

**BOARD OF GOVERNORS MEETING**  
**February 5, 2021**  
**Remote, via Zoom**

**FRIDAY, FEBRUARY 5, 2021**

- COMMENCE BOARD MEETING** **9:00 a.m. – 3:00 p.m.**
- BOARD MEETING – CALL TO ORDER**
- 1. BOARD CHAIR’S AGENDA** **9:00 a.m. – 9:05 a.m.**  
Ratification of Russell DeSalvo as new Board Secretary  
Teaching Excellence Award, CSU-Pueblo
  - 2. PUBLIC COMMENT (15 min.)** **9:05 a.m. – 9:20 a.m.**
  - 3. CHANCELLOR’S REPORT (10 mins)** **9:20 a.m. – 9:30 a.m.**
    - Spur at National Western Update
  - 4. ANNUAL SAFETY/CLERY REPORTS (45 mins)** **9:30 a.m. – 10:15 a.m.**  
Jannine Mohr CSU Highlights  
Johnna Doyle CSU-Pueblo Highlights
  - 5. AUDIT AND FINANCE COMMITTEE (1 hr)** **10:15 a.m. – 11:15 a.m.**  
Jane Robbe Rhodes, Chair  
*Audit Items*
    - Internal Audit Dashboard
    - Status of FY 2020 Audit Plan
    - Review of Audit Reports Issued
    - Status of Past Due Audit Recommendations*Finance Items*
    - State Budget Update
    - FY 2021 2<sup>nd</sup> Quarter Financial Statements
    - Campus Budget Updates and Tuition Discussion
    - Action on CSU Non-Resident Undergraduate Summer Tuition
    - CSU System Treasury Update
      - Action on Twenty First Supplemental Resolution
- LUNCH (30 mins)** **11:15 a.m. – 11:45 a.m.**
- 6. COLORADO STATE UNIVERSITY REPORTS** **11:45 a.m. – 12:05 p.m.**
    - Student Report – Presented by Hannah Taylor (5 min.)
    - Faculty Report – Presented by Stephanie Clemons (5min.)
    - President’s Report – Presented by Joyce McConnell (10 min.)
  - 7. CSU PUEBLO REPORTS** **12:05 p.m. – 12:25 p.m.**
    - Student Report – Presented by Hanna Douglass (5 min.)
    - Faculty Report – Presented by Neb Jaksic (5 min.)
    - President’s report – Presented by Tim Mottet (10 min)
      - CSU Pueblo: Admin Pro Handbook: Performance Evaluations

Colorado State University System  
Board of Governors Meeting Agenda  
February 4-5, 2021

- 8. CSU GLOBAL REPORTS** 12:25 p.m. – 12:45 p.m.
- Student Report – Presented by Nicole Hulet (5 min.)
  - Faculty Report – Presented by Harriet Austin (5 min.)
  - President’s Report – Presented by Pamela Toney (10 min.)
- 9. ACADEMIC AND STUDENT AFFAIRS COMMITTEE (15 min.)** 12:45 p.m. – 1:00 p.m.  
Steve Gabel, Chair
- CSU: Faculty Manual Changes: C.2.1.3.1 Elected Members
  - Sabbatical Reports CSU, CSU Pueblo
  - CSU Pueblo Academic Report
- 10. APPROVAL OF CONSENT AGENDA (5 min.)** 1:00 p.m. – 1:05 p.m.
- Colorado State University System  
Minutes of the December 3, 2020 Board Meeting and Committee Meetings  
Minutes of the December 29, 2020 Executive Committee Meeting  
Colorado State University  
Faculty Manual Change C.2.1.3.1 Elected Members  
CSU Pueblo  
Admin Pro Handbook: Performance Evaluations
- 11. REAL ESTATE/FACILITIES COMMITTEE (35 min)** 1:05 p.m. – 1:40 p.m.  
Russell DeSalvo, Chair  
*Executive Session*
- 12. EXECUTIVE SESSION (15 mins.)** 1:40 p.m. – 1:55 p.m.

**ADJOURN BOARD MEETING**

**Next Board of Governors Board Meeting:** May 5-6, 2021

**APPENDICES**

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

# Section 1

## *Board Chair's Agenda*

2021  
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. Alegria Ribadeneira**  
Colorado State  
University Pueblo



*Dr. Alegria Ribadeneira, Spanish professor, director of world languages, and assistant chair for English and World Languages, is the recipient of CSU Pueblo’s Faculty Excellence Award in Teaching and Student Learning. She has a well established reputation on campus, in Colorado, and nationally as a teacher scholar and a model for other faculty. One of her students stated, “Dr. Ribadeneira is the most influential professor I have had in my college career...she approaches her content with a passion and enthusiasm that no other professor has exhibited and she strives to improve herself as a professional. She creates a safe environment for us to be honest about our successes and failures, which is the best way for us to grow as teachers and language learners. She is an educator I can look up to as an educator myself.”*

*Ribadeneira also received multiple honors in 2020, including an Open Education Global Educator Award, the Southwest Post-Secondary Excellence in Teaching Award, the Colorado Excellence in Teaching Award, CSU Pueblo Outstanding Faculty Member, and CSU Pueblo Students’ Choice Faculty and Staff award. She began her career with the university in 2006 as an assistant professor, became an associate professor in 2012, and recently was promoted to full professor in 2020. She has directed the World Languages program since 2008.*

*Ribadeneira received her Bachelor of Arts in Humanities from Fort Lewis College and earned both her Master’s degree and Doctor of Philosophy in Spanish from the University of Florida Gainesville. Ribadeneira currently researches and presents on issues of language instruction, assessment, and program development focusing on heritage and second language learners in mixed classrooms. She also is a lead instructor for training teachers at the National Heritage Language Resource Center Summer Workshop at the University of California Los Angeles.*

# Section 2

## *Public Comment*

This Section intentionally left blank

# Section 3

## *Chancellor's Report*



OFFICE OF THE CHANCELLOR

**COLORADO STATE UNIVERSITY SYSTEM  
CHANCELLOR'S REPORT**

February 5, 2021

**CSU-System Wide**

- The CSU System continues to work closely with the campuses to share best practices in areas of communication, finance, IT, and other key arenas.
- A team of CSU Fort Collins faculty led by Drs. Rebecca Hill, Martin Shields, and Harvey Cutler completed the first-ever systemwide economic impact study for the CSU System.
- Chancellor Frank attended the first Steering Committee meeting for the newly established North American Agricultural Advisory Network. NAAAN is a network of stakeholders in Canada, Mexico, and the U.S and is a member network in the Global Forum for Rural Advisory Services. Kerri Wright Platais, special advisor to the chancellor for international agriculture, facilitated the meeting.
- Chancellor Frank attended the Dec. 10 advisory board meeting for the Salazar Center.
- Chief Academic Officer Rick Miranda and a team from the System and three campuses are participating in the Leadership Academy of the National Association of System Heads.

**Campus Updates**

- Chancellor Frank continues to engage with Fort Collins city leadership around the redevelopment of the Hughes stadium property. Former VP for University Advancement at CSUFC Brett Anderson is working with the System and Fort Collins campus President Joyce McConnell as a special adviser on the Hughes project. Current plans for the site and related FAQs are online at <https://hughes.colostate.edu/>

**CSU System Government Affairs – Federal**

- Strategic Advisor for Food and Water Initiatives at the Spur Campus, former U.S. Secretary of Agriculture Tom Vilsack, has been reappointed U.S. Secretary of Agriculture by U.S. President Biden.
- Chancellor Frank attended a virtual meet and greet reception with Senator John Hickenlooper Jan. 12.
- 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**

- Chancellor Frank represented the CSU System at the state's Joint Budget Committee hearings January 21.
- Chancellor Frank and all members of the Board of Governors attended the State Governing Board Convening January 26.



## OFFICE OF THE CHANCELLOR

- Chancellor Frank joined CSU Fort Collins President McConnell and CSUFC College of Agricultural Sciences Dean James Pritchett for a roundtable discussion on Colorado agriculture hosted by Senator Kerry Donovan. Members of the Agricultural Sciences faculty also participated on the roundtable.
- Senior Vice Chancellor Sobanet is serving on Mayor Hancock's Advisory Committee working on strategies for re-opening.

### Statewide Partnerships

- Chancellor Frank and Senior Vice Chancellor Sobanet have been participating in Denver Metro Chamber and Colorado Concern information sessions throughout the Stay at Home and Safer at Home Orders and providing advice where appropriate.
- Senior Vice Chancellor Sobanet attended the Colorado Concern Transportation Summit January 26.
- Senior Vice Chancellor Sobanet was a panelist for the South Denver Metro Chamber of Commerce virtual Annual Economic Forecast Breakfast.
- Several members of the CSU System leadership team attended the virtual Boots 'n Business Luncheon cohosted by the Denver Metro Chamber of Commerce and the National Western Stock Show January 8.

### CSU Spur

- All buildings at CSU Spur are now under construction with foundations being poured and walls coming up. The CSU Spur campus is on schedule and on budget, with Vida and Terra being complete and open to the public in early 2022, and Hydro being complete in fall 2022. Continue to watch construction progress on all three CSU Spur buildings at <https://www.csuspur.org/construction/>.
- The [CSU Spur Scholarship](#) will launch this fall for incoming first-year students from 80216 enrolled at any of the CSU System institutions: CSU Fort Collins, CSU Pueblo, CSU Global. This scholarship provides up to \$2,500/year for eligible students and is an important part of the CSU System's role as an Anchor Institution and its commitment to the neighborhoods surrounding the future CSU Spur campus.
- CSU Spur will host the first Topping Out ceremony on the Vida building (opening Jan. 2022) via livestream Feb. 18. There are opportunities to sign the beam and/or tour the site leading up to the ceremony.
- CSU System will welcome two student interns this spring as part of the Youth Action Team, an effort to bring together National Western Center partner organizations and connect youth in a meaningful way to the project.
- CSU Spur will hire a second dedicated position (first was the Education Director, who starts Feb. 8): a General/Facilities Manager position – the application will release in February.

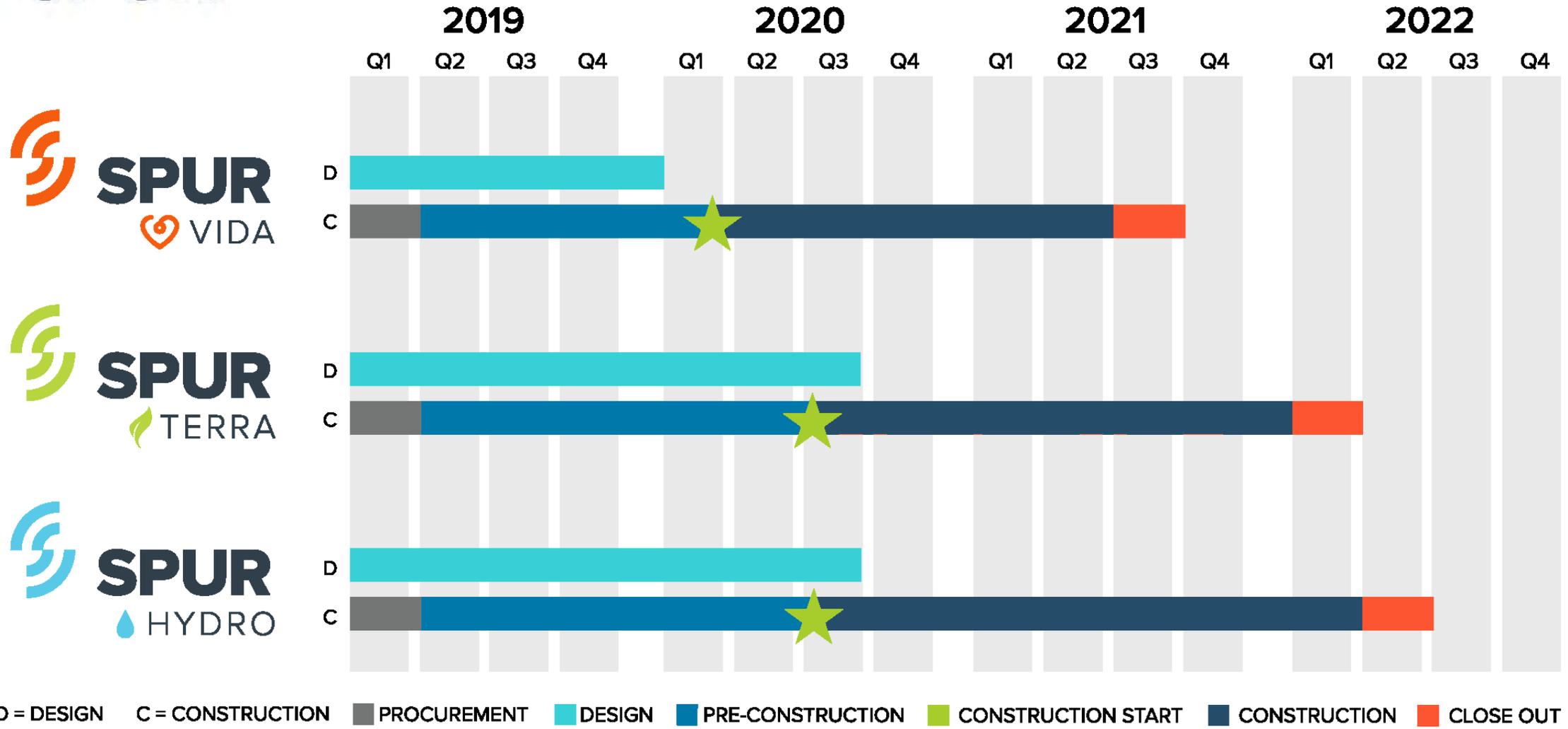


**SPUR**

COLORADO STATE UNIVERSITY SYSTEM

**February 2021  
Board Of Governors  
Update**

# Development Timeline



# CSU Spur campus renderings



# Vida Project Update

- Slab on Grade and Structural Steel construction ongoing
- CSU will be “Topping Out” the final steel beam on the Vida building the week of Feb. 18.
  - Sign the beam at the CSU Spur site during daylight hours from Feb. 1-12.
  - Tours of CSU Spur are available upon request (limit 10 people per tour).
  - The topping out ceremony will be live-streamed, more information will be emailed.



# Terra Project Update

---

- Plumbing and Electrical Underground Complete
- Upcoming Milestones
  - Structural Steel: February 1



# Hydro Project Update

- Underground obstruction removal and abatement continues upon revised direction from CDPHE
- McConnell Building Restoration Continues

## Overall Update

- AV and Structured Cabling Contractors selected



# CSU Spur Updates

- Staffing
  - The CSU Spur Education Director starts on February 8
  - Launched Spur General Manager search
- Community Engagement
  - CSU Spur Scholarship--Launching this fall for 80216 zip code and applies at any CSU institution
  - Youth Action Team will launch its 2021 cohort with students from Bruce Randolph School in February.
  - CSU System will host two student interns from Bruce Randolph.
- Communications and Outreach
  - Best 16 Days Social Media campaign
  - The Spur Podcast is in progress—calling experts in food, water, health, sustainability
  - Topping Off Virtual Ceremony

# International Ag highlights

- North American Agricultural Advisory Network (NAAAN).
  - Canada, Mexico and U.S. Steering Committee members and Senior Staff looking at Mapping and Assessment Study.
  - Meeting in February with the Executive Team of the World Food Prize Foundation to establish a panel during the World Food Prize Meeting.
- The International Livestock Forum was hosted virtually January 25-27.
  - 250 people registered from 9 countries and across the US.
  - Featured CSU's collaboration with the International Livestock Research Institute in Nairobi, Kenya on an African Swine Fever vaccine.

## 2021 International Livestock Forum

An impactful, collaborative partnership

THE CSU AND NATIONAL WESTERN STOCK SHOW  
INTERNATIONAL LIVESTOCK FORUM



Six Years (2015-2020)  
120 student fellows from 23 countries



# Section 4

## *Annual Campus Safety Reports*

- Colorado State University – Pueblo
- Colorado State University

# CAMPUS SAFETY THE CLERY ACT



# The CLERY Act

## Three Primary Requirements:

- Policy Disclosure to Campus Community
  - Procedures for reporting criminal actions, emergencies occurring on campus, campus law enforcement
- Records Retention and Reporting
  - Keep daily crime log open for public inspection
  - Publish and distribute annual security report
- Issue Campus Alerts
  - “Timely Warning” or “Emergency Notification”



# Campus Safety at CSU

- CSU Public Safety Team
- Colorado State University Police Department
  - Interim Executive Director of Campus Safety and Security Chief Wendy Rich-Goldschmidt
  - CSUPD is a full-service law enforcement agency
  - Mission: CSUPD supports the educational mission of CSU by providing professional, community-based services that enhance the health and safety of all community members
  - Resource for safety and security issues on campus
- Coordinates with Fort Collins Police Services, Larimer County Sheriff's Office, and other law enforcement agencies



# CSU Statistics

- Safety statistics from CSU's Annual Safety Report
- Crime statistics are consistent with previous numbers of reported sex offenses
  - 21 sex offenses reported in 2019 (25 reports in 2018, and 27 reported in 2017)
  - 33 reports of dating violence, domestic violence, and stalking
- These reports are consistent with peer institutions and national trends: universities with comprehensive resources and services have experienced increased crime reporting



# Campus Safety at CSU Pueblo

- CSU Pueblo Safety Team
  - Parking and Safety Manager; Associate VP of Facilities; Dean of Student Affairs; Director of Residence Life and Housing; Director of Student Conduct and Case Management; Executive Director of Marketing, Communications and Community Relations; Director of Environmental Health and Safety; Human Resources and Institutional Equity; Pueblo County Sheriff's Office; Deputy General Counsel
- Pueblo County Sheriff's Office
  - Full service Law Enforcement: Lieutenant; 8 deputies
  - 24/7 coverage
  - Integrated into campus
  - Access to all Sheriff's Office resources and personnel
  - Provides training; participates on committees
  - Campus policing philosophy



# CSU Pueblo Statistics

- Safety statistics from CSU Pueblo's annual safety report
  - CSU Pueblo had 3 sex offenses to report for Clery in 2019
  - 2 reportable incidents of Dating Violence, Domestic Violence and/or Stalking
  - Consistent with previous year



# Questions?

**COLORADO STATE UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL





**COLORADO STATE  
UNIVERSITY**

# 2020 Annual Fire and Safety Report

Based on 2017-2019 statistics

## Table of Contents

About this Report.....	1
CSU Drug, Marijuana, Alcohol and Tobacco Policies .....	4
Violating University, State or Federal Drug and Alcohol Policy or Law .....	5
Colorado Immunity from Arrest and Prosecution Law .....	6
CSU Responsible Action Exemption Policy for Students .....	6
Marijuana Use and Possession on Campus .....	6
CSU Employee Drug, Alcohol Treatment and Educational Programs.....	7
Student Drug and Alcohol Treatment and Educational Programs .....	8
Legal Sanctions for Drug Abuse and Commonly Abused Drug Information.....	10
Student Rights and Responsibilities.....	13
Behavioral Expectations of Students Living on Campus.....	14
Disciplinary Records.....	15
CSU Police and How to Report a Crime.....	16
CSU Police Qualifications and Authority.....	17
How to Report an Emergency or Crime .....	18
Tips for Reporting an Emergency when Calling 911 .....	18
Report a Crime Anonymously .....	18
Confidentiality of Crime Reports .....	18
Other Voluntary and Confidential Reporting Options .....	19
Campus Security Authorities .....	20
Crime Prevention and Security Awareness Programs.....	21
Campus Security Programs .....	23
Building Access.....	23
Residence Hall Security .....	23
Campus Planning and Safety.....	24
Emergency Blue Light Phones.....	24
Crimes on Non-Campus Property .....	24
Emergency Response and Evacuation Procedures .....	25
Lightning Detection and Warning System.....	28
Emergency Notifications and Timely Warnings.....	29
Emergency Notifications.....	29
Timely Warnings .....	31

Procedures Used to Issue an Emergency Notification or Timely Warning.....	32
Determining the Contents of the Emergency Notification or Timely Warning.....	33
Sharing Information with the Community outside of Campus.....	34
Missing Student Policy and Official Notification Procedures .....	35
Interpersonal Violence Education and Response: Sexual Assault, Domestic Violence, Dating Violence and Stalking .....	37
Definitions You Should Know.....	37
Reporting Interpersonal Violence.....	41
Victim Confidentiality .....	43
Information about Registered Sex Offenders.....	44
Additional Resources .....	44
Discipline against University Community Members Found to be Responsible for Committing Interpersonal Violence.....	45
General Information about Disciplinary Proceedings .....	48
Proceedings Involving Students.....	48
Proceedings Involving Employees.....	48
Notification of Victims’ Rights and Options .....	50
Procedures Victims Should Follow.....	52
About Support Offered by the CSU Women and Gender Advocacy Center .....	53
Personal Safety Tips .....	54
Accommodations and Supportive Measures against Interpersonal Violence .....	56
Educational Programs to Prevent Dating Violence, Domestic Violence, Sexual Assault and Stalking .....	57
Crime Statistics for Colorado State University.....	59
Fire Safety on Campus and Evacuation Procedures .....	64
Fire Statistics for Colorado State University .....	67

## About this Report

The landmark federal law adopted in 1990 and amended in 1998, now called the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, section 485(f) of the Higher Education Act of 1965, requires institutions of higher education to disclose campus crime statistics and security information. This report meets the Clery Act's requirements, provides valuable information to current and prospective students, employees, and their families about safety and security at Colorado State University, and outlines the university's policies on drugs, alcohol, and interpersonal violence, among others. Interpersonal violence includes sexual assault, domestic violence, dating violence, and stalking.

This report is created through a collaborative effort across campus. Those involved in compiling statistics and information include these CSU offices:

- Colorado State University Police Department
- Office of Title IX Programs and Gender Equity
- Division of Student Affairs
  - Housing & Dining
  - Women and Gender Advocacy Center
  - Support & Safety Assessment
  - Student Conduct Services
  - Fraternity & Sorority Life
  - CSU Health Network
- Division of Operations
- Office of General Counsel

The Annual Fire and Safety Report and University Drug and Alcohol Policy informs the university community about:

- Statistics for the types of crimes that the Clery Act requires the university to publish. These Clery crime categories are:
  - Criminal homicide (murder and non-negligent manslaughter)
  - Sex offenses (sexual assault, rape, fondling, incest, statutory rape)
  - Aggravated assault
  - Arson
  - Robbery
  - Burglary
  - Motor vehicle theft
  - Hate crimes, defined as “a criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator’s bias against the victim,” including the above crimes plus larceny-theft, simple assault, intimidation, destruction or vandalism of property
  - Dating violence, domestic violence and stalking

- Statistics of these crimes are provided for the previous three years. The statistics show these crimes that occurred on campus property and certain non-campus property and public property associated with the university, including:
  - Crimes by type, location and year
  - Fires in on-campus student housing
  - Arrests for liquor law violations, drug law violations, and carrying and possessing illegal weapons
  
- In addition, statistics are reported for students referred to university disciplinary action for liquor law violations, drug law violations, and carrying and possessing illegal weapons, regardless of whether an arrest has been made.
  
- CSU reports statistics for Clery crimes that occurred on properties that are within the university's Clery geography, which are geographic areas defined by the Clery Act. This includes:
  - On-campus property: all properties that the university owns or controls within the same reasonably contiguous geographic area that are used in any manner related to the institution's educational purposes, including the residence halls and apartments.
  - Public property: all public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus, not including private homes and businesses.
  - Non-campus buildings and property: all other property that the university owns or controls that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and that is located outside of the reasonably contiguous campus area, including buildings or property owned or controlled by a student organization officially recognized by CSU.
  
- Statistical information is requested from our law enforcement partners within Colorado, in other states, and in international locations, when the property is considered university non-campus property under the Clery Act.
  
- Statistics are maintained for all fires that occurred during the previous three years in on-campus housing.

The CSU Police Department requests and compiles the statistics for the report each year, based on information received from the offices and agencies listed above and from campus security authorities. Those statistics are counted and compiled into classifications for the report. Offices across campus review content in the report for which they have oversight. Then, a compliance committee works to ensure that the report meets the requirements of the Clery Act and provides the most accurate information regarding crime, fire, safety and related policies at Colorado State University to students, employees, parents, potential students and employees, and the general public.

The report also includes information about procedures, policies and crime prevention programs including:

- How to report a crime to CSU police
- Law enforcement databases of registered sex offenders
- Drug, alcohol and sex offenses
- How and when the university issues warnings to campus of potentially dangerous criminal and emergency situations
- Campus evacuation procedures

This report is available online at <http://safety.colostate.edu>. A printed copy is available by request from the CSU Police Department or may be printed from the online PDF version (also at <http://safety.colostate.edu>). The police department also makes the daily crime and fire logs available to anyone on request.

This annual report is published no later than Oct. 1 of each year, unless otherwise determined by the US Department of Education, and a notice of its publication is distributed via email to every CSU student and current employee. The Office of Admissions notifies prospective students of the report's availability, and prospective employees are notified as they apply through the Talent Management System. .

## CSU Drug, Marijuana, Alcohol and Tobacco Policies

CSU's alcohol and drug policy applies to all members of the university community, including staff, faculty, students, affiliates, volunteers, and visitors. A brief summary of this policy follows. The full policy is available at <http://policylibrary.colostate.edu/policy.aspx?id=738>.

The university prohibits the following on any university owned or controlled property, or at university activities:

- Illegally manufacturing, distributing, dispensing, possessing or using illicit drugs, including marijuana and its derivatives
  - Possessing a medical marijuana permit does not allow for the possession, use or storage of marijuana anywhere on university property, including in residence halls and university apartments
  - Possessing, selling or using drug paraphernalia
- Anyone younger than 21 possessing or drinking alcohol on campus property
- Intentionally or knowingly selling or furnishing alcohol to anyone younger than 21, or anyone obviously inebriated
- Possessing or consuming alcohol or drugs, or being impaired by alcohol or drugs while:
  - In a university laboratory, mechanical shop, or other place where the risks of injury are higher than under normal circumstances
  - Driving a university vehicle or machinery
  - Performing university job duties
  - Volunteering for the university
  - Interacting with children while working or volunteering at the university or at a university sponsored event
- Students and employees may not use alcohol, controlled substances or illicit drugs so as to adversely affect academic or job performance, endanger the physical well-being of themselves or others, or in a way that leads to property damage or serious misconduct.
- CSU does permit the lawful use of alcohol at events and in connection with activities on CSU property, with

### Protecting yourself from prescription medication abusers

Prescription drugs are widely available and are as dangerous as street drugs.

Pain pills, or opioids, such as Vicodin, OxyContin, and Percocet, are often abused. These are also highly addictive, and especially lethal when mixed with alcohol.

Selling, sharing or using any prescription drugs without a prescription is illegal and can result in jail time and large fines.

If you are prescribed medication, you may find that some people would like you to share or sell it. They do not hesitate to ask, may offer to buy or trade for other drugs, or even go so far as to steal your medications.

Medications are your own business – keep your prescription medication information private

- Keep medication in a safe spot that only you access
- Explain that you don't want to be responsible for someone else's adverse reactions to your medications
- Explain that you do not have enough to share
- If you must, say that you stopped taking the medication or come up with another explanation that works for you
- Ration your medications by storing excess supply at home or with nearby relatives who will safeguard it. It is often possible to request more frequent prescriptions from health care providers if you have a concern about solicitation

*Information adapted from Facts on Tap*

permission from the university Office of Risk Management and Insurance. For more information, see the policy at <http://policylibrary.colostate.edu/policy.aspx?id=738>.

## Violating University, State or Federal Drug and Alcohol Policy or Law

### Students

All CSU students are required to comply with the [Student Conduct Code](https://resolutioncenter.colostate.edu/student-conduct-code/), <https://resolutioncenter.colostate.edu/student-conduct-code/>, which sets behavior expectations for students, including expectations regarding drug and alcohol use.

The Student Conduct Code prohibits student use, possession, manufacturing, and distribution of illegal drugs. This includes:

- Prescription drugs used in a manner other than as prescribed
- Marijuana and its derivatives, in any form
- Narcotics, methamphetamine, cocaine, opiates, LSD, mushrooms, heroin, designer drugs such as Ecstasy and GHB, and other controlled substances
- Drug paraphernalia including but not limited to equipment, products, and materials used to cultivate, manufacture, distribute, or use illegal drugs

The Student Conduct Code applies to student behaviors on and off campus.

If a student is found to have violated drug or alcohol conduct expectations, the student may be subject to discipline under the Student Conduct Code, as well as criminal prosecution under federal and state laws.

CSU, through its University Housing Office, Office of Student Conduct Services and CSU Police Department, vigorously enforces state underage drinking laws; local, state and federal drug laws and the Student Conduct Code.

### Employees

The university may properly intervene when employee use of alcohol or drugs affects job performance and conduct.

Employees covered by this policy may not report to work or be at work while impaired by alcohol or drugs, even those lawfully prescribed, as determined under a reasonable suspicion standard. Employees who violate the university's policies concerning illicit drugs face discipline outlined in university policies and procedures.

Employees may also be subject to criminal prosecution under federal and state laws for drug-related criminal offenses.

Each employee must notify the university's Human Resources executive director in writing no later than five days after being convicted for any criminal alcohol or drug statute violation. A conviction is a finding of guilt (including a plea of no contest or nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the criminal

drug statutes. The university must take disciplinary action within 30 days after receipt of any notice; disciplinary sanctions include action up to and including termination, in accordance with university policies and procedures.

### Colorado Immunity from Arrest and Prosecution Law

Colorado law protects people from criminal prosecution for certain drug and alcohol violations if they call for help in an alcohol- or drug-related emergency, including marijuana (C.R.S. §18-1-711). The caller will be immune from criminal prosecution if they comply with the following:

- The caller must provide their name to police or emergency medical services
- The caller must remain on scene until help arrives
- The caller must cooperate with police and emergency medical services
- Immunity also extends to the person in need of medical attention if that person complies with these same requirements

### CSU Responsible Action Exemption Policy for Students

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.

- The student seeking exemption for the emergency must comply with the recommendations of the Student Conduct Services hearing officer. These may include an assessment related to drug or alcohol use and treatment recommendations, among others.
- Failure to complete an assessment may result in charges against the student filed with Student Conduct Services.
- The parents or guardians of students may be notified by the university if a student involved in the situation is younger than 21 and was transported to the hospital for medical attention.

More information on the policy <https://resolutioncenter.colostate.edu/sc-procedures/>.

### Marijuana Use and Possession on Campus

*The use and possession of marijuana is prohibited on all property owned or controlled by the university and during all activities sponsored by the university, wherever located.* The potential health and behavioral impacts of marijuana do not fit with CSU's mission as an academic institution and a safe, fast-paced, high-functioning work environment. Federal agencies continue to enforce federal law against those who facilitate the illegal use of marijuana, despite state law.

Colorado constitution amendment 64 legalizes certain activities related to marijuana under Colorado law, yet amendment 64 specifically authorizes the university – as a school and an employer – to prohibit the possession and use of marijuana. In addition, although amendment

64 passed in Colorado, marijuana remains illegal under the federal Controlled Substances Act, which prohibits marijuana possession and use. This federal law applies to recreational and medical uses of marijuana. It is not a defense that the person holds a medical marijuana card.

Students and employees who violate this policy are subject to university discipline.

Federal laws such as the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act also restrict use of marijuana in the workplace. These federal laws require the university to prohibit the use of marijuana on campus.

The Colorado State University Police Department, along with Student Conduct Services, enforces the campus-wide prohibition of marijuana.

CSU strives to maintain a safe workplace. Employees who are under the influence of marijuana, just like with alcohol, create serious safety risks when operating machinery or working with potentially hazardous materials or substances in the workplace.

While performing their job duties:

- CSU employees are prohibited from consulting or assisting with the cultivation, sale, distribution, or use of marijuana
- Any employee who provides such assistance shall be acting outside the scope of his or her employment and assumes personal liability for such action
- CSU is not required to accommodate an employee's medical or recreational use of marijuana
- Illegal drug use is a bar to acquisition or renewal of a federal security clearance

### CSU Employee Drug, Alcohol Treatment and Educational Programs

State of Colorado policy is that treatment may be more appropriate for alcoholics and intoxicated individuals than criminal prosecution. Employees should be afforded a continuum of treatment to help them lead normal lives as productive members of society [C.R.S. §27-81-101(1)].

The state supports the following kinds of treatment facilities and services [C.R.S. §27-81-101(2)]:

- Screening centers for alcoholics
- Medical detoxification
- Intensive treatment
- Halfway-house care
- Outpatient rehabilitative therapy, orientation, education, and in-service training
- Patient transportation

To find a mental health or substance abuse treatment facility in your area, visit this list <https://findtreatment.samhsa.gov>.

More information on health effects, usage trends, and marijuana regulation:

- National Institute on Drug Abuse [www.drugabuse.gov/publications/drugfacts/marijuana](http://www.drugabuse.gov/publications/drugfacts/marijuana)
- Substance Abuse and Mental Health Services Administration [www.samhsa.gov](http://www.samhsa.gov)
- CSU Health Network Marijuana Resources <https://health.colostate.edu/marijuana/>
- Colorado Department of Health and Environment marijuana information [www.responsibilitygrowshere.com](http://www.responsibilitygrowshere.com)

## Student Drug and Alcohol Treatment and Educational Programs

New students younger than 23 must complete an online alcohol awareness program. This is an interactive, online program designed to inform students about how alcohol affects the body, mind, perception, and behaviors. The research-based course offers accurate information in a non-judgmental tone, while providing personalized feedback that encourages students to consider their own drinking decisions and those of their peers.

The CSU Health Network is a student service that provides a full range of medical, mental health, and health education and prevention services to optimize student health and the health of the campus community. All students registered for six or more credit hours pay the university health fee and counseling fee and are eligible to use the CSU Health Network.

Students do not need to be enrolled in the CSU Student Health Insurance Plan to access services. The CSU Student Health Insurance Plan provides additional benefits. Any student enrolled in fewer than six credits can elect to pay these fees for access.

DAY Programs (Drugs, Alcohol and You) are specialty counseling services offered through the Health Network. DAY serves students who are concerned about their substance use or are required to complete an assessment or engage in treatment by the university's disciplinary system.

DAY offers five specialized programs:

- Live Safe is a three-hour education and discussion group for students who want to learn more about substance use or those who have had a conduct violation.
- BASICS (Brief Alcohol Screening and Intervention for College Students) involves an online assessment of your substance use history and patterns. Individualized feedback is provided during an initial appointment and one follow-up meeting with a counselor. Students may initiate the screen themselves or are referred by the conduct office.
- Taking Steps provides weekly group support for students making changes in their use of drugs and alcohol. This program is open to those voluntarily seeking help and those mandated to treatment by the conduct system.
- Open to Change is an eight-week program for students who both voluntarily complete the program or are mandated by the university to complete the program. Students achieve eight consecutive weeks of abstinence with individual and group counseling.

- Back on TRAC is an abstinence-based, drug court program for students with serious alcohol or drug violations who are mandated to complete the program or would otherwise be dismissed from the university.

In addition to these programs, individual counseling is available for students who want to examine and alter their substance use. DAY works with students whose goals range from reducing the negative impact of substance use to abstinence. Counselors use a nonjudgmental and empathic approach to support students in achieving their goals.

More information about alcohol and drugs educational programs and individual assistance:

CSU Health Network

(970) 491-7121

[www.health.colostate.edu](http://www.health.colostate.edu)

## Legal Sanctions for Drug Abuse and Commonly Abused Drug Information

A list of and information about commonly abused drugs is available at <https://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs-charts>.

The following tables (on the next two pages) illustrate the legal sanctions for drug abuse under applicable laws and describe some of the most commonly abused drugs.

## Legal Sanctions for Substance Abuse

Offense	Type of Offense	Jail Term/Penalties	Fine	Driver's License
<b>ALCOHOL</b>				
Alcohol consumption/ possession: illegal under 21	Unclassified petty offense	24 - 36 hours community service; substance abuse education program	\$100 - \$250	Revoked
Juvenile DUI: Under 21 blood alcohol level (BAC) between .02 and .05 Zero tolerance law	Class A traffic infraction Repeat offender = Class 2 Traffic misdemeanor	24 hours community service	\$15 to \$100	Revoked
Driving while impaired (DWAi) (BAC .05-.08)	Traffic misdemeanor	1st offense: 2-180 days jail; 24-48 hours community service  2nd offense: 10-365 days; 48-120 hours community service; 2 years probation  3rd offense or more: 60-365 days; 48-120 hours community service; 2 years probation; alcohol education program	1st offense: \$200-\$500  2nd offense: \$600 - \$1,500  3rd offense +: \$600 - \$1,500	Revoked if under 21
Driving under the influence of ethyl alcohol (BAC above .08)	Traffic misdemeanor	1st offense: 5-365 days (if BAC > 0.2, then 10-365 days); 48-96 hours community service  2nd offense: 10-365 days; 48-120 hours community service; 2 years probation  3rd offense or more: 60-365 days; 48-120- hours community service; alcohol education program; 2 years probation	1st offense: \$600-\$1,000  2nd offense: \$600 - \$1,500  3rd offense +: \$600 - \$1,500	Revoked
Open alcohol container	Class A traffic infraction	None	\$50	None
<b>CONTROLLED SUBSTANCES</b>				
<b>Possession:</b>				
Schedule I and II, such as: cocaine, opium, heroin, morphine, methadone, LSD, mescaline, psilocybin, GHB	Level 4 drug felony - possession	6 months - 1 year; 1 year parole period	\$1,000 - \$100,000	n/a
Schedule III, such as: PCP, Codeine, Diluadid	Level 1 drug misdemeanor - possession	6 months - 18 months	\$500 - \$5,000	n/a
Schedule IV, such as: Chloral Hydrate, tranquilizers, some barbiturates and stimulants	Level 1 drug misdemeanor - possession	6 months - 18 months	\$500 - \$5,000	n/a
Schedule V, such as Codeine and other narcotics	Level 1 drug misdemeanor - possession	6 months - 18 months	\$500 - \$5,000	n/a
<b>Use:</b>				
Schedule I, II	Level 2 drug misdemeanor	no imprisonment - 1 year	\$50 - \$750	n/a
Schedule III, IV, V	Level 2 drug misdemeanor	no imprisonment - 1 year	\$50 - \$750	n/a

Note: All controlled substance charges also include a drug offender surcharge in addition to the fines listed. The legislature has reclassified some possession crimes from drug felonies to drug misdemeanors. This change does not take effect until March 2020. These tables reflect the current classifications and penalties as of the date of the publication of this report.

