris-Stowe State University in St. Louis, where administrators were re-evaluating their plans for fall after eight administrative workers tested positive.

The virus has turned up in a science building at Western Carolina, on the football team at Clemson and among employees at the University of Denver.

At Appalachian State in North Carolina, at least 41 construction workers have tested positive while working on campus buildings. The Times has identified at least 14 coronavirus-related deaths at colleges.

There is no standardized reporting method for coronavirus cases and deaths at colleges, and the information is not being publicly tracked at a national level. Of nearly 1,000 institutions contacted by The Times, some had already posted case information online, some provided full or partial numbers and others refused to answer basic questions, citing privacy concerns. Hundreds of colleges did not respond at all.

Still, the Times survey represents the most comprehensive look at the toll the virus has already taken on the country's colleges and universities.

Coronavirus infections on campuses might go unnoticed if not for reporting by academic institutions themselves because they do not always show up in

official state or countywide tallies, which generally exclude people who have permanent addresses elsewhere, as students often do.

The Times survey included four-year public schools in the United States, some of which are subject to public records laws, that are members of the Association of American Universities or that compete at the highest level of college sports. It has not yet expanded to include hundreds of other institutions, including most private schools and community colleges, where students, faculty and staff are struggling with the same difficult decisions.

Among the colleges that provided information, many offered no details about who contracted the virus, when they became ill or whether a case was connected to a larger outbreak. It is possible that some of the cases were identified months ago, in the early days of the outbreak in the United States before in-person learning was cut short, and that others involved students and employees who had not been on campus recently.

Return to Campus

This data, which is almost certainly an undercount, shows the risks colleges face as they prepare for a school year in the midst of a pandemic. But because universities vary widely in size, and because some refused to provide information, comparing case totals from campus to campus may not provide a full picture of the relative risk.

What is clear is that despite months of planning for a safe return to class, and despite drastic changes to campus life, the virus is already spreading widely at universities.

Some institutions, like the California State University system, have moved most fall classes online. Others, including those in the Patriot League and Ivy League, have decided to not hold fall sports. But many institutions still plan to welcome freshmen to campus in the coming days, to hold in-person classes and to host sporting events.

At the University of Texas at Austin, where more than 440 students and employees have tested positive since the spring, in-person classes will be capped at 40 percent of capacity and final exams will be taken online.

At Peru State College in Nebraska, where there have been no known cases, classes are expected to resume on schedule, but with stepped-up cleaning procedures and a recommendation for dorm residents to wear masks in common areas.

The University of Georgia has announced plans for in-person classes despite rising deaths from the virus in the state. The university has recorded at least 390 infections involving students, faculty and staff.

O'Bryan Moore, a senior at the school, said he was worried about the safety of his classmates and teachers. He said he was skeptical that students would widely follow guidelines to wear masks once they return in August.

“There is no way I can see this ending without outbreaks on campus,” said Mr. Moore, who is studying to become a park ranger.

Mr. Moore said that online classes have not been as effective as in-person classes, but that he still hoped the university would change its plans for students to return to campus.

“I think we should remain online for this semester, even if it'll hurt my education,” he said. “Because it's the right thing to do.”

Case numbers may be larger at some universities with tens of thousands of students, including Central Florida and the University of Texas at Austin, and at others where many university employees work in hospitals where coronavirus patients have been treated, including at the University of Texas Southwestern Medical Center.

Though hundreds of universities responded to The Times's request for data — including a mix of public and private colleges, both small and large, in states across the country — others declined to cooperate. Some said they were not tracking such cases. Others invoked privacy concerns, even though The Times asked for aggregate case totals, not a list of individuals who were infected. Others did not respond at all.

A spokesman at Arizona State, for example, said they “chose months ago to not release data/names/results” on coronavirus cases. A spokesman for Montana State University said the school “does not provide health information on its students, faculty or staff, even on general subgroups.” The United States Naval Academy cited “operational security” concerns. A spokeswoman for Washburn University in Kansas said she believed giving such information would violate privacy laws. And while the University of Missouri’s athletic department confirmed 10 cases, a spokesman at the flagship campus would not provide information about other students and employees.

As students have started trickling back onto campuses in recent weeks, the early returns have been troubling. After 10 students tested positive this month at West Virginia University, officials pledged to deep-clean the places on campus where they had been. At Kansas State University, off-season football workouts were paused last month after an outbreak on the team.

Athletic Departments at High Risk

Many of the first arrivals on campus have been athletes hoping to compete this fall. A separate Times survey of the 130 universities that compete at the highest level of Division I football revealed more than 630 cases on 68 campuses among athletes, coaches and other employees.