## Legal Sanctions for Substance Abuse

Offense	Type of Offense	Jail Term/Penalties	Fine	Driver's License
<b>MARIJUANA</b>				
<b>Providing marijuana to a minor</b>				
>2.5 lbs (>1lb concentrate)	Level 1 drug felony	8-32 years, 3 year parole	\$5,000 – \$1M	not available
>6oz – 2.5 lbs (3oz – 1lb concentrate)	Level 2 drug felony	4-8 years, 2 year parole	\$3,000 – \$750,000	not available
>1oz – 6oz (.5oz – 3oz concentrate)	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
≤1oz (≤.5oz concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
<b>Manufacture or process without a license</b>				
Any amount of marijuana or concentrate	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
<b>Dispense, sell, distribute, or possess with intent to manufacture, dispense, sell, or distribute</b>				
>50lbs (>25lbs concentrate)	Level 1 drug felony	8-32 years, 3 year parole	\$5,000 – \$1M	not available
>5lbs – 50lbs (>2.5lbs – 25lbs concentrate)	Level 2 drug felony	4-8 years, 2 year parole	\$3,000 – \$750,000	not available
>12oz – 5lbs (>6oz – 2.5lbs concentrate)	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
>4oz – 12oz (>2oz -6oz concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
≤4oz (≤2oz concentrate)	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
<b>Possession of plants</b>				
>30 plants	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
>6 – 30 plants	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
≤6 plants	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
<b>Possession</b>				
>12oz (>3oz concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
>6oz – 12oz (<3oz concentrate)	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
>2oz – 6oz	Level 2 drug misdemeanor	0 – 12 months	\$50 - \$750	not available
≤2oz	Drug petty offense	none	\$100	not available
<b>Public consumption, display, use</b>				
<2oz	Drug petty offense	Up to 24 hours community service	\$100	not available
>2oz	See: Possession			

Note: All controlled substance charges also include a drug offender surcharge in addition to the fines listed.

## Student Rights and Responsibilities

Colorado State University expects students to:

- Maintain standards of personal integrity that are in harmony with the educational goals of the institution
- Observe national, state, and local laws, and university regulations
- Respect the rights, privileges, and property of other people

Students retain the rights, protection, guarantees, and responsibilities that are held by all citizens. The Student Bill of Rights, available at <http://policylibrary.colostate.edu/policy.aspx?id=601>, explains other rights that apply to all higher education students in our Colorado.

The [Colorado State University Student Conduct Code](https://resolutioncenter.colostate.edu/student-conduct-code/) (<https://resolutioncenter.colostate.edu/student-conduct-code/>) applies to conduct that occurs on or off campus and at university programs or activities.

Prohibited conduct is described in detail in the code. Violations of university drug and alcohol policies and state drug and alcohol laws, and all forms of sexual harassment, sexual misconduct, and sexual assault are code violations regardless of whether criminal charges result from the conduct. Disciplinary procedures under the code include the following steps:

- Student Conduct Services receives incident reports from law enforcement, CSU residence hall staff, faculty, administrative staff, students, other members of the university community, or from outside the university community. Reports are forwarded to a hearing officer, who will review the report and may seek additional information or conduct an investigation.
- If the hearing officer determines that a student may have violated the CSU Student Conduct Code, a hearing is scheduled. Full text of the code is available at <https://resolutioncenter.colostate.edu/student-conduct-code/>.
- The student will receive a notice letter with the date, time, and location of the hearing.
- At the hearing, the student may explain their conduct and perspective on the incident. Evidence, written statements, and witness testimony may be submitted. The student may be accompanied by an advisor, who may be an attorney, but the advisor may not represent the student, speak on the student's behalf, or participate directly in the hearing. Formal rules of evidence and legal procedure do not apply.
- The hearing officer will decide the outcome of the hearing based on the evidence and will notify the student, in writing, of this determination. See <https://resolutioncenter.colostate.edu/sc-procedures/>.
- Sanctions imposed may range from no action, to disciplinary expulsion and revocation of admission or degree. These sanctions are described in detail [in](#) the conduct code procedures.
- The student has a right to appeal the hearing officer's decision.

- Where the alleged conduct involves sexual harassment, sexual assault, domestic violence, dating violence, or stalking, different procedures may apply. See the university's Title IX website for more information (<https://titleix.colostate.edu>) and the section on interpersonal violence in this report.

This is just a brief summary of the disciplinary and appeal procedures. These procedures are described in full on the Student Conduct Services website at <https://resolutioncenter.colostate.edu/student-conduct-code/>.

A student is not immune from prosecution by local, state, or federal law enforcement agencies, whether or not the university initiates disciplinary proceedings.

The Student Resolution Center acts on the institutional values of interpersonal civility and honoring of community standards. The Student Resolution Center offers:

- Consultation, coaching, and mediation to help resolve conflicts
- Conflict management, academic integrity, and civility training and education
- Advising student peer conduct boards
- Hearings to determine if prospective students with a criminal or disciplinary record will be admitted to the university
- Overseeing the student conduct process and hearings for students facing allegations of misconduct on or off campus
- Restorative Justice Program for repairing harm and restoring relationships
- Determining disciplinary action to be taken by the university, including educational programs
- Appeals process related to student conduct outcomes

## Behavioral Expectations of Students Living on Campus

Students residing in university residence halls or apartments contractually agree to obey:

- Federal, state, and local laws
- [CSU Student Conduct Code at https://resolutioncenter.colostate.edu/student-conduct-code/](https://resolutioncenter.colostate.edu/student-conduct-code/)
- Expectations outlined in the residential contract and [residence hall policies and procedures at https://housing.colostate.edu/halls/policies/](https://housing.colostate.edu/halls/policies/)

Residential staff, under the supervision of Student Conduct Services, hear cases involving housing contract violations and may impose sanctions including drug and alcohol education; educational programs or activities; monetary restitution; reassignment to another residence hall room or building; and termination of the residential contract or lease. Significant incidents or a pattern of problems will result in referral to Student Conduct Services. Residence hall policies are available at

<https://housing.colostate.edu/halls/policies/> and apartment policies are available at <https://housing.colostate.edu/apartments/policies/>.

### **Disciplinary Records**

Student disciplinary records are maintained by Student Conduct Services in keeping with the Family Educational Rights and Privacy Act (1973), the Higher Education Amendments (1998), and the Student Conduct Code.

## CSU Police Department and How to Report a Crime

CSU police officers work closely with offices on campus to identify safety and security needs and concerns.

### CSU Police Qualifications and Authority

About CSUPD:

- Colorado State University Police Department operates 24 hours a day, seven days a week.
- The department includes an investigations unit, patrol unit, records office and a 911 dispatch center.
- CSUPD officers are also commissioned officers in Larimer County and the city of Fort Collins.
- CSUPD collaborates with Fort Collins Police Services, Poudre Fire Authority, Larimer County Sheriff's Office, the Office of the District Attorney, and other state and federal law-enforcement agencies and investigation bureaus. As part of a regional first responder network, CSU police hold mutual aid agreements with the county and city to address contingencies such as natural disasters, civil disturbances, major crimes, and pursuits of serious offenders who travel across jurisdictional lines. These mutual aid agreements include provisions for joint investigations. Copies of these agreements are available from CSU police.

About CSUPD officers:

- CSU police officers are armed and have full law enforcement authority on all property owned or controlled by the university, and the authority to make arrests on or off campus.
- Officers possess peace-officer commissions from the state of Colorado, Larimer County, and the city of Fort Collins.
- Colorado State University police officers complete at least 860 hours of training in a state-certified police academy and field-training program in preparation for their jobs.

About the CSU Police Department's work on campus:

- Colorado State University police officers routinely patrol all buildings on campus.
- Officers patrol campus grounds on foot, by bicycle and in vehicles.
- Campus Safety Officers are student employees who assist at campus events and provide safe escorts across campus via SafeWalk. These employees receive more than 50 hours of training. More information at <https://police.colostate.edu/safe-walk/>.

### How to Report an Emergency or Crime

CSU encourages all community members to make accurate and prompt reports of crimes and other emergencies on campus and other CSU-owned or controlled property. Reports about on-campus incidents should be made to CSU police immediately; off campus incidents should be reported to the agency with jurisdiction (such as Fort Collins Police Services). Promptly reporting

crimes provides law enforcement agencies with the best opportunity to effectively address safety issues. If the victim of a crime elects to or is unable to make such a report, others are encouraged to promptly do so.

If you witness or experience a crime or emergency, report it as soon as possible to CSU police by calling 911. The CSU Police Department is located in Green Hall at the corner of Laurel and Meridian streets. CSUPD operates 24 hours a day. The non-emergency number is 970-491-6425.

It is important to report what you observe even if others have already made a report.

- **To report a crime in progress or immediate threat to campus safety call or text 911** from any phone. If you are on campus, tell the dispatcher so immediately.
- To report a crime that is no longer in progress and is not an immediate threat, call (970) 491-6425 or visit <http://police.colostate.edu/>. Crimes may be reported anonymously online at <https://police.colostate.edu/anonymous-crime-report/>.
- **To report a fire, call or text 911** from any phone. If you are on campus, identify your location as Colorado State University first, and the campus location of the fire.
- To report any other **emergency in progress, call or text 911**.

### Tips for Reporting an Emergency when Contacting 911

- Call 911 from any phone, or call or text from a cell phone.
- CSUPD dispatchers have an enhanced system that allows our dispatcher to see where you are calling from. This does not work for cell phones without location services turned on.
- The dispatcher will need to know the address of the emergency, which is not necessarily where the call is coming from.
- 911 calls made from cell phones from within the city will be routed first to Fort Collins Police Services, so if you are calling from campus, be sure to tell the dispatcher that right away.
- When you are reporting a crime, it is important to report it immediately from a safe location.
- When speaking to a dispatcher, stay on the line and, as accurately as possible, tell the dispatcher everything you can remember about the incident. If reporting about a suspect, try to recall details such as the suspect's clothing, if they were driving a vehicle, what it looked like, and direction of travel either on foot or in a vehicle.
- If you are in a position to give first aid to someone or to relay information to another rescuer, CSU and other local dispatchers are prepared to tell you what to do until emergency responders arrive.
- If reporting a fire or someone in need of an ambulance, CSU police will immediately notify fire or emergency medical personnel, then help with emergency measures such as evacuation and managing traffic so that fire trucks and ambulances can access the scene. Report all campus fires to CSU police immediately by calling 911.

## How to Report an Incident of Sexual Harassment or Interpersonal Violence

In addition to the option of making a report to law enforcement, reports of incidents of sexual harassment, sexual assault, domestic violence, dating violence, or stalking may be made to the Office of Title IX Programs and Gender Equity ( <https://titleix.colostate.edu/> and the Office of Title IX reporting form can be found at [https://cm.maxient.com/reportingform.php?ColoradoStateUniv&layout\\_id=17](https://cm.maxient.com/reportingform.php?ColoradoStateUniv&layout_id=17)). For definitions of these terms and more information about reporting them, please see the section on Reporting Interpersonal Violence in this report. Interpersonal violence includes sexual assault, domestic violence, dating violence, and stalking.

### Report a Crime Anonymously

To remain anonymous and report a crime to the CSU Police Department, you may fill out the online form at <https://police.colostate.edu/anonymous-crime-report/>.

- Information you submit will be sent securely to CSU police without your identity being revealed.
- Include as much detail as possible.
- If the crime you are reporting is an emergency, please call or text 911.
- Crimes reported anonymously to CSU police will be included in the Annual Fire and Safety Report as required by the Clery Act.

### Confidentiality of Crime Reports

If you are the victim of a crime or want to report a crime, but do not want to pursue action within the university or criminal justice system, we ask that you still consider filing a report. Depending upon the circumstances of the crime you are reporting, you may be able file a report while maintaining your privacy.

To make a voluntary, confidential report to the CSU Police Department, call 970-491-6425 and ask to make a confidential report. The CSU Police Department will do all it can to comply with your wish to keep your personally identifying information confidential, while also taking steps to ensure your safety and the safety of others. This also allows the university to compile accurate records on the number and types of incidents occurring on campus. Reports filed in this manner are counted and disclosed in the Annual Fire and Safety Report, without personally identifying information.

In limited circumstances, the police department may not be able to assure complete confidentiality, and will inform you in those cases.

The university will not publish the names or other identifying information such as addresses or ID numbers of victims of sexual or gender violence crimes in any public record unless required to do so by law. Confidentiality is maintained in daily crime and fire logs, timely warnings, and emergency notifications. CSU also will not publish any accommodation or supportive measure provided to a victim unless such confidentiality impairs the effectiveness of the measure.

### Other Voluntary, Confidential Reporting Options

Victims may also report confidentially to designated victim advocates and professional counselors who work for CSU.

- The Victim Assistance Team, through the Women and Gender Advocacy Center, provides confidential support and advocacy to Colorado State University students and any family or friends who have experienced sexual assault, dating or domestic violence, or stalking on or off campus, 24 hours a day, every day of the year. Call 970-492-4242. During regular university business hours, their offices are open to visit in person at 112 Student Services Building or in the satellite office in Room 234 of the Lory Student Center. For more information, visit <http://www.wgac.colostate.edu/victim-assistance-team-volunteers>. The Women and Gender Advocacy Center provides statistical information to the Colorado State University Police Department, but does not provide any personally identifiable information and maintains confidentiality with all clients.
- Confidential reports may also be made to pastoral and professional counselors, licensed psychologists, licensed clinical social workers, or graduate student staff in the CSU Health Network Counseling Services Office, and these reports are considered confidential. CSU's pastoral and professional counselors inform clients of the institution's policy as to maintaining confidentiality. While counselors can assist their clients with reporting to law enforcement when requested, no university policy requires counselors to encourage reporting to law enforcement. Counselors assist clients on a case-by-case basis and discuss options and resources as may be appropriate for each individual client.

The CSU Health Network Counseling Services office is located in the Health and Medical Center at the corner of College Ave. and Prospect Rd. Counseling Services may be reached during regular business hours by calling 970-491-6053. Emergency after-hours counselors are also available at 970-491-7111.

## Campus Security Authorities

The Clery Act classifies certain individuals as Campus Security Authorities. Campus security authorities have specific responsibilities for reporting Clery crimes. A campus security authority as defined under the Clery Act is anyone who meets one or more of the following criteria:

- Any individual who works for the CSU Police Department in any capacity
- Any individual who does not work for the CSU Police Department, but has assigned responsibility for campus security in some other respect (for example, an individual who is responsible for monitoring the entrance into a university building, someone who works for a security service contracting with CSU, emergency responders employed by CSU, etc.)
- Any individual or organization specified by CSU as one to which students and employees should report criminal offenses. In addition to those in the CSU Police Department, employees in the Office of Title IX Programs and Gender Equity (<https://titleix.colostate.edu/>) fall within this category
- A CSU official who has *significant responsibility for student and campus activities*, including, but not limited to, student housing, student discipline and campus judicial proceedings. An “official” is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution. This definition is broad, but some examples of such individuals are:
  - a dean of students or director who oversees student housing, the student center or student extracurricular activities
  - a director of athletics, all athletic coaches (including part-time employees and graduate assistants)
  - a faculty advisor to a student group
  - a student resident advisor or assistant
  - a student who monitors access to residence halls or buildings that are owned by recognized student organizations
  - a coordinator of Fraternity and Sorority Life
  - a Title IX coordinator
  - an ombudsperson (including student ombudspersons)
  - the director of a campus health or counseling center (but not when acting in a direct counseling relationship)
  - victim advocates or others who are responsible for providing victims with advocacy services, such as assisting with housing relocation, disciplinary action or court cases, etc. (but victim advocates *do not* report the identities of victims to the CSU Police Department without the victim’s consent)

Because the definition of a campus security authority is quite broad, some employees who may be considered campus security authorities may not realize this fact. If you are involved in any aspect of campus security and safety, student affairs, or direct interaction with students as part of your assigned duties, you may be a campus security authority. Each year, CSU will send a survey out to

all students and employees for the purpose of identifying campus security authorities. The survey only takes a few minutes to complete, and will tell you immediately if you are a campus security authority; if you are, then you will be directed to a brief, online training that is mandatory for all campus security authorities to complete annually.

Campus security authorities are **required** to:

- Take and pass the annual campus security authority online training.
- Report to CSUPD information of alleged crimes that are reported to them in good faith by others, as well as information of alleged crimes that they personally witness. Under the Clery Act, a crime is “reported” when it is brought to the attention of a campus security authority or local law enforcement personnel by a victim, witness, other third party, or even the offender. It doesn't matter whether or not the individuals involved in the crime, or reporting the crime, are associated with the University.
- Record information about crimes reported to them. To record information about a crime reported, the campus security authority completes a crime statistic report form. (For further information, visit the CSU Safety website).
- Submit, either electronically or in print, all completed campus security authority incident report forms to the CSUPD.

For more information about campus security authorities, see <https://safety.colostate.edu/annual-safety-reports-clery-act/>.

## Crime Prevention and Security Awareness Programs

- CSU police, residence hall staff, Support and Safety Assessment, and the Women and Gender Advocacy Center are among groups on campus that provide safety and crime prevention educational programs in a variety of settings.
- General university educational programs include fire safety, personal safety, interpersonal violence prevention, alcohol and drug awareness, and computer crimes. Many programs can be tailored to fit the needs of the audience. Interpersonal violence trainings include information about the crimes of sexual assault, domestic violence, dating violence, and stalking. For more information about educational, outreach and events related to interpersonal violence, or to request a program, see the CSU Office of Title IX Programs and Gender Equity website (<https://titleix.colostate.edu>) and the Women and Gender Advocacy Center website (<http://www.wgac.colostate.edu>)
- From Jan. 1 – Dec. 31, 2019 the CSU Police Department delivered 233 programs or presentations to 37,607 people, including students, parents, faculty, and staff.
- Contact CSUPD to schedule programs. Some programs are hosted and publicized on a continual basis throughout the year.

The CSU Police Department also implements the following crime prevention strategies on campus:

- Regularly patrolling residence halls
- Regularly patrolling all buildings on campus and checking doors and windows for security concerns, particularly after hours
- Reporting facilities issues such as lights and door locks that do not work correctly
- Surveying campus for security and safety issues
- Educating the campus community about crime prevention strategies
- Presenting educational programs to students, parents, and employees about general safety, sexual violence safety, DUI enforcement, substance abuse, bike safety and education
- Teaching personal protection classes
- Teaching active assailant response classes
- Offering SafeWalk, a CSUPD service that provides a security escort from any campus location to another campus location or a location within three blocks of campus, year- round, from dusk to dawn
- Offering a registry for personal property (more information is at <https://source.colostate.edu/csupd-offers-online-registry-for-valuables/>)
- Educating campus about proactive reporting options to connect people who are struggling with mental health issues or who may be a risk to themselves or others with university resources and alerting campus offices that can address safety concerns presented by these individuals
- Providing a comprehensive resource to all employees regarding campus offices that can help them address people who present safety concerns
- Collaborating with committees and individuals across campus to identify and address safety and security needs for special events, new buildings, and concerns

More information about crime on campus:

- [Safety.colostate.edu](http://Safety.colostate.edu), the university's safety website
- Special text alerts shared by the university. Students, faculty and staff are strongly encouraged to sign up for emergency text alerts. Students sign up via RamWeb at [www.RamWeb.colostate.edu](http://www.RamWeb.colostate.edu). Employees may sign up via the administrative applications portal at <https://aar.is.colostate.edu/>
- Safety alert bulletins describing specific crimes or perpetrators

## Campus Security Programs

### Building Access

- Most campus buildings and facilities are accessible to members of the campus community, guests, and visitors during normal business hours Monday through Friday, excluding holidays and when the university is closed, such as during a snow day.
- Some buildings are open for designated hours on weekends, such as Morgan Library.
- Exterior doors on campus buildings are locked each evening by Facilities Management. Buildings may be secured at different times based on factors such as night classes, special events, or computer lab times.
- Do not prop building doors open or allow strangers into campus buildings that have been secured.
- Do not lend keys or key cards or leave them unattended in your work or living space.
- Do not give door entry or alarm codes to anyone you don't know or who doesn't have an authorized reason to have the code.
- Report unlocked buildings after hours, problems with locks or security devices, and any other building security or safety issues to the responsible building proctor (contact information is on the Facilities Management website at [fm.colostate.edu/proctors](http://fm.colostate.edu/proctors)), or Facilities Management dispatch, 970-491-0077.
- Emergencies and situations posing an immediate threat to safety should be reported to CSU police immediately by calling 911.
- CSU's policy on building access, security and keys provides more detail on these matters. See <http://policylibrary.colostate.edu/policy.aspx?id=556>.

### Residence Hall Security

Residence hall security includes the following measures:

- The lobby area is staffed 24 hours a day.
- Lobbies and common areas are open during dining center hours and then accessible only by residents of the building after hours via keycard access.
- Floors and rooms are only accessible by residents with keycard access.
- All common bathrooms on the floors are also secured.
- Residents should not allow strangers access to the building, either by propping doors, lending keys, or opening doors for anyone waiting outside the building.

- Visitors and delivery people may use a house phone located outside the main entrance to contact the appropriate host to gain access, once all entries to the building are locked in the evening.
- All residence hall staff are trained on emergency response and have knowledge of evacuation and safety protocol in the event of an emergency.
- All lobby doors and common areas can be locked down during an emergency to permit access to residents of the building only. The option of locking buildings down entirely to prevent any access into the building is also available.
- CSU Police Department partners with Housing & Dining Services to develop a community-oriented policing program. A full-time, certified police officer is assigned to each residence hall and regularly patrols it to enhance relationships with students and increase security and safety awareness among students.

### Campus Planning and Safety

Safety is an important consideration in planning, maintaining, designing, and remodeling of facilities on campus.

- Exterior lighting is an important part of the university's commitment to campus safety. The CSU Police Department monitors exterior lighting and reports issues to Facilities Management.
- Once a year, a comprehensive survey of all exterior lighting, building safety, and security is conducted by CSU police, Facilities Management, Risk Management and Environmental Health Services.
- The campus community is encouraged to call the CSU police (970-491-6425) or Facilities Dispatch (970-491-0077) when they see a light out or any safety concern. Light posts have numbers on them that help repair people find them. If possible, provide the number when reporting a light out.
- Facilities Management monitors door and security hardware daily. CSU police officers also report defective locking mechanisms to Facilities Management as soon as they are discovered.
- Shrubbery, trees, and other vegetation on campus are trimmed on a regular basis.
- Fencing, roadway, and sidewalk repairs are reviewed and completed at least annually.

The CSU Public Safety Team coordinates and facilitates effective campus disaster preparedness, mitigation, response and recovery activities to minimize the impacts of emergencies on the campus community, facilities and environment. The university maintains written plans and holds regular emergency exercises. This team, made up of members from several campus departments, also coordinates efforts under Homeland Security for the university and makes safety and security policy for campus.

## Emergency Blue Light Phones

More than 60 emergency blue light phones are located throughout the campus. These emergency phones ring directly into the CSU Police Department dispatch center by simply pushing a button. Visit [www.maps.colostate.edu](http://www.maps.colostate.edu) and click on the menu option for emergency blue light phones for locations.

## Crimes on Non-Campus Property

### Sororities and fraternities

Greek houses are located off campus and are not owned by the university. Because they are located off campus, they are under the jurisdiction of Fort Collins Police Services. Security in sorority and fraternity houses is managed by a variety of methods and people, and that information is available through the Office of Fraternity & Sorority Life at 970-491-0966.

CSU Student Conduct Services receives reports of crimes that occur in fraternities and sororities that are recognized as student organizations by Colorado State University from the CSU Police Department (which in turn receives crime information from Fort Collins police). Crimes occurring in fraternities and sororities are included in CSU's crime statistics for purposes of reporting under the Clery Act.

Crimes committed in other non-campus locations of officially recognized student organizations are reported to the CSU Police Department by law enforcement agencies from those jurisdictions. In addition, crimes occurring in fraternities and sororities and other recognized student organization locations must be reported to CSU police by campus security authorities who have knowledge of them.

### Off-campus locations

The CSU Police Department annually receives reports from Fort Collins police of all crimes that occurred within CSU's Clery geography, including CSU property that is not on campus. CSU police officers and dispatchers monitor Fort Collins police radio traffic and view daily crime logs from that agency. Student Conduct Services also regularly receives reports of crimes reported to Fort Collins Police that involve students. For all other CSU property that is not on campus, the CSU Police Department regularly requests annual crime reports from law enforcement agencies, including for any international locations that fall within CSU's Clery geography at any time.

## Emergency Response and Evacuation Procedures

CSU's Emergency Management unit plans and coordinates the mitigation, preparedness, response, and recovery of natural and man-made disasters occurring on or near CSU campuses. This work is a cooperative effort among all university aspects, departments, and divisions including police, academics, student government, Facilities Management, Athletics, and local fire, law enforcement, and public safety agencies.

Colorado State University conducts emergency response exercises each year, including tabletop exercises, field exercises, and emergency notification systems tests to assess and evaluate university emergency plans and response. The university tests its notification systems once per semester. Notification system tests help the university prepare for emergencies and dangerous situations.

The university will publicize its emergency evacuation procedures in conjunction with one of these tests through the university-wide online newsletter sent via email. The university annually schedules these drills and exercises by its emergency manager communicating with local agencies, university departments and residence hall staff. Annex U (Exercises) in the [Emergency Response Plan](http://policylibrary.colostate.edu/policy.aspx?id=561) (<http://policylibrary.colostate.edu/policy.aspx?id=561>) describes different types of exercises, how they are set up, rules and procedures and needs assessments. CSU documents, for each test, a description of the exercise, the date, the time and whether it was announced or unannounced. Documentation is available from the Emergency Manager (970-491-6425).

The Colorado State University Police Department and Public Safety Team have received training in responding to critical incidents on campus.

When a serious incident occurs on campus, CSUPD is usually the first emergency responder on scene. Depending upon the nature of the incident, Fort Collins Police Services, Larimer County Sheriff's Office, Poudre Fire Authority and Poudre Valley Hospital Emergency Medical Services, CSU Environmental Health Services, or federal agencies may respond.

Colorado State University's emergency response plan, at <https://safety.colostate.edu/emergency-response-plan/>, will help the community respond to hazards that may affect safety, health, and campus operations. The plan describes the planned response to emergencies and delineates the roles and responsibilities of departments, divisions, and agencies that are expected to help protect life and property on campus. It also describes how the university works to reduce or eliminate threats to life and property.

Major university emergencies will be coordinated from an Emergency Operations Center. The Emergency Operations Center will oversee and support field operations, with the Public Safety Team making strategic decisions.

Every employee is responsible for:

- Helping notify the university about risks in buildings and on campus grounds, and educating colleagues about risks in their areas
- Knowing and understanding the building safety plan for the buildings they primarily occupy
- Learning the locations of exit routes, exit stairwells, pull stations, fire extinguishers and automatic external defibrillators, called AEDs
- Knowing and posting emergency phone numbers

- Participating in all fire drills, treating every alarm as an actual emergency and evacuating a building during an alarm
- Learning the needs of anyone for whom you are responsible who may need assistance during an emergency
- Knowing rally point locations
- Calling 911 immediately during an emergency

The university's emergency response plan is at <http://safety.colostate.edu/emergency-response-plan.aspx>. As part of that plan, each building on campus is required to have a building safety plan. The building safety plan contains specific evacuation procedures for that building. In general, evacuation procedures include:

- Faculty who are teaching classes at the time of an emergency are responsible for the orderly evacuation of class participants and should be the last one out of the classroom to verify evacuation for responders.
- DO NOT take time to turn off computers, printers or office lights. Close, but DO NOT lock, office door and windows.
- Gather your personal belongings if it is safe to do so. (Reminder: take prescription medications out with you if possible; it may be hours before you are allowed back in the building.)
- Exit the building through the closest exit. DO NOT use the elevator.
- All personnel should be familiar with exit paths for their areas. REFER TO YOUR FLOOR PLAN and be familiar with the shortest path possible and a secondary exit.
- Proceed in an orderly manner as quickly as possible to the nearest exit and then to the designated rally point. Be alert for individuals with disabilities or injuries who may need assistance. However, under no circumstances should an individual risk or jeopardize his or her personal safety attempting to rescue another person. All occupants who are physically incapable of exiting the building without assistance should go to the nearest stair tower or area of refuge and await rescue. Notify the building proctor or responding emergency personnel of any known individual that may be unable to independently exit the building.
- Stay at the designated rally point until you are instructed to leave. This way an accurate head count can be taken. Faculty and lab assistants are responsible for the students. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel.
- Upon arrival of CSUPD police, the proctor will assist them in as requested or directed. Poudre Fire Authority staff or the Colorado State University police will clear the building, checking elevators, areas for the physically disabled and laboratory areas.
- Emergency alarms being turned off DOES NOT mean the building is clear and safe to re-enter. They are silenced so that emergency response personnel can communicate with each other. DO NOT RE-ENTER THE BUILDING for any reason until instructed to do so by fire department, Environmental Health Services, or police officials. In case of a full campus evacuation:
  - Evacuate as instructed in emergency announcement.
  - Leave by vehicle unless instructed otherwise.
  - Do not return to campus until instructions are received saying it is safe.

- Move to designated campus rally points if unable to go home or if you are instructed to do so.
- Also see the evacuation procedures for fire emergencies described in the section on Fire Safety on Campus and Evacuation Procedures.

### Lightning Detection and Warning System

CSU employs a lightning detection and warning system on its main Fort Collins campus. The sensor constantly monitors atmospheric conditions within a two-mile radius that can cause lightning and triggers a horn when conditions that create a danger of lightning exist. The horn “red alert” alarm activates a strobe light on the assembly that begins intermittently flashing, and one 15-second blast from the horns is sounded in all directions that can be heard 700 yards away. This serves as a warning to those within hearing distance to seek appropriate shelter for the duration of the red alert period.

All outdoor activities must cease during red alert periods, and everyone in the area should seek shelter immediately. Appropriate shelter includes surrounding buildings, automobiles, and, when one of those is not available, dense woods or low-lying areas. When the danger has passed (a minimum of 10 minutes after the original alarm), an all-clear signal is given – the strobe light will stop flashing, and three separate, five-second blasts from the horns will sound. After the all-clear signal has sounded, it is safe to resume outdoor activities. However, good judgment should still govern, and if the conditions do not appear to be safe to resume activity, wait until conditions improve. More information about the system is available by emailing [EHS@colostate.edu](mailto:EHS@colostate.edu) or calling 970-491-4749. *Please note that the lightning system’s horns and strobe lights will be tested the first Tuesday of every month at about 9 a.m.*

## Emergency Notifications and Timely Warnings

### Emergency Notifications

Under the Clery Act, the university issues emergency notifications to students and employees when certain threatening events take place within CSU's Clery geography.

#### **When is an emergency notification necessary?**

Under the Clery Act, the institution is required to notify the campus community as soon as there is reasonable confirmation of a *significant emergency or dangerous situation* occurring on the campus that involves an *immediate threat* to the health or safety of students or employees. The university is not required to alert the campus community if a threat to campus is immediately contained. An *immediate threat* includes an imminent or impending threat, such as an active assailant, approaching tornado, or fire currently raging in one of our buildings. *To report an emergency that presents such a threat, call 911 immediately and identify your location to the dispatcher.*

#### **How does CSU determine if an emergency notification should be issued due to a significant emergency or dangerous situation involving an immediate threat to health and safety?**

CSU police immediately gather information upon responding to a report of an emergency or dangerous situation, and evaluate the situation as quickly as possible for any immediate risk to the campus community, such as an active shooter, hazardous material released, fire, or other threat.

Information can be limited in the first moments of a police response, but officers will work to quickly gather initial information from as many people as possible, visually assess the situation, and look for evidence of a crime. If the information available indicates that there is an immediate risk to health and safety of campus, even if a report has not been verified as credible, the responding CSUPD officer or officers will alert their supervisors to request a review for an emergency notification. Supervisors will immediately contact the chief of police or designee with known information for immediate consideration. The chief or designee will initiate the process of sending an emergency alert.

When initiating the process for considering an emergency alert, the chief or designee will consider the overall safety of the university community. The chief or designee also will provide information appropriate to include in the alert about the incident to the public information officer or the information officer's backup to craft the alert. The chief of police or designee and the public information officer will, without delay, and considering the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency. Information that may harm the victim or compromise emergency response will not be included in an alert. The information officer will verbally read or text the alert copy to the chief or designee for an immediate review for accuracy, and then send out the alert.

When an emergency or dangerous situation is reported to the CSU Police Department, the chief of police or designee will consider the facts known at that time to assess the nature of the emergency, its severity, and the areas or segments of the university community that are endangered.

- When it is confirmed by the university that a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees is occurring on or nearby campus (or other locations as required by the Clery Act), the university will issue an emergency notification.
- The emergency notification is issued immediately upon confirmation that a dangerous situation or emergency exists or is threatened.
- During extreme circumstances, such as an active assailant, CSUPD may send an emergency alert without Public Safety Team input.
- The university weighs possible risk of compromising law enforcement efforts or endangering a victim of a crime before sending an emergency alert.
- If a threat has been immediately contained by law enforcement, or if the incident appeared to be targeted toward specific individuals known to the assailant and there is no threat to other individuals, no warning is issued.

Some examples of situations in which an emergency notification would also be considered include:

- Approaching tornado or other extreme weather conditions
- Gas leak or chemical spill on or near campus
- Terrorist incident on or near campus
- Armed intruder, active assailant or active shooter on or near campus
- Bomb threat on campus
- Explosion or large fire on campus

The only reason that CSU would not immediately issue a notification for a confirmed ongoing emergency or dangerous situation would be if doing so would compromise efforts to:

- assist a victim
- contain the emergency
- respond to the emergency, or
- otherwise mitigate the emergency

### **Determining Segments of the Campus Community to Receive an Emergency Notification**

University and local first responders provide information to be included in an emergency notification and will help determine what segments of the campus community should receive the notification.

- Generally, all university employees and students will receive alerts, including email messages, and a text message to subscribers. All employees and students are strongly

urged to sign up for text alerts; no segment of the university population is automatically enrolled. Students may enroll and verify their information through RamWeb and employees may enroll and verify their information through the Human Resources self-service portal. These alerts are sent any time an emergency is reported that meets the criteria for an emergency alert, including in the middle of the night.

- CSUPD officers may target specific areas or buildings on campus with direct instructions in addition to mass notification or may select only specific buildings in which to share an emergency alert. Timely warnings are shared with the entire campus community.
- The university, through CSUPD and the Public Safety Team, may also post messages about the dangerous condition on the Safety website and the shared CSUPD and Public Safety Team social media accounts (Facebook and Twitter) to ensure the rest of the campus community is aware of the situation and the steps that should be taken to maintain personal and campus safety. If assistance is needed from additional law enforcement or emergency response agencies, they will be contacted by CSUPD to request assistance. Similarly, if local media is helpful or necessary to disseminate any alerts, such outlets will be contacted by CSUPD or university communications personnel.
- In some cases, the main university social media accounts also will share emergency information.

## Timely Warnings

### When is a timely warning necessary?

When a Clery crime is reported to CSU police, the report is assessed for whether a serious or continuing threat is present. CSU is responsible for issuing a timely warning if a Clery Act crime has been reported and CSU determines there is a serious or continuing threat to the campus community. The Clery Act does not define “timely,” but the intent of the warning is to promptly provide information to people to help them prevent or protect themselves from similar crimes. Timely warnings sometimes are issued before complete information is available and before police can determine if a report is credible.

### How are timely warnings issued?

Once an initial report of a crime has been received that may fit the criteria for a timely warning, CSUPD and members of the Public Safety Team will determine if a timely warning should be issued. Determining if a timely warning will be sent depends on the information reported, the timing of the report, and if continuing threat to the campus community is present.

Timely warnings may be issued to the entire campus community through:

- The CSU emergency email system, which sends emails to all students and employees. No one can opt out of receiving messages.
- Postings to the Safety website, [www.safety.colostate.edu](http://www.safety.colostate.edu).
- The CSU emergency text alert system. Students and employees must sign up for texts. This system is generally reserved for emergency notifications. Students and employees are strongly encouraged to sign up for the university’s emergency text notification system and

to periodically check to make sure that their mobile number in the system is correct. Students may enroll and verify their information through [RamWeb](https://ramweb.colostate.edu/registrar/Public/Login.aspx) (<https://ramweb.colostate.edu/registrar/Public/Login.aspx>) and employees may enroll and verify their information through the Human Resources self-service portal. It only takes a few moments to sign up for alerts, and doing so may help save your life or the life of another.

- Fliers or printed notices sent to specific offices or areas of campus where the threat is targeted and not immediate.

Warnings may also be posted on one or more of the university's social media sites.

Depending upon the level of threat and context of the emergency, emergency notification and timely warning messages may also be shared via:

- Reverse 911 calls
- Cable television messages
- University homepage at [www.colostate.edu](http://www.colostate.edu)
- Main university social media accounts
- University's online newsletter SOURCE at [SOURCE.colostate.edu](http://SOURCE.colostate.edu)
- Parent & Family online newsletter (<https://parentsandfamily.colostate.edu/>) and social media accounts (called Colorado State Parents & Families on Facebook)
- CSU status recorded line 970-491-7669

Emergency email and text notification systems will be tested periodically (usually three times per year after student census), using test messages.

To determine who receives an alert, CSUPD, the Office of General Counsel and the public information officer will consult about whether a risk is contained to a specific population or area of campus and the type of alert being issued. Timely warnings will be sent to the entire campus community. Emergency notifications may be segmented depending on the nature of the emergency. The university can share an emergency notification via email with only students or only employees, or target certain geographical areas of the university with printed fliers or verbal instructions if a situation warrants. These notifications can be expanded to include other segments or the entire campus as the situation unfolds. The entire campus will be notified if a threat is not contained to one geographical location or one population. The university's text and other electronic alert systems generally do not segment populations, but send to all campus members who are enrolled to receive them.

The decision to issue an emergency notification may be made by the CSU chief of police, an officer expressly authorized by the chief of police, or by the Public Safety Team. Because of the urgent nature of these notices, the university's primary objective will be to confirm whether or not such emergency conditions exist as quickly as possible, and, taking into account the safety of the

community, determine the content of the notification and initiate the notification system without delay.

### Determining the Content of the Emergency Notification or Timely Warning

- The chief of police or designated officer, CSUPD public information officer and two members of Public Safety Team Executive Team (most commonly the President’s chief of staff and the general counsel, or their designees if they are not available) will determine the content of the message. These individuals will rapidly discuss known facts that can be released without compromising a police investigation.
- When possible, messages will be quickly developed for each specific incident and include as much detail as can be released.
- In addition, the university has developed a wide range of template messages addressing several different emergency situations so that those creating the messages may select the template message most appropriate to the ongoing situation and modify it to address the specifics of the incident.

Those issuing the notification will use the following guidelines when determining the contents of the emergency message:

- Initial alerts warn all or part of the campus community of a danger and the actions they should take to safeguard their safety.
- Information pertaining to the reported incident will be screened to include the most information as possible, based on what occurred, where it occurred, and when it occurred.
- To achieve this, alerts will include descriptive phrase or word about the incident (such as robbery, assault, or hazardous materials spill), the location where an incident was reported to have occurred, the time of the incident or threat, and information that may assist with police response, such as a suspect description.
- Messages distributed in the early stage of a rapidly unfolding critical incident will generally be short, precise, and directive. Examples include: “CSU Alert: Assault reported outside of the south entrance to the Lory Student Center. Suspect is white female wearing a pink shirt, jeans. May be armed with a tire iron.”
- Subsequent messages may be sent to inform the campus community about additional details of the situation if new information becomes available. These messages are generally distributed once first responders have additional information about the dangerous situation. Examples include: “CSU Alert 2: Suspect last seen running south through Lory Student Center plaza. Call 911 if suspect seen. When available updates at [www.safety.colostate.edu](http://www.safety.colostate.edu).”
- When possible, an all-clear notice is sent once the situation is nearly or completely resolved.
  - The purpose of this message is to reassure the community that the university is working diligently to resolve the dangerous situation.

- It can also be used to provide additional information about the situation and where resources will be available.
- The notification goal is to ensure individuals are aware of the situation and that they know the steps to take to safeguard their personal and community safety.
- Some situations do not reach a clear resolution, such as the location and arrest of a suspect, so it is not possible to always issue an all-clear.

If the situation warrants, the university will establish a telephone call-in center staffed by university specialists to communicate with the campus community during an emergency.

In all emergency notifications and timely warnings, the university will follow procedures to assure that the names or identifying characteristics of crime victims are not publicly disclosed, including a review of the alert content by members of the Public Safety Team or the Chief of CSU Police Department.

### Sharing Information with the community outside of the university

- When all students receive an emergency alert, Student Affairs will share the content of that alert through its Parents and Family newsletter.
- The university also will post the text of all emergency alerts that are shared with the majority of the campus community on its safety website at [www.safety.colostate.edu](http://www.safety.colostate.edu).
- Emergency alerts shared with only a geographical or segmented portion of the campus population will generally not be shared online.
- The content of emergency alerts is generally also shared via the Public Safety Team and CSU Police Department joint social media accounts.
- When a timely warning is shared with the campus community, the university will post the content of the warning on its safety website.

## Missing Student Policy and Official Notification Procedures

CSU's missing student notification policy and official notification procedures apply to students who reside in on-campus housing.

If anyone believes that any CSU student who resides in on-campus housing is missing for more than 24 hours, he or she should immediately notify the CSU Police Department at 970-491-6425. A person also may report that a student is missing to a residence hall advisor or director or to the Residence Life main office at 970-491-4719. All missing student reports must be immediately referred to CSUPD (in any case, no more than 24 hours after the report is received). Housing and Dining Services will alert CSUPD within 24 hours of determining that a student is missing.

When a student is reported missing, CSU will investigate to determine if the student is missing, including taking any or all of the following steps:

- Contacting the student via e-mail and phone
- Conducting a welfare check into the student's room or apartment
- Contacting the student's designated confidential contact person or designated emergency contact person
- Contacting others who may know the student such as parents, guardians, roommates, club advisors, friends, floor mates, club members, and friends
- Contacting employers and associates
- Contacting the student's professors
- Attempting to locate the student's vehicle
- Searching campus locations to find the student
- Sharing the student's picture and requesting assistance from the community in obtaining pertinent information
- Checking the student's social media sites
- Any other investigative measures as determined by CSU and law enforcement officials

CSUPD may consult with university offices in determining whether a student is missing, who is the appropriate party to initiate contact with the student's emergency or designated confidential contact person, and any other actions that may be appropriate regarding the missing student.

CSU notifies all students who reside in on-campus housing that they may designate a confidential contact person to be notified no later than 24 hours after the student is determined to be missing. Students designate this person by completing the confidential contact form provided when they first move into the residence halls and may change their designation at any time by going online in the residence hall intranet system (students must be logged in to make changes). The confidential contact information provided by the student is accessible only to authorized campus personnel, including law enforcement, and may not be disclosed to anyone else. If the student does not register a confidential contact person, then the student's designated emergency contact person or people shall be contacted.

The university will contact the parents, custodial parent or guardian of all unemancipated students younger than 18 who reside in on-campus housing within 24 hours, in addition to contacting the confidential contact person designated by the student.

CSU will notify all students living in on-campus housing that, if they are determined to be missing for more than 24 hours, the institution will initiate the following official notification procedures:

- The university will notify the confidential contact person identified by the missing student within 24 hours after determining that the student is missing.
- If the missing student is an unemancipated minor younger than 18, the student's custodial parent or guardian as identified in CSU records will also be notified within 24 hours from the time the student is determined missing.
- CSUPD will notify Fort Collins Police Services or another appropriate local law enforcement agency where the student's off-campus residence is located.

## Interpersonal Violence Education and Response: Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence and Stalking

Colorado State University prohibits sexual harassment, sexual assault, domestic violence, dating violence and stalking.

### Definitions You Should Know

**Sexual harassment** is defined under federal Title IX regulations as conduct on the basis of sex that constitutes one or more of the following:

- 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
- 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
- **Sexual assault, dating violence, domestic violence, or stalking** as defined in laws and regulations and set forth below

**Sexual assault** is defined by the Clery Act as "any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent" and includes the crimes of rape, fondling, incest and statutory rape.

- **Rape** is 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.
- **Fondling** is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

- **Incest** is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory rape** is sexual intercourse with a person who is under the statutory age of consent as determined by the law of the jurisdiction where the event takes place.

**Sexual assault** is also defined in Colorado by statute C.R.S. § 18-3-402 as follows: Any actor who knowingly inflicts sexual intrusion or sexual penetration on a victim commits sexual assault if:

- The actor causes submission of the victim by means of sufficient consequence reasonably calculated to cause submission against the victim's will; or
- The actor knows that the victim is incapable of appraising the nature of the victim's conduct; or
- The actor knows that the victim submits erroneously, believing the actor to be the victim's spouse; or
- At the time of the commission of the act, the victim is less than fifteen years of age and the actor is at least four years older than the victim and is not the spouse of the victim; or
- At the time of the commission of the act, the victim is at least fifteen years of age but less than seventeen years of age and the actor is at least ten years older than the victim and is not the spouse of the victim; or
- The victim is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over the victim and uses this position of authority to coerce the victim to submit, unless the act is incident to a lawful search; or
- The actor, while purporting to offer a medical service, engages in treatment or examination of a victim for other than a bona fide medical purpose or in a manner substantially inconsistent with reasonable medical practices; or
- The victim is physically helpless and the actor knows the victim is physically helpless and the victim has not consented.

**Consent:** For purposes of the above definition, **consent** is defined under Colorado law as “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 under the provisions of this [statute]. Submission under the influence of fear shall not constitute consent.” [C.R.S. §18-3-401(1.5)].

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:

- **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).

**Domestic violence**, as defined in the Clery Act includes felony or misdemeanor crimes of violence committed by someone who is a:

- Current or former spouse or partner of the victim
- Person with whom the victim shares a child in common
- Person who is cohabitating with or has cohabitated with the victim as a spouse or partner
- Person similarly situated to a spouse of the victim under the domestic or family violence laws of Colorado
- Or 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

In Colorado, the criminal law definition of domestic violence is found in C.R.S. § 18-6-800.3, as follows:

- **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.
- **Intimate relationship** means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time.

It is notable that Colorado law requires a mandatory arrest in certain circumstances. Where an officer has probable cause to believe that an individual has violated a valid restraining order, or where an officer has probable cause to believe that a crime of domestic violence has been committed an arrest is mandated; officers have no discretion. Often, police receive calls from the victims, from friends, or from concerned neighbors who hear the noise of an argument or fight.

**Dating violence:** Under the Clery Act, dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the impacted party, and where the existence of such a relationship is determined based on a consideration of the following factors:

- Length of the relationship
- Type of relationship
- Frequency of interaction between the people involved in the relationship

Colorado does not define the term **dating violence** in its statutes. However, the definition above for **domestic violence** is broad enough to encompass interpersonal violence between persons in an intimate relationship.

**Stalking** as defined by the Clery Act means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for a person's safety or the safety of others or suffer substantial emotional distress. Examples of stalking are:

- Following you and showing up wherever you are
- Sending unwanted gifts, letters, cards, text messages, social media messages, or e-mails
- Damaging your home, car, or other property
- Monitoring your phone calls or computer use
- Using technology, like hidden cameras or global positioning systems, to track you
- Driving by or hang out at your home, school, or work
- Threatening to hurt you, your family, friends, or pets
- Finding out about you by using public records or online search services, hiring investigators, going through your garbage, or contacting friends, family, neighbors, or co-workers
- Posting information or spreading rumors about you on the internet, through social media, in a public place, or by word of mouth

- Other actions that control, track, or frighten you

Stalking is a crime in Colorado and is on the rise in many academic settings. Colorado law (C.R.S. §18-3-602) defines stalking as follows:

A person commits stalking if directly, or indirectly through another person, the person knowingly commits one or more of these acts:

- Makes a credible threat to another person and, in connection with the threat, repeatedly follows, approaches, contacts, or places under surveillance that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship.
- Makes a credible threat to another person and, in connection with the threat, repeatedly makes any form of communication with that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship, regardless of whether a conversation ensues.
- Repeatedly follows, approaches, contacts, places under surveillance, or makes any form of communication with another person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship in a manner that would cause a reasonable person to suffer serious emotional distress and does cause that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship to suffer serious emotional distress. For purposes of this paragraph, a victim need not show that he or she received professional treatment or counseling to show that he or she suffered serious emotional distress.

If you believe you are being stalked, let someone know. Document all activities related to the person who you believe may be stalking you and report the incident to the police. Don't discount the situation and ignore red flags. Trust your judgment. If a situation doesn't feel right, ask for help.

## Reporting Interpersonal Violence

Victims are not required to report to law enforcement to receive assistance. However, reporting enables the university to take action to prevent a recurrence and protect both the victim and the campus community. Anyone who may be the victim of sexual harassment, sexual misconduct, relationship violence, or stalking, or who is a bystander observing such behavior, is encouraged to report it.

Victims of sexual assault, domestic violence, dating violence, or stalking who engage with the Office of Title IX Programs and Gender Equity are informed, in writing, that they have several options available to them for involving law enforcement and university authorities:

### Report the incident to the police

- The victim or bystander may make a report to the CSU Police Department whenever a person has been impacted by one of these crimes. In an emergency or when threat of harm is imminent, immediately call 911. In non-emergencies, contact CSU police at 970-491-6425, or file a report online at [www.police.colostate.edu/crime-reporting](http://www.police.colostate.edu/crime-reporting). You may also go in person to the CSU Police Department in Green Hall.
- For crimes occurring off-campus, contact law enforcement for the local jurisdiction. Fort Collins Police Services may be reached at 970-221-6540. When a police report is made, the police will interview the person making the report, the victims, any witnesses, and the person or people alleged to have committed a crime.

#### **Receive assistance in reporting the incident to the police**

- For help in making a report to law enforcement, contact the Office of Title IX Programs and Gender Equity by calling 970-491-1715. They will explain the steps required and what is involved, and will contact the appropriate law enforcement agency on your behalf to help you make the report.
- Assistance may also be obtained by contacting Student Legal Services at 970-491-1482, or the Women and Gender Advocacy Center at 970-492-4242.

#### **Decline to contact law enforcement, but still get help**

- A victim of a crime may decline to contact law enforcement. The Office of Title IX Programs and Gender Equity provides victims with written notice of their rights and options and with help obtaining supportive measures such as no-contact orders. A no-contact order is issued by the University to a student or employee requiring them to stay away from the other party, while a restraining order, also known as a “civil protection order,” is a court order which protects one party by prohibiting another from certain conduct, communications, or requiring them to stay a certain distance away from the protected person’s home, school or workplace. Violation of the protection order is a criminal offense. Call 970-491-1715 or visit the Office of Title IX Programs and Gender Equity website at <http://titleix.colostate.edu> for more information.

Victims are informed in writing that CSU’s Student Conduct Services (970) 491-7165 or email [SRCenter@colostate.edu](mailto:SRCenter@colostate.edu)) can issue no- contact orders to a student who is alleged to have committed discrimination, harassment, sexual harassment, sexual assault, interpersonal violence, stalking, or retaliation. No-contact orders and other interim measures may be issued by the Student Resolution Center CSU (see “Accommodations and Supportive Measures against Interpersonal Violence” in this report). Criminal and civil courts can also issue restraining orders and other protective orders to crime victims, whether before, during, or after a criminal or civil trial (for example, by prohibiting the alleged perpetrator of the crime from having any contact with, or being within a certain distance of, the victim). Restraining orders are obtained by petitioning the local court for the jurisdiction, and assistance with the process may be provided through Women and Gender Advocacy Center or Student Legal Services.

- Any accommodations or supportive measures provided by the university to the victim will be maintained as confidential, to the extent that maintaining confidentiality would not impair the ability of the institution to provide such measures. Information is shared with university officials on a need-to-know basis as determined by the Office of Title IX Programs and Gender Equity or Student Conduct Services.
- To file a request for an accommodation or supportive measure, students may contact the Office of Title IX Programs and Gender Equity or the Student Conduct Services in the Student Resolution Center.
- The Office of Equal Opportunity (970-491-5836) assists employees who have been impacted by these crimes.

### Report confidentially

- In addition to the above reporting options, students may seek support and guidance from confidential campus resources that maintain the confidentiality of the victim or other person reporting:
  - Women and Gender Advocacy Center, 112 Student Services Building and 234 Lory Student Center, 970-491-6384
  - Victim Assistance Team 970-492-4242
  - CSU Counseling Services 970-491-6053 (available to students who pay fees)
  - Women’s Clinic at CSU Health Network 970-491-1754 or the CSU Health Network 970-491-7121 (available to students who pay fees)
- For employees, confidential resources include:
  - Office of the Ombuds, 1251 S. Mason Street, 970-491-1527, <https://ombuds.colostate.edu/>
  - Employee Assistance Program, 970-491-3437, <https://eap.colostate.edu/> or ComPsych (800) 497-9133

These confidential resources do not report the victim’s personal information or identity, but must report the occurrence of the incident if it relates to a crime covered under the Clery Act for purposes of compiling statistics.

### Non-university resources:

- Sexual Assault Victim Advocate Center, Fort Collins Office at 970-472-4204 or 24-hour Rape Crisis Hotline, 970-472-4200 or 1-877-352-7273
- Crossroads Safehouse in Fort Collins, 970-482-3502 or 1-888-541-SAFE (7233)

### Victim Confidentiality

CSU recognizes the often-sensitive nature of sexual assault, domestic violence, dating violence, and stalking incidents. CSU offers confidential resources and protects the privacy of any individual who makes a report to the extent possible, while also meeting any obligations related to the

investigation and response to known reports to protect the victim, prevent a recurrence or protect campus safety.

- Information about reports will only be shared with university personnel as needed to investigate and effectively respond to the report. Every effort will be made to limit the scope of information shared to keep it to a minimum of detail, and only when deemed necessary.
- Reports made to medical professionals, licensed mental health counselors, and Victim Assistance Team members and the Women and Gender Advocacy Center will not be shared with any third parties except in cases of imminent danger to the victim or a third party, or when abuse of someone currently under 18 is reported.
- Advocates receive special training in the physical, psychological, and legal ramifications of sexual assault.
- Advocates are bound by state statute to maintain strict confidentiality. All publicly available records kept by the university will maintain the confidentiality of the victim and any other necessary parties, to the extent allowed by law.
- Information gained as part of victim advocacy must be treated confidentially and cannot be released without the victim's permission.
- Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim.

### Information about Registered Sex Offenders

Information about sex offenders currently registered at the university is available at the CSU Police Department Records Section during normal business hours by calling 970-491-6425.

- Information about offenders registered at Fort Collins Police Services or the Larimer County Sheriff's Office are available at those agencies.
- The state of Colorado convicted sex offender website is <http://www.sor.state.co.us>.

### Additional Resources

- Director of Student Case Management & Referral Coordination 970-491-8051
- Office of Equal Opportunity 970-491-5836
- In the case of an emergency or ongoing threat, get to a safe location and call 911. You also can text 911 from anywhere in Larimer County.

## Discipline against University Community Members Found to be Responsible for Committing Interpersonal Violence

CSU strictly prohibits all acts of sexual harassment, sexual assault, domestic violence, dating violence, and stalking through its Student Conduct Code (<https://resolutioncenter.colostate.edu/conduct-code/>) and its policy on Title IX Sexual Harassment (<http://policylibrary.colostate.edu/policy.aspx?id=773>).

In addition to facing possible criminal investigation and prosecution, students, employees and other affiliates may also be subject to university investigation and disciplinary action from the university. Students or employees found responsible for having committed interpersonal violence face discipline up to and including permanent expulsion, termination of employment, suspension, probation, education requirements, and related discipline.

The university may receive reports of interpersonal violence from a variety of sources including:

- Victims and witnesses
- CSU campus security authorities
- Responsible employees as defined under Title IX
- Other law enforcement agencies
- University offices such as the Office of Support & Safety Assessment
- Members of the community who are not campus security authorities but who learn of an incident and choose to report it

In addition, a complaint regarding student behavior may be filed with the Student Conduct Services online (<https://resolutioncenter.colostate.edu/conduct-services>) by phone (970-491-7165), or in person (501 W. Lake St., Suite A, Aggie Village Walnut, Fort Collins, CO 80523-8015).

In all cases, whether involving a disciplinary process for students or employees, the university will provide a prompt, equitable, fair and impartial process from the initial investigation to the final result.

The university strives to complete each investigation, hearing and appeal process in a timely manner. While delays can occur for reasons beyond the control of the university, the anticipated timeline for an investigation, adjudication and appeal proceeding in cases involving students and/or employees is approximately 1200-180 days from the filing of the initial report. The steps in the disciplinary process and anticipated timelines for each include:

- **Report received.** Office of Title IX Programs and Gender Equity is responsible for receiving and reviewing the report.
- **Preliminary inquiry.** Office of Title IX Programs and Gender Equity is the responsible decisionmaker. The approximate timeline for this step is 10 days.
- **Investigation and issuance of investigation report** is the responsibility of Office of Title IX Programs and Gender Equity. This step may take approximately 80 days.

- **Informal resolution, where applicable.** Student Resolution Center is the responsible office for making these decisions and has approximately 30 days.
- All parties (complainant and respondent) are given 12 days (10 business days) of **time to review and respond to investigation report**
- **Formal hearing or issuance of findings** is under the responsibility of a hearing officer. This process may take up to 45 days.
- The complainant and respondent are provided 10 days **to file appeals**
- If an appeal is filed, an appeal panel has 21 days to **consider the appeal and make a decision**

Extensions of time are granted in circumstances where there is good cause. Every situation is different, and many factors can affect the timeline.

Occurrence	Responsible Decisionmaker	Approximate Timeline
Report received	Office of Title IX Programs and Gender Equity	N/A
Preliminary inquiry	Office of Title IX Programs and Gender Equity	10 days
Investigation/issuance of investigation report	Office of Title IX Programs and Gender Equity	80 days
Informal resolution, where applicable	Student Resolution Center	30 days
Time to review and respond to investigation report	Parties	12 days (10 business days)
Formal hearing/issuance of findings	Hearing Officer	45 days
Time to file appeals	Parties	10 days
Appeal consideration/decision	Appeal Panel	210 days

### General Information About Disciplinary Proceedings

In the case of a report of sexual assault, domestic violence, dating violence, or stalking, CSU proceedings are governed under the CSU policy on Title IX Sexual Harassment (<http://policylibrary.colostate.edu/policy.aspx?id=773>) and the related procedures for investigating and responding to complaints of sexual harassment under Title IX Laws and Regulations (<https://titleix.colostate.edu/procedures/>).

Where a violation of that policy does not fall within the scope of Title IX laws and regulations, the proceedings are governed instead by the Student Conduct Code, where the responding party is a student, or the CSU policy on discrimination and harassment (<http://policylibrary.colostate.edu/policy.aspx?id=710>), where the responding party is a non-student. In either case, such procedures include the following:

- Both impacted party (the complainant or victim) and responding party (the accused) are provided periodic reports and updates regarding the investigation's status.
- Both parties are afforded the same rights during the investigation, adjudication and appeal stages of the proceedings, although different remedies and supportive measures may be appropriate for one party or another.
- Upon completion of the investigation, the report is reviewed by Student Conduct Services to determine if disciplinary proceedings against a responding student are supported by the report.
- If disciplinary proceedings are appropriate, written notice will be provided to the student regarding the alleged conduct and violations of the Student Conduct Code, and a hearing will be scheduled.
- A hearing officer will conduct a hearing with the student and any advisor or witnesses and determine if a responding party is responsible for violating the policy and the Student Conduct Code.
- Determinations are made using the preponderance of the evidence standard, which means that a responding party is found responsible for violating the policy if it is more likely than not that the alleged misconduct occurred.
- In all proceedings, including any related meetings or hearings, both the impacted party and responding party are entitled to the same opportunities to have others present at the hearing. This includes the right to be accompanied by a support person of their choice as well as an advisor. A support person is any individual who provides the party support, guidance or advice and may, but need not be, an attorney. An advisor is someone who during a live hearing will conduct cross-examination of the other parties and witnesses; the party cannot personally conduct cross-examination of the other party.
- Both parties are informed simultaneously in writing of the outcome of the proceeding . The parties are also informed of the procedure and timeframe in which to file an appeal of the outcome, of any change to the results that occurs as a result of the appeal, and when such results become final.
- Students found responsible for interpersonal violence face university disciplinary consequences and are subject to measures to protect the impacted party.
- All investigations and proceedings are conducted by officials who receive annual training on interpersonal violence investigation and adjudication, how to conduct an investigation fairly and impartially, and how to conduct a proceeding in a manner that protects the safety of the parties and promotes accountability.

## Disciplinary Sanctions for Students

For a student found responsible for violating the Student Conduct Code, 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

For additional information about student conduct proceedings please consult the Student Conduct Code available at <https://resolutioncenter.colostate.edu/conduct-code>. For additional information about employee conduct issues, contact Human Resources at [www.hrs.colostate.edu](http://www.hrs.colostate.edu) or 970-491-6947.

### Disciplinary Sanctions for Employees

For an employee found responsible for violating a university policy, 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, documented conversation
- Pay reduction
- Suspension without pay
- Demotion
- Facilitation or mediation
- Letter of expectation
- Termination

### Proceedings Involving Employees

To file a complaint against an employee for sexual harassment, sexual assault, domestic violence, dating violence, or stalking, complainants must contact the Office of Equal Opportunity (970-491-5836). State and university policies and procedures are followed.

Complaints may be addressed through either an informal or formal process under the procedures. The informal process involves the use of conflict resolution techniques to reach a mutually agreed-upon resolution between the parties. The formal process involves an equitable, fair and impartial investigation conducted by an investigator in the Office of Equal Opportunity. If the behavior in the complaint meets the definition of sexual harassment under Title IX, then the complaint will proceed through the Title IX procedures. If the behavior in the complaint does not meet the definition of sexual harassment under Title IX, the complaint will proceed through the discrimination and harassment procedures in the Office of Equal Opportunity (<https://oeo.colostate.edu/discrimination-complaint-procedures/>).

## Notification of Victims' Rights and Options

Every reported victim of an incident of sexual assault, domestic violence, dating violence, or stalking covered by university policy, whether the incident occurred on or off campus, will receive written notification of options and rights. These options and rights apply to both students and employees, although the specific options may be different in each case. These include:

- Both parties receive a copy of the policy and procedures and notice of the specific nature of the allegations against the responding party.
- Victims receive information about:
  - Supportive measures.
  - The resources available to victims as noted above and below.
  - How to make a report to the police, if the victim has not already done so.

The university provides support to people who have been the victims of any crime or violation of university policy. People who have been victimized by a university student may choose to report the incident to the CSU police or to Student Conduct Services to initiate criminal or disciplinary action. In addition to any action deemed necessary by CSU police, a report will also be forwarded to Student Conduct Services for consideration of disciplinary action against a student.

Colorado State University will provide victims of crime, including crimes of sexual assault, domestic violence, dating violence, and stalking, with the best possible care and services. CSU will provide written notification to students and employees about support and services available to them, including:

- Physical and mental health services
- Victim advocacy services
- Legal assistance
- Visa and immigration assistance
- Student financial aid
- Help with academic issues that may arise
- Changes to living situations
- Help with transportation situations
- Help with employment situations
- Supportive measures
- Other services available for victims, both within the university and in the community

The above support and services are available to victims whether or not they choose to report the incident to law enforcement. To learn more about these support services and the option to have changes made to a victim's situation, contact the office of Title IX and Gender Equity.

The resources and services at Colorado State University include:

- CSU Police Department 970-491-6425
- Sexual Assault Victim Assistance Team 970-492-4242
- CSU Health Network 970-491-7121 (available to students who pay fees)

- Counseling Services 970-491-6053 (available to students who pay fees)
- Support and Safety Assessment 970-491-7407
- Student Conduct Services 970-491-7165
- Student Legal Services 970-491-1482 assists students who are victimized by crime, including assistance with non-immigrant U visas through a free initial consultation and a referral to an immigration attorney. Student Legal Services will advise victims regarding legal and university processes, victim impact statements for the prosecutor's office, no contact orders, civil protection or restraining orders, and the like. When Student Legal Services has a conflict of interest preventing assistance for a victim, the office will assure that the student is put in contact with the victim advocacy program through the District Attorney's office. If there are other areas of need not served by that program, Student Legal Services may refer a victim for an initial advisement by a community attorney at no charge to the student.
- Office of International Programs 970-491-5917 also provides assistance with visas to return to the United States after an absence, and referrals to immigration attorneys.
- Office of Financial Aid 970-491-6321
- Registrar's Office 970-491-4860
- Health Network Student Conduct Services 970-491-7165 (available to students who pay fees)
- Office of the Ombuds 970-491-1527
- Employee Assistance Program [970-491-3437](tel:970-491-3437)

Resources available in the community include:

- SAVA - Sexual Assault Victim Advocate Center 970-472-4204
- Crossroads Safehouse 970-530-2353
- RAINN - Rape, Abuse & Incest National Network 1-800-656-HOPE (4673)

CSU police will investigate reports of crimes and can provide options for pursuing criminal or civil charges, or university discipline against the assailant. Crimes reported anonymously will also be investigated.

Victims who receive personal support from university resources can expect:

- To be treated with respect
- To have confidentiality maintained (within the bounds of the law and university policy)
- To have university or criminal proceedings fully explained
- To receive assistance in relocation within or to other housing if desired
- To receive referral information for support services
- At the victim's request, to receive university cooperation in using university procedures to deter harassment or retribution

If university disciplinary action is initiated, the victim can expect:

- To be notified of scheduled disciplinary proceedings

- To be apprised of potential hearing outcomes
- To attend the disciplinary hearing as a witness, if requested by the accused, hearing officer, or panel, or if the victim desires to do so
- To be accompanied by an adviser or support person at the hearing
- To provide a victim impact statement for consideration by the hearing officer or panel
- To be informed of the outcome of the hearing
- At the victim's request, to be informed (to the extent permitted by law) of the impending return of the perpetrator to campus, if the conditions of the suspension or dismissal were met prior to the victim's departure from campus

The university will, upon written request, disclose to the alleged victim of a crime of violence or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the institution against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be provided notice.

Brochures detailing victims' rights in crimes, published by the Larimer County District Attorney, are available at all local law enforcement agencies including CSUPD. CSUPD also carries information about campus resources for students.

### Procedures Victims Should Follow

When an incident of sexual assault, domestic violence, dating violence, or stalking is reported, victims are informed by WGAC ([www.wgac.colostate.edu](http://www.wgac.colostate.edu), 970-491-6384) or the Office of Title IX Programs and Gender Equity (<https://titleix.colostate.edu>, (970) 491-1715) that it is important to preserve evidence so that a successful criminal prosecution remains an option. This also aids in any action to obtain a protective order. The victim of a sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical exam – which is important both to address any health issues that may arise and so that evidence may be collected. Any clothing removed should be placed in a paper, not plastic, bag.

When an incident of interpersonal violence occurs, consider:

- Documenting evidence of violence, such as bruising or other visible injuries, by taking photographs.
- Evidence of stalking including any communication, such as written notes, text messages, emails, voice mail or other communications should be saved and not altered in any way.
- A victim does not need to make a formal report to law enforcement or Colorado State University to access support resources, including confidential campus and community resources.
- While confidential resources may encourage a victim to report the incident to police, these offices will maintain confidentiality and not share identifying information with police.
- Confidential campus resources include:
  - Victim Assistance Team 970-492-4242

- Women and Gender Advocacy Center 970-491-6384
- Women's Clinic at CSU Health Network 970-491-1754 (available to students who pay fees)
- Health Network Counseling Services 970-491-6053 (available to students who pay fees)
- Confidential community resources include:
  - SAVA - Sexual Assault Victim Advocate Center 970-472-4204
  - Crossroads Safehouse 970-530-2353
  - RAINN - Rape, Abuse & Incest National Network 1-800-656-HOPE (4673)

## About Support Offered by the CSU Women and Gender Advocacy Center

The CSU Women and Gender Advocacy Center (970-491-6384, [www.wgac.colostate.edu](http://www.wgac.colostate.edu)) provides ongoing advocacy for survivors of interpersonal violence. The center provides support around legal, medical, emotional, academic, and campus disciplinary options and concerns, and will go with a survivor to on-campus or off-campus services, including to the police or hospital. The Women and Gender Advocacy Center also trains and oversees the CSU Victim Assistance Team.

The university provides a Victim Assistance Team free of charge to students who are the victims of interpersonal violence.

- Victim advocates receive special training on the physical, psychological, and legal ramifications of sexual assault.
- Advocates are bound by state statute to maintain strict confidentiality.
- Any information a victim's advocate learns while supporting a victim must be treated confidentially and cannot be released without the victim's permission.
- Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim.
- The Victim Assistance Team confidentially supports campus community members who have experienced interpersonal violence.
- Advocates receive special training in the physical, psychological, and legal ramifications of interpersonal violence.
- Team members on call 24 hours a day, every day of the year.
- Request an advocate by calling 970-492-4242.

### Date rape drugs

For information on date rape drugs like GHB, Rohypnol, or Ketamine, contact:

- Health Education and Prevention Services (970) 491-1702
- Women and Gender Advocacy Center (970)491-6384

### How to reduce your risk:

- Always keep your beverage in sight. Don't leave it while dancing or going elsewhere.
- At a bar or club, accept drinks only from the bartender or server.
- Avoid group drinks, punch bowls, or drinks being passed around.
- Open your own containers.

If you experience the following symptoms, tell someone immediately or go to the hospital (or CSU Health Network if your symptoms occur during business hours):

- Dizziness
- Vomiting
- Extreme drowsiness
- Time that can't be accounted for and can't be attributed to anything else
- Any other unexplained symptoms

If you choose to report the incident to law enforcement authorities and believe you were drugged via a beverage, try to retain a sample of the beverage

- Contacting the team does not require the caller to make a police report.
- General information regarding Victim Assistance Team can be obtained by calling the Women and Gender Advocacy Center at 970-491-6384.
- Victim Assistance Team advocates work closely with victims and campus and community law enforcement agencies. This includes assisting victims of sexual assault in reporting these crimes to the police if they choose to do so.
- CSU advocates are informed on medical, law enforcement, legal procedure, and campus disciplinary options and can provide other referral sources to help ensure interpersonal violence victims receive the services they want or need, such as counseling.
- Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim.

The city of Fort Collins also provides a team that can assist employees and other members of the community free of charge. More information is available at <https://www.fcgov.com/police/victims-assistance.php>.

## Personal Safety Tips

Be alert for unhealthy dynamics in relationships.

- Avoid people who do not allow you to make decisions for yourself – who make you feel you “owe them” something.
- Because of the frequency of acquaintance sexual assaults in campus communities, it is best to be very explicit with dates about how intimate you expect the relationship to be.
- The vast majority of sexual assaults reported within the CSU community are committed by someone the survivor knows (more than 95 percent).
- Do not assume that a person knows what you are comfortable with. Unfortunately, some people believe that consent to any level of intimacy implies consent to sexual intercourse. This is not true – anyone can say “no” or “stop” at any time. Silence never equals consent.
- Often, assailants target victims who have been using drugs, alcohol or other intoxicants because of their increased vulnerability. In Colorado, it is a criminal offense to have sexual contact or intercourse with someone who has been using drugs, alcohol or other intoxicants if they are unable to indicate their consent or lack of consent.
- In some instances, drugs are used that impair someone’s ability to know what is going on and to subsequently make them more vulnerable to sexual assault. Drugs like GHB or Rohypnol (roofies) can be secretly slipped into a beverage, nonalcoholic and alcoholic drinks alike. The drug has no smell or taste and generally no color. These drugs can be present at bars and clubs, but also at parties and intimate gatherings. The reality is that date rape drugs can be slipped into your drink at any social setting.

- Some people also intentionally coerce their intended victim to become intoxicated on alcohol.
- Victims of sexual assault are not at fault for what has been done to them, whether drugs, alcohol or other intoxicants were used or not. The perpetrators of this crime are fully responsible for their illegal behavior.

## Accommodations and Supportive Measures against Interpersonal Violence

Whether or not a report is made to law enforcement or the victim wishes to pursue any formal action through CSU, if a report of an incident of sexual harassment, sexual assault, domestic violence, dating violence, or stalking is received, CSU is committed to providing a safe learning and working environment.

CSU prohibits interpersonal violence and has strong policies and procedures for responding to these incidents.

### Student accommodations and supportive measures

Following an alleged offense of interpersonal violence, CSU will comply with a student's reasonable requests for living or academic changes, which may include providing options for an alternate residence, changes to class schedules or coordinating academic adjustments, or employment needs. In addition, during the investigation and disciplinary process, interim measures may be required of the responding party (the student accused of interpersonal violence behaviors). Interim measures, which are temporary, may include:

- Interim no-contact order: The accused student (also referred to as the responding student) is prohibited from having any contact with specifically identified individuals up to and through a student conduct hearing. This may prohibit a student from attending specific events, activities or classes.
- Interim trespass order: The responding student is prohibited from being in or around specifically identified locations, events, activities or classes up to and through a student conduct hearing.
- Interim residential relocation: The responding student is prohibited from residing, dining, or being around specifically identified university housing up to and through a student conduct hearing. If this interim measure is required, the responding student will be provided temporary university housing and access to university dining.
- Interim residential suspension: The responding student is prohibited from residing, dining, or being around university housing up to and through a student conduct hearing, if required. The student does not lose other university privileges and may attend classes.
- Interim university suspension: The responding student is denied access to campus, classes, and university activities and privileges up to and through a student conduct hearing, if required.