As universities make plans for the fall semester — online, in person, or a mix of the two — administrators have had to weigh shifting public health guidance and financial and academic concerns, as well as the difficult reality that some students and faculty members are likely to test positive no matter how classes are held.

“There is simply no way to completely eliminate risk, whether we are in-person or online,” Martha E. Pollack, the president of Cornell, wrote in a letter explaining the decision to bring students back to campus.

[View this email in your browser](#)



Community focus | Statewide engagement | Global impact

The CSU System includes three campuses: [CSU in Fort Collins](#), [CSU Pueblo](#), and [CSU Global](#)

In a year when everything seems urgent, even seemingly routine decisions take on heightened significance when viewed in the context of our times.

In June, the CSU System completed its public art selection for the [Spur campus at the National Western Center](#). This has been in the works for months, and part of our Spur planning for years – then we found ourselves making the final selection in the middle of a national conversation about monuments and statues and what art belongs in the public square.

And now – in a summer when individual artists, many of whom live on the margins even in the best of times, have struggled with the closure of galleries, festivals, and shows where they typically sell their work – Colorado’s visionary approach to supporting public art has allowed us to keep a talented group of artists employed.

It’s hard to recall a time in recent memory when the importance of public art has been more evident. Public art is accessible and available to everyone. There’s no admission fee, no velvet rope to cross. It’s uniquely democratic, and it’s sustained us as a country over the course of difficult times. During the Great Depression of the 1930s, the federal government committed 1 percent of the cost of each federal building for art as a way to

create jobs, keep people off the streets, and boost civic morale. And the result was that people heading to the [post office in places like Tipton, Iowa](#), could gaze at murals designed by some of the foremost artists of their day.

During the Great Recession in 2009, *Forbes* contributor Raquel Laneri [described](#) seeing colorful public art installations from the train window as she commuted home at night: “In these moments,” she wrote, “these pieces were extraordinary; they broke up the monotonous and sometimes oppressive nature of city working life.”

At all times, but particularly in times of aching need, art feeds a hunger. For beauty. For inspiration. For escape. For connection with new images, histories, worlds.

At our CSU System Spur campus, art will serve as a gateway into the world of learning and discovery around food, water, health, and the environment. When Spur opens in Denver in 2022, it will be a destination for art that reflects the local and global communities, a true union of art and science in a set of public buildings designed to welcome the world to Colorado and to a unique experiential learning environment.

From 445 local, national, and international artists who submitted concept proposals, our team selected [eight projects](#) – half by Colorado artists, including two who are local to Denver. These one-of-a-kind, large-format art installations will capture the mission of the campus in dynamic ways, from a reimagined bale of hay spun out of metal to an alleyway mural that will engage children and adult volunteers in its creation. Each artist will receive a portion of the \$1.3 million allocated for public art at this space, in accordance with Colorado law.

Congratulations to our artists: [Priscila De Carvalho](#); [Nikki Pike](#); [Sandra Fettingis](#); [Shane Allbritton and Norman Lee](#); [Eric Tillinghast](#); [Patrick Marold](#); [Anthony Garcia, Sr.](#); and [Jason Bruges](#). Thanks also to [Colorado Creative Industries](#), local art curator [NINE dot ARTS](#); and [Tribe Development](#) for their work in the selection process – as well as staff from the Denver Art Museum and local artist volunteers.

When Spur opens, its three buildings will become centers for delivering on the mission of all three of our Colorado State University campuses in new and expansive ways that are accessible to people of all ages, from all walks of life. But so much of the personality, spirit, and vibrancy of the campus will be shaped by the work of these talented people.

And as we celebrate the work of these groundbreaking artists, we do so recognizing the tremendous hit that artists and the arts community have taken in Colorado and across the country this year. Theaters, music venues, galleries, and individual performers and creators are struggling for their survival. We need art, and the arts need our support and our advocacy – at all times, but especially now.

- tony

Tony Frank, Chancellor
CSU System

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THE LATEST AT THE CSU SYSTEM



- ICYMI: The CSU System [unveiled its new logo](#) that visually represents the distinct brands of each of its three campuses, as well as [its new website](#).
- The CSU System's partnership with the Latin American Educational Foundation [has enabled](#) more than 400 Latinx students to enroll at one of the System's three campuses over the past two decades.
- Dr. Becky Takeda-Tinker, CSU Global's first president, is transitioning to [a new role](#) as chief educational innovation officer for the CSU System. The Board of Governors is conducting an internal search for the next CSU Global president.
- Mary Pedersen, a distinguished educator and veteran administrator at Cal Poly, [has been named](#) the next Provost and Executive Vice President at CSU

in Fort Collins; and Yolanda Bevill, Chief Public Affairs Officer at Prairie View A&M University in Texas, [is CSU's new](#) Vice President for University Communications.