The victim will also be referred to community resources such as legal resources for assistance in obtaining court-ordered protection and assistance with transportation and other needs. Students may contact the Women and Gender Advocacy Center for assistance (970-491-6384, [www.wgac.colostate.edu](http://www.wgac.colostate.edu)).

The responding party who is a student will be referred to Student Case Management. Responding parties who are employees will be referred to the Ombuds.

Measures taken to protect a student will be determined by university officials after reviewing available evidence and discussing the matter with the parties involved, with the goal of minimizing the burden on the victim. Decisions on university housing relocations will be made by the Executive Director of Housing & Dining Services or designee, together with the Title IX Coordinator or designee, and any other appropriate university officials.

Factors that might be considered during this process include, but are not limited to:

- Specific needs expressed by the victim (impacted party)
- Ages of the students involved
- Severity or pervasiveness of the allegations
- Any continuing effects on the impacted party
- Whether the impacted party and responding party share the same residence hall, dining hall, class, transportation or job location
- Whether other judicial measures have been taken to protect the impacted party, such as a restraining order from the court

If a report is made to law enforcement, police will refer students or employees to resources that may help with restraining orders from the courts and university-issued no-contact orders from Student Conduct Services. A restraining order issued through the courts legally prohibits the suspect from direct or indirect verbal, physical or written contact with the complainant. Even if no report is made to police, Student Conduct Services may also issue a university no-contact order applicable on all university-owned and -controlled property.

### **Employee supportive measures**

Employees of CSU who are victims of crime will also receive information regarding supportive measures that CSU may take to protect and aid the employee, by contacting the Office of Equal Opportunity (970-491-5836, <http://oeo.colostate.edu>). Additional resources may be also be available through the Employee Assistance Program (1-800-497-9133, <https://ombuds.colostate.edu/>).

Supportive measures available to employees may include no contact orders, removal from environment, administrative leave, reassignment of physical space, change in job duties, and removal of supervision.

### **Educational Programs to Prevent Sexual Assault, Dating Violence, Domestic Violence, and Stalking**

CSU is committed to preventing interpersonal violence, and increasing awareness of interpersonal violence, as well as being a thought-leader in helping other communities prevent interpersonal violence. Educational programs include:

- New students are required to complete the university's online sexual assault awareness and prevention program, which educates students on issues associated with sexual assault, relationship violence, and stalking. Students learn about consent, including how alcohol and drugs impair a person's ability to give or receive consent, as well as how to help a friend, and how to intervene in a situation that might escalate to sexual assault.

- All incoming students and new employees are provided with education regarding interpersonal violence. This includes education about prevention, and the fact that the institution prohibits sexual assault, domestic violence, dating violence, and stalking in its policies. Descriptions of these programs may be found on the Women and Gender Advocacy website at <http://www.wgac.colostate.edu/>.
- CSU works to educate the campus community about interpersonal violence in an effort to prevent sexual assault, domestic violence, dating violence, and stalking before it occurs through the changing of social norms, risk reduction strategies and other approaches. The Women and Gender Advocacy Center reports that in 2019, Women and Gender Advocacy Center provided 147 educational programs or presentations that reached 8,588 students.
- Examples of these prevention programs and outreach are:
  - An online sexual assault awareness and prevention education program required of all incoming students
  - An online sexual harassment training is required of all employees
  - New employee orientation with interpersonal violence information and training
  - The Reframe campaign regarding interpersonal violence, consent and intervention, the details of which may be found online at <https://reframe.colostate.edu/>
  - Information is also provided to all CSU employees in the Red Folder (an emergency resource) for campus safety
  - Posters about resources in all restrooms on campus (other campaigns are typically not allowed to post information in campus restrooms)
  - Regular safety messaging about sexual assault from the Public Safety Team
  - Bystander intervention training in the Women and Gender Advocacy Center's Supporting Survivors program. A full description of what this training entails is available online at <http://www.wgac.colostate.edu/bystander-intervention>. This program includes learning about safe and positive options for bystander intervention.
  - The Red Whistle Brigade – students are trained to provide sexual assault education programs to their peers through a course offered every fall and spring semester
- CSU is a recognized city of Fort Collins partner, the first municipality in the nation to become an "It's On Us" city, committed to preventing, reducing and understanding incidents of interpersonal violence.

## Crime Statistics for Colorado State University

Crime statistics tell us what has been reported to officials. Statistics may or may not be representative of what is actually occurring. The *Chronicle of Higher Education* has noted that colleges and universities that have comprehensive resources and services experience an increase in crime reporting, which is not necessarily a factor in determining the frequency of a crime. The university works hard to provide a safe environment in which to report crime and a culture encouraging our community to do so.

Crime, and specifically violent crime, is said to occur on most campuses in the United States. Colorado State University has been committed for decades to the safety, protection, education, and awareness of its students, faculty, staff, and community. Long before it was required by law, CSU made crime statistics available through this publication and other campus and community communications. In doing so, the university community has become aware of safety concerns and what is happening to address those concerns.

Through close working relationships with area law enforcement, including Fort Collins Police Services, CSU is informed and responds, typically via the student conduct system, to incidents involving students in the community, including any criminal activity by students at non-campus locations.

This report contains disciplinary and crime statistics for Colorado State University. The Student Conduct Services summary report is a compilation of the total number of disciplinary referrals.

*The information included in this report is provided in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, the Drug-Free Work Place Act, the Drug Free Schools and Communities Act of 1989, and the Higher Education Amendments of 1998. This publication is intended to provide a general description of campus security arrangements and not to serve as a contractual agreement between the university and the recipient. Security procedures are subject to change without notice.*

\* For an incident to be classified as a hate crime, it must **first** meet the definition of a crime. Crimes that can be classified as hate crimes include: murder, non-negligent manslaughter, sexual assault, robbery, burglary, motor vehicle theft, larceny-theft, vandalism, aggravated assault, simple assault, intimidation and arson. To be classified as a hate crime, the incident must first be determined to be a criminal act, and evidence must also exist that the crime was motivated by the offender's bias against the victim based on one or more of these identities, as defined by law: disability (physical, psychological, cognitive and chronic health); ethnicity; gender; gender identity; race; national origin; religion; and sexual orientation. The Clery Act requires the university to report in this document incidents that fall within select, specific categories of hate crimes that occurred on university property. It is important to note that the incidents reflected in these charts do not count

non-criminal acts of bias and hate reported to the university's bias reporting system or CSUPD.

### 2019 Statistics

Colorado State University	All On-Campus Property	Non-Campus Property	Public Property	Total	On-Campus Residential Only	Unfounded
<b>Reportable Criminal Offenses</b>	<b>2019</b>				<b>2019</b>	<b>2019</b>
Murder & Non-negligent Manslaughter	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0
Robbery	1	0	0	1	0	0
Aggravated Assault	3	2	0	5	2	0
Burglary	11	1	0	12	4	0
Motor Vehicle Theft	3	0	0	3	0	0
Arson	1	0	0	1	1	0
Sexual Assault, including:						
Rape	10	0	0	10	9	0
Fondling	10	1	0	11	7	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
<b>VAWA Offenses</b>	<b>2019</b>				<b>2019</b>	<b>2019</b>
Domestic Violence	3	0	0	3	3	0
Dating Violence	14	0	1	15	10	0
Stalking	15	0	0	15	8	0
<b>Liquor, Drug &amp; Weapon Violations</b>	<b>2019</b>				<b>2019</b>	<b>2019</b>
Arrests: Liquor Law Violations	18	5	3	26	6	NA
Disciplinary Referrals: Liquor Law Violations	834	70	10	914	790	NA
Arrests: Drug Law Violations	21	1	3	25	8	NA
Disciplinary Referrals: Drug Law Violations	390	3	2	395	347	NA
Arrests: Weapons: Carrying, Possessing, etc.	1	0	0	1	0	NA
Disciplinary Referrals: Weapons: Carrying, Possessing, etc.	2	0	0	2	2	NA
<b>Reportable Hate Crimes</b>	<b>2019</b>				<b>2019</b>	<b>2019</b>
Race	1	0	0	1	0	0
Gender	0	0	0	0	0	0
Gender Identity	0	0	0	0	0	0
Religion	1	0	0	1	1	0
Sexual Orientation	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0
National Origin	0	0	0	0	0	0
Disability	0	0	0	0	0	0

**Hate Crime Information:** 1 intimidation characterized by race; 1 destruction, damage, or vandalism of property characterized by religion.

**Total Unfounded Crime Reports in 2019:** 0

## 2018 Statistics

<b>Colorado State University</b>	<b>All On-Campus Property</b>	<b>Non-Campus Property</b>	<b>Public Property</b>	<b>Total</b>	<b>On-Campus Residential Only</b>	<b>Unfounded</b>
<b>Reportable Criminal Offenses</b>	<b>2018</b>				<b>2018</b>	<b>2018</b>
Murder & Non-negligent Manslaughter	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0
Robbery	1	0	0	1	0	0
Aggravated Assault	1	0	0	1	0	0
Burglary	16	3	0	19	7	0
Motor Vehicle Theft	7	0	0	7	0	0
Arson	4	0	0	4	3	0
Sexual Assault, including:						
Rape	12	1	0	13	12	0
Fondling	11	1	0	12	9	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
<b>VAWA Offenses</b>	<b>2018</b>				<b>2018</b>	<b>2018</b>
Domestic Violence	6	0	0	6	6	0
Dating Violence	13	0	0	13	8	0
Stalking	20	0	0	20	7	0
<b>Liquor, Drug &amp; Weapon Violations</b>	<b>2018</b>				<b>2018</b>	<b>2018</b>
Arrests: Liquor Law Violations	26	6	3	35	19	0
Disciplinary Referrals: Liquor Law Violations	703	96	6	805	651	0
Arrests: Drug Law Violations	43	2	9	54	26	0
Disciplinary Referrals: Drug Law Violations	327	2	6	335	276	0
Arrests: Weapons: Carrying, Possessing, etc.	1	0	0	1	0	0
Disciplinary Referrals: Weapons: Carrying, Possessing, etc.	0	0	0	0	0	0
<b>Reportable Hate Crimes</b>	<b>2018</b>				<b>2018</b>	<b>2018</b>
Race	0	0	0	0	0	0
Gender	1	0	0	1	0	0
Gender Identity	0	0	0	0	0	0
Religion	0	0	0	0	0	0
Sexual Orientation	1	0	0	1	1	0
Ethnicity	0	0	0	0	0	0
National Origin	0	0	0	0	0	0
Disability	0	0	0	0	0	0

Hate Crime Information: 1 intimidation characterized by gender; 1 destruction, damage, or vandalism of property characterized by sexual orientation.

## 2017 Statistics - Amended

<b>Colorado State University</b>	<b>All On-Campus Property</b>	<b>Non-Campus Property</b>	<b>Public Property</b>	<b>Total</b>	<b>On-Campus Residential Only</b>	<b>Unfounded</b>
<b>Reportable Criminal Offenses</b>	<b>2017</b>				<b>2017</b>	<b>2017</b>
Murder & Non-negligent Manslaughter	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	2	1	0	3	1	0
Burglary	18	4	1	23	3	0
Motor Vehicle Theft	4	0	1	5	0	0
Arson	5	1	0	6	5	0
Sexual Assault, including:						
Rape	14	0	0	14	13	0
Fondling	11	2	0	13	9	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
<b>VAWA Offenses</b>	<b>2017</b>				<b>2017</b>	<b>2017</b>
Domestic Violence	8	0	0	8	7	0
Dating Violence	20	0	1	21	11	0
Stalking	20	0	0	20	11	1
<b>Liquor, Drug &amp; Weapon Violations</b>	<b>2017</b>				<b>2017</b>	<b>2017</b>
Arrests: Liquor Law Violations	37	22	5	64	24	0
Disciplinary Referrals: Liquor Law Violations	933	98	7	1038	906	0
Arrests: Drug Law Violations	70	3	12	85	44	0
Disciplinary Referrals: Drug Law Violations	363	4	9	376	302	0
Arrests: Weapons: Carrying, Possessing, etc.	3	0	1	4	2	0
Disciplinary Referrals: Weapons: Carrying, Possessing, etc.	0	0	0	0	0	0
<b>Reportable Hate Crimes</b>	<b>2017</b>				<b>2017</b>	<b>2017</b>
Race	2	0	0	2	0	0
Gender	0	0	0	0	0	0
Gender Identity	0	0	0	0	0	0
Religion	0	0	0	0	0	0
Sexual Orientation	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0
National Origin	0	0	0	0	0	0
Disability	0	0	0	0	0	0

**Hate Crime Information:** 2 destruction, damage, or vandalism of property characterized by racial bias.  
**Corrections:** Semester at Sea added 1 fondling incident, 97 liquor referrals, and 4 drug referrals under non-campus property.

## Fire Safety on Campus and Evacuation Procedures

### In residence halls

Housing & Dining Services works with Poudre Fire Authority, CSU police and the university's Environmental Health Services department to ensure a safe environment for residence hall and apartment life students and their families. Housing staff and other university health and safety officials monitor all standards. Student rooms are periodically inspected to help promote fire-and life-safety awareness, as well as identifying any noncompliance with safety standards.

Poudre Fire Authority and CSU:

- Provide fire safety education
- Schedule fire drills at all residence halls each semester
- Jointly investigate fires on campus
- Provide fire safety training to all residence hall staff
- Perform fire code inspections for building remodels and new construction

To maintain a safe campus environment in residence halls, smoking, candles, and open flames are not allowed in residence halls and only safe, low wattage, UL-approved electrical appliances without open coils may be used. For more detailed information about fire safety policies, see the Residence Hall Handbook at <http://reshallpolicies.colostate.edu/fire-escape-safety> or call Residence Life at 970-491-4719.

These policies include (but are not limited to):

- Halogen lamps are prohibited.
- Candles and open flames are not allowed. Due to fire safety and the Poudre Fire Authority's adoption of the 2006 International Fire Code, candles -- including unburned or decorative -- and any items with an open flame or exposed heating coils, are not allowed in residence hall rooms. Incense burning is also not permitted.
- Flammable liquids such as kerosene, gasoline, lighter fluid, and other flammable liquids are NOT permitted in the residence halls.
- Appliances are allowed on a limited basis. The misuse and illegal use of electrical appliances create serious hazards in residence halls. Only safe, relatively low-wattage appliances are permitted in your room. These include hair dryers, shavers, hot curlers, study lamps, radios, televisions, DVD and CD players, electric blankets, thermostatically controlled coffee makers, popcorn poppers, small microwave ovens, and compact refrigerators. Do not cook with open flames or coils. Toasters, toaster ovens, or electric coil cook tops are not allowed. Do not leave food in an appliance unattended. Fires have even been caused by popcorn burning in a microwave!
- Electrical light fixtures are not to be modified in any way. If additional outlets are needed, special multiple-outlet boxes with built-in breakers can be purchased at a hardware store. Each power strip used must be plugged into a wall outlet – do not plug power strips into other power strips. Appliances such as microwaves and refrigerators must be plugged directly into a wall outlet, not an extension cord or power strip.
- Colorado State University residence halls are equipped with:

- Smoke and heat detectors
- Fire alarm pull stations
- Fire sprinkler flow switches
- Alarm notification devices
- Fire extinguishers are located on every floor as well as in the main office of each residence hall.
- Each residence hall conducts a minimum of two drills per year, with some conducting as many as four. Drills prepare building occupants for an organized evacuation in case of a fire or other emergency. During the drills, students learn the locations of the emergency exits and how to exit the building.
- Plans for future fire safety improvements are considered when residence halls are constructed or remodeled, and CSU conducts health and safety inspections to constantly monitor the fire safety systems to be sure they are working and makes repairs as needed. Several housing buildings are being updated with new fiber paths and fire panels in order to start upgrades of the fire systems once funding is available. Once these upgrades are installed and funding is secured, the horn and strobes are being updated to horn and speakers to be able to make announcements throughout the building using the fire system. Other campus buildings are being updated with sprinkler systems as funding becomes available.

#### **On campus in all buildings**

- All fire alarm panels display a detailed graphic map pinpointing the exact location of the device in alarm or trouble in the building for CSUPD.
- Fire extinguishers and suppression systems are regularly tested.
- Fire safety education and training programs are offered.
- Fire extinguisher training is available to building proctors, housing staff (Residence Directors, Assistant Residence Directors, Residence Assistants), and faculty and staff.
- Annual evacuation drills are conducted in university buildings including identifying the location of fire alarm pull stations, AEDs, alternate exits and areas of refuge.
- Annual evacuation drills are coordinated by the University Coordinator for Emergency Management for numerous academic buildings.
- Evacuation drills may be done in collaboration with CSUPD and Poudre Fire Authority.
- Drills are to prepare building occupants for an organized evacuation in case of a fire or other emergency.
- During a drill, occupants learn the locations of the emergency exits in the buildings and the direction to travel when exiting the building.
- Each campus building has an assigned building proctor, an assistant proctor, and a building safety plan, developed with the assistance of building proctors.
- Building proctors are trained to assist in emergencies and drills. Building proctors are listed here <https://www.fm.colostate.edu/proctors>.

For more information regarding fire safety, education or training, contact the University Coordinator for Emergency Management, in the Department of Environmental Health Services, at <http://www.ehs.colostate.edu/WEmergencyMgt/Home.aspx>.

### To report a fire

To report an active fire, call 911 or pull a fire alarm pull station.

To report a fire that has previously occurred you may contact:

- Colorado State University Police Department at 970-491-6425
- Housing Assistant Safety Coordinator at 970-491-6511 (if a fire occurred in a residence hall or dining center)
- University Coordinator for Emergency Management at 970-491-6745

General evacuation procedures and university emergency response

- When a fire alarm is activated, all residents, guests, and staff are to evacuate the building immediately. NO EXCEPTIONS!
- Before an emergency arises, make sure you know the location of exits and your meeting area.
- In a fire situation:
  - Do not panic; stay as calm as possible. You will need to think clearly to make the right decisions.
  - If you are inside of a room with a door with a doorknob, feel the doorknob with the back of your hand or palm to test for heat.
  - If the door is cool, brace yourself against it, and open it slowly to check for flames or smoke.
  - If there is smoke in the air, stay low and move quickly in a crouched position or crawl to the nearest exit. The most breathable air is always near the floor.
  - If one exit is blocked, try the next nearest exit.
  - Alert others by shouting or knocking on doors as you make your way to an exit.
  - Always escape via stairs – never use elevators during a fire.
  - Once you evacuate, follow directions of fire and police personnel, and never re-enter the building until authorized.
  - Some buildings on campus have designated meeting areas for students and employees when an evacuation occurs.
  - Failure to evacuate a building is a serious act that could result in disciplinary action.

When a fire alarm occurs in the following buildings, a full evacuation is required:

- Alpine
- Aspen
- Cottonwood,
- Durward
- Engineering
- AV Honors
- International House
- Lodgepole
- Piñon

- Walnut
- Westfall

The following buildings are evacuated by wings; an alarm in one wing may not sound in all other wings.

- Allison
- Braiden
- Corbett
- Edwards
- Ingersoll
- Newsom
- Parmelee
- Summit

Moby Arena complex is evacuated by section:

- Moby Arena
- Moby-B wing and Intramural Gym

Fire extinguishers are placed in academic and office buildings according to fire code.

Abusing fire equipment, intentionally creating a false alarm, or intentionally setting a fire are serious crimes. Violators are subject to fines, university disciplinary procedures, and criminal prosecution.

## Fire Statistics for Colorado State University

As required by the Clery Act, CSU publishes the last three years' statistics for fires occurring in the residence halls (see following pages).

### 2019 Residence Hall Fire Statistics and Safety Systems

Residence Hall	Physical Address	# Fires	# Injured	# Deaths	Fire Drills	Fire Alarm	Fire Sprinkler	Smoke Detection	Fire Extinguishers	Evacuation Maps
Allison Hall	551 W. Laurel St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Alpine Hall	910 W. Plum St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
AV Aspen Hall	800 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Braiden Hall	1101 Braiden Dr.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett Hall	801 W. Laurel St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
Cottonwood	511 W. Lake St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
Durward Hall	1001 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards Hall	900 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Engineering	816 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Honors	810 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Ingersoll Hall	1001 W. Pitkin St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
International House	1400 W. Elizabeth St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Lodgepole	521 W. Lake St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Newsom Hall	700 W. Pitkin St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Parmelee Hall	701 W. Laurel St.	2	0	0	4	Yes	Full	Full	Throughout	Yes
Plum Hall	900 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Summit Hall	963 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Walnut	501 W. Lake St.	3	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall Hall	1009 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie Village Family	501 W. Prospect Rd.	1	0	0	0	No	No	Full	Throughout	No
University Village	1500/1600/1700 W. Plum St.	3	0	0	0	No	No	Full	Throughout	No

Partial is defined as having systems in the individual rooms only.

Full is defined as having systems in both the common areas and the individual rooms.

#### Property damage from fires:

**Alpine Hall** - 1 intentional fire: arson: burned "no smoking" sign - damage \$100-\$999  
**Aggie Village Family** - 1 unintentional fire: accidental dumpster fire - damage \$0-\$99  
**Corbett Hall** - 1 unintentional fire: handling fireworks - damage \$100-\$999  
**Cottonwood** - 1 unintentional fire: accidental toaster fire - damage \$0-\$99  
**Parmelee Hall** - 1 unintentional fire: accidental cooking fire - damage \$0-\$99

**Parmelee Hall** - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
**Walnut** - 3 unintentional fires: accidental cooking fires - damage \$0-\$99  
**University Village** - 2 unintentional fires: accidental cooking fires - damage \$0-\$99  
**University Village** - 1 unintentional fire: accidental cooking fire - damage \$100-\$999

2018 Residence Hall Fire Statistics and Safety Systems

Residence Hall	Physical Address	# Fires	# Injured	# Deaths	Fire Drills	Fire Alarm	Fire Sprinkler	Smoke Detection	Fire Extinguishers	Evacuation Maps
Allison Hall	551 W. Laurel St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Alpine Hall	910 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Aspen Hall	800 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Braiden Hall	1101 Braiden Dr.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett Hall	801 W. Laurel St.	3	0	0	4	Yes	Full	Full	Throughout	Yes
Cottonwood	511 W. Lake St.	2	0	0	4	Yes	Full	Full	Throughout	Yes
Durward Hall	1001 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards Hall	900 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Engineering	816 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Honors	810 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Ingersoll Hall	1001 W. Pitkin St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
International House	1400 W. Elizabeth St.	2	0	0	4	Yes	Full	Full	Throughout	Yes
Lodgepole	521 W. Lake St	0	0	0	4	Yes	Full	Full	Throughout	Yes
Newsom Hall	700 W. Pitkin St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Parmelee Hall	701 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Pinon Hall	900 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Summit Hall	963 W. Pitkin St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
Walnut	501 W. Lake St	2	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall Hall	1009 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie Village Family	501 W. Prospect Rd.	3	0	0	0	No	No	Full	Throughout	No
University Village	1500/1600/1700 W. Plum St.	5	0	0	0	No	No	Full	Throughout	No

Partial is defined as having systems in the individual rooms only.  
 Full is defined as having systems in both the common areas and the individual rooms.

Property damage from fires:

Aggie Village Family - 1 unintentional fire: oven malfunction - damage \$0-\$99  
 Aggie Village Family - 1 unintentional fire: cigarette in dumpster - damage \$0-\$99  
 Aggie Village Family - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
 Corbett Hall - 1 intentional fire: arson; burned poster - damage \$0-\$99  
 Corbett Hall - 1 intentional fire: arson; burned light switch - damage \$0-\$99  
 Corbett Hall - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
 Cottonwood - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
 Cottonwood - 1 unintentional fire: accidental microwave fire - damage \$100-\$999

International House - 2 unintentional fires: accidental cooking fires - damage \$0-\$99  
 Summit Hall - 1 intentional fire: arson; burned poster - damage \$0-\$99  
 University Village - 3 unintentional fires: accidental cooking fires - damage \$0-\$99  
 University Village - 1 intentional fire: arson; minor with matches - damage \$0-\$99  
 University Village - 1 unintentional fire: cigarette in dumpster - damage \$0-\$99  
 Walnut - 1 unintentional fire: accidental cooking fire - damage \$100-\$999  
 Walnut - 1 unintentional fire: accidental cooking fire - damage \$0-\$99

2017 Residence Hall Fire Stats/Safety Systems

Residence Hall	Address	# Fires	# Injured	# Deaths	Fire drills	Fire Alarm	Fire Sprinkler	Smoke detection	Fire Extinguishers	Evacuation maps
Allison Hall	551 W. Laurel St.	1	0	0	4	Yes	Partial	Full	Throughout	Yes
LV Alpine Hall	910 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Aspen Hall	800 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Braiden Hall	1101 Braiden Dr.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett Hall	801 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Cottonwood	511 W. Lake St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Durward Hall	1001 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards Hall	900 W. Pitkin St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
AV Engineering	816 W. Pitkin St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
AV Honors	810 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Ingersoll Hall	1001 W. Pitkin St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
International House	1400 W. Elizabeth St.	2	0	0	4	Yes	Full	Full	Throughout	Yes
Lodgepole	521 W. Lake St	0	0	0	4	Yes	Full	Full	Throughout	Yes
Newsom Hall	700 W. Pitkin St.	1	0	0	4	Yes	Partial	Full	Throughout	Yes
Parmelee Hall	701 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
LV Pinon Hall	900 W. Plum St.	2	0	0	4	Yes	Full	Full	Throughout	Yes
Summit Hall	963 W. Pitkin St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
Walnut	501 W. Lake St	2	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall Hall	1009 W. Laurel St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie Village Family	501 W. Prospect Rd.	1	0	0	0	No	No	Full	Throughout	No
University Village	1500/1600/1700 W. Plum St.	4	0	0	0	No	No	Full	Throughout	No

Partial is defined as having systems in the individual rooms only.  
 Full is defined as having systems in both the common areas and the individual rooms.

Property damage from fires:

Aggie Village Family - 1 unintentional fire: dumpster - damage \$0-\$99  
 Allison Hall - 1 intentional fire: Arson; burned poster - damage \$0-\$99  
 AV Engineering - 1 unintentional fire: accidental cooking fire - damage \$100-\$999  
 Edwards Hall - 1 intentional fire: Arson; burned door decoration - damage \$0-\$99  
 International House - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
 International House - 1 unintentional fire: accidental cooking fire - damage \$100-\$999  
 Newsom Hall - 1 intentional fire: Arson; burned door decorations/doors - damage \$0-\$99  
 LV Pinon Hall - 1 unintentional fire: spontaneous - mulch - damage \$100-\$999  
 LV Pinon Hall - 1 intentional fire: Arson; burned poster/wall - damage \$0-\$99

Summit Hall - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
 University Village - 1 unintentional fire: accidental cooking fire - damage \$100-\$999  
 University Village - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
 University Village - 1 unintentional fire: accidental cooking fire - damage \$100-\$999  
 University Village - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
 Walnut - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
 Walnut - 1 unintentional fire: accidental cooking fire - damage \$0-\$99  
 Westfall Hall - 1 intentional fire: Arson; burned poster - damage \$0-\$99



COLORADO STATE UNIVERSITY  
**PUEBLO**



▶ **2020 FIRE SAFETY AND SECURITY REPORT**

▶ **2019 CRIME STATISTICS**

## Table of Contents

Colorado State University Pueblo Non Discrimination Statement .....	3
Message from Colorado State University Pueblo President .....	4
Message from the Pueblo County Sheriff .....	5
Introduction .....	7
Preparing the Annual Report .....	7
Law Enforcement Qualifications & Authority .....	8
Law Enforcement Partnerships .....	8
Reporting a Crime .....	9
Confidential Crime Reporting .....	9
Reporting a Crime to a Campus Security Authority (CSA) .....	9
Secure Access to Campus Facilities .....	10
Secure Access to Residential Facilities .....	10
Security Considerations in Building Maintenance .....	10
Timely Warning & Emergency Notification .....	11
How to sign up for the Emergency Alert System .....	12
Crime Prevention .....	13
Colorado State Law Definitions .....	15
Sexual Harassment - including Sexual Assault, Domestic Violence, Dating Violence and Stalking .....	17
Disciplinary Action Procedures for Sexual Harassment, including Sexual Assault, Domestic Violence, Dating Violence & Stalking .....	23
Alcohol and Other Drug Policy .....	35
Alcohol and Other Drug Prevention Programs .....	39
Missing Student Policy .....	40
Fire Safety .....	42
Fire Suppression and Detection Systems .....	42
Electrical Appliances, Smoking, and Open Flame Policies .....	45
Fire Safety Education .....	45
Fire Statistics .....	46
Colorado State University Pueblo Crime Statistics .....	48
Campus Emergency Call Box Map .....	51

# Colorado State University Pueblo Non-Discrimination Statement

## Equal Opportunity/Affirmative Action Commitment & Notice of Non-discrimination

Colorado State University Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of discrimination, protected class harassment, sexual misconduct, intimate partner violence stalking, and retaliation. Furthermore, CSU Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. In furtherance of this commitment, CSU Pueblo does not discriminate on the basis of age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, veteran status, or because an individual has inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. CSU Pueblo is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs and activities, and the use of its facilities. The University takes affirmative action to employ qualified women, racial/ethnic minorities, protected veterans, and individuals with disabilities.

CSU Pueblo complies with the Equal Pay Act, Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments, the Americans with Disabilities Act, as amended, Section 503/504 of the Rehabilitation Act, the Age Discrimination Act, Age Discrimination in Employment Act, the Vietnam Era Veterans' Readjustment Assistance Act, the Pregnancy Discrimination Act, Executive Order 11246, as amended, Violence Against Women Reauthorization Act of 2013, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado.

The Director of Compliance/Title IX Coordinator has been designated by the President as the person with overall responsibility for the implementation and maintenance of the University's affirmative action programs. The Director of Compliance/Title IX Coordinator has also been designated as the University's Title IX Coordinator, Americans with Disabilities Act (ADA) Coordinator, and Section 504 of the Rehabilitation Act of 1973 Coordinator. As such, the Director of Compliance/Title IX Coordinator is responsible for addressing compliance with all federal, state, and local laws pertaining to nondiscrimination, civil rights, access, and equity. For any inquiries or concerns regarding discrimination, protected class harassment, or sexual misconduct, please contact Kat Abernathy (kat.abernathy@csupueblo.edu), Interim Director of Compliance/Title IX Coordinator at (719) 549-2256, Administration Building – Room 307.

Student seeking disability resources and accommodation or who have other related concerns, should contact Justin Hiniker ([dro@csupueblo.edu](mailto:dro@csupueblo.edu)), Director of the Disability Resource & Support Center at (719) 549-2648, Library and Academic Resource Center (LARC) – Room 169.

Employees seeking disability resources and accommodations or who have other related concerns, should contact Kat Abernathy (kat.abernathy@csupueblo.edu), Interim Director of Compliance/Title IX Coordinator at (719) 549-2256, Administration Building – Room 307

Please visit: [CSUPueblo.edu/institutional-equity](https://CSUPueblo.edu/institutional-equity) for more information.





## ▶ Message from Colorado State University Pueblo President

To the Campus Community:

The 2020 Fire Safety and Security Report contains important information about our campus environment.

All colleges and universities that participate in federal financial aid programs are required to keep and disclose crime statistics per the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Jeanne Clery Act). Enclosed you will find information about key institutional policies, personal safety and crime prevention information, how to report suspicious and criminal activities, and required Clery Act crime statistics for the last three calendar years.

For more than a decade, the Pueblo County Sheriff's Office (PCSO) has provided law enforcement services as well as community-oriented prevention and education activities that help to reinforce safety to students, faculty, staff, and campus visitors. It is incumbent upon all of us to familiarize ourselves with our resources and processes for preventing and responding to criminal activity. This annual report serves as a resource of safety information as well as policies and procedures that we hope will help secure a safe environment in which to teach, learn, and work.

Timothy P. Mottet

President





## Emergency Information

### EMERGENCY

DIAL 911

### ON-CAMPUS

CSU Pueblo Sheriff's Office  
Lower Level of Administration Building  
(719) 549-2373

### OFF-CAMPUS

City of Pueblo Police Department  
(719) 553-2502  
Dispatch for Reporting

### CAMPUS EMERGENCY CALL BOXES

These boxes are strategically located on campus and are available to students, staff, or visitors who would like to seek safety assistance and/or report any crime in progress. Once the call is activated, it will connect directly to the Pueblo County Sheriff's Office Dispatch Center. **SEE CALL BOX MAP on Page 45**

### Stay Informed – Daily Crime Log

The Pueblo County Sheriff's Office at Colorado State University Pueblo Crime Log contains information on recent crimes and incidents that have occurred on the Colorado State University Pueblo Campus; visit:

[csupueblo.edu/campus-safety/sheriffs-office/index.html](http://csupueblo.edu/campus-safety/sheriffs-office/index.html)



### Message from the Pueblo County Sheriff

The Pueblo County Sheriff's Office is proud to serve as the law enforcement agency at CSU Pueblo. Our goal is to provide the students, faculty, staff, and guests with the highest level of safety and security through interaction, education, and response.

Our deputies serve in a way that fosters trust, cooperation, and compliance while still demonstrating the utmost respect and compassion for CSU Pueblo students and their guests.

The Pueblo County Sheriff's Office at CSU Pueblo strives to protect life and property in an attempt to create a safe environment conducive to learning.

If you have questions or concerns about campus safety, do not hesitate to contact Lt. Cliff Kindred at our CSU Pueblo Campus Sheriff's Office at 719-549-2373. For further information regarding the Pueblo County Sheriff's Office, visit:

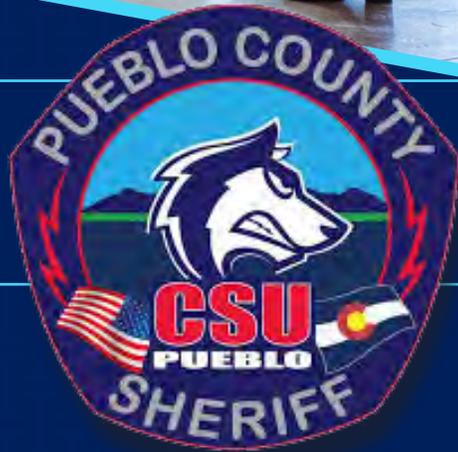
[sheriff.co.pueblo.co.us/](http://sheriff.co.pueblo.co.us/)

Kirk M. Taylor  
Sheriff





# ▶ SAFETY



## Introduction

The information in this report is provided to educate current students, prospective students, faculty, and staff about safety and security policies, procedures, and statistics for Colorado State University Pueblo (CSU Pueblo). The University believes that a well-informed campus community is better prepared to deal with crime and emergency situations. The University encourages campus community members to become actively involved with the safety and security of students, faculty, and staff.

In 1990, the Higher Education Act of 1965 (HEA) was amended to include the Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101- 542). This amendment required all postsecondary institutions participating in Title IV student financial aid programs to disclose campus crime statistics and security information. In 1998, the act was renamed the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act in memory of Jeanne Clery, a university student who was killed in her dorm room in 1986. More commonly known as the Clery Act, this law requires colleges and universities to:

- Collect, classify, and count crime reports and statistics
- Issue campus alerts
- Publish an annual security report
- Submit crime statistics to the Department of Education
- Maintain a daily crime log
- Disclose missing student notification procedures
- Provide fire safety information

## Preparing the Annual Report

This report is compiled by the CSU Pueblo Safety Team that is comprised of campus law enforcement, administrators, and staff members who are responsible for and/or directly involved with safety and security of the campus:

- Associate Vice President of Facilities Management
- Pueblo County Sheriff's Office at CSU Pueblo
- Senior Associate Vice President of Student Affairs
- Deputy General Counsel
- Executive Director of Marketing, Communications, & Community Relations
- Director of Student Conduct and Community Standards
- Assistant Dean of Student Conduct and Residence Life and Housing
- Parking and Safety Manager
- Human Resources and Institutional Equity

The Pueblo County Sheriff's Office at CSU Pueblo, in conjunction with the CSU Pueblo designated Clery Coordinator, prepared the annual disclosure of crime statistics report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The report is prepared in cooperation with the Division of Student Affairs, including the Office of Residence Life and Housing and the Office of Student Conduct and Community Standards. Campus fire, crime, arrest, and disciplinary referral statistics include those reported to the Pueblo County Sheriff's Office at CSU Pueblo and to University Campus Security Authorities.

## Law Enforcement Qualifications & Authority

Law enforcement services at CSU Pueblo are provided by the Pueblo County Sheriff's Office. The Sheriff's Office is staffed with experienced State-Certified peace officers who are current in Colorado Peace Officer Standards and Training (P.O.S.T.) procedures. All of these officers have the authority to make an arrest. Additionally, the Pueblo County Sheriff's Office provides law enforcement and emergency services to unincorporated Pueblo County. This connection to the community means that campus law enforcement is up to date with developments in the community allowing them to better serve the campus. Deputies assigned to CSU Pueblo actively monitor off-campus crime, as it relates to the campus, students, faculty, and staff.