CAMPUS SPOTLIGHTS



Dr. Izabela Ragan, postdoctoral fellow in the Department of Biomedical Sciences. Photo: Ron Bend/CSU

- A team of infectious disease researchers at CSU [has entered into an agreement](#) with the Biomedical Advanced Research and Development Authority (BARDA) to further develop a novel virus inactivation process for the SARS-CoV-2 virus. CSU will receive \$699,994 from BARDA to support preclinical research on the SolaVAX™ vaccine technology process, which repurposes a commercial platform that is currently used to inactivate pathogens in blood transfusions.
- CSU Global [joined a coalition](#) of cross-sector partners to launch a global challenge to find solutions for reimagining pathways to employment in the U.S., powered by [MIT Solve](#) — a marketplace for social impact innovation that finds tech-based social entrepreneurs all around the world through open innovation challenges.
- CSU Pueblo nursing students in the accelerated nursing program [brought children with special needs](#) to the Pueblo Zoo, as part of a partnership

facilitated by the Pueblo Department of Public Health and Environment. Nursing students normally provide respite for families of children with special needs once a month; however, due to the coronavirus pandemic, they have been unable to meet with the children in the program since February.

HIGHER EDUCATION LANDSCAPE

- The Department of Homeland Security [rescinded a July 6 policy](#) directive that would have required international students to take at least some in-person coursework in order to remain in the U.S. The government agreed to rescind the guidance in response to a lawsuit filed by Harvard University and the Massachusetts Institute of Technology.
-



Read the latest issue of *STATE*

STATE is the official CSU System magazine. In response to COVID-19, *STATE* is collaborating with *Colorado State Magazine* — the publication for Fort Collins alumni and friends — on three special editions. The July 2020 edition includes:

- [New adaptations for farmers and ranchers](#)
- [Rams Against Hunger](#)
- [COVID-19 research](#)
- [Black Lives Matter](#)

And more! Dive in to the latest issue [here](#) or email chancellor@colostate.edu to receive the print copy.



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[Para leer en español, haga clic aquí](#)



The Colorado State University System is proud to be one of the key partners in the reimagining of the National Western Center (NWC). Read on for updates about CSU Spur, CSU System's campus at the NWC, as well as stories spotlighting neighbors, partners, and collaborators of this landmark project.



VIDA BUILDING TO OPEN IN 2021



CSU Spur officially broke ground on May 5, and the first building under construction [is named Vida](#). Vida will focus on animal and human health, leveraging CSU's [world-class veterinary medicine program](#); hosting the second location of CSU's [Temple Grandin Equine Center](#), which provides equine-assisted activities and therapies to humans with a range of needs; and partnering with the [Dumb Friends League](#) to offer a donor-subsidized clinic for companion animals while providing hands-on education for CSU veterinary students.

With construction considered essential, the project remains on schedule. Vida is scheduled to open in 2021; the food and water buildings (names TBA) will open in 2022.

MEET THE ARTISTS AT CSU SPUR



“Animals at Play” by [Priscila De Carvalho](#) is among the eight art installations [selected for CSU Spur](#). Four of the artists are from Colorado, three are from elsewhere in the United States, and one artist is from England — and their installations will range from sculpture and light displays to murals and street art.

WATER IN THE WEST IS GOING VIRTUAL



The CSU System is excited to announce Gary Knell, chairman of National Geographic Partners, as its keynote speaker for the 2020 Water in the West Symposium. Mr. Knell will share his perspective on the role of storytelling in connecting a broad range of water-related issues.

The [2020 Symposium](#) will be hosted virtually on Nov. 18-19 and will include dozens of diverse speakers focused around water issues and solutions. Additional details will be released in the coming months. [Register today.](#)

FOOD SYSTEMS EXPERTS TO STUDY DENVER SUPPLY CHAIN IMPACTS

Building on their ongoing work studying food policy decisions in the City and County of Denver, CSU food and agriculture experts [are turning their attention](#) to how the COVID-19 pandemic has forced rapid changes in food-procurement practices, and what new insights can be gained from those changes.