## Law Enforcement Partnerships

CSU Pueblo has a contractual and collaborative agreement with the Pueblo County Sheriff's Office to provide all law enforcement services on campus. This partnership allows CSU Pueblo to have access to all services that are available to the larger community, including emergency management, search and rescue teams, investigations unit, high-tech crimes unit, and SWAT teams. Because CSU Pueblo is adjacent to State of Colorado Highway property and City of Pueblo residential and commercial property, the Sheriff's Office and CSU Pueblo work closely with the Colorado State Patrol (CSP) and the Pueblo City Police Department (PPD) to address any issues, emergencies, or community service needs that may involve both CSU Pueblo and CSP and/or PPD geographical areas of jurisdiction.



This report is posted on the CSU Pueblo website:

[CSUPueblo.edu/campus-safety/](https://CSUPueblo.edu/campus-safety/)



Copies of the report are retained in the offices of:

- Admissions
- Human Resources
- Facilities Management
- Offices of Student Affairs
- Offices of the General Counsel
- Marketing, Communications and Community Relations

## Take Safety Precautions

Students, faculty, and staff should take the following precautions to prevent circumventing policies designed to protect the safety of self and others:

- Do not prop doors open or allow strangers into campus buildings that have been secured.
- Do not lend keys or leave them unattended.
- Do not give codes to anyone.
- Keep your valuables secured and out of sight.
- Notify the Sheriff's Office of any suspicious activities or individuals.

## Reporting a Crime

In the event of any crime, fire, or emergency on campus, students and employees should immediately notify the Pueblo County Sheriff's Office (PCSO), located at CSU Pueblo. They will respond to all reports and make appropriate referrals to the Pueblo County District Attorney's Office, appropriate University Administrators, and/or the CSU Pueblo Office of Student Conduct and Community Standards. The PCSO at CSU Pueblo is housed in Administration 118. Students may call (719) 549-2373 for general safety and security information or to contact individual Sheriff's Office staff.

For all off-campus emergencies, calls should be directed to the local law enforcement agency. Students enrolled in any CSU Pueblo classes held in Colorado Springs should contact the Colorado Springs Police Department or the El Paso County Sheriff's Office to report a crime. If attending classes at Ft. Carson Army Base, contact the appropriate Ft. Carson law enforcement authorities to report a crime. Students who reside in the City of Pueblo should direct their emergency calls to 911 or to the Pueblo City Police Department (719) 553-2502.

## Confidential Crime Reporting

A witness of a crime who wishes to remain anonymous may call the CSU Pueblo Tip Line at (719) 549-2376. The Tip Line is a voice message system only; and therefore, immediate action will not be taken. Witnesses of crimes also may report to Pueblo Crime Stoppers at (719) 542-7867 (STOP).

## Reporting a Crime to a Campus Security Authority (CSA)

For the purpose of a timely warning, the University encourages students and employees to promptly report any fire or criminal activity directly to the Pueblo County Sheriff's Office at CSU Pueblo. However, students and employees may report a fire or crime to a Campus Security Authority (CSA) who is responsible for forwarding non-identifying information to the Clery Coordinator for inclusion in the annual Security Report, regardless of whether the victim chooses to file a report with law enforcement.

## WHO IS A CAMPUS SECURITY AUTHORITY?

- Pueblo County Sheriff's Office at CSU Pueblo
- Parking Operations Staff
- Vice President of Enrollment Management, Communications and Student Affairs
- Senior Associate Vice President of Student Affairs
- Assistant Dean of Student Engagement, Events and Leadership
- Office of Student Engagement and Leadership Staff
- Human Resources and Institutional Equity Staff
- Student Organization Advisors
- Director of Student Conduct and Community Standards
- Assistant Director, Health Education and Prevention
- Assistant Dean, Student Life
- Residence Area Coordinators
- Resident Assistants
- All Athletics Department Staff
- All Athletics Department Volunteers
- Extended Studies Student Advisor
- Site Manager, University Tower Location at Colorado Springs
- Site Manager, Fort Carson Location
- Director of Center for Academic Enrichment
- Center for Academic Enrichment Advisors
- Director of Disability Resource and Support Center
- Student Recreation Center Professional Staff
- Student Recreation Center Front Desk Staff
- Director of Student Support Services (SSS)
- Education Development Specialist (SSS)
- Associate Vice President for Facilities
- Director of Auxiliary Services
- Director of Career Center
- Director of Student Financial Services
- Financial Aid Counselors
- Assistance Dean for Student Support and Advocacy
- Director of English Language Institute
- Hasan School of Business Academic Advisors
- Asst. Director of Latinx Program and CAMP
- Coordinator, Center for International Programs
- Writing Room and General Education Coordinator
- Director of Honors Program
- Director of Presidents Leadership Program
- Director of STEM Learning Center
- Director of CBASE

### ***Exemption from Reporting***

Licensed professional mental health counselors and pastoral counselors (employed by religious organizations to provide confidential counseling) who are working within the scope of their license or religious assignment at the time they receive the crime report are exempt from reporting under the Clery Act.

## **Secure Access to Campus Facilities**

Preserving a safe and secure environment is the responsibility of everyone on campus. Employees have the responsibility to secure their work area, and students have the responsibility to lock their residence hall rooms and apartments, as well as secure their personal property.

Most campus buildings and facilities are accessible to the public during normal business hours Monday through Friday, excluding holidays. Certain facilities may be opened by facilities personnel for designated hours on weekends and evenings. Buildings may be secured at different times based upon class schedule, special events, and computer lab hours.

## **Secure Access to Residential Facilities**

All residence halls are secured using a card access system. Residence halls are accessible to the campus community and visitors from 8 a.m. to 5 p.m. Monday through Friday. Residence Halls have restricted access on weekends from 5 p.m. on Friday to 8 a.m. on Monday. During those hours, any visitors must be accompanied by a hall resident, and the resident must provide proper identification and access card. Visitors must sign in at the front desk. Access to the residence halls, after business hours, may be made available for campus programming. Campus apartments are secured by lock and key and are not available for community access at any time.

## **Security Considerations in Building Maintenance**

Although maintenance requests are prioritized based upon need, budget, and emerging conditions, safety and security issues that are observed may be a cause for quicker response and handling. If a student, faculty, staff, or visitor notices a potentially dangerous or hazardous condition concerning maintenance, they should immediately contact the University Physical Plant at (719) 549-2211. The University conducts a semi-annual nighttime review of outdoor lighting and responds by installing or repairing lighting as needed.

The University requires all contractors who work in campus-owned residences to agree to and follow the policies and procedures set forth in the Special Contract Conditions for Construction Projects in Occupied Student Housing Facilities at Colorado State University Pueblo. Contractors are required to adhere to special contract conditions for projects that involve construction within or adjacent to student housing facilities, defined as residence halls and apartments. The contractor, all workers, subcontractors, deliverymen, and anyone else coming on to the work site must be informed of the requirements to respect the students' privacy and enjoyment of their residences. The work must be done in a manner that maintains the security of the students' residences, limits contact with the residents, provides advance notice of any work that may affect the residents, and limits communications about the project to those persons designated by CSU Pueblo.

## ▶ Timely Warning & Emergency Notification

### *Timely Warning*

Under the Clery Act (20 U.S.C. state § 1092), CSU Pueblo, through designated personnel, is responsible for issuing a “timely warning” if a crime has been reported and CSU Pueblo determines there is a serious or continuing threat to the campus community. In addition, CSU Pueblo is required to send an “emergency notification” if there is an immediate threat to the health or safety of students or employees occurring on campus.

### **The decision to issue a timely warning or an emergency notification:**

- Will be decided on a case-by-case basis in compliance with the Clery Act and after consideration of available facts.
- May depend on the nature of the crime, the continuing danger to the campus community, and the possible risk of compromising law enforcement efforts.
- Will depend upon the particular health or safety threat. CSU Pueblo will, without delay, take into account the safety of the community, determine the content of the notification, and will determine whether to initiate the notification system.

### ***Emergency Notification***

The emergency notification system will be immediately activated when University authorized representatives become aware of and confirm a critical incident or other emergency situation that potentially affects the health and/or safety of the campus community.

Law enforcement and University officials will assist those preparing the emergency notification with determining what segment or segments of the campus community should receive the notification. Generally, campus community members in the immediate area of the dangerous situation (i.e. the building, adjacent buildings, or surrounding area) will receive the emergency notification first. The University may issue subsequent notifications to a wider group of community members. In addition to the emergency notification that may be issued via the University mass notification system, the University will post applicable messages about the dangerous condition on the University website and social media outlets to help ensure the rest of the campus is aware of the situation and the steps they should take to maintain personal and campus safety. The University will not disclose the identity of any victim related to the situation prompting the notice.

If the emergency affects a significant portion of or the entire campus, University officials will distribute the notification to the entire campus community. With the assistance of the Pueblo County Sheriff’s Office, the University will determine the content of the notification. The University has developed a wide range of template messages addressing several different emergency situations. The communications officers (or others issuing the alert) will select the template message most appropriate to the on-going situation and modify it to address the specifics of the present incident.

## How to sign up for the Emergency Alert System

**HOW DO STUDENTS REGISTER FOR EMERGENCY ALERTS?** Enrollment in this program is not automatic. Participation in this program is voluntary. Students must register for the service and will be responsible for updating their personal cell phone numbers in the event their contact information changes. It may take up to 72 hours for a cell phone number to become active in the Emergency Notification System.

- Sign on to your PAWS Account
- Click the “Emergency Text” Tab
- Respond to prompts each time you register

**HOW DOES THE SYSTEM WORK?** In the event of an emergency, a scheduled testing of the emergency system, or an unexpected closing of the University, a text message will be sent to all enrolled cell phones.

Each text message will begin with the message “\*CSU Pueblo ALERT!\*” and will follow with the nature of the alert and any additional information. The text message will be brief, and you will be instructed to check the main CSU Pueblo website or other media outlets for more information. You will receive messages within a few minutes of their transmission as long as your cell phone is turned on. The University will test the system each semester by sending a test message.

**DOES IT COST?** The service is free, but you may be charged your cellular service provider’s standard rates. If you have verified the registered cell phone number is correct and you do not receive the once a-semester test message, you will need to check with your carrier to make sure your number is not blocked from receiving subscription text messaging from short codes.

### FACULTY AND STAFF REGISTER THROUGH THE FACULTY & STAFF PORTAL

MORE INFORMATION CAN BE FOUND ONLINE AT:

[CSUPueblo.edu/campus-safety/csu-pueblo-alert.html](https://CSUPueblo.edu/campus-safety/csu-pueblo-alert.html)



**Contractors, Guests, Visitors and Parents SMS Text-In Option**

**Text PackAlert to 67283**

## Crime Prevention

Throughout the year, campus personnel and Sheriff's Deputies participate in programs aimed at crime prevention and the community policing philosophy to provide information that pertains to crime prevention, alcohol use, and illegal drugs. Educational programs are provided to students, faculty, and staff that include New Student Orientation and Parent Orientation Safety sessions, Alcohol and Drug Awareness, Active Shooter Awareness, Student-Athlete Safety Training, Orientation, Residence Life and Housing Safety Training, DUI Awareness, Stalking Awareness, Fire Safety Education, and other training as needed for students, faculty, and staff.

### Crime Prevention Services

- **CAMPUS SAFETY OFFICERS (CSOS):** CSU-Pueblo student employees who provide additional foot patrol, building security, and parking enforcement. Call (719) 549-2373.
- **CAMPUS SAFE WALK:** Available to any campus member who wants to have the added security of being escorted from one location to another. Call (719) 549-2373 for assistance.
- **RESIDENCE HALL AND BUILDING PATROL:** Patrols include Sheriff's Deputies and CSOs patrolling in and around campus buildings.
- **EMERGENCY CALL BOXES:** Call boxes are found in 15 locations around campus. Call box maps and pictures are located at the end of this document.
- **LIGHTING SURVEY:** Facilities personnel regularly survey outdoor lighting and address any concerns. Call (719) 549-2211 to report lighting issues.
- **INDIVIDUAL OR DEPARTMENTAL SAFETY CONSULTATION:** Campus members are encouraged to contact a Deputy with any safety or security concerns by visiting the Pueblo County Sheriff's Office at CSU Pueblo Administration 118 or dialing (719) 549-2373.
- **ACTIVE ASSAILANT RESPONSE TRAINING:** At various times throughout the year, the PCSO conducts active assailant response training on campus.
- **SEX OFFENDER REGISTRY:** Information about registered sex offenders enrolled, working, or volunteering at Colorado State University Pueblo may be obtained from the Pueblo County Sheriff's Office at CSU Pueblo in Administration 118 or (719) 549-2373. Additionally, information about registered sex offenders residing in Pueblo County is available at the Pueblo County Sheriff's Office Annex, 920 N. Main St., Pueblo, CO 81003 (719) 583-6400, or online at [sotar.us](http://sotar.us). A list of registered sex offenders residing in the City of Pueblo can be found at the Pueblo Police Department's website, [police.pueblo.us/p2c/sexoffenders.aspx](http://police.pueblo.us/p2c/sexoffenders.aspx). These lists include only those persons who have been required by law to register and who are in compliance with the sex offender registration laws.

[sotar.us](http://sotar.us)



[police.pueblo.us/p2c/sexoffenders.aspx](http://police.pueblo.us/p2c/sexoffenders.aspx)



## Crime Prevention - Cont.

- **OPERATION ID:** Allows students, faculty, or staff to register valuable items with the Pueblo County Sheriff's Office at Colorado State University Pueblo. The Sheriff's Office will keep the record on file to be used for identification purposes should the items be stolen. Items can be registered by obtaining a form from the Campus Sheriff's Office or online at: [CSUPueblo.edu/campus-safety/sheriffs-office/operation-id.html](https://CSUPueblo.edu/campus-safety/sheriffs-office/operation-id.html)



Additional information regarding crime prevention services can be found in the CSU Pueblo Student Pack Guide at [CSUPueblo.edu/student-affairs/index.html](https://CSUPueblo.edu/student-affairs/index.html).



## Colorado State Law Definitions

The Colorado criminal law definitions of sexual assault, domestic violence, and stalking may be different from some of the definitions used in University policies. Colorado criminal law does not define dating violence. Reproduced below are the relevant sections of the Colorado Criminal Code.

### Consent – Colorado Revised Statute § 18-3-401

(1.5) “Consent” for sexual activity means 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.

### Sexual Assault – Colorado Revised Statute § 18-3-402

- (1) Any actor who knowingly inflicts sexual intrusion or sexual penetration on a victim commits sexual assault if:
- a) The actor causes submission of the victim by means of sufficient consequences reasonably calculated to cause submission against the victim’s will; or
  - b) The actor knows that the victim is incapable of appraising the nature of the victim’s conduct; or
  - c) The actor knows that the victim submits erroneously, believing the actor to be the victim’s spouse; or
  - d) At the time of the commission of the act, the victim is less than fifteen years of age and the actor is at least four years older than the victim and is not the spouse of the victim; or
  - e) At the time of the commission of the act, the victim is at least fifteen years of age but less than seventeen years of age and the actor is at least ten years older than the victim and is not the spouse of the victim; or
  - f) The victim is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over the victim and uses this position of authority to coerce the victim to submit, unless the act is incident to a lawful search; or
  - g) The actor, while purporting to offer a medical service, engages in treatment or examination of a victim for other than bona fide medical purposes or in a manner substantially inconsistent with reasonable medical practices; or
  - h) The victim is physically helpless and the actor knows the victim is physically helpless and the victim has not consented.

### Unlawful Sexual Contact – Colorado Revised Statute § 18-3-404

- (1) Any actor who knowingly subjects a victim to any sexual contact commits unlawful sexual contact if:

## Colorado State Law Definitions - Cont.

- a) The actor knows that the victim does not consent; or
- b) The actor knows that the victim is incapable of appraising the nature of the victim's conduct; or
- c) The victim is physically helpless and the actor knows that the victim is physically helpless and the victim has not consented; or
- d) The actor has substantially impaired the victim's power to appraise or control the victim's conduct by employing, without the victim's consent, any drug, intoxicant, or other means for the purpose of causing submission; or
- e) Repealed.
- f) The victim is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over the victim and uses this position of authority, unless incident to a lawful search, to coerce the victim to submit; or
- g) The actor engages in treatment or examination of a victim for other than bona fide medical purposes or in a manner substantially inconsistent with reasonable medical practices.

(1.5) Any person who knowingly, with or without sexual contact, induces or coerces a child by any of the means set forth in section 18-3-402 to expose intimate parts or to engage in any sexual contact, intrusion, or penetration with another person, for the purpose of the actor's own sexual gratification, commits unlawful sexual contact. For the purposes of this subsection (1.5), the term "child" means any person under the age of eighteen years.

### Domestic Violence – Colorado Revised Statute § 18-6-800.3 (1)-(2)

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. Intimate relationship means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time. 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. (Note: in Colorado, "dating violence" is included with the broader definition of domestic violence).

## Colorado State Law Definitions - Cont.

### Stalking – Colorado Revised Statute § 18-3-602 (1)(a)-(c)

A person commits stalking if directly, or indirectly through another person, the person knowingly:

- a) Makes a credible threat to another person and, in connection with the threat, repeatedly follows, approaches, contacts, or places under surveillance that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship; or
- b) Makes a credible threat to another person and, in connection with the threat, repeatedly makes any form of communication with that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship, regardless of whether a conversation ensues; or
- c) Repeatedly follows, approaches, contacts, places under surveillance, or makes any form of communication with another person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship in a manner that would cause a reasonable person to suffer serious emotional distress and does cause that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship to suffer serious emotional distress. For purposes of this paragraph (c), a victim need not show that he or she received professional treatment or counseling to show that he or she suffered serious emotional distress. 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. (Note: in Colorado, "dating violence" is included with the broader definition of domestic violence).

## SEXUAL HARASSMENT – including Sexual Assault, Domestic Violence, Dating Violence and Stalking

CSU Pueblo is committed to equal educational and employment opportunities, and to the elimination of all form of sexual harassment, including sexual assault, domestic violence, dating violence and stalking. Furthermore, CSU-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. CSU Pueblo prohibits any conduct that constitutes sexual harassment, including sexual assault, domestic violence, dating violence and stalking. . As such, CSU Pueblo prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking.

### Definitions

WHAT IS SEXUAL HARASSMENT UNDER CSU PUEBLO POLICY?

**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

## SEXUAL HARASSMENT – including Sexual Assault, Domestic Violence, Dating Violence and Stalking - Cont.

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). All definitions are as defined under the Violence Against Women's Act.

### WHAT IS SEXUAL HARASSMENT UNDER CSU PUEBLO 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. The definition of "sexual assault" includes rape, fondling, incest, and statutory rape.

### WHAT IS DOMESTIC VIOLENCE UNDER CSU PUEBLO POLICY?

**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.

### WHAT IS DATING VIOLENCE UNDER THE CSU PUEBLO POLICY?

**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.

### WHAT IS STALKING UNDER CSU PUEBLO POLICY?

**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.

### WHAT TO DO IF THIS HAS OCCURRED TO YOU?

At any time, any person may report Sexual Harassment, which includes Sexual Assault, Domestic Violence, Dating Violence and Stalking (whether or not the person reporting is the person alleged to be the victim of Sexual Harassment), in person, by mail, by telephone, or by electronic mail to the Director of Compliance/Title IX Coordinator, or by any other means that results in the Director of Compliance/Title IX Coordinator receiving the person's verbal or written report.

## SEXUAL HARASSMENT – including Sexual Assault, Domestic Violence, Dating Violence and Stalking - Cont.

Any official with authority who receives a report of alleged Sexual Harassment must promptly report the alleged Sexual Harassment to the Director of Compliance/Title IX Coordinator. Upon receiving a report of alleged Sexual Harassment, the Director of Compliance/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.

If an individual wishes to report an allegation or concern to law enforcement, and the alleged incident occurred on the University's Pueblo Campus, the individual can report to the Pueblo County Sheriff's Office, at the following:

Pueblo County Sheriff's Office  
Administration Building 118  
(719) 549-2373 – non-emergency number

If an individual wishes to report an allegation or concern to law enforcement, and the alleged incident occurred off of the University's Pueblo campus but in the City of Pueblo, including the privately owned property surrounding the University's campus, the individual can report to the City of Pueblo Police Department at the following:

Pueblo Police Department  
200 South Main Street  
Pueblo, Colorado 81003  
(719) 553-2538 – non-emergency number

If an individual wishes to report an allegation or concern to law enforcement, and the alleged incident occurred at the CSU Pueblo, Colorado Springs location, including the parking lot and building entrances, the individual can report to the El Paso County Sheriff's Office at the following:

El Paso County Sheriff's Office  
(719) 520-7100 – non-emergency number

Contact information for law enforcement agencies in other jurisdictions where the University has physical operations can be found under the reporting tab on the Human Resources and Institutional Equity's webpage at [CSUPueblo.edu/hr](https://CSUPueblo.edu/hr).



It is important to preserve evidence if a student or employee has been a victim of any of these crimes. The preservation of evidence will help prove the crime occurred and also may help obtain a restraining order from the Courts, if necessary. The student or employee should preserve any text messages, pictures, voice messages, call logs, clothing, or other items that may have been involved in the crimes. If they have text messages or electronic communications, they should take a "screen capture" or print out a copy of the electronic evidence in case the device becomes damaged or destroyed. When saving text messages or any electronic communications, they should remember to save it in a format that shows the timestamp for the communication. All items should be given to law enforcement.

## SEXUAL HARASSMENT – including Sexual Assault, Domestic Violence, Dating Violence and Stalking - Cont.

An individual who wishes to make a report to law enforcement regarding an alleged sexual assault may ask to have a forensic examination by a trained medical professional, such as a Sexual Assault Nurse Examiner (“SANE”) for the purposes of preserving evidence. It is important for the preservation of evidence for a person to refrain from showering, washing clothes or placing them in a plastic bag, or otherwise altering the physical status until after they have contacted law enforcement or had an exam.

Colorado law allows for an individual to have undergone a forensic exam without any identifying information being turned over to law enforcement.

If a student or employee contacts the Pueblo Rape Crisis Center, the Center also will assist with reporting the crime. The Pueblo Rape Crisis Center, (719)549-0549, will provide an advocate to accompany the student or employee to the hospital and also will inform them of additional resources. The Rape Crisis Center operates a 24-hour hotline for services. A Community Organization for Victim Assistance (ACOVA), (719)583-6250, can also provide an advocate to assist an individual with reporting an allegation to law enforcement or accompanying the individual to the hospital for a forensic exam. Parkview Medical Center, 400 W. 16th St., Pueblo, CO 81003, provides Sexual Assault Nurse Examiners (SANE) who can conduct the appropriate and necessary examination to preserve evidence and provide medical assistance.

### WHAT TO DO IF THIS HAS OCCURRED TO YOU?

#### 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.

#### 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:

## SEXUAL HARASSMENT – including Sexual Assault, Domestic Violence, Dating Violence and Stalking - Cont.

- 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 Director of Compliance/Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Also, the University will abide by the terms of a validly issued protection order. ACOVA (whose contact information is below) can assist you with requesting a protection order through the county courts. Information on protection orders and ACOVA's protection order clinic is also available on ACOVA's website at [acovapueblo.org/Protection\\_Order\\_Clinic.html](http://acovapueblo.org/Protection_Order_Clinic.html).



## Important Tips to Preserve Evidence



Hospital staff can collect evidence, check for injuries, and address the possibility of exposure to sexually-transmitted infections. If clothing has been changed since the assault, the clothing worn at the time of the assault should be brought to the hospital in a clean, sanitary container such as a clean paper grocery bag or wrapped in a clean sheet (plastic containers do not breathe and may render evidence useless). Otherwise, a change of clothing should be brought to the hospital, as the clothing being worn may be kept as evidence. The area where the assault occurred should remain undisturbed—leave all sheets, towels, etc. that may bear evidence for law enforcement to collect.

The private nature of information provided to the Office of Human Resources and Institutional Equity and the University regarding an allegation of sexual harassment, including sexual assault, domestic violence, dating violence or stalking will be accorded the utmost respect. Identifiable information is not shared except to investigate or resolve an allegation of prohibited conduct, in order to comply with the law, or to the extent necessary to provide accommodations or supportive measures. Accommodations or supportive measures related to living arrangements, class modifications, employment duties, and other situations will be discussed only with necessary personnel at the University and with the goal of keeping the information as private as possible given the circumstances.

The University has federal reporting obligations under the Clery Act, including the obligation to provide, publicly, statistics or timely warnings regarding certain reported crimes. The University will not include a Complainant's name or other identifying information in publicly available reports or timely warnings, as proscribed by the Clery Act.

The University recognizes that an individual may wish to further maintain their confidentiality beyond the scope described above. As such, the Director of Compliance/Title IX Coordinator, in the capacity as the Title IX Coordinator, or designee, will respectfully consider all requests by an alleged victim: that identifying information not be shared with the other party; that the alleged prohibited conduct not be investigated by the University; or that to otherwise not participate in an investigation by the University. The University also recognizes that it has an obligation to provide a safe environment for all University Members, that it be free from sexual harassment, including sexual assault, domestic violence, dating violence or stalking. A request for additional privacy may severely limit the University's ability to provide a safe environment freely from prohibited conduct, investigate the allegations, and pursue disciplinary action against an individual, if warranted. Therefore, there may be circumstances in which the University cannot honor a request for further privacy in light of the University's obligation to provide a safe and non-discriminatory environment for all University Community Members.

# Important Numbers to Report and/or Receive Services Related to Sexual Assault, Intimate Partner Violence and Stalking

## ▶ Emergency - 911

### On-Campus Services

Pueblo County Sheriff's Office	(719) 549-2373
CSU Pueblo Title IX Coordinator	(719) 549-2210
University Student Counseling Center	(719) 549-2838
University Student Health Center	(719) 549-2830
Student Financial Aid Office	(719) 549-2753

### Off-Campus Services

Pueblo Police Department	(719) 553-2502
El Paso County Sheriff's Office	(719) 520-7100
Pueblo Rape Crisis Center	(719) 549-0549
Parkview Medical Center	(719) 584-4400
National Sexual Assault Hotline	(800) 656-4673
ACOVA	(719) 583-6250
Colorado Legal Services	(719) 545-6708
YWCA Pueblo	(719) 542-6904

## ▶ Disciplinary Action Procedures for Sexual Harassment, including Sexual Assault, Domestic Violence, Dating Violence & Stalking

The University's Policy on Title IX, Sexual Harassment and Gender Discrimination expressly prohibits any conduct that constitutes Sexual Harassment and Gender Discrimination for its students and staff. A student or employee alleged to have engaged in prohibited conduct may be subject to investigation and discipline for their conduct.

During any process defined under University's Policy on Title IX, Sexual Harassment and Gender Discrimination or its Procedures, both the Complainant and the Respondent have the following rights.

## Disciplinary Action Procedures for Sexual Harassment, including Sexual Assault, Domestic Violence, Dating Violence & Stalking - Cont.

- (A) The right to have a support person or advisor of their choice accompany them during any stage of the process.
1. The support person or advisor may not be permitted to ask or answer questions, or otherwise speak or advocate on behalf of the party.
  2. The support person or advisor may be asked to leave any meeting if the support person or advisor becomes disruptive or otherwise substantially interferes with the process.
  3. The support person or advisor may be an attorney, family member, faculty or staff member, a trusted friend, or anyone else the party chooses.
  4. The support person or advisor should not be a person who may reasonably be called as a witness as part of an investigation. A support person or advisor who is also a witness may be asked to leave a meeting during which substantive information regarding the conduct alleged to have violated the Policy are being discussed.

The right to participate or decline to participate in the process. However, even if a party declines to participate, the University may, in some instances, continue to investigate the matter and issue an investigative report and discipline, if warranted, based on available information.

- (A) The right to consult at any time with any other resources.
- (B) The right to request support services, assistance, accommodations, and supportive Measures.
- (C) The right to reasonable updates regarding the status of the resolution process.
- (D) The right not to have their irrelevant past sexual history discussed during the process.

The University's formal resolution process for resolving alleged violations of the Policy on Title IX, Sexual Harassment and Gender Discrimination involve two main phases, as outlined below. The first phase involves the investigation and a live hearing to determine if a violation of the policy occurred. The second phase involves the determination of appropriate disciplinary action if a violation was found to have occurred. All allegations of a violation of the Policy on Title IX, Sexual Harassment and Gender Discrimination must be proven by a preponderance of the evidence. This means that in the judgment of the Decision Maker it is more likely than not that a violation of the Policy occurred.

## **I. Formal Investigation/Resolution**

### **(A) Initiation of a Formal Investigation**

- (1) Upon receipt of a Formal Complaint and a determination of jurisdictional scope, a prompt and equitable formal investigation of an alleged violation of the Policy shall be initiated.
- (2) Title IX Coordinator will issue written notice of allegation to the Respondent and Complainant, if known. The written notice will be provided to each Party with sufficient time to prepare a response before any initial interview. The notice of allegations will include the following:
  - a. Notice of this policy and the processes within this policy, including the informal resolution process described in Section 2 above;
  - b. The identities of the Parties involved, if known;
  - c. The conduct allegedly constituting sexual harassment;
  - d. The date and location of the incident, if known;
  - e. A statement that the Respondent is presumed not responsible for the alleged conduct;
  - f. A statement that a determination regarding responsibility is made at the conclusion of the formal resolution process;
  - g. A statement that Parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
  - h. A statement that Parties may inspect and review evidence; and
  - i. A statement that knowingly making false statements or knowingly submitting false information during this process is prohibited and may be grounds for separate discipline.

### **(B) Investigation**

- (1) CSU Pueblo will investigate the allegations in a Formal Complaint.
- (2) CSU Pueblo, and not the Complainant or the Respondent, has the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility.
- (3) CSU Pueblo 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 CSU Pueblo obtains that Party's voluntary written consent to do so for the resolution process.
- (4) During the investigation, each Party has an opportunity to present witnesses and evidence to the investigator.
- (5) The investigator will provide written notice of the date, time, location, participants, and purpose of any investigative interview or other meeting to any Party or witness whose participation is invited or expected. (6) Title IX Coordinator will issue written notice of allegation to the Respondent and Complainant, if known. The written notice will be provided to each Party with sufficient time to prepare a response before any initial interview. The notice of allegations will include the following:

- (6) Prior to the 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 (evidence report) regardless of whether CSU Pueblo intends to rely on such evidence in reaching a determination regarding responsibility, that is directly related to the allegations raised in the Formal Complaint.
  - a. Upon receipt of the evidence report, each Party may submit a written response, which the investigator will consider prior to conclusion of the investigation and completion of the investigative report.
  - b. 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 report to the Party, unless the deadline is extended for good cause.
- (7) The investigator will then create an investigative report that fairly summarizes relevant evidence. The investigator must conduct an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.
- (8) 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.
  - a. Each Party may submit a written response, which the Title IX Coordinator will submit to the Decision-Maker for consideration at the hearing.
  - b. 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.

### **(C) Hearing**

- (1) General Conduct of the Hearing
  - a. CSU Pueblo has contracted with the Colorado Office of Administrative Courts to preside over the hearings and an appointed Administrative Law Judge within that Office will serve as the Decision-Maker at the hearing.
  - b. The Decision-Maker will conduct a live hearing. Prior to the hearing, the Decision-Maker will review the investigative report and the written responses provided by the Parties, if any.
  - c. The hearing may occur in person. If either Party, or the University submits a request no later than 10 days prior to the scheduled hearing, the hearing will occur virtually in a manner allowing the participants to simultaneously see and hear the party or witness answering questions. During the COVID-19 pandemic, hearings will be virtual. The Decision-Maker will appear virtually unless otherwise agreed.
  - d. Hearings will be recorded. The recording will be available to the Parties for inspection and review.

## (2) Standard of Evidence

- a. The determination of responsibility will be made by the Decision-Maker using the preponderance of the evidence standard as defined in the Title IX Policy. Preponderance of the evidence is evidence that proves that it is more likely than not that an allegation is true.

## (3) Relevant Evidence Considered

- a. In making a determination of responsibility or sanctions, the Decision-Maker may only consider relevant evidence.
- b. Relevant evidence is evidence having any tendency to make the existence of any fact that is of consequence to the determinations to be made more probable or less probable than it would be without the evidence.
- c. The Decision-Maker will not consider evidence about the Complainant's sexual predisposition or prior sexual behavior, except that the Decision-Maker may consider:
  - i. Evidence about the Complainant's prior sexual behavior, when offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant; or
  - ii. Evidence concerning specific incidents of the Complainant's prior sexual behavior with respect to the Respondent, when offered to prove consent.
- d. The Decision-Maker will not consider evidence of any statement of a Party or witness, if the Party or witness does not submit to cross-examination at the hearing, in reaching a determination regarding responsibility. The Decision-Maker will not draw an inference about the determination regarding responsibility based solely on a Party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.
- e. The Decision-Maker will not consider Information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- f. The Decision-Maker must conduct an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.
- g. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness
- h. The Decision-Maker may consider the evidence in the Investigative Report in reaching their decision and making credibility determinations.

## (4) Witness Examination

- a. Each Party, not their advisor, may make an opening statement and a closing argument. Neither the opening statement nor the closing argument are to be considered evidence.
- b. The Decision-Maker will allow each Party's advisor to examine witnesses, including direct examination and cross examination.
- c. Cross examination may not be conducted by either Party, but a Party may conduct direct examination of their witnesses. Cross examination may only be conducted by an advisor acting on a Party's behalf.

- d. Only relevant cross-examination questions may be asked of a Party or witness. Before a Party or witness answers a question, the Decision-Maker will determine whether the question is relevant and explain any decision to exclude a question as not relevant.
- e. The Decision-Maker may make a determination of relevancy of questions asked during direct examination and exclude those questions
- f. The Decision-Maker may ask questions of the witnesses and the Party throughout the proceedings.

(5) Written Determination

- a. 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 to the Title IX Coordinator
- b. The Title IX Coordinator will promptly provide the written determination to the Sanctioning Authority
- c. The Sanctioning Authority shall provide a written sanction, or recommend sanctions as stated below, within 5 working days to the Title IX Coordinator. Said document shall be attached to the Decision-Makers written determination and the Title IX Coordinator will provide the Written Determination and sanctions simultaneously to the Parties.
- d. The written determination will include:
  - i. Identification of the allegations potentially constituting Sexual Harassment;
  - ii. 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;
  - iv. Conclusions regarding the application of the Title IX Policy, or any other policy alleged to have been violated within the Complaint to the facts;
  - v. A statement of, and rationale for, the result as to each allegation, including:
    - 1. A determination regarding responsibility;
    - 2. Any disciplinary sanctions imposed on the Respondent;
    - 3. Whether remedies will be provided to the Complainant;iii. Findings of fact supporting the determination;
  - vi. Procedures and permissible bases for the Parties to appeal.
  - vii. The written determination becomes final 7 days after it is sent to the Parties, unless an appeal is filed.

### **(D) Disciplinary Processes & Sanctioning**

If the Decision-Maker finds the Respondent has violated the Title IX policy or any other policy of the University, sanctions will be the responsibility of the appropriate sanctioning authority dependent on the Respondent's status at the University. The student sanctioning authority, the Respondent-employee's supervisor, or the appropriate faculty hearing panel will attend the hearing for purposes of hearing the evidence to facilitate the sanctioning process. They will not participate in the hearing or ask questions. Sanctions must be issued within 5 working days of the Decision-Maker's decision.

1. Students. The Director of Student Conduct and Community Standards or designee, will be the sanctioning authority when the Respondent is a student. Sanctioning guidelines will be as stated in the Student Code of Conduct.
2. Employees - The sanctioning authority for administrative Professional employees and Faculty is the President of the University. The Sanctioning authority for State classified staff are the Appointing authorities as defined in University policy pursuant to the State Personnel Rules.
3. The supervisor or appropriate faculty panel will make recommendations for sanctions. If the supervisor has a conflict, then the next level supervisor or an equivalent level supervisor will attend the hearing and make sanction recommendations. The Title IX Coordinator will determine a substitute if a conflict exists.
4. When the Respondent is Faculty, this process must follow the process outlined in the Faculty Handbook for either a grievance or a disciplinary action.
5. When the Respondent is a State Classified employee processes pursuant to the State Personnel Rules are applicable.
6. If a Respondent is found responsible for Sexual Harassment under this Policy, possible sanctions include those listed in the Faculty Handbook for grievance and faculty disciplinary actions, up to and including termination. For State Classified employees, possible sanctions are those listed in the State Personnel Rules, up to and including termination. For administrative professional employees, possible sanctions include, but are not limited to, all possible sanctions listed for Faculty or State Classified staff, up to and including termination.

### **(E) If Respondent is a student**

#### **(a) Potential Sanctions/Discipline**

##### **i. Loss of Privileges**

A limitation is placed upon selected privileges for a specific period of time. Loss of privileges may include, but may not be limited to, denial of the right to represent the University, a denial of the use of University facilities or access to areas of campus, or denial from participation in co-curricular activities.

##### **ii. No Contact Orders**

A No Contact Order is a directive from the University to an individual instructing that individual to refrain from any intentional contact, direct or indirect, with one or more designated persons or group(s) through any means, including personal contact, electronic, telephone, or third parties. All individuals issued a No Contact Order are held responsible for following the directive. Violating a No Contact Order can result in disciplinary action pursuant to the generally applicable University policies and procedures.

**iii. Community Service/Activity**

Requirement that services be offered for a specified period to an appropriate non-profit community agency and/or to a University office.

**iv. Educational Assignment**

A Respondent is required to complete a specified educational assignment related to the violation committed. Such educational assignments may include completion of a workshop or seminar, class, report, paper, project, writing a letter of apology, seeking academic counseling or substance abuse screening, alcohol or drug program and/or consultation, counseling consultation, psychological or psychiatric evaluation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the Respondent was found responsible.

**v. Educational Fund Payment**

Reasonable fees may be imposed.

**vi. Residence Hall Transfer or Removal**

A Respondent is required to transfer residence halls or leave the residence halls for a specified or indefinite period of time.

**vii. Restitution**

Reimbursement for damage or loss of property or expenses of others as a result of the violation of the Policy.

**viii. Coach Referral**

A Respondent's coach will be notified of the violation if a Respondent is a student athlete. Additional discipline may be taken by the Respondent's coach with respect to the Respondent pursuant to Athletics Department policy and procedures.

**ix. Warning**

A warning is given to notify a Respondent that past behavior has been inconsistent with the expectations of the University. A warning has no immediate effect upon a Respondent's standing at the University. However, once given a warning, a Respondent should expect more serious sanctions to result from any subsequent violations.

**x. Probation**

Probation serves to notify a Respondent that further transgressions must be avoided for a finite and specified period in order for the Respondent to remain a part the University community. During a Respondent's probationary period, that Respondent is not in good disciplinary standing with the University. Any further violations of University policy, including the Code of Student Conduct, while on probation may result in a Respondent's suspension or dismissal from the University.

**xi. Deferred Suspension**

During a deferred suspension the Respondent will be suspended from the University, but the suspension will be deferred, meaning that the Respondent may continue to attend classes. However, the suspension will be automatically enforced if that Respondent fails to complete any assigned sanctions by the deadline and/or that any subsequent violations of the Code of Student Conduct is committed. If the Respondent is found responsible for any subsequent violations of University policy, including this Policy or the Code of Student Conduct, the Respondent will be automatically suspended from the University in addition to the other sanctions imposed for the subsequent violation. During a Respondent's deferred suspension period, that Respondent is not in good disciplinary standing with the University.

**xii. Suspension**

A Respondent who has been suspended from the University may not participate in any University activities, academic or otherwise, for a specific period, and may be restricted from University premises. This sanction will be noted as a "Suspension" on the Respondent's official academic transcript and the Respondent will be withdrawn from all courses. A suspended Respondent who wishes to re-enroll must apply for re-entry to the University and must also petition the Director of Student Conduct, who shall determine whether any and all requirements for readmission have been satisfactorily completed.

**xiii. Expulsion**

Expulsion is permanent separation and removal from the University. A Respondent who has been expelled from the University is permanently prohibited from participating in any University activities, academic or otherwise, and will be restricted from all University premises and activities. This sanction will be noted as "Expelled" on the Respondent's official academic transcript and that Respondent will be withdrawn from all courses.

- (b) Even if a Respondent is found not to have violated the Policy, the University may direct in writing that the Respondent, in the Respondent's role as a University Community Member, cease behavior that, if continued or accumulated, would constitute a conduct that is prohibited by the Policy.

**II. Timelines**

- a. HRIE endeavors to complete the Formal Complaint Process within ninety (90) days of receipt of a written Formal Complaint.
- b. These timeframes 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; complexity of the case; scheduling conflicts with the Office of Administrative Courts or other professionals involved with the informal resolution process, or the need for language assistance or accommodation of disabilities.

**III. Final Notifications**

For matters addressed through Formal Complaint Process, upon exhaustion of all appeals, or if no appeals are filed in a timely manner, the Title IX Coordinator, or designee, shall provide simultaneous written notice to the Complainant and Respondent that the results of the Formal Complaint Process are final.

## Educational Programs for Sexual Harassment, including Sexual Assault, Dating Violence, Domestic Violence & Stalking Awareness

The Human Resources and Institutional Equity office, in conjunction with its campus and community partners, offers a variety of training and educational programs throughout the year to students, faculty, and staff regarding topics such, but not limited to a description of the conduct prohibited by the University's Policy on Title IX, Sexual Harassment and Gender Discrimination; the procedures used to address and resolve alleged violations of the University's Policy on Title IX, Sexual Harassment and Gender Discrimination; the definitions of dating violence, domestic violence, sexual assault, stalking, and consent (in relation to sex-based offenses) under Colorado criminal law; descriptions of safe and positive options for bystander intervention; and information on risk reduction.

As part of new student orientation, all incoming students (either first year or transfers), are required to participate in online orientation. This online orientation includes a recorded video of the University's Title IX Coordinator discussing the above topics, as well as providing an overview of the Human Resources and Institutional Equity Office. Furthermore, all incoming students are required to complete online training programs covering topics to include sexual assault prevention, sexual harassment prevention and bystander intervention. Other online training programs may be added as deemed necessary by the Executive Director of Human Resources and Institutional Equity.

In addition to the online training new student athletes receive as part of their orientation to campus, the Title IX Coordinator may also provide in-person training to all student athletes regarding the University's policies and procedures, prohibited conduct, bystander intervention, and risk reduction. These interactive presentations may also address topics such as healthy masculinity and challenge student athletes to question their perceptions around sexual misconduct, intimate partner violence, and stalking.

All faculty and staff, including student employees, are required to complete annual training (on-line) on sexual harassment, domestic violence, protected class discrimination and stalking. This training includes information regarding how to respond when a student reports an allegation of prohibited conduct, as well as recognizing prohibited conduct when it presents itself. This training reaffirms their responsibility to report allegations of misconduct, as well as the importance of maintaining the private nature of allegations. Certain employees, including, but not limited to, coaches, athletics personnel, residence life professional staff, and residence life paraprofessional staff receive additional, focused training regarding issues related to sexual misconduct, domestic violence, and stalking that are unique or germane to their roles on campus. Furthermore, the Title IX Coordinator, upon request, may provide targeted in-person training to administrative and academic offices.

During the academic year, the Pueblo Rape Crisis Center may visit campus and provide information to the campus community regarding their services, sexual assault, and the power dynamics often underlying sexual assault.

Throughout the year, educational programs on preventing and responding to sexual assault, intimate partner violence, staking and healthy relationships are presented in the residence halls, and educational programs and information tables are available throughout the year in various campus locations. Similarly, bystander intervention training is provided throughout the year in varied formats. Topics include generalized information and definitions, scenarios, questions, action steps, and available resources. Students are provided with examples of when and how to intervene in various situations.

For matters addressed through Formal Complaint Process, upon exhaustion of all appeals, or if no appeals are filed in a timely manner, the Title IX Coordinator, or designee, shall provide simultaneous written notice to the Complainant and Respondent that the results of the Formal Complaint Process are final.

## Alcohol and Other Drug Policy

### Purpose:

CSU Pueblo recognizes the dangers, effects and consequences that alcohol and other drugs have on the success of students and the adverse impact upon their health. Health Education and Promotion (HEP) believes that student health and safety is a fundamental step in developing and sustaining an environment that enhances academic and student success.

CSU Pueblo students, student organizations, Greek organizations, athletic teams, club sports teams, and their visitors must comply with all local, state, and federal laws concerning alcohol consumption, alcohol possession and the abuse and possession of other drugs.

CSU Pueblo will not tolerate the excessive, inappropriate, or illegal use or abuse of alcoholic beverages or other drugs on or off campus property. CSU Pueblo may choose to adjudicate off-campus cases that are judged to impact the University's educational mission and/or the health and safety of members of the University community.

### Policy Applies To (Persons affected by):

All Students

### Exemptions:

Under certain circumstances, registered student organizations or university-sponsored functions, may be granted an exemption from the alcohol-free event policy.

### Definitions:

- **Alcohol** - any substance which is or contains ethyl alcohol that is designed for the purpose of human consumption
- **AOD** - alcohol and/or other drug is referred to by this acronym
- **BAC** - blood alcohol content is referred to by this acronym. BAC is the percentage of alcohol in the bloodstream: under the laws of most states, a BAC of 0.08 is the legal definition of intoxication.
- **Binge Drinking** - is a pattern of drinking that brings blood alcohol concentration (BAC) levels to 0.08 g/dL. This typically occurs after 4 drinks for women and 5 drinks for men—in about 2 hours.
- **Cannabis** - a tall plant with a stiff upright stem, divided serrated leaves, and glandular hairs. It is used to produce hemp fiber and as a psychotropic drug. Can cause short-term effects such as slow reflexes; increase in forgetfulness; alters judgment of space and distance; aggravate pre-existing heart and/or mental health problems; long-term health effects include permanent damage to lungs, reproductive organs and brain function; can interfere with physical, psychological, social development of young users.
- **Illicit Substances** - Please refer to: [deadiversion.usdoj.gov/schedules/](https://deadiversion.usdoj.gov/schedules/) for a complete list of all scheduled controlled substances.



## Alcohol and Other Drug Policy - Cont.

- **Medical Amnesty** - An exception or pardon from disciplinary sanctions when a student calls for medical help for themselves and/or for others.
- **Medicinal** - refers to the medical use of cannabis or to medical cannabis dispensaries.
- **Possession** - is an act where a student has or holds any amount of an alcoholic beverage anywhere on his or her person
- **Smoking** - means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, e-cigarette, water pipe, or device used to inhale substances other than prescribed medications.
- **Standard Drinking:**
  - One 12 oz. beer containing 5% alcohol
  - One 5 oz. glass of wine containing 12% alcohol
  - One 1.5 oz. shot of liquor containing 40% alcohol
- **Tetrahydrocannabinol (THC)** - is the main cannabinoid found in the cannabis plant and is responsible for the majority of the plant's psychoactive properties.
- **Tobacco Products** - means all forms of tobacco and imitation tobacco products, including but not limited to cigarettes, cigars, pipes, water pipes (hookah), electronic/e-cigarettes, vape pens and smokeless or "spit" tobacco, and specific nicotine products.

### Policy Statement:

## Alcohol

- **Underage Possession or Consumption**  
If you are under age 21, you cannot purchase, possess, or consume alcohol.
- **Providing Alcohol to Minors**  
No student, regardless of age, shall provide alcohol to anyone under age 21.
- **Public Intoxication**  
Being intoxicated by alcohol in a public space and being a danger to yourself or others is prohibited.
- **Severe Intoxication**  
Being intoxicated by alcohol to a level that requires, or appears to require, medical attention or supervision by others, is prohibited.
- **Drinking Games**  
Possession or use of drinking devices that dispense alcohol, such as funnels, luges, keg taps, etc. is prohibited. The promotion, possession, or playing of alcoholic drinking games that encourages binge drinking is prohibited.
- **Drinking Paraphernalia**  
Possession of empty or full alcohol containers that include but are not limited to: shot glasses, wine bottles, beer cans, wine glasses, etc. is prohibited.
- **Alcohol in University Housing**  
Possession and consumption of alcohol for Residential Students is further detailed in the Residence Life and Housing Handbook. Please refer to this handbook for University Housing specific alcohol policies.
- **Irresponsible Serving of Alcohol**  
Students must practice responsible serving procedures. Irresponsible serving procedures include but are not limited to: providing alcohol to intoxicated individuals, providing alcohol to minors, allowing such individuals to drive, or creating environments for binge drinking.

## Alcohol and Other Drug Policy - Cont.

- **Driving While Ability Impaired or Driving Under the Influence**  
Students are required to follow the laws of the State of Colorado regarding alcohol and/or drugs and driving. Students receiving citations for DWAI or DUI may also be sanctioned by the University.

## Marijuana

- **Possession, Use, or Sale of Marijuana**  
Pursuant to Federal law, possession, use, or sale of marijuana in any form (flower, wax, oil, edibles, etc.) is prohibited on campus. Marijuana possession, use or sale is also prohibited at University sponsored events, even if held off-campus.
- **Medical Marijuana**  
Students and guests who have been issued a Medical Marijuana Identification Card by the State of Colorado, or have a license from another state, may NOT possess, use, or sell marijuana on University property, including in University housing areas. Medical Marijuana possession, use or sale is also prohibited at University sponsored events, even if held off-campus.
- **Advertisement and Promotion**  
Marijuana industry promotions, advertising, marketing, and distribution are prohibited on any campus-owned or campus-leased grounds/facilities.
- **Smoking Paraphernalia**  
Possession of used or unused marijuana paraphernalia that includes but is not limited to: pipes, water pipes, bongs, vaporizers, blunts/wrappers/papers, etc. is prohibite.

\*\* This policy is in accordance with the Controlled Substances Act and the Drug-Free Schools and Communities Act

## Tobacco

- **Tobacco and Vape Free Campus**  
Tobacco use and smoking to include, cigarettes, e-cigarettes, vape pens, and chewing tobacco is prohibited in all campus buildings and on all campus grounds whether the property is owned or leased by CSU Pueblo, and in all campus-owned vehicles. Please refer to the University's Smoking and Tobacco Policy for more information.

## Illicit Drugs

- **Possession, Use, or Sale of Illicit Substances**  
Possession, use, or sale of illicit substances is prohibited. Illicit substances include scheduled amphetamines, anabolic steroids, cocaine, hallucinogens, heroin, inhalants, marijuana, methamphetamines, tranquilizers, etc.

## Alcohol and Other Drug Policy - Cont.

- **Prescription Medication**

Students or guests who have been prescribed medications (including scheduled drugs) may only use those medications as prescribed by their treating physician. Any other use or unauthorized sale is prohibited. All prescription medication must remain in the original labeled packaging to the individual that it was prescribed to. Possession or use of prescription medication that has not been prescribed by the student's treating physician is prohibited.

### Medical Amnesty

CSU Pueblo encourages all students to call for help when any sign of alcohol poisoning or drug overdose is observed. Students who call for help to assist a friend or themselves may be eligible for medical amnesty. Students who are provided medical amnesty shall not be subject to disciplinary sanctions; however, educational sanctions may be applied. Receipt of medical amnesty is at the discretion of the Director of Student Conduct.

**Failure to Respond to an Alcohol or Drug-Related Emergency:** Students who fail to call for medical assistance in an alcohol or drug-related emergency may be subject to disciplinary action and may receive enhanced sanctions.

### Procedure:

Violations of this Alcohol and Other Drug Policy shall be sanctioned in accordance with the Student Code of Conduct and the Alcohol and Other Drug Sanction Table. The University may sanction violations of standards that occurred off-campus and have or may have threatened to cause an impact on the University's activities, or on the health, safety, or security of the University, its members, or the community. The decision whether to adjudicate a specific off-campus incident shall be made at the discretion of the Director of Student Conduct.

CSU Pueblo students, student organizations, Greek organizations, athletic and club sports teams, and their visitors must comply with all local, state, and federal laws concerning alcohol and other drugs. CSU Pueblo will not tolerate the excessive, inappropriate, or illegal use or abuse of alcohol or other drugs.

THE ALCOHOL AND OTHER DRUG POLICY IS AVAILABLE AT:

[csu-pueblo-policies.colostate.edu/policy.aspx?id=121](https://csu-pueblo-policies.colostate.edu/policy.aspx?id=121)



All employees must follow the Drug Free Workplace Policy. Violation of this policy will result in disciplinary sanctions, which may include termination.

## Alcohol and Other Drug Prevention Programs

The University is dedicated to providing a safe and healthy environment for students to complete their educational goals without the burden of problematic or illegal use of alcohol or other drugs. The Alcohol and Other Drug Prevention Program works with individual students, small groups, and the campus and surrounding community to provide individually tailored, evidence-based prevention education and behavioral interventions. The Alcohol and Other Drug Policy is enforced by the Pueblo County's Sheriff's Office and the Division of Student Affairs.

The program also provides individual assessment and wellness services that help the student address alcohol and other drug use and/or abuse. Individuals can receive a free assessment, access to free education/behavioral intervention, and referral to additional options on campus and off campus.

Some students may be mandated to complete an assessment and educational intervention track with the AOD Prevention Coordinator as a result of violating the Alcohol and Other Drug Policy. More information about the University's drug and alcohol education programs (pre-matriculation survey, parent orientation, "Even Zombies Know," etc.) can be found in the 2012 Drug Free Schools and Communities Act Biennial Review notification at:

[csupueblo.edu/student-affairs/health-education-and-prevention/drug-free-schools-and-communities-act.html](http://csupueblo.edu/student-affairs/health-education-and-prevention/drug-free-schools-and-communities-act.html).



Health Education and Prevention (HEP) provides prevention education, healthy living, and learning opportunities in order to sustain a wellness-focused environment that further develops academics and success for students of Colorado State University Pueblo. HEP works with individual students, small groups, the campus and surrounding community to provide individually tailored, evidence-based prevention education and behavioral interventions.

**Call (719) 549-2121 to schedule an appointment with the Health, Education, and Prevention Coordinator.**

**PURSUANT TO FEDERAL LAW, THE POSSESSION, USE, OR SALE OF MARIJUANA ARE PROHIBITED ON CAMPUS. ALTHOUGH COLORADO LAW ALLOWS THE USE OF MARIJUANA, NO STUDENT MAY USE OR POSSESS MARIJUANA ON CAMPUS PROPERTY. POSSESSING A MEDICAL MARIJUANA CARD/LICENSE DOES NOT CREATE AN EXCEPTION.**

## Missing Student Policy

The following policy has been established to address missing student notification for University students living in University owned or leased housing and to identify procedures that University will follow if any of those students are determined to be missing for 24 hours.

All concerns of a possible missing student should be immediately reported to ANY of the following:

- The Pueblo County Sheriff's Office at CSU Pueblo at (719) 549-2373
- The Senior Associate Vice President of Student Affairs at (719) 549-2586
- The Professional Staff on-call at (719) 549-2601

Upon receiving a report of a missing student, the aforementioned individual must immediately notify the Pueblo County Sheriff's Office at the University by calling (719) 549-2373.

Every student who resides in on-campus housing shall have the option to identify an individual that needs to be contacted by the University in the event that the student is determined missing. That contact information will be kept confidential and accessible only to authorized campus officials. The University may only disclose that confidential contact information to law enforcement officials for the purpose of a missing student investigation. If a missing student is under the age of 18 and is not emancipated, the University must notify the student's parent or guardian as soon as reasonably possible.

Upon receiving information that a student cannot be located and that may be missing, the Pueblo County Sheriff's Office at the University will begin an investigation to determine whether the student is missing and may contact the student's confidential contact person as part of the investigation.

Once it has been determined that a student living in University owned or leased housing has been missing for 24 hours, the University will notify the student's confidential contact person within 24 hours; however, the University may act sooner. If the missing student is under the age of 18 and is not an emancipated individual, the University will notify the custodial parent or legal guardian as soon as reasonably possible.



# ▶ FIRE SAFETY



COLORADO STATE UNIVERSITY  
**PUEBLO**

## Fire Safety

### Reporting a Fire

If a student sees a fire in progress, the student should immediately call 911. If a student is aware of a fire that occurred anywhere on campus, the student should report that incident to the Pueblo County Sheriff's Office at CSU Pueblo, (719) 549-2373.

### Evacuation Procedure

When an alarm sounds, students should immediately begin to evacuate the building and take the following measures:

1. Leave the room immediately.
2. Close the room door.
3. Walk quietly and quickly to the nearest exit. Do not use the elevators.
4. Remain outside until the signal is given to return to their room.

Students are required to obey all fire regulations. A student who fails to evacuate a residence hall when an alarm sounds will be subject to disciplinary action. Residence Hall staff, CSU Pueblo Sheriff's staff, other appropriate University staff and the Pueblo Fire Department reserve the right to enter student rooms to locate the source of any potential fire or smoke hazard and to ensure that everyone has evacuated that building.

### Fire Protection Services

Fire protection for the Colorado State University Pueblo campus is provided by the Pueblo City Fire Department. All Pueblo City Firefighters carry a minimum of an EMT-Basic and Firefighter 1 designations. Additionally, at least one member of each engine company is certified as an EMT Paramedic. More information on the Pueblo Fire Department may be accessed at:

[pueblo.us/index.aspx?NID=235](http://pueblo.us/index.aspx?NID=235)



### Fire Suppression and Detection Systems

A fire alarm system is available in each on-campus residence hall that includes Crestone, Culebra, and Greenhorn halls. Each building and its corresponding fire alarm system contains a Siemens' main control panel and initiating and notification devices. Examples of initiating devices are: smoke detectors, heat detectors, pull stations, and fire sprinkler control valves. Examples of notification devices are: horns, strobes, and speakers. In addition to monitoring the status of these devices, it also monitors the status of field wiring, annunciators, back-up batteries, and internal operations. When a condition occurs from any one of these devices or a problem is detected within the control panel itself, the main control panel transmits a signal—alarm, trouble, or supervisory—to a Digital Alarm Communicator Transmitter located at the Heating Plant.

## Fire Safety - Cont.

In addition, all of CSU Pueblo’s fire alarm systems serve the purpose of voice evacuation. Each individual building is equipped with a control panel that can be used to initiate building-wide voice commands. Global (campus wide) voice commands can be initiated from one of two designated buildings—the campus Sheriff’s Office and the Physical Plant building. The control panel located in the Sheriff’s Office serves as the master page panel, and the control panel located in the Physical Plant Building serves as a slave panel to the master page panel. Both panels have the ability to initiate campus wide voice commands, in the event of an emergency.

Smoke alarms are located in individual living quarters in Crestone, Culebra, and Greenhorn halls. Belmont Hall utilizes battery-powered smoke alarms while Crestone, Culebra, and Greenhorn halls utilize 120VAC hardwired units with battery back-up. As noted above, these are used only for local evacuation purposes within the room and are not connected to the building fire alarm system.



## EVACUATION PROCEDURES

[csupueblo.edu/facilities-management/environmental-health-safety/fire-safety.html](https://csupueblo.edu/facilities-management/environmental-health-safety/fire-safety.html)



## FIRE EXTINGUISHER PROCEDURES

<https://www.csupueblo.edu/facilities-management/environmental-health-safety/fire-safety.html>



## FIRE EMERGENCY - Call 911

Fire Suppression and Detection Systems						
Building	Fire Alarm	Room Detection	Room Detection Reporting	Central Station Reporting	Automatic Sprinkler System	Stand Pipes
Belmont Hall	Yes	Yes	No	Yes	Partial	Yes
Culebra Hall	Yes	Yes	No	Yes	Yes	Yes
Crestone Hall	Yes	Yes	No	Yes	Yes	Yes
Greenhorn Hall	Yes	Yes	No	Yes	Yes	Yes
Walking Stick Apartments	Yes	Yes	No	Yes	No	No

Fire Drills	
Belmont Hall	0
Culebra Hall	2
Crestone Hall	2
Greenhorn Hall	2
Walking Stick Apartments	1

## Tampering with Fire and Safety Equipment

Tampering with fire and safety equipment in the residence halls or in any campus building is prohibited. Tampering includes pulling false fire alarms, discharging fire extinguishers, removing exit signs, and interfering with smoke detectors. Violators will be charged for all damages that occur as a result of tampering with fire and/or safety equipment. In addition, all violators are subject to conduct sanctions and possible criminal prosecution.

## Electrical Appliances, Smoking, and Open Flame Policies

To help ensure a safe living environment, only the following appliances are permitted in the residence halls: microwave ovens (less than 700 watts), refrigerators (no more than 4 cubic feet), coffee pots, air popcorn poppers, pop-up toasters, hair dryers, electric shavers, radios, TVs, stereos, and irons. Microwave ovens are the only cooking appliances permitted for use in student rooms. No homemade electrical appliance will be permitted. Students who plan to operate appliances in their room must provide an UL-approved power strip with a self-contained circuit breaker. Octopus plugs are not permitted. Additionally, residents must be present when using any cooking appliance or iron in student rooms or in hall kitchens.

Items NOT allowed include but are not limited to: electric heaters, oil popcorn poppers, hotplates, toaster ovens, “George Foreman” or similar type grills, open coiled or open flame appliances, deep fryers, convection ovens, and any appliances with an open heating element and torchiere lamps and neon lights. Only those halogen lights with guards will be permitted.

Candles used with a candle warmer are allowed in the residence hall. Any candles with wicks that have been burned will be confiscated. Incense and any item with an open flame or exposed heat source are potential fire hazards and are prohibited.

Tobacco use and smoking to include, cigarettes, e-cigarettes, vape pens, and chewing tobacco is prohibited in all campus buildings and on all campus grounds whether the property is owned or leased by CSU Pueblo, and in all campus-owned vehicles. Please refer to the University’s Smoking and Tobacco Policy for more information.

Gasoline, kerosene, ether, oil, and any other flammable liquids are prohibited in residence halls.

## Fire Safety Education

Additionally, the following steps are taken in regards to fire safety education:

- Residence hall students are informed of evacuation procedures at the beginning of the academic year at floor meetings.
- Fire drills involving evacuation are held every semester in the residence halls.
- Residence hall advisors and staff members are trained on evacuation procedures and fire extinguisher use.



**Fire Statistics**

Fire Statistics												
Building	Fires			Fire-related Fatalities			Fire-related Injuries			Value of Property Damages		
Year	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Belmont Hall	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0
Culebra Hall	1	0	0	0	0	0	0	0	0	\$0	\$0	\$0
Crestone Hall	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0
Greenhorn Hall	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0
Walking Stick Apartment	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0

**NOTE: Belmont Residence Hall closed to residents May 2015.**





# SAFETY CRIME STATISTICS



## Colorado State University Pueblo Crime Statistics

### CATEGORIES OF CRIME STATISTICS AS REQUIRED BY CLERY ACT

#### TYPES OF OFFENSE:

- a. Murder and non-negligent homicide
- b. Negligent manslaughter
- c. Forcible Sex Offenses
- d. Non-forcible Sex Offenses
- e. Robbery
- f. Aggravated Assault
- g. Burglary
- h. Motor Vehicle Theft
- i. Arson
- j. Dating Violence
- k. Domestic Violence
- l. Stalking
- m. Hate Crimes (Disclose whether any of the above-mentioned offenses, or any other crimes involving bodily injury were hate crimes.)

#### HATE CRIMES – REPORTED BY CATEGORY OF PREJUDICE:

- a. Theft
- b. Simple Assault
- c. Intimidation
- d. Criminal Mischief/Property damage
- e. Any other crime involving bodily injury

Hate crime categories of prejudice include race, gender, religion, national origin, sexual orientation, gender identity, ethnicity or disability

#### ARRESTS OR REFERRALS FOR

**DISCIPLINARY ACTION:** For illegal weapons possession and violation of drug and liquor laws.

**UNFOUNDED CRIMES:** A reported crime withheld from the statistics due to a full investigation and examination of evidence by law enforcement which determines that the crime is false or baseless.

### DEFINITIONS OF STATISTICS

**ON-CAMPUS CRIME STATISTICS:** On-campus crime statistics reflect crimes committed anywhere on the CSU Pueblo campus. This includes the residence halls and Walking Stick Apartments.

**RESIDENCE HALL CRIME STATISTICS:** The residence hall data is a subset of the on-campus data. This data represents only reportable criminal activity that occurred in on-campus housing.

**NON-CAMPUS BUILDING CRIME STATISTICS:** This data represents crime in non-campus buildings that are being used by the University.

**PUBLIC PROPERTY CRIME STATISTICS:** This data represents reported crimes that occurred on public property. Public property as defined by the Clery Act is all public property that is within the same reasonably contiguous geographic area of the institution to include public streets and sidewalks.

Colorado State University Pueblo Fire Safety & Security Report

CSU-Pueblo Clery Crime Statistics	On Campus			Campus Housing			Non Campus			Public Property		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Criminal Offenses</b>												
Murder and Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense												
Rape	6	0	2	5	0	2	0	0	0	0	0	0
Fondling	1	3	1	1	2	0	0	0	0	0	0	0
Non-forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	8	1	1	0	0	1	0	0	0	0	0	0
Motor Vehicle Theft	3	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
<b>Arrest or Summons</b>												
Illegal weapons	0	0	1	0	0	0	0	0	0	0	0	0
Violations of Drug Laws	11	9	9	10	9	9	0	0	0	0	0	0
Violation of Liquor Laws	23	18	8	23	18	8	0	0	0	0	0	0
<b>Referrals for Disciplinary Actions Only</b>												
Illegal Weapons	0	0	1	0	0	1	0	0	0	0	0	0
Drug Violations	18	26	21	18	26	11	1	0	0	0	0	0
Liquor Violations	59	54	24	59	54	17	0	0	0	0	0	0
<b>Hate Crimes</b>												
Murder / Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Non-forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Larceny / Theft	0	0	0	0	0	0	0	0	0	0	0	0
Simple Assault	0	0	0	0	0	0	0	0	0	0	0	0
Intimidation	1*	0	0	0	0	0	0	0	0	0	0	0
Destruction / Damage / Vandalism of Property	1	1	1	0	1	0	0	0	0	0	0	0
<b>Violence Against Woman Act Offenses</b>												
Domestic Violence	0	0	1	0	0	1	0	0	0	0	0	0
Dating Violence	5	1	1	4	1	1	0	0	0	0	0	0
Stalking	1	3	0	0	1	0	0	0	0	0	0	0
<b>Unfounded</b>												
Unfounded Crimes	0	0	0	0	0	0	0	0	0	0	0	0

- **Category of Bias**
  - Vandalism - Gender Identity

### **Colorado Law Defines Consent as:**

Cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act

### **Hate Crimes include any of the listed criminal offenses which are motivated by the following biases:**

Race, gender, religion, national origin, sexual orientation, gender identity, ethnicity or disability

### **The following three types of incidents must be reported if they result in an arrest or summons:**

1. Liquor Law Violations; 2. Drug Law Violations; and 3. Illegal Weapons Possession

### **Non-Campus Property:**

CSU Pueblo Extended Studies sites (Fort Carson, and Tower location in Colorado Springs, East High School), CSU Pueblo Athletics practice and competition sites (Runyon Field Sports Complex, City Park Tennis Complex, Walking Stick Golf Course, Pueblo Country Club Golf Course, Colorado State Fair Grounds, Pueblo Tennis Center) and CSU Pueblo School of Nursing instruction sites (Banner Health Facility, Colorado State University Library), Arapahoe Community College.

### **Public Property:**

The portions of Walking Stick Blvd. and Desert Flower Blvd. which run through and/or adjacent to campus



# Campus Emergency Call Box Map



### PARKING SECTORS

**NORTH:** N-1, N-2, N-3, N-4, N-5, N-6, N-7, N-8

**EAST:** E-1, E-2, E-3, E-4, E-5, E-6, E-7, E-8 (north & south), E-9, E-10, E-11

**SOUTH:** S-1, S-2, S-3, S-4

**WEST:** W-1, W-2, W-3, W-4, W-5, and W-6 (north & south)

\*Visitors with permit may park in visitors lot or white lines only

-  Emergency Phones
-  Handicapped
-  Call Box Location

I-25 Exit 101 at U.S. 50.  
East to Bonforte Blvd. or  
Troy Ave. exits

2200 Bonforte Blvd. • 719-549-2100 • www.csupueblo.edu



# Section 5

## *Audit and Finance Committee*

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
AUDIT and FINANCE COMMITTEE MEETING AGENDA  
February 3, 2021**

**Audit**

1. Internal Auditing Dashboard and Status of FY 2020-2021 Audit Plan
2. Review of Audit Reports Issued
3. Past Due Audit Recommendations

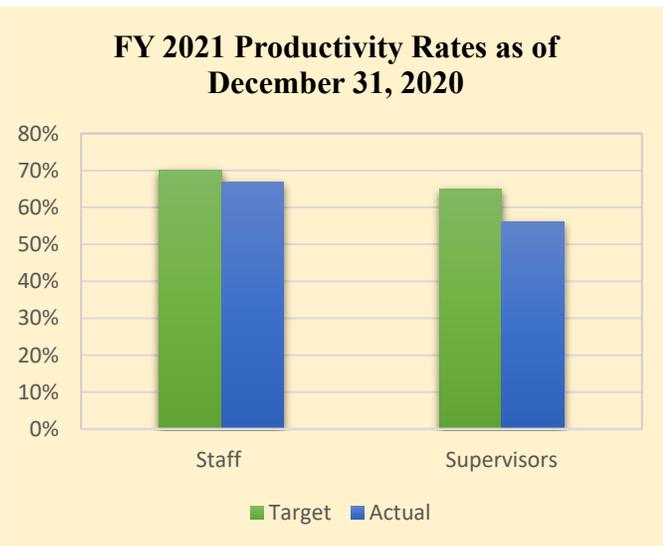
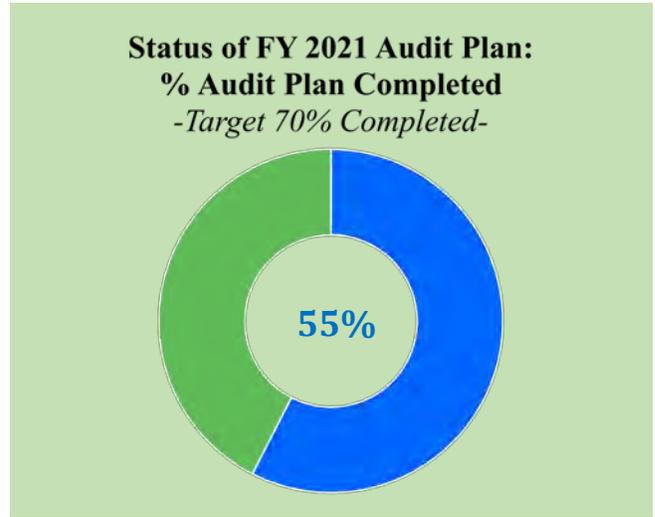
**Finance**

4. State Budget Update
5. FY 2021 2nd Quarter Financial Statements
6. Campus Budget Updates
7. Action Item – CSU Non-Resident Undergraduate Summer Tuition
8. System Treasury
  - Treasury Update
  - Action Item – Approval of Twenty First Supplemental Resolution

# Internal Audit Update



## COLORADO STATE UNIVERSITY SYSTEM INTERNAL AUDITING FISCAL YEAR 2021 INTERNAL AUDITING DASHBOARD



**REPORTS ISSUED**

- Regular Reports: 11
- Special Project Reports: 2

**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
CSU	VP Engagement Transition Audit	Report 21-05
CSU	Decentral Data Security Control Audit	Report 21-06
CSU	Colorado 4-H Foundation Special Project	Memo
CSU	Pandemic Risk Response Consultation	Report 21-07
CSU-P	Military and Veteran Success Center Special Project	Report 21-08
CSU-P	Financial Reporting Consultation	Report 21-09
CSU	Supplemental Pay Audit	Report 21-10
CSU	Controlled Unclassified Information Audit	Report 21-11
CSU	Energy Institute Audit	Report 21-12

Audits in Progress							
Institution	Audit Area	Timeline					
		Jan	Feb	Mar	Apr	May	Jun
CSU	Recreation Center Audit	Yellow	Yellow	Red			
CSU-P	Institutional Research Audit	Yellow	Yellow	Red			
CSU	VP University Communications Transition Audit	Yellow	Yellow	Red			
CSU	Title IX Controls Audit – Phase 2	Yellow	Yellow	Red			
CSU	Housing & Dining Services Payroll Audit *New*		Green	Yellow	Yellow	Yellow	Red
CSU-P	Pandemic Risk Response Consultation	Yellow	Yellow	Yellow	Yellow	Yellow	Red
CSU, CSU-P	Financial Fraud Risk Continuous Audit Development	Yellow	Yellow	Yellow	Yellow	Yellow	Red
All	Hotline follow-up, investigations, and special proj	Ongoing					
All	Audit follow-up	Ongoing					
All	Continuous Auditing – Ongoing Evaluation	Ongoing					

Remaining Audits							
Institution	Audit Area	Timeline					
		Jan	Feb	Mar	Apr	May	Jun
CSU	Athletics Compliance Audit			Green	Yellow	Yellow	Red
CSU-P	Athletics Compliance Audit			Green	Yellow	Yellow	Red
CSU-P	Network Security Consultation			Green	Yellow	Yellow	Red

Timeline Adjusted Due to Special Project     
  Planning     
  Fieldwork     
  Reporting

Financial Reporting Consultation – Colorado State University-Pueblo

EXECUTIVE SUMMARY

December 04, 2020

**Background Information**

Leaders need insightful financial reporting to make informed decisions and to define and execute strategy. Relevant reports should be delivered at the right time and contain accurate and appropriate information. Leaders also require reporting systems that automate the creation and delivery of reports. Because of the possible impact of inadequate financial reporting, Internal Auditing and Colorado State University-Pueblo (CSU-Pueblo) management agreed that Internal Auditing would provide consultative services to assist it with identifying and documenting the existing reporting systems available to CSU-Pueblo.

**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).

To accomplish this objective, we interviewed management, reviewed and researched reporting systems, and performed other procedures we considered necessary. We did not evaluate the adequacy or effectiveness of management’s current financial reporting system. Our consultation was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

**Services Provided and Engagement Deliverables**

During the course of the engagement, Internal Auditing developed the *Financial Reporting Information Resource*, and this was delivered to CSU-Pueblo for management use. The resource includes the following:

- Inventory of financial reporting software platforms currently available and their best use;
- Guidance for requesting access to each software platform, including contact information;
- Training resources;
- Location of support resources/manuals/user guides;
- Description of reports currently available in each platform; and
- Financial reporting software platforms that can deliver reports on a schedule.