A multidisciplinary team led by Becca Jablonski, assistant professor and CSU Extension economist in the Department of Agricultural and Resource Economics, has been awarded a one-year, \$100,000 supplement to an existing research grant from the Foundation for Food and Agricultural Research.

CSU is also a partner with the [National Western Center](#) and 12 other food- and agriculture-focused organizations in co-creating the new [Colorado Farm & Food Systems Response Team](#) and associated fund.

CSU SPUR PROFILE: CHRISSY CHARD

Assistant Professor, Colorado School of Public Health and Department of Health and Exercise Science, CSU



Chrissy Chard started working with CSU Spur in the summer of 2019 supporting the Youth Action Team, a group of high school students who are bringing youth voice and decision-making to various projects related to the National Western Center. The Youth Action Team is developing the YAT Internship Program, which will be piloted this fall with CSU and the National Western Center and made available to any partner organizations at the National Western

Center to provide internships to young people.

"I wanted to ensure that young people are intentionally involved in the process, as

the National Western Center will undoubtedly impact youth in the surrounding area," said Chard. "I think it's important that everyone who is doing any work related to the National Western Center consider the ways their work will impact people in the surrounding communities."

"There is a richness and history in the neighborhoods surrounding the National Western Center that is at risk of being forgotten. We must all commit to examining the ways our work may do harm, and actively work to mitigate this harm."

UPDATES FROM CSU SPUR PARTNERS

The [CSU Salazar Center for North American Conservation](#) has announced the [finalists](#) for its \$100,000 Connectivity Challenge prize. The finalists will be recognized at the Center's [now-virtual fall symposium](#), along with the recently announced [winner of the CSU Conservation Impact Prize](#), Dr. Liba Pejchar.

Over the past few months, [Denver Extension 4-H](#) has delivered 290 STEAM kits to families in Denver through the Swansea, Johnson, Stapleton, Carla Madison, and Central Park Recreation Centers. The kits contain fun, hands-on, educational activities – including pan flutes, beaded dragon flies, bubble snakes, and spoon catapults – complete with visual and written instructions in Spanish and English.

[Together We Grow](#) is convening thought leaders throughout the summer to focus on the future of work and education in response to both the pandemic and our national reckoning with racism. Join the next conversation focused on higher education today, July 30, 1-2 p.m. CT. Register [here](#), and sign up for the

[Denver Water](#)'s Youth Education team recently created [Explore Colorado Water](#) – a four-part online lesson designed to help students understand water collection and distribution in Colorado, and a platform for teachers to help students learn about water in a virtual environment.

The [Dumb Friends League](#) is offering a [free summer challenge](#) for students who missed out on summer camps, youth volunteering, and other unique opportunities at its shelters during COVID-19.

[Cliff Garten Studio](#) was selected as the artist for public art on the [National Western Center](#) main plaza, and construction teams [disassembled](#) the historic Armour water tower along National Western Drive in preparation for its move to a new, permanent location in the future stockyards.

Denver Museum of Nature & Science and History Colorado have reopened to in-person visitors. Learn more at the [DMNS](#) and [History Colorado](#) websites.

Together We Grow monthly newsletter
[here.](#)

CSU SPUR IS A PROGRAM OF THE CSU SYSTEM.



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[Together We Grow](#), a consortium of some of the world's largest agribusiness interests, is focused on building a more diversified pipeline of talent for the agricultural industry. The organization is expanding its reach by [establishing the Center for an Enhanced Workforce in Agriculture](#) at the [CSU System Spur campus at the National Western Center](#). Spur broke ground in 2020 and opens in 2022.

Together We Grow members –

I've been thinking a lot lately about quantum changes, because it appears they are happening everywhere I look. In psychology research, a quantum change is a sudden, dramatic, and enduring transformation that affects a broad range of personal emotion, cognition, and behavior. Essentially, something happens that may be profound or seemingly pedestrian, but in retrospect, that event or experience fundamentally changes your orientation in the world.

As a nation, we seem to most certainly be experiencing a mass quantum change. I can see it in my own home, listening to the [podcast](#) with Dr. Shannon Archibeque-Engle, referenced below. I can see my husband's eyes get wide as we cook dinner, and Dr. Archibeque-Engle describes parts of our history that neither of us learned in school.

I can see it as I talk with our members who are beginning to ask big questions – how do we make sure all of our employees are seen and valued? What should we be doing because it's the right thing to do? How do we want to show up outside of our organization? What kind of drivers of change do we want to be? What kind of legacy are we building here?