The *Financial Reporting Information Resource* will guide CSU-Pueblo as its financial reporting processes continue to evolve. CSU-Pueblo can use it to identify existing reports and to determine the best platform to use to develop new reports.

Details may be found in Audit Report 21-09 issued the same date as this Executive Summary. We appreciate this opportunity to work with management and assist in mitigating financial reporting risk.

---

Susy Serrano – Director, Internal Auditing

Audit of Supplemental Pay – Colorado State University

EXECUTIVE SUMMARY  
December 4, 2020

**Background Information**

Colorado State University (CSU) defines supplemental pay as compensation beyond the established monthly base salary of an employee for work activity that requires effort (in degree or nature) in addition to that defined under the individual's appointment and one hundred percent effort distribution.

At CSU, the Provost’s Office is responsible for setting the supplemental pay policy. The Payroll unit in HR is responsible for entering all approved supplemental pay into Oracle for employee paychecks and preparing monthly supplemental pay reports.

In Fiscal Years 2018, 2019 and 2020, CSU issued salary supplemental pay to approximately 2,100 employees, totaling over \$17 million (fringe benefits are not included in this total). Salary supplemental pay by appointment type is summarized in the table below.

Appointment Type	FY18	FY19	FY20
Faculty	\$ 2,751,251	\$ 2,971,855	\$ 3,376,172
Admin Pro	\$ 2,107,089	\$ 2,369,502	\$ 2,819,349
State Classified	\$ 161,138	\$ 183,602	\$ 195,657
1st Yr Temp Faculty	\$ 36,391	\$ 108,077	\$ 139,591
Graduate Assistants	\$ 43,847	\$ 46,223	\$ 28,475
<b>Grand Total</b>	<b>\$ 5,099,716</b>	<b>\$ 5,679,259</b>	<b>\$ 6,559,244<sup>1</sup></b>

Source: Kuali Financial System. CSU System is included in this data because System employees are on CSU’s payroll and follow CSU processes.

<sup>1</sup>The increase in supplemental pay from FY19 to FY20 is partly due to extra assignments related to the University’s response to COVID-19.

**Scope and Objectives**

The review covered supplemental pay activity in Fiscal Years 2019 and 2020, including current processes, policies, and procedures. Specific objectives were to:

1. Evaluate the supplemental pay policy.
2. Determine whether policies and procedures are followed.
3. Evaluate the internal controls around supplemental pay.

**Findings and Conclusions**

A summary of conclusions for each objective is as follows:

1. We determined that policies and manuals lack clarity in areas. We made three recommendations to improve policies and manuals.
2. We determined that policies and procedures are not always followed. We made three recommendations in this area to further strengthen internal controls.
3. Internal controls related to HR’s processing of supplemental pay are generally adequate. We made one recommendation to create efficiencies in processing supplemental pay.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will mitigate the issues noted. Details may be found in Audit Report 21-10 issued the same date as this Executive Summary.

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

Susy Serrano – Director, Internal Auditing



# CSU SYSTEM

## INTERNAL AUDITING

Controlled Unclassified Information Audit – Colorado State University

EXECUTIVE SUMMARY  
December 10, 2020

### Background Information

Controlled Unclassified Information (CUI) is information that must be safeguarded and controlled per federal regulations even though it is not considered classified information. CUI may include technical data, like research and engineering data. It may also include technical reports, process sheets, manuals, and studies. When soliciting services or awards, Federal agencies include terms in their research project contracts that indicate whether the research is considered CUI. Colorado State University researchers working with CUI are required to implement a control environment to adequately protect CUI.

In January 2020, the Department of Defense (DoD) released the Cybersecurity Maturity Model Certification (CMMC) framework. The CMMC framework establishes different certification levels to help evaluate the maturity of an organization’s cybersecurity infrastructure and ability to safeguard sensitive information. DoD will soon require contractors and researchers to provide evidence of their validated maturity levels before DoD will enter into research agreements with them. Beginning in Fall 2020, the DoD plans to release a limited number of requests for proposals requiring CMMC. By Fiscal Year 2026, all DoD contracts will contain CMMC requirements. In Fiscal Year 2020, the DoD research expenditure by CSU was \$92.6 million – the largest source of extramural funding.

In the new CMMC framework, there are five levels of CMMC that can be obtained, ranging from basic cyber hygiene with performed processes to advanced/progressive cyber hygiene with optimizing processes. CSU plans to obtain a CMMC Level 3.



Source: CMMC Model version 1.02

### Scope and Objectives

The audit covered CSU’s CMMC practices and processes in place as of July 23, 2020.

The objectives of the audit were to

- Evaluate CSU's Information Technology (IT) system of control ensuring security of CUI.
- Evaluate CSU's process to obtain a CMMC.

To accomplish these objectives, we interviewed personnel, evaluated compliance with policies and procedures, 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

We found CSU has begun to implement a control environment as described by the CMMC framework. For example, it has developed a gap assessment and has dedicated personnel managing the implementation of the CMMC framework. Improvements are needed in several areas to ensure CSU can obtain a CMMC Level 3. A summary of the conclusions by testing area within each objective follows:

- **Objective 1:** Evaluate CSU's IT system of control ensuring security of CUI.
  - **CUI Governance:** CSU has not defined a CUI governance structure. We made three recommendations to strengthen internal controls in this area and to mitigate risks to a reasonable level.
  - **CUI Environment:** CSU has not implemented a systematic process for identifying and monitoring research project contracts with CUI security requirements. We made one recommendation to strengthen internal controls in this area and to mitigate risk to a reasonable level.
- **Objective 2:** Evaluate CSU's process to obtain a CMMC.
  - **Certification:** CSU has established project management procedures to implement the CMMC Level 3 standards. We made no recommendations and found that the project management procedures mitigate risks to a reasonable level.
  - **CMMC Practices and Processes:** CSU has developed procedures for evaluating whether CMMC practices and processes meet Level 3 requirements (see page 2). We made one recommendation to further strengthen the procedures in this area and to mitigate risk to a reasonable level.
  - **CMMC Cost Recovery:** CSU has not established procedures for recovering CMMC implementation costs. We made one recommendation to strengthen internal controls in this area and to mitigate risks to a reasonable level.

Details may be found in Audit Report 21-11 issued the same date as this Executive Summary. <sup>155</sup>

We appreciate the cooperation and availability of resources extended by the Office of the Vice President for Research (OVPR) and Academic Computing & Networking Services (ACNS) during the course of our review.

---

Susy Serrano – Director, Internal Auditing



# CSU SYSTEM

## INTERNAL AUDITING

Energy Institute Audit – Colorado State University

### EXECUTIVE SUMMARY

January 5, 2021

#### Background Information

The Colorado State University Energy Institute (Institute) was formed in 2012. The Institute is a unit under the Vice President for Research and is located at the Powerhouse Energy Campus (Powerhouse). The Institute's mission is to develop innovative solutions to energy challenges that achieve global impact. The Institute also fosters collaboration among CSU energy faculty across all eight colleges and industry partners. To further collaboration, the Institute offers energy-related testing and consulting services to researchers within the University and to external companies. The Institute's Associate Director for Operations, in collaboration with the Powerhouse Users Group, manages Powerhouse operations. The Powerhouse has 22 suites available for leasing to energy-focused entities.

Main revenue sources for the Institute include revenue from recharge (internal billing of goods/ services) and general operation (external billing of goods/services) accounts, facility lease agreements, as well as contract and grant funding. Revenues for Fiscal Years 2019 and 2020 were approximately \$2,265,000 and \$3,750,000, respectively. Expenses for Fiscal Years 2019 and 2020 totaled approximately \$4,485,000 and \$5,002,000, respectively.

#### Scope and Objectives

The audit covered financial and operational activities for the period July 1, 2018 through June 30, 2020. The objectives of the audit were to evaluate internal controls and compliance with related University policies and procedures in the following Institute operational areas:

1. Revenue collection
2. Lease management
3. Other business processes

To accomplish these objectives, we interviewed staff, reviewed existing policies and procedures, 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

We observed key internal controls within the Institute are established and generally adequate. The Institute has detailed documentation of administrative processes. The Institute also has a thorough Powerhouse Handbook and Safety Manual, including a Building Safety Plan. A COVID-19 exposure prevention, preparedness, and response plan was developed and documented in May 2020. Though the Institute has a limited staff size, they have made an effort to segregate duties as much as possible. Other campus units assist the Institute to further ensure segregation of duties within the commercial leasing process. We identified several opportunities for improvement and made five recommendations to strengthen internal controls and compliance with University policies and procedures.

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

1. The Associate Director for Operations should work with staff initiating internal billings to ensure they obtain PI approval as required by the Institute.
2. The Associate Director for Operations should implement invoice-tracking logs for accounts 2105700 and 2101010.
3. The Associate Director for Operations should update the deposit process to ensure banking information is redacted on check scans.
4. The Associate Director for Operations should expand the lease management process to include a tracking log for potential tenants and reasons for moving forward or not moving forward with the tenants.
5. The Associate Director for Operations should develop and implement a process for monitoring the completion of COI disclosures to ensure compliance with University policy.

Details may be found in Audit Report 21-12 issued the same date as this Executive Summary.

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

---

Susy Serrano – Director, Internal Auditing



**DEPARTMENT OF INTERNAL AUDITING | ALL OVERDUE RECOMMENDATIONS**

Audit No.	Audit Name	Inst.	Rec. No.	Recommendation	Audit Report Response	Target Compl. Date	Revised Target Compl. Date
21-05	Office of Engagement and Extension Transition Audit	CSU	8	The Vice President for Engagement and Extension should examine PCard use and cancel unneeded cards and consider reducing procurement card limits to be more closely aligned with actual usage.	Agree. A process for periodic review of Pcard usage and limits will be developed during the design of the OEE shared services model.	01/01/2021	02/15/2021
21-05	Office of Engagement and Extension Transition Audit	CSU	7	The Vice President for Engagement and Extension should either add additional Reallocators across the units or assign these as dedicated duties to individuals who can prioritize these transactions.	Agree. The project to design the OEE shared services model will include job analysis and alignment of roles to ensure appropriate coverage for all areas of operations in the division. This includes cross-training and systems for...	01/01/2021	02/15/2021
21-05	Office of Engagement and Extension Transition Audit	CSU	6	The Vice President for Engagement and Extension should ensure that PCard Program Handbook policies are followed as required to maintain PCard purchasing privileges, and ensure units include additional documentation.	Agree. Revised guidelines for PCard processes will be developed as part of the policies & process review during the OEE shared services model design.	01/01/2021	02/15/2021

Audit No.	Audit Name	Inst.	Rec. No.	Recommendation	Audit Report Response	Target Compl. Date	Revised Target Compl. Date
21-05	Office of Engagement and Extension Transition Audit	CSU	3	The Vice President for Engagement and Extension should ensure that Extension evaluates cross-training and training needs, identifies skill gaps, and develops a plan to meet those needs.	Agree. The project to design the OEE shared services model will include job analysis and alignment of roles to ensure appropriate coverage for all areas of operations in the division. This includes cross-training and...	01/01/2021	02/15/2021
21-05	Office of Engagement and Extension Transition Audit	CSU	2	The Vice President for Engagement and Extension should ensure that current documented procedures for fiscal operations are in place, are reviewed on a predetermined basis, and updated accordingly.	Agree. OEE launched its shared services model design project on Aug. 24. The goal of this process is to convert operations from department specific teams to an operations team that serves division-wide...	01/01/2021	02/15/2021
20-23	Warner College of Natural Resources - Geosciences Department	CSU	4	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.	Agree. Warner College will work with OGC to draft a statement to the faculty members regarding implementation of a conflict of interest management plan with the elements stipulated in Recommendation 4...	9/15/2020	
20-23	Warner College of Natural Resources - Geosciences Department	CSU	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 Faculty work for outside entities was billed and ...	Agree. Warner College will consult with OGC to determine the appropriate scope and wording of the certification request. Warner College will present the request to the faculty members by July 30, 2020, with response from the faculty members...	9/30/2020	

Audit No.	Audit Name	Inst.	Rec. No.	Recommendation	Audit Report Response	Target Compl. Date	Revised Target Compl. Date
20-21	Office of Research and Sponsored Program	CSU-P	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.	Agree. CSU-Pueblo will consider all possibilities to fund and fill a new position of a grant accountant to start on January 1, 2021.	01/01/2021	01/31/2021
20-13	College of Health and Human Sciences - Transition Review	CSU	6	In order to comply with the University's Emergency Planning and Response Policy, the CHHS Dean should work with the University's Emergency Management Coordinator and the Risk Management Assistant to ensure that building safety plans...	Agree. The CHHS Director of Operations will work with the University Emergency Management Coordinator to ensure that building safety plans are completed and on file for each building in the college.	12/31/2020	6/30/2021 * Extension due to COVID19
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...	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 ...	1/31/2020	5/1/2021 * Extension due to COVID19
20-10	Human Resources and Payroll	CSU-P	14	The Director of HR should develop up-to-date policies and procedures for key business practices.	Agree. The Director of Human Resources will work with the Deputy General Counsel to review, revise and/or develop relevant and appropriate policies for CSU-Pueblo in the areas indicated. The Office of Human Resources will develop...	9/30/2020	08/31/2021

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. The HR department should...	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; and...	3/31/2020	03/31/2021
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 ...	3/31/2020	03/31/2021
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...	4/30/2020	00/00/2021 * (TBA)
20-07	Enrollment and Access - Transition Review	CSU	8	In order to comply with the University's Emergency Planning and Response Policy, the Vice President, Access Center Executive Director, Director of...	Agree. The Division leadership team will review, update and post all Building Safety Plans in an accessible space per the University's Emergency Planning...	11/30/2019	04/30/2021 * Extension due to COVID19

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	07/01/2021 * Extension due to COVID19
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	10/31/2022
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. There will be additional significant changes to our logical systems necessitating continuous DR...	10/31/2019	6/30/2021

# Finance Committee



# State Budget Update



# FY21 Q2 Financial Statements



Colorado State University System  
 Financial Statement Highlights  
 FY 20-21, 2nd Quarter

**BACKGROUND:**

Statements Included:

1. CSU System, **GAAP Financial Statements**, Statement of Revenues, Expenses and Changes in Net Position
2. CSU System, **Excluding Pension/OPEB Adjustment**, Statement of Revenues, Expenses and Changes in Net Position
3. **CSU**, Excluding Pension/OPEB Adjustment, Statement of Revenues, Expenses and Changes in Net Position
4. **CSU Board of Governors**, Excluding Pension/OPEB Adjustment, Statement of Revenues, Expenses and Changes in Net Position
5. **CSU Global**, Excluding Pension/OPEB Adjustment, Statement of Revenues, Expenses and Changes in Net Position
6. **CSU Pueblo**, Excluding Pension/OPEB Adjustment, Statement of Revenues, Expenses and Changes in Net Position

Data included within each Statement:

1. Actual result of operations for prior two (2) fiscal years,
2. Current Fiscal Year Original Budget,
3. Current Fiscal Year YTD Budget for Quarter
4. Current Fiscal Year TTD Actual for Quarter
5. Dollar (\$) and Percent (%) Variances

**HIGHLIGHTS – Notable Variances – Quarter TD Budget vs Actual:**

CSU System, **Excluding Pension/OPEB Adjustment**, Statement of Revenues, Expenses and Changes in Net Position

- Investment Earnings and Unrealized gain (loss) is exceeding budget – related to better than anticipated market performance.
- Federal Cares Act resources are recorded in Federal nonoperating grants and contracts.
- Added new lines under **Other revenues (expenses)** to track utilization of the scoop and toss financing resources.

**CSU**, Excluding Pension/OPEB Adjustment, Statement of Revenues, Expenses and Changes in Net Position

- No significant variances to note. Overall annual projected revenue for FY21 tuition and auxiliary related revenue, housing, food sales, parking, and conference revenue, is lower due to lower enrollments resulting from the COVID19 pandemic.

**CSU Global**, Excluding Pension/OPEB Adjustment, Statement of Revenues, Expenses and Changes in Net Position

- As a result of the COVID19 pandemic, enrollments for both new and the re-engagement of continuing students have declined.
- In conjunction with the decline in enrollments, operating expenses are also down.
- The variance for Other operating income is due to time related to Couse Hosting revenue, which is higher than expected.
- Although the Operating Margin goal has not been achieved in Q2, the overall margin is still tracking at 32% for FY21.
- FY21 budget does include amounts related to investment income; giving rise to the current variance.

**CSU Pueblo**, Excluding Pension/OPEB Adjustment, Statement of Revenues, Expenses and Changes in Net Position

- Non-operating grants and contracts increase in FY21 is due to CARES funding received for CFR and HEERF.

Colorado State University System								
GAAP Financial Statements								
Statement of Revenues, Expenses and Changes in Net Position								
Three Year Trend								
	FY 2019 Actual	FY 2020 Actual	FY 2021 Original Budget	FY 2021 YTD Budget Q2	FY 2021 Q2	\$ Variance	% Variance	FY 2021 Q1
<b>Operating revenues</b>								
Student tuition and fees	\$ 592,885,462	603,946,437	568,518,702	289,249,258	283,451,439	(5,797,819)	-2.0%	267,308,015
State fee for service revenue	108,350,359	121,960,895	50,742,350	25,371,175	25,371,175	-	-	12,685,588.00
Grants and contracts	351,095,096	366,016,838	388,073,418	170,890,469	172,326,882	1,436,413	0.8%	90,710,829
Sales and services of educational activities	43,296,008	40,659,398	42,856,181	21,428,784	21,452,758	23,974	0.1%	11,236,108
Auxiliary enterprises	203,676,585	166,353,863	127,988,618	63,203,653	62,537,535	(666,117)	-1.1%	47,510,446
Other operating revenue	11,973,283	11,410,953	10,294,449	5,668,771	6,446,897	778,125	13.7%	1,595,757
<b>Total operating revenues</b>	<b>1,311,276,794</b>	<b>1,310,348,385</b>	<b>1,188,473,717</b>	<b>575,812,109</b>	<b>571,586,685</b>	<b>(4,225,424)</b>	<b>-0.7%</b>	<b>431,046,743</b>
<b>Operating expenses</b>								
Instruction	349,738,624	346,538,247	375,655,442	181,131,749	181,144,904	(13,155)	0.0%	74,864,196
Research	221,193,637	210,859,135	225,268,010	99,548,894	100,343,968	(795,074)	-0.8%	46,064,240
Public service	137,212,136	143,738,573	149,533,424	70,495,185	69,605,591	889,594	1.3%	35,712,445
Academic support	96,052,764	102,069,257	107,283,600	50,856,986	49,673,733	1,183,253	2.3%	25,681,252
Student services	62,560,844	62,417,704	69,195,550	33,011,604	32,730,656	280,948	0.9%	16,690,595
Institutional support	64,478,886	71,059,473	104,088,620	49,110,775	49,183,167	(72,392)	-0.1%	24,439,762
Operation and maintenance of plant	62,137,476	66,250,361	92,407,503	43,295,011	43,612,633	(317,622)	-0.7%	21,960,694
Scholarships and fellowships	36,906,659	45,226,176	47,468,343	23,444,770	23,527,872	(83,102)	-0.4%	16,599,874
Auxiliary enterprises	148,166,707	143,333,203	136,670,808	65,957,564	65,672,295	285,269	0.4%	29,251,400
Depreciation	101,864,374	105,638,685	112,554,093	53,874,245	53,613,558	260,687	0.5%	26,671,356
<b>Total operating expenses</b>	<b>1,280,312,108</b>	<b>1,297,130,815</b>	<b>1,420,125,394</b>	<b>670,726,783</b>	<b>669,108,378</b>	<b>1,618,405</b>	<b>0.2%</b>	<b>317,935,814</b>
Operating Income (Loss)	30,964,685	13,217,570	(231,651,676)	(94,914,674)	(97,521,693)	(2,607,019)	2.7%	113,110,929
<b>Non-operating revenues (expenses)</b>								
State appropriations	1,800,000	5,155,000	2,841,154	2,430,694	1,941,154	(489,540)	-20.1%	951,460
Gifts	51,683,708	57,804,586	58,623,749	17,362,353	17,362,359	6	0.0%	2,091,452
Investment income	14,361,084	13,184,642	11,912,123	4,235,862	4,356,601	120,739	2.9%	3,442,475
Unrealized gain (loss) on investments	14,559,400	15,197,696	7,400,000	37,532,714	43,550,976	6,018,262	16.0%	13,633,561
Interest expense on capital debt	(46,469,759)	(45,496,072)	(8,357,596)	245,000	244,339	(661)	-0.3%	(4,042,156)
Federal nonoperating grants and contracts	46,389,354	76,027,979	168,365,187	48,846,002	48,851,598	5,596	0.0%	63,130,528
State support for PERA pension	4,218,401	4,109,103	3,704,495	-	-	-	0.0%	-
Other nonoperating revenues (expenses)	4,064,597	23,742,592	15,005,038	2,177,482	2,115,658	(61,824)	-2.8%	859,829
<b>Net nonoperating revenues</b>	<b>90,606,785</b>	<b>149,725,525</b>	<b>259,494,151</b>	<b>112,830,107</b>	<b>118,422,685</b>	<b>5,592,579</b>	<b>5.0%</b>	<b>80,067,148</b>
Income (Loss) Before other revenues	121,571,471	162,943,096	27,842,474	17,915,433	20,900,993	2,985,560	16.7%	193,178,077
<b>Other revenues (expenses)</b>								
Student facility fees	13,787,000	13,811,583	12,675,359	6,717,400	6,717,810	410	0.0%	6,808,517
State capital contributions	17,071,488	34,902,988	17,210,967	39,155,500	39,155,935	434	0.0%	514,452
Capital grants	5,014,228	3,657,877	4,216,880	10,048,675	10,048,577	(98)	0.0%	7,834,629
Capital gifts	20,991,428	21,909,734	13,750,000	5,910,000	5,910,405	405	0.0%	692,194
Payments (to)/from governing boards or other institutions	2,357,238	423,804	1,134,951	537,347	635,759	98,413	18.3%	210,000
Reserve transfers within the CSU System	-	-	-	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	-	-	-	-	-	-
Additions to permanent endowments	552,962	831,581	682,957	-	-	-	-	-
<b>Total other revenues</b>	<b>59,774,345</b>	<b>75,537,567</b>	<b>49,671,113</b>	<b>62,368,922</b>	<b>62,468,487</b>	<b>99,565</b>	<b>0.2%</b>	<b>16,059,792</b>
<b>Increase (decrease) in net position</b>	<b>\$ 181,345,816</b>	<b>238,480,664</b>	<b>77,513,588</b>	<b>80,284,355</b>	<b>83,369,480</b>	<b>3,085,125</b>	<b>3.8%</b>	<b>209,237,869</b>

Colorado State University System								
Excluding Pension/OPEB Adjustment								
Statement of Revenues, Expenses and Changes in Net Position								
Three Year Trend								
	FY 2019 Actual	FY 2020 Actual	FY 2021 Original Budget	FY 2021 YTD Budget Q2	FY 2021 Q2	\$ Variance	% Variance	FY 2021 Q1
<b>Operating revenues</b>								
Student tuition and fees	\$ 592,885,462	603,946,437	568,518,702	289,249,258	283,451,439	(5,797,819)	-2.0%	267,308,015
State fee for service revenue	108,350,359	121,960,895	50,742,350	25,371,175	25,371,175	-	-	12,685,588
Grants and contracts	351,095,096	366,016,838	388,073,418	170,890,469	172,326,882	1,436,413	0.8%	90,710,829
Sales and services of educational activities	43,296,008	40,659,398	42,856,181	21,428,784	21,452,758	23,974	0.1%	11,236,108
Auxiliary enterprises	203,676,586	166,353,863	127,988,618	63,203,653	62,537,535	(666,117)	-1.1%	47,510,446
Other operating revenue	11,973,283	11,410,953	10,294,449	5,668,771	6,446,897	778,125	13.7%	1,595,757
<b>Total operating revenues</b>	<b>1,311,276,795</b>	<b>1,310,348,385</b>	<b>1,188,473,717</b>	<b>575,812,109</b>	<b>571,586,685</b>	<b>(4,225,424)</b>	<b>-0.7%</b>	<b>431,046,743</b>
<b>Operating expenses</b>								
Instruction	352,446,386	373,457,536	375,655,442	181,131,749	181,144,904	(13,155)	0.0%	74,864,196
Research	216,285,489	220,584,354	225,268,010	99,548,894	100,343,968	(795,074)	-0.8%	46,064,240
Public service	144,927,915	154,136,071	149,533,424	70,495,185	69,605,591	889,594	1.3%	35,712,445
Academic support	110,415,670	117,625,238	107,283,600	50,856,986	49,673,733	1,183,253	2.3%	25,681,252
Student services	68,661,700	70,104,124	69,195,550	33,011,604	32,730,656	280,948	0.9%	16,690,595
Institutional support	80,199,001	88,647,180	104,088,620	49,110,775	49,183,167	(72,392)	-0.1%	24,439,762
Operation and maintenance of plant	90,675,809	92,855,422	92,407,503	43,295,011	43,612,633	(317,622)	-0.7%	21,960,694
Scholarships and fellowships	36,748,941	45,411,223	47,468,343	23,444,770	23,527,872	(83,102)	-0.4%	16,599,874
Auxiliary enterprises	170,853,561	169,657,960	136,670,808	65,957,564	65,672,295	285,269	0.4%	29,251,400
Depreciation	101,864,374	105,638,685	112,554,093	53,874,245	53,613,558	260,687	0.5%	26,671,356
<b>Total operating expenses</b>	<b>1,373,078,847</b>	<b>1,438,117,793</b>	<b>1,420,125,394</b>	<b>670,726,783</b>	<b>669,108,378</b>	<b>1,618,405</b>	<b>0.2%</b>	<b>317,935,814</b>
Operating Income (Loss)	(61,802,053)	(127,769,409)	(231,651,676)	(94,914,674)	(97,521,693)	(2,607,019)	2.7%	113,110,929
<b>Non-operating revenues (expenses)</b>								
State appropriations	1,800,000	5,155,000	2,841,154	2,430,694	1,941,154	(489,540)	-20.1%	951,460
Gifts	51,683,708	57,804,586	58,623,749	17,362,353	17,362,359	6	0.0%	2,091,452
Investment income	14,295,767	13,184,642	11,912,123	4,235,862	4,356,601	120,739	2.9%	3,442,475
Unrealized gain (loss) on investments	14,624,717	15,197,696	7,400,000	37,532,714	43,550,976	6,018,262	16.0%	13,633,561
Interest expense on capital debt	(46,469,759)	(45,496,072)	(8,357,596)	245,000	244,339	(661)	-0.3%	(4,042,156)
Federal nonoperating grants and contracts	46,389,354	76,027,979	168,365,187	48,846,002	48,851,598	5,596	0.0%	63,130,528
State support for PERA pension	4,218,401	4,109,103	3,704,495	-	-	-	-	-
Other nonoperating revenues (expenses)	4,064,597	23,742,592	15,005,038	2,177,482	2,115,658	(61,824)	-2.8%	859,829
<b>Net nonoperating revenues</b>	<b>90,606,785</b>	<b>149,725,525</b>	<b>259,494,151</b>	<b>112,830,107</b>	<b>118,422,685</b>	<b>5,592,579</b>	<b>5.0%</b>	<b>80,067,148</b>
Income (Loss) Before other revenues	28,804,733	21,956,118	27,842,474	17,915,433	20,900,993	2,985,560	16.7%	193,178,077
<b>Other revenues (expenses)</b>								
Student facility fees	13,787,000	13,811,583	12,675,359	6,717,400	6,717,810	410	0.0%	6,808,517
State capital contributions	17,071,488	34,902,988	17,210,967	39,155,500	39,155,935	434	0.0%	514,452
Capital grants	5,014,228	3,657,877	4,216,880	10,048,675	10,048,577	(98)	0.0%	7,834,629
Capital gifts	20,991,428	21,909,734	13,750,000	5,910,000	5,910,405	405	0.0%	692,194
Payments (to)/from governing boards or other institutions	2,357,238	423,804	1,134,951	537,347	635,759	98,413	18.3%	210,000
Reserve transfers within the CSU System	-	-	-	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	-	-	-	-	-	-
Additions to permanent endowments	552,962	831,581	682,957	-	-	-	-	-
<b>Total other revenues</b>	<b>59,774,345</b>	<b>75,537,567</b>	<b>49,671,113</b>	<b>62,368,922</b>	<b>62,468,487</b>	<b>99,565</b>	<b>0.2%</b>	<b>16,059,792</b>
<b>Increase (decrease) in net position</b>	<b>\$ 88,579,078</b>	<b>97,493,685</b>	<b>77,513,588</b>	<b>80,284,355</b>	<b>83,369,480</b>	<b>3,085,125</b>	<b>3.8%</b>	<b>209,237,869</b>
<b>Impact of Pension/OPEB adjustments (GASB68/75) on operating expenses</b>								
	(92,766,738)	(140,986,979)						

Colorado State University								
Excluding Pension/OPEB Adjustment								
Statement of Revenues, Expenses and Changes in Net Position								
Three Year Trend								
	FY 2019 Actual	FY 2020 Actual	FY 2021 Original Budget	FY 2021 YTD Budget Q2	FY 2021 Q2	\$ Variance	% Variance	FY 2021 Q1
<b>Operating revenues</b>								
Student tuition and fees	\$ 471,889,594	481,015,158	437,723,794	229,004,408	229,817,361	812,953	0.4%	232,402,262
State fee for service revenue	95,878,057	107,682,443	44,898,176	22,449,088	22,449,088	-	-	11,224,544
Grants and contracts	341,054,140	352,395,835	374,723,418	164,930,869	166,369,875	1,439,007	0.9%	86,415,076
Sales and services of educational activities	42,947,926	40,334,890	42,536,181	21,303,284	21,325,888	22,604	0.1%	11,168,014
Auxiliary enterprises	194,867,638	157,938,866	119,738,618	60,355,503	59,691,399	(664,103)	-1.1%	44,808,928
Other operating revenue	7,562,543	6,563,307	6,235,584	3,509,021	3,520,821	11,799	0.3%	1,478,567
<b>Total operating revenues</b>	<b>1,154,199,898</b>	<b>1,145,930,499</b>	<b>1,025,855,770</b>	<b>501,552,172</b>	<b>503,174,432</b>	<b>1,622,260</b>	<b>0.3%</b>	<b>387,497,391</b>
<b>Operating expenses</b>								
Instruction	310,797,547	331,368,268	336,187,839	162,861,144	162,170,179	690,965	0.4%	67,906,567
Research	212,939,336	217,932,665	222,768,010	98,273,894	99,071,051	(797,157)	-0.8%	45,414,334
Public service	143,869,969	151,715,741	147,173,424	69,483,485	68,589,513	893,972	1.3%	35,221,237
Academic support	95,421,463	102,736,025	93,487,483	43,283,257	42,744,128	539,129	1.2%	21,714,062
Student services	32,611,077	34,548,806	31,439,261	14,943,349	14,866,936	76,413	0.5%	7,078,429
Institutional support	57,093,365	60,246,761	72,239,883	35,441,282	35,415,629	25,653	0.1%	16,516,359
Operation and maintenance of plant	83,483,097	83,904,020	85,348,503	39,210,513	39,528,421	(317,908)	-0.8%	20,328,379
Scholarships and fellowships	20,536,423	21,819,483	25,384,592	12,745,768	12,818,262	(72,494)	-0.6%	9,757,175
Auxiliary enterprises	156,403,963	156,142,063	123,370,808	61,056,064	60,769,934	286,130	0.5%	27,400,796
Depreciation	92,535,408	96,289,816	103,246,093	49,145,245	48,900,413	244,832	0.5%	24,309,615
<b>Total operating expenses</b>	<b>1,205,691,647</b>	<b>1,256,703,647</b>	<b>1,240,645,897</b>	<b>586,444,001</b>	<b>584,874,467</b>	<b>1,569,534</b>	<b>0.3%</b>	<b>275,646,953</b>
Operating Income (Loss)	(51,491,749)	(110,773,149)	(214,790,126)	(84,891,829)	(81,700,035)	3,191,794	-3.8%	111,850,438
<b>Non-operating revenues (expenses)</b>								
State appropriations	-	3,355,000	1,941,154	1,941,000	1,941,154	154	-	941,154
Gifts	47,547,828	53,810,526	54,723,749	16,962,000	16,962,006	6	-	1,691,099
Investment income	10,967,970	10,237,317	10,000,000	3,215,000	3,213,837	(1,163)	-	1,913,386
Unrealized gain (loss) on investments	10,661,984	12,111,605	7,000,000	33,121,000	33,120,517	(483)	-	10,368,323
Interest expense on capital debt	(42,143,269)	(41,272,501)	(7,857,596)	803,000	802,987	(13)	-	(3,759,841)
Federal nonoperating grants and contracts	27,483,461	55,426,973	136,337,459	37,422,000	37,422,371	371	-	54,682,870
State support for PERA pension	3,886,055	3,794,189	3,704,495	-	-	-	-	-
Other nonoperating revenues (expenses)	4,300,375	23,297,583	14,805,288	2,113,000	2,112,902	(98)	-	819,226
<b>Net nonoperating revenues</b>	<b>62,704,404</b>	<b>120,760,692</b>	<b>220,654,550</b>	<b>95,577,000</b>	<b>95,575,774</b>	<b>(1,226)</b>	<b>0.0%</b>	<b>66,656,217</b>
Income (Loss) Before other revenues	11,212,655	9,987,543	5,864,423	10,685,171	13,875,739	3,190,568	29.9%	178,506,655
<b>Other revenues (expenses)</b>								
Student facility fees	12,347,638	12,280,614	11,175,359	6,017,000	6,016,921	(79)	-	6,080,303
State capital contributions	14,211,460	20,091,912	17,210,967	37,431,000	37,430,732	(268)	-	278,889
Capital grants	4,992,768	3,570,316	4,160,880	10,046,000	10,045,903	(97)	-	7,831,954
Capital gifts	20,868,674	18,663,385	13,750,000	5,910,000	5,910,405	405	-	692,194
Payments (to)/from governing boards or other institutions	(3,796,661)	(4,915,875)	(4,356,268)	(1,508,000)	(1,507,650)	350	-	(1,125,306)
Reserve transfers within the CSU System	6,323,000	19,557,452	29,520,435	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	(39,619,029)	(19,809,514)	(19,809,514)	-	-	(19,809,514)
Additions to permanent endowments	552,962	831,581	682,957	-	-	-	-	-
<b>Total other revenues</b>	<b>55,499,841</b>	<b>70,079,385</b>	<b>32,525,300</b>	<b>38,086,486</b>	<b>38,086,796</b>	<b>310</b>	<b>-</b>	<b>(6,051,479)</b>
<b>Increase (decrease) in net position</b>	<b>\$ 66,712,496</b>	<b>80,066,929</b>	<b>38,389,724</b>	<b>48,771,657</b>	<b>51,962,535</b>	<b>3,190,878</b>	<b>6.5%</b>	<b>172,455,175</b>
<b>Impact of Pension/OPEB adjustments (GASB68/75)</b>								
<b>on operating expenses</b>	(87,547,097.66)	(129,143,007)						

Colorado State University - Board of Governors								
Excluding Pension/OPEB Adjustment								
Statement of Revenues, Expenses and Changes in Net Position								
Three Year Trend								
	FY 2019 Actual	FY 2020 Actual	FY 2021 Original Budget	FY 2021 YTD Budget Q2	FY 2021 Q2	\$ Variance	% Variance	FY 2021 Q1
<b>Operating revenues</b>								
Student tuition and fees	\$ -	-	-	-	-	-	-	-
State fee for service revenue	-	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-	-
Other operating revenue	89,500	85,301	-	29,000	29,750	750	2.6%	-
<b>Total operating revenues</b>	<u>89,500</u>	<u>85,301</u>	<u>-</u>	<u>29,000.00</u>	<u>29,750.00</u>	<u>750.00</u>	<u>-</u>	<u>-</u>
<b>Operating expenses</b>								
Instruction	-	-	-	-	-	-	-	-
Research	-	-	-	-	-	-	-	-
Public service	155,274	153,839	160,000	75,000	77,906	2,906	3.9%	39,488
Academic support	-	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-	-
Institutional support	8,578,089	12,563,827	16,827,889	5,206,972	5,475,053	268,081	5.1%	4,106,497
Operation and maintenance of plant	25,997	-	-	-	-	-	-	-
Scholarships and fellowships	-	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-	-	-
<b>Total operating expenses</b>	<u>8,759,360</u>	<u>12,717,666</u>	<u>16,987,889</u>	<u>5,281,972</u>	<u>5,552,959</u>	<u>270,987</u>	<u>5.1%</u>	<u>4,145,985</u>
Operating Income (Loss)	<u>(8,669,860)</u>	<u>(12,632,365)</u>	<u>(16,987,889)</u>	<u>(5,252,972)</u>	<u>(5,523,209)</u>	<u>271,737</u>	<u>-5.2%</u>	<u>(4,145,985)</u>
<b>Non-operating revenues (expenses)</b>								
State appropriations	-	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-	-
Investment income	1,270,733	1,274,907.30	400,000	300,000	319,385	(19,385)	-6.5%	273,916
Unrealized gain (loss) on investments	1,444,151	1,470,772	-	4,411,714	4,411,714	-	-	1,381,080
Interest expense on capital debt	-	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-	-	-
State support for PERA pension	25,060	32,696	-	-	-	-	-	-
Other nonoperating revenues (expenses)	4,281	4,042	-	587	587	-	-	3,423
<b>Net nonoperating revenues</b>	<u>2,744,225</u>	<u>2,782,417</u>	<u>400,000</u>	<u>4,712,301</u>	<u>4,731,686</u>	<u>(19,385)</u>	<u>-0.4%</u>	<u>1,658,419</u>
Income (Loss) Before other revenues	<u>(5,925,635)</u>	<u>(9,849,948)</u>	<u>(16,587,889)</u>	<u>(540,671)</u>	<u>(791,523)</u>	<u>252,352</u>	<u>-46.7%</u>	<u>(2,487,566)</u>
<b>Other revenues (expenses)</b>								
Student facility fees	-	-	-	-	-	-	-	-
State capital contributions	-	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	7,528,677	6,871,608	6,788,823	2,572,561	2,572,561	-	-	1,659,708
Reserve transfers within the CSU System	15,115,948	10,504,785	(9,186,436)	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	43,939,286	21,969,643	21,969,643	-	-	21,969,643
Additions to permanent endowments	-	-	-	-	-	-	-	-
<b>Total other revenues</b>	<u>22,644,625</u>	<u>17,376,393</u>	<u>41,541,673</u>	<u>24,542,204</u>	<u>24,542,204</u>	<u>-</u>	<u>0.0%</u>	<u>23,629,351</u>
<b>Increase (decrease) in net position</b>	<u>\$ 16,718,990</u>	<u>7,526,444</u>	<u>24,953,784.00</u>	<u>24,001,532</u>	<u>23,750,681</u>	<u>252,352</u>	<u>1.1%</u>	<u>21,141,785</u>
<b>Impact of Pension/OPEB adjustments (GASB68/75) on operating expenses</b>	(39,995)	(115,439)	-	-	-	-	-	-