And I can see it within our organization. The vision of Together We Grow has never been more important or necessary to the pressing work before us. Please note our annual meeting dates below – and join us. The work we are here to do is urgent and requires our collective tending, the burning energy of our collective vision, and our relentless pursuit of a more diverse and inclusive future for American agriculture. Let's listen, and learn, and

hold space. And let's get to work.

With gratitude,



Kristin Kirkpatrick
Executive Director, Together We Grow

NEW AT TOGETHER WE GROW



Left to right: Ebony Webber, Cathy Sutphin, Pamela Morris, and Ben West

JOIN US (VIRTUALLY) The second session of our summer series will be July 30, 1-2 p.m. CT, and will focus on the future of higher education and how to prepare students for today's workforce. Panelists include: Ebony Webber, Chief Operating Officer at Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS); Dr. Cathy M. Sutphin, Associate Director at Virginia Cooperative Extension; Dr. Pamela Morris, Assistant Dean at Purdue University; and Dr. Ben West, Director of Strategic Partnerships at the University of Tennessee Institute of Agriculture. [Register today.](#)

SAVE THE DATE This year we are convening our annual meeting virtually and will be breaking our session into two days to keep our collective energy high. Join us Aug. 25, 1-3 p.m. CT and Aug. 26, 10 a.m.-1:30 p.m. CT. Registration coming soon.

THANK YOU At our virtual townhall on racism in agriculture last month, our members identified three areas for engagement: acknowledgement of our past and present; accountability in the form of leadership within our organizations and our collective programs and actions; and awareness in the form of resources, training, and convening conversations. You'll find some of these anti-racism resources directly from our members at the bottom of this newsletter. This is a journey that we are on together, and we are just getting started.

REPORT OUT We hosted our first summer series session on the future of work in agriculture and were joined by Mike D'Ambrose of ADM and Deborah Borg of Bunge. Both agreed that the future of work in agriculture is bright, while citing the need for employee agility and employer flexibility, and the demand for creating a culture of inclusion and community at work. Panelists discussed the power of leaders showing up with vulnerability to create space for all employees as their full selves, that learning changes and will be continual, and the importance of giving employees more responsibility earlier in their careers to support their growth into the transformational leaders we need.

FOOD FOR THOUGHT

- Men tend to respond to workplace sexism in a variety of ways; [this report](#) addresses the two most contrasting reactions: taking direct action and doing nothing. (*Catalyst*)
- Many Black professionals [are hyperscrutinized](#) on their credentials and performance, driving them to not only work harder, but also to be “twice as good, to go half as far,” as Michelle Obama wrote in *Becoming*. (*Fortune*)
- The business case for inclusion and diversity is stronger than ever. [Taking a closer look](#) at diversity winners reveals what can drive real progress. (*McKinsey & Company*)
- While companies understand why they need to have a more diverse workforce, many aren't sure [how to make it happen](#). (*Harvard Business Review*)
- A [recent survey](#) commissioned by global nonprofit Catalyst reveals that seven in ten working people believe workplaces will accelerate gender equity in the wake of COVID-19, but fewer than half think their company is fully committed to — and already taking steps to create — an inclusive workplace in which

employees can thrive during this time. (*Catalyst*)

- "Degree inflation" in job postings is pervasive and is a barrier to entry for all would-be employees, but [especially Black Americans](#). (*Wall Street Journal*)



MEMBER SPOTLIGHT: WANDA JACKSON

Senior Vice President and Chief Talent Officer, [National Urban League](#)

"My vision [for the future of agriculture] is that through the work of Together We Grow the nation will have a better understanding of the career opportunities in agriculture. Individuals with interests in all areas, from finance, to STEM careers, to marketing and beyond will consider

companies in this industry and know that it is one that is welcoming to everyone.

I must admit that I always leave Together We Grow gatherings with a level of excitement, energy, and hope. I look forward to the difference we will make together."

[Read the full interview.](#)

ANTI-RACISM RESOURCES FROM TOGETHER WE GROW MEMBERS



- Join Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) for their three-part summer series on Exploring Racial Equity, Advocacy, and Social Justice in American Agriculture. Use password **5B^Q!8*d** to [listen to the recording](#) of the first discussion, "Examining How Racism and Biases Have Shaped the American Agriculture Industry: A Millennial's Perspective."
- The Millennial Ag Podcast [interviewed Dr. Shannon Archibeque-Engle](#), Assistant Vice President for Strategic Initiatives and Assessment in the Vice President for Diversity's office at Colorado State University about critical conversations in racism and agriculture.

Do you or your company have resources to share? Please [email Kristin Kirkpatrick](#) for inclusion in future newsletters.



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