**Colorado State University - Global Campus**

**Excluding Pension/OPEB Adjustment**

**Statement of Revenues, Expenses and Changes in Net Position  
Three Year Trend**

	<b>FY 2019 Actual</b>	<b>FY 2020 Actual</b>	<b>FY 2021 Original Budget</b>	<b>FY 2021 YTD Budget Q2</b>	<b>FY 2021 Q2</b>	<b>\$ Variance</b>	<b>% Variance</b>	<b>FY 2021 Q1</b>
<b>Operating revenues</b>								
Student tuition and fees	\$ 88,934,902	88,920,054	97,294,908	46,474,150	39,862,362	(6,611,788)	-14.2%	20,841,749
State fee for service revenue	-	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-	-
Other operating revenue	3,925,705	4,454,000	3,758,865	2,005,750	2,772,047	766,297	38.2%	73,078
<b>Total operating revenues</b>	<b>92,860,606</b>	<b>93,374,054</b>	<b>101,053,773</b>	<b>48,479,900</b>	<b>42,634,409</b>	<b>(5,845,491)</b>	<b>-12.1%</b>	<b>20,914,827</b>
<b>Operating expenses</b>								
Instruction	18,529,756	19,896,733	19,867,603	9,602,605	10,306,776	(704,171)	-7.3%	3,839,817
Research	-	-	-	-	-	-	-	-
Public service	-	-	-	-	-	-	-	-
Academic support	8,885,892	7,817,111	7,596,117	3,748,729	3,099,047	649,682	17.3%	1,744,121
Student services	30,901,486	29,850,102	33,256,289	15,110,755	14,907,646	203,109	1.3%	7,992,674
Institutional support	7,006,679	7,165,811	7,520,848	3,862,521	3,699,151	163,370	4.2%	1,774,166
Operation and maintenance of plant	496,353	619,828	559,000	279,498	272,718	6,780	2.4%	137,300
Scholarships and fellowships	10,923,602	11,042,732	9,321,117	5,524,002	5,529,906	(5,904)	-0.1%	2,674,058
Auxiliary enterprises	-	-	-	-	-	-	-	-
Depreciation	396,073	411,887	408,000	204,000	198,301	5,699	2.8%	104,320
<b>Total operating expenses</b>	<b>77,139,841</b>	<b>76,804,204</b>	<b>78,528,974</b>	<b>38,332,110</b>	<b>38,013,545</b>	<b>318,565</b>	<b>0.8%</b>	<b>18,266,456</b>
Operating Income (Loss)	15,720,766	16,569,850	22,524,799	10,147,790	4,620,864	(5,526,926)	-54.5%	2,648,371
<b>Non-operating revenues (expenses)</b>								
State appropriations	-	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-	-
Investment income	1,793,826	1,307,341	1,137,123	558,562	662,669	104,107	18.6%	1,178,614
Unrealized gain (loss) on investments	2,326,409	1,041,874	-	-	6,018,745	6,018,745	-	1,884,158
Interest expense on capital debt	-	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	10,919,593	11,042,732	9,321,117	5,524,002	5,529,906	5,904	0.1%	2,674,058
State support for PERA pension	28,637	24,608	-	-	-	-	-	-
Other nonoperating revenues (expenses)	45,981	8,977	55,831	27,915	2,169	(25,746)	-92.2%	738
<b>Net nonoperating revenues</b>	<b>15,114,445</b>	<b>13,425,531</b>	<b>10,514,071</b>	<b>6,110,479</b>	<b>12,213,489</b>	<b>6,103,010</b>	<b>99.9%</b>	<b>5,737,568</b>
Income (Loss) Before other revenues	30,835,211	29,995,381	33,038,870	16,258,269	16,834,353	576,084	3.5%	8,385,939
<b>Other revenues (expenses)</b>								
Student facility fees	-	-	-	-	-	-	-	-
State capital contributions	-	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	(885,276)	(874,923)	(796,752)	(402,000)	(429,151)	(27,151)	-6.8%	(199,188)
Reserve transfers within the CSU System	(26,656,778)	(39,458,236)	(25,695,818)	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	-	-	-	-	-	-
Additions to permanent endowments	-	-	-	-	-	-	-	-
<b>Total other revenues</b>	<b>(27,542,054)</b>	<b>(40,333,159)</b>	<b>(26,492,570)</b>	<b>(402,000)</b>	<b>(429,151)</b>	<b>(27,151.00)</b>	<b>-6.8%</b>	<b>(199,188)</b>
<b>Increase (decrease) in net position</b>	<b>\$ 3,293,157</b>	<b>(10,337,777)</b>	<b>6,546,300</b>	<b>15,856,269</b>	<b>16,405,202</b>	<b>548,933</b>	<b>3.5%</b>	<b>8,186,751</b>
<b>Impact of Pension/OPEB adjustments (GASB68/75) on operating expenses</b>	<b>(360,685.00)</b>	<b>(1,371,930)</b>						

Colorado State University Pueblo								
Excluding Pension/OPEB Adjustment								
Statement of Revenues, Expenses and Changes in Net Position								
Three Year Trend								
	FY 2019 Actual	FY 2020 Actual	FY 2021 Original Budget	FY 2021 YTD Budget Q2	FY 2021 Q2	\$ Variance	% Variance	FY 2021 Q1
<b>Operating revenues</b>								
Student tuition and fees	\$ 32,060,966	34,011,226	33,500,000	13,770,700	13,771,716	1,016	0.0%	14,064,003
State fee for service revenue	12,472,302	14,278,452	5,844,174	2,922,087	2,922,087	-	-	1,461,044
Grants and contracts	10,040,955	13,621,003	13,350,000	5,959,600	5,957,006	(2,594)	0.0%	4,295,753
Sales and services of educational activities	348,082	324,508	320,000	125,500	126,870	1,370	1.1%	68,094
Auxiliary enterprises	8,808,948	8,414,998	8,250,000	2,848,150	2,846,136	(2,014)	-0.1%	2,701,518
Other operating revenue	395,536	308,345	300,000	125,000	124,279	(721)	-0.6%	44,112
<b>Total operating revenues</b>	<b>64,126,789</b>	<b>70,958,532</b>	<b>61,564,174</b>	<b>25,751,037</b>	<b>25,748,094</b>	<b>(2,943)</b>	<b>0.0%</b>	<b>22,634,524</b>
<b>Operating expenses</b>								
Instruction	23,119,082	22,192,535	19,600,000	8,668,000	8,667,949	51	0.0%	3,117,812
Research	3,346,153	2,651,689	2,500,000	1,275,000	1,272,918	2,082	0.2%	649,906
Public service	902,672	2,266,490	2,200,000	936,700	938,173	(1,473)	-0.2%	451,720
Academic support	6,108,316	7,072,103	6,200,000	3,825,000	3,830,559	(5,559)	-0.1%	2,223,069
Student services	5,149,138	5,705,216	4,500,000	2,957,500	2,956,074	1,426	0.0%	1,619,493
Institutional support	7,520,868	8,670,781	7,500,000	4,600,000	4,593,334	6,666	0.1%	2,042,740
Operation and maintenance of plant	6,670,362	8,331,574	6,500,000	3,805,000	3,811,493	(6,493)	-0.2%	1,495,014
Scholarships and fellowships	5,288,916	12,549,008	12,762,634	5,175,000	5,179,704	(4,704)	-0.1%	4,168,641
Auxiliary enterprises	14,449,598	13,515,897	13,300,000	4,901,500	4,902,361	(861)	0.0%	1,850,604
Depreciation	8,932,893	8,936,982	8,900,000	4,525,000	4,514,843	10,157	0.2%	2,257,422
<b>Total operating expenses</b>	<b>81,487,998</b>	<b>91,892,275</b>	<b>83,962,634</b>	<b>40,668,700</b>	<b>40,667,407</b>	<b>1,293</b>	<b>0.0%</b>	<b>19,876,420</b>
Operating Income (Loss)	(17,361,209)	(20,933,743)	(22,398,460)	(14,917,663)	(14,919,313)	(1,650)	0.0%	2,758,104
<b>Non-operating revenues (expenses)</b>								
State appropriations	1,800,000	1,800,000	900,000	489,694	-	(489,694)	-	10,306
Gifts	4,135,880	3,994,059	3,900,000	400,353	400,353	-	-	400,353
Investment income	263,239	365,077	375,000	162,300	160,710	(1,590)	-1.0%	76,559
Unrealized gain (loss) on investments	192,173	573,445	400,000	-	-	-	-	-
Interest expense on capital debt	(4,326,489)	(4,223,570)	(500,000)	(558,000)	(558,648)	(648)	-0.1%	(282,315)
Federal nonoperating grants and contracts	7,986,300	9,558,274	22,706,611	5,900,000	5,899,322	(678)	0.0%	5,773,600
State support for PERA pension	278,649	257,611	-	-	-	-	-	-
Other nonoperating revenues (expenses)	(286,040)	431,990	143,919	35,980	-	(35,980)	-100.0%	36,441
<b>Net nonoperating revenues</b>	<b>10,043,711</b>	<b>12,756,885</b>	<b>27,925,530</b>	<b>6,430,327</b>	<b>5,901,737</b>	<b>(528,590)</b>	<b>-8.2%</b>	<b>6,014,944</b>
Income (Loss) Before other revenues	(7,317,498)	(8,176,858)	5,527,070	(8,487,336)	(9,017,576)	(530,240)	6.2%	8,773,048
<b>Other revenues (expenses)</b>								
Student facility fees	1,439,362	1,530,969	1,500,000	700,400	700,890	490	0.1%	728,213
State capital contributions	2,860,028	14,811,076	-	1,724,500	1,725,203	703	-	235,563
Capital grants	21,460	87,561	56,000	2,675	2,675	-	-	2,675
Capital gifts	122,753	3,246,349	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	(489,502)	(657,006)	(500,852)	(125,214)	-	-	-	(125,214)
Reserve transfers within the CSU System	5,217,830	9,395,999	5,361,819	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	(4,320,257)	(2,160,129)	(2,160,129)	-	-	(2,160,129)
Additions to permanent endowments	-	-	-	-	-	-	-	-
<b>Total other revenues</b>	<b>9,171,932</b>	<b>28,414,948</b>	<b>2,096,710</b>	<b>142,232</b>	<b>268,638</b>	<b>1,193</b>	<b>0.8%</b>	<b>(1,318,892)</b>
<b>Increase (decrease) in net position</b>	<b>\$ 1,854,435</b>	<b>20,238,090</b>	<b>7,623,780</b>	<b>(8,345,104)</b>	<b>(8,748,938)</b>	<b>(529,048)</b>	<b>6.3%</b>	<b>7,454,157</b>
<b>Impact of Pension/OPEB adjustments (GASB68/75)</b>								
<b>on operating expenses</b>		(4,818,961)	(10,356,603)					

# FY22 Campus Budget Update with Tuition Discussion



**FY22 Incremental E&G Budget - V.4.0**  
**Colorado State University - Fort Collins**  
Tuesday, January 19, 2021

Rate = 0% - RUG  
State = FY19-20 Level

Rate = 3% - RUG  
State = FY19-20 Level

**New Resources**

Tuition			
Undergraduate-Enrollment Growth			
Increase in FTE	\$	2,517,000	\$ 2,517,000
Change in mix - RES vs. NRES		3,826,000	3,826,000
Undergraduate Rate Increase			
Resident		-	4,885,000
Non-Resident		-	4,536,000
Graduate-Enrollment Growth			
Decrease in FTE		(203,000)	(203,000)
Change in mix - RES vs. NRES		1,068,000	1,068,000
Graduate Rate Increase			
Resident		-	465,000
Non-Resident		-	661,000
Professional Veterinary Medicine Rate Increase		661,000	661,000
Differential Tuition		1,632,000	2,448,000
Total Tuition	\$	9,501,000	\$ 20,864,000
State Funding Impact		7,617,000	7,617,000
Facilities and Administrative Overhead		510,000	510,000
Other		-	-
<b>Total New Resources</b>	<b>\$</b>	<b>17,628,000</b>	<b>\$ 28,991,000</b>

**Financial Aid**

		5,973,000	7,658,000
<b>Net New Resources</b>	<b>\$</b>	<b>11,655,000</b>	<b>\$ 21,333,000</b>

**New Expenses**

Multi-Year Central Investments in Strategic Initiatives	\$	1,200,000	\$ 1,200,000
Faculty/Staff Compensation		1,100,000	1,100,000
Academic Incentive Funding		1,908,000	2,724,000
Mandatory Costs		2,695,000	2,695,000
Quality Enhancements		3,861,000	3,861,000
Budget Reduction		-	-
<b>Total New Expenses</b>	<b>\$</b>	<b>10,764,000</b>	<b>\$ 11,580,000</b>

**Net New Incremental Budget Resources**

	\$	891,000	\$ 9,753,000
--	----	---------	--------------

**One-Time FY21 Backfill Resources:**

Planned Board Reserve Deployment	\$	(15,000,000)	\$ (15,000,000)
Planned Strategic Financing Resources		(14,026,000)	(14,026,000)

**Total Base Budget Overage (Shortfall)**

	<b>\$</b>	<b>(28,135,000)</b>	<b>\$ (19,273,000)</b>
--	-----------	---------------------	------------------------

1% RUG Increase = student share \$94/yr.  
1% Increase NRUG = student share \$281/yr.

1% RUG Increase = \$1.5M      Average Melt 5 yr. = 93.3%  
1% NRUG Increase = \$1.4M  
1% Salary Increase = \$4.6M (\$4M Fac/AP; \$600K SC)  
Tuition Enrollment Increase @ FY20 level = \$23M

**Base Assumptions**

Resident Undergraduate 3%; \$283/yr.  
Non-Resident Undergraduate 3%; \$844/yr.  
Resident Graduate 3%; \$316/yr. and Resident Professional Veterinary Medicine 3%; \$1,040/yr.  
Non-Resident Graduate 3%; \$774/yr. and Non-Resident Professional Veterinary Medicine 3%; \$1,732/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

**Education and General Budget Summary FY20 to FY22 Est.**

**Colorado State University - Fort Collins**

Wednesday, January 27, 2021

	FY20	FY21	FY22 Est. Assumes 3% Tuition Increase
<b>Resources:</b>			
Tuition	\$ 429,841,575	\$ 397,259,075	\$ 418,123,075
State Funding			
State Funding	81,010,981	33,838,464	81,010,981
Specialty Education Funding (SEP)	68,964,435	28,965,063	68,964,435
<i>CARES (1X)</i>	-	<i>79,554,679</i>	-
Total State Funding	\$ 149,975,416	\$ 142,358,206	\$ 149,975,416
Facilities and Administrative Overhead	27,540,000	27,540,000	28,050,000
Other Resources <sup>1</sup>	101,261,391	87,378,667	87,378,667
<b>Total Resources</b>	<b>\$ 708,618,382</b>	<b>\$ 654,535,948</b>	<b>\$ 683,527,158</b>
<b>Expenses:</b>			
Total Expenses	\$ 708,618,382	\$ 701,111,658	\$ 702,799,658
Permanent Base Reductions	-	(17,000,000)	-
Temporary Reductions	-	-	-
System Office Reallocation	-	(550,000)	-
<b>Total Expenses</b>	<b>\$ 708,618,382</b>	<b>\$ 683,561,658</b>	<b>\$ 702,799,658</b>
<b>Net General Fund Impact</b>	<b>\$ -</b>	<b>\$ (29,025,710)</b>	<b>\$ (19,272,500)</b>
<b>One-Time Backfill Resources:</b>			
Board Reserves Deployment	-	15,000,000	TBD
Strategic Financing Resources	-	14,025,710	TBD
<b>Total Net Impact</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (19,272,500)</b>

<sup>1</sup> Other Resources include: Indirect Cost Recoveries (RARSP), Investment Income, Course Fees and Charges for Technology, Self-Funded and Cash Operations (PVM + Agencies), Federal Grants and Appropriations (PVM + Agencies), Other State and Restricted Funds (PVM + Agencies) and Miscellaneous Revenue.

**FY 2022 Incremental E&G Budget - V.4.0****Colorado State University - Pueblo**

Friday, January 22, 2021

Rate = 0% - RUG	Rate = 3% - RUG
Rate = 3% - GRAD	Rate = 3% - GRAD
State = FY20 Level	State = FY20 Level

**1 New Resources**

2	Tuition		
3	Undergraduate Rate Increase		
4	Resident	\$ -	\$ 539,000
5	Non-Resident (TWOLF & WUE rate)	-	193,000
6	Undergraduate Differential Tuition	-	22,790
7	Graduate Rate Increase		
8	Resident	38,000	38,000
9	Non-Resident	8,000	8,000
10	Resident Teacher Education Program	4,000	4,000
11	Graduate Differential Tuition	3,000	3,000
12	Projected Enrollment Change = 0% <sup>1</sup>	-	-
13	Total Tuition	\$ 53,000	\$ 807,790
14	State Funding Impact	1,059,108	1,059,108
15	Facilities and Administrative Overhead	(24,000)	(24,000)
16	Other <sup>2</sup>	750,000	750,000
17	<b>Total New Resources</b>	<b>\$ 1,838,108</b>	<b>\$ 2,592,898</b>

**18 Financial Aid**

19	<b>Net New Resources</b>	14,000	202,000
		<b>\$ 1,824,108</b>	<b>\$ 2,390,898</b>

**20 New Expenses**

21	Investments to Enhance Academic Quality	\$ 250,000	\$ 250,000
22	Faculty and Staff Compensation - Includes \$1m of one-time budget cut & Faculty Promotions	1,200,000	1,200,000
23	Fringe Benefit Increase (increase = 1.5% of base salaries)	448,000	448,000
24	Reinstate one-time budget cut to Institutional Aid	862,000	862,000
25	Mandatory Costs <sup>3</sup>	665,000	665,000
26	<b>Total New Expenses</b>	<b>\$ 3,425,000</b>	<b>\$ 3,425,000</b>

**27 Net New Incremental Budget Resources <sup>4</sup>**

28	<b>One-Time FY21 Backfill Resources:</b>		
29	Planned Board Reserve Deployment	\$ (3,000,000)	\$ (3,000,000)
30	Planned Strategic Financing Resources	\$ (3,308,094)	\$ (3,308,094)
31	<b>One-Time FY22 Backfill Resources:</b>		
32	Planned Strategic Financing Resources	TBD	TBD

**33 Total Base Budget Overage (Shortfall)**

<b>\$ (7,908,986)</b>	<b>\$ (7,342,196)</b>
-----------------------	-----------------------

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

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

1% Salary Increase = \$450k(\$370k Fac/AP; \$80k SC)

**Base Assumptions**

3% tuition increase for Grad Students

0% growth in enrollment

Spring Melt = 8%

Salary Increase Faculty / Administrative Professionals (0% total)

Salary Increase State Classified Staff (0% Total)

Fees TBD

<sup>1</sup> TBD. Dependent upon advancement of Vision 2028 initiatives.<sup>2</sup> Projected net margin from Extended Studies<sup>3</sup> 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.<sup>4</sup> Increase in non-mandatory transfers/Budget Reductions TBD

**Education and General Budget Summary FY20 to FY22 Est. Colorado State University - Pueblo**

**Wednesday**, January 27, 2021

	FY20	FY21	FY22 Est. 3% Tuition Increase
<b>Resources:</b>			
Tuition	\$ 31,499,507	\$ 27,217,507	\$ 28,025,297
State Funding			
State Funding	20,852,803	8,944,326	20,852,803
<i>CARES (1X)</i>	-	<i>10,849,369</i>	-
Total State Funding	\$ 20,852,803	\$ 19,793,695	\$ 20,852,803
Facilities and Administrative Overhead	1,797,104	1,707,104	1,683,104
Other Resources <sup>1</sup>	3,280,027	3,210,559	3,960,559
<b>Total Resources</b>	<b>\$ 57,429,441</b>	<b>\$ 51,928,865</b>	<b>\$ 54,319,763</b>
<b>Expenses:</b>			
Total Expenses	\$ 57,429,441	\$ 60,098,959	\$ 61,661,959
Permanent Base Reductions	-	-	-
Temporary Reductions	-	(1,862,000)	-
System Office Reallocation	-	-	-
<b>Total Expenses</b>	<b>\$ 57,429,441</b>	<b>\$ 58,236,959</b>	<b>\$ 61,661,959</b>
<b>Net General Fund Impact</b>	<b>\$ -</b>	<b>(\$ 6,308,094)</b>	<b>(\$ 7,342,196)</b>
<b>One-Time Backfill Resources:</b>			
Board Reserves Deployment	-	3,000,000	TBD
Strategic Financing Resources	-	3,308,094	TBD
<b>Total Net Impact</b>	<b>\$ -</b>	<b>\$ -</b>	<b>(\$ 7,342,196)</b>

<sup>1</sup> Other Resources include: Indirect Cost Recoveries (RARSP), Investment Income, Course Fees and Charges for Technology,

**FY22 Incremental Educational & General Budget  
Colorado State University - Global Campus  
As of September 24, 2020**

**New Resources**

Tuition (net)	
Undergraduate Growth	\$7,234,666
Graduate Growth	\$3,404,549
Total	\$10,639,214

**New Expenses \***

Student Support and Outreach	\$2,659,804
Instruction & Academic Support	\$3,863,099
Technology Operations and Innovation	\$675,590
General & Administrative	-\$64,715
Total	\$7,133,778
	\$0

**Net**

<b>Total</b>	<b>\$3,505,437</b>
--------------	--------------------

**Assumptions**

**Projections**

New student enrollment target projection	11,550
New Student Undergraduate/Graduate tuition rate per credit	\$350 / \$500
Undergraduate to Graduate ratio projection	68% / 32%

\* Expense ratios consistent with FY 2021 budget

**Colorado State University - Global Campus**  
**FY2021 Budget vs FY2022 Pro Forma Budget**

	Budget FY21	Percent of Revenue	Actual FY20	FY2022 Pro Forma	Percent of Revenue	Incremental Increase
<b>Operating Revenues</b>						
Student Tuition and Fees, net	97,294,908	96.28%	86,655,694	107,934,122	100%	10,639,214
Other Operating Income	3,758,865	3.72%	4,454,000	4,454,000		0
Total Operating Revenues	<u>101,053,773</u>		<u>91,109,694</u>	<u>112,388,122</u>		<u>10,639,214</u>
<b>Operating Expenses</b>						
Instruction *	19,867,599	28.92%	19,055,877	22,666,776	29.9%	2,799,177
Academic Support *	7,596,126	11.06%	7,640,132	8,660,048	11.4%	1,063,921
Student Services*	32,748,689	47.67%	29,496,007	35,408,493	46.7%	2,659,804
Institutional Support**	7,520,848	10.95%	7,165,811	8,196,438	10.8%	675,590
Operation and Maintenance of Plant^	559,000	0.81%	619,828	498,172	0.7%	(60,828)
Depreciation	408,000	0.59%	411,887	404,113	0.5%	(3,887)
Total Operating Expenses	<u>68,700,262</u>	<b>100.00%</b>	<u>64,389,542</u>	<u>75,834,040</u>	<b>100.00%</b>	<u>7,133,778</u>
Operating Income	<u>32,353,512</u>		<u>26,720,152</u>	<b>36,554,083</b>		<u>3,505,437</u>
Operating Margin	32%		29%	33%		

\* Higher instructional costs, academic support, and student support due to planned increase in enrollment and student re-engagement

\*\*Slight decrease in year over year expense due to savings gained through technology.



# CSU SYSTEM

COLORADO STATE UNIVERSITY

FORT COLLINS | PUEBLO | GLOBAL

# JUNE 2020 AND FEBRUARY 2021 CSU System Shortfall Estimates for FY 2021 (Millions of Dollars)

## JUNE 2020 SHORTFALL FOR FY 2021

	 SYSTEM TOTAL	 CSU-FC	 CSU-P	NET
Target Shortfall	\$164.0	\$143.0	\$21.0	
CARES 1	10.8	8.8	2.0	
CARES 2	90.0	80.0	10.0	
BOG Reserve	53.0	20.0	3.0	30.0
BOG Refinancing	72.0	17.0	5.0	50.0
Expense Reductions	18.0	17.0	1.0	
<b>TOTAL</b>	<b>\$243.8</b>	<b>\$142.8</b>	<b>\$21.0</b>	<b>\$80.0</b>
check	79.8			

- This chart shows the original shortfall estimates and the balancing targets adopted by the BOG in June 2020
- Goal was to maintain \$80M in reserve for unforeseen costs or revenue drops (CERF)

## FEBRUARY 2021 UPDATE OF SHORTFALL FOR FY 2021

	 SYSTEM TOTAL	 CSU-FC	 CSU-P	NET
Feb. Est. Shortfall	\$174.0	\$152.0	\$22.0	
CARES 1	10.8	8.8	2.0	
CARES 2	90.0	80.0	10.0	
CARES 3 (DEC 2020)	24.9	19.3	5.6	
BOG Reserve	53.0	20.0	3.0	30.0
BOG Refinancing	72.0	17.0	5.0	50.0
Expense Reductions	18.0	17.0	1.0	
<b>SUBTOTAL</b>	<b>\$268.7</b>	<b>\$162.1</b>	<b>\$26.6</b>	<b>\$80.0</b>
check	94.7			

- Notable changes include: higher shortfall due to COVID-19 response, additional CARES “3” dollars
- Increased BOG Reserve spending of \$10M adopted in December not needed
- CSUS \$14.7M unexpended – May update

# JUNE 2020 AND FEBRUARY 2021

## Estimated CSU Shortfall for FY 2022 (Millions of Dollars)

### FEBRUARY 2021 ESTIMATED SHORTFALL FOR FY 2022

	 SYSTEM TOTAL	 CSU-FC	 CSU-P	
Target FY 22 Shortfall	\$30.0	\$19.3	\$10.7	NET
CARES 4 (DATE TBD)	TBD	TBD	TBD	
BOG Reserve	30.0	TBD	TBD	
BOG Refinancing	50.0	TBD	TBD	
Expense Reductions	TBD	TBD	TBD	
<b>SUBTOTAL</b>	<b>\$80.0</b>	<b>\$ -</b>	<b>\$ -</b>	

- General assumptions include: Campuses mostly open in Fall 2021; State support at the FY 19-20 level; 3% tuition rate increase; carry forward of unspent BOG reserve and refinancing
- Remaining 2 tranches of scoop and toss refinancing available (\$157.5 million)

# EXPENDITURE REDUCTION OPTIONS

- Early retirement
- Attrition and replacement of only critical positions
- Discretionary expense curtailment (travel, training, consulting, entertainment)
- Temporary position elimination (student and non-student hourly, temporary Admin Professional and Faculty)

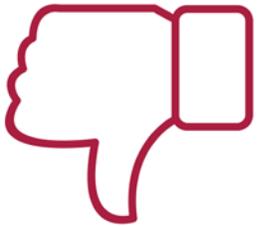


- Restructuring if/as indicated by Strategic Planning
- Salary furlough
- Salary reductions
- Full-time permanent position elimination (NT/NTTF Faculty, Admin Professional, State Classified)

# MANY MOVING PARTS WITH UPSIDE AND DOWNSIDE RISK



- Upside:
  - State funding above the original request
  - Additional Federal funds



- Downside:
  - COVID-19 mutations reduce re-opening effect
  - New costs from the State for compensation or other mandates
  - Federal or State funds do not increase above current levels

# IMPORTANT QUESTIONS AND ISSUES

- Variability of the pandemic (including in the current semester) and timing of new information on State and Federal funding suggest waiting for decisions
- More informed campus recommendations to come in May
- What are the implications on campuses of additional balancing actions through expenditure reductions?
- What priorities should be protected?
- 2- or 3- year closing of budget gap?
- Scoop and Toss

## Scoop and Toss Refinancing

- 3 years of \$76.5M each totaling \$229.5M
- \$22M committed in June with ~\$50M dedicated to the \$80M CERF
- \$22M repayment/amortization plan needed post-response

## Coronavirus Emergency Response Fund

- \$80M June target allocation
  - \$30M from BOG Reserve; \$50M from refinancing
- FY 21 performance, final allocations will change; CARES 3

## Board Resources Available for FY22

- Likely \$80M CERF carryforward (\$30M BOG reserve; \$50M refinancing)
- ~\$157M additional S&T Refinancing
- CARES 4 and State funding (May update)
- \$14.7M CSUS unexpended (campus recommendations in May)
- Remaining BOG Reserve (May update)

# ARRIVING IN MAY

- Near final picture of FY21
- Updated resource picture for FY22
- Campus plans for ability to impact FY22 projected deficits
  - What happens if Payroll Protection continues to be the fiscal priority?
  - What is the impact of reductions if Payroll Protection is not continued?
- Baseball Season
- Goal of May budget discussions: guidance for final budgets to be approved in June

## QUESTIONS & DISCUSSION



# Approval of Nonresident Undergraduate Summer Tuition



The Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021

**MATTER FOR ACTION:**

The approval of the attached Summer Session Tuition Rate for Nonresident Undergraduate Students for Colorado State University. For summer 2021, and going forward, nonresident undergraduate tuition in summer will be reduced by 30%.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System approves the attached Summer Session Tuition Rate for Nonresident Undergraduate Students for credits taken during the summer term by degree-seeking students enrolled on campus through Colorado State University and summer-only students taking at least one on-campus course.

**EXPLANATION PRESENTED BY:** Lynn Johnson, Vice President for University Operations/Chief Financial Officer, Colorado State University

Since 2014, CSU has been working to increase summer session enrollment, particularly with our non-resident undergraduate students, to improve persistence and reduce time to graduation through various discounts and or scholarship offerings.

Through a comparison of our peer institution summer tuition rates, we have found that most institutions have moved to a flat tuition rate versus offering discounts and or scholarships. As a result, we are proposing a 30% reduction to the tuition rate to keep CSU in a competitive position. Furthermore, a rate change, opposed to tuition discounts and or scholarships is more transparent, easy to market, more efficient to operationalize, and again in line with our peers.

This action item represents a change to the incremental tuition reduction adopted by the Board in July 2018. The proposed Summer Session tuition rate for

The Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021

Nonresident Undergraduate Students is included as an attachment to this Action Item.

Item for the Board's approval. Adoption of the budgetary items are in accordance with past board policies and are required by various statutes or policies of the Colorado Commission on Higher Education (CCHE).

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

**Undergraduate - Non-Resident  
Tuition and Fees  
Summer 2021**



Credit Hours	Tuition	30% Tuition Reduction	Net Tuition	General Fees	University Technology Fee	University Facility Fee	University Alternative Transportation Fee	Total
1	1,407.30	(422.19)	985.11	107.49	32.00	20.75	9.19	<b>1,154.54</b>
2	2,814.60	(844.38)	1,970.22	107.49	32.00	41.50	9.19	<b>2,160.40</b>
3	4,221.90	(1,266.57)	2,955.33	107.49	32.00	62.25	9.19	<b>3,166.26</b>
4	5,629.20	(1,688.76)	3,940.44	107.49	32.00	83.00	9.19	<b>4,172.12</b>
5	7,036.50	(2,110.95)	4,925.55	107.49	32.00	103.75	9.19	<b>5,177.98</b>
6	8,443.80	(2,533.14)	5,910.66	493.45	32.00	124.50	21.87	<b>6,582.48</b>
7	9,851.10	(2,955.33)	6,895.77	493.45	32.00	145.25	21.87	<b>7,588.34</b>
8	11,258.40	(3,377.52)	7,880.88	493.45	32.00	166.00	21.87	<b>8,594.20</b>
9	12,665.70	(3,799.71)	8,865.99	493.45	32.00	186.75	21.87	<b>9,600.06</b>
10	13,134.90	(3,940.47)	9,194.43	493.45	32.00	207.50	21.87	<b>9,949.25</b>
11	13,604.10	(4,081.23)	9,522.87	493.45	32.00	228.25	21.87	<b>10,298.44</b>
12	14,073.30	(4,221.99)	9,851.31	493.45	32.00	249.00	21.87	<b>10,647.63</b>
13	14,073.30	(4,221.99)	9,851.31	493.45	32.00	269.75	21.87	<b>10,668.38</b>
14	14,073.30	(4,221.99)	9,851.31	493.45	32.00	290.50	21.87	<b>10,689.13</b>
15	14,073.30	(4,221.99)	9,851.31	493.45	32.00	311.25	21.87	<b>10,709.88</b>
16	14,073.30	(4,221.99)	9,851.31	493.45	32.00	332.00	21.87	<b>10,730.63</b>
17	14,073.30	(4,221.99)	9,851.31	493.45	32.00	352.75	21.87	<b>10,751.38</b>
18	14,073.30	(4,221.99)	9,851.31	493.45	32.00	373.50	21.87	<b>10,772.13</b>
19	14,073.30	(4,221.99)	9,851.31	493.45	32.00	394.25	21.87	<b>10,792.88</b>
20	14,073.30	(4,221.99)	9,851.31	493.45	32.00	415.00	21.87	<b>10,813.63</b>
21	15,480.60	(4,644.18)	10,836.42	493.45	32.00	435.75	21.87	<b>11,819.49</b>
22	16,887.90	(5,066.37)	11,821.53	493.45	32.00	456.50	21.87	<b>12,825.35</b>
23	18,295.20	(5,488.56)	12,806.64	493.45	32.00	477.25	21.87	<b>13,831.21</b>
24	19,702.50	(5,910.75)	13,791.75	493.45	32.00	498.00	21.87	<b>14,837.07</b>
25	21,109.80	(6,332.94)	14,776.86	493.45	32.00	518.75	21.87	<b>15,842.93</b>

Total tuition and fee charges are calculated based on the sum of:

- 1) Tuition, fees, and program charges (if applicable) as seen above
- 2) Differential tuition, which can be found on the Office of Financial Aid's website
- 3) Charges for technology, which can be found on the Office of Financial Aid's website
- 4) Special course fees, which can be found at <https://www.provost.colostate.edu/students>

# Treasury Update



# CSU SYSTEM TREASURY PERFORMANCE

Colorado State University System				
Operating Portfolio				
December 31, 2020				
			<i>Returns</i>	
	Market Value June 30	Market Value Dec. 31	Last Quarter	Last Year - Calendar 2020
<b>Tier 1</b>				
<i>State Treasury Pool *</i>	271,499,840	255,499,104	0.30%	1.54%
Money Market Funds	61,678,023	61,595,728	0.01%	0.53%
<i>3-mo T-Bill</i>			0.03%	0.67%
<b>Tier 2</b>				
Separately Managed - BBH	57,574,213	59,024,221	1.27%	5.77%
<i>Bloomberg Gov/Cred 1-5 Yr</i>			0.33%	4.71%
<b>Tier 3</b>				
Fidelity 500 Index	80,747,621	98,644,952	12.14%	18.40%
<i>S&amp;P 500 Index</i>			12.15%	18.40%
Vanguard Extended Market Index	24,466,883	34,256,503	27.44%	32.23%
<i>Vanguard Spliced Ext Mkt Index</i>			27.40%	32.18%
Vanguard Total Intl Stock Index	62,526,527	77,821,908	16.89%	11.28%
<i>Vanguard Spliced Intl Index</i>			17.21%	11.24%
Vanguard Total Bond Market Index	120,305,173	121,863,098	0.67%	7.74%
<i>Vanguard Spliced Bond Index</i>			0.71%	7.75%
Total Operating Less State Treasury Pool	407,298,440	453,206,410	7.31%	10.72%
Total Operating Portfolio	678,798,280	708,705,514		
* Return represents "net credited rate" from State Treasury Pool				

## 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

- Operating Portfolio Performance
  - Market value as of December 31, 2020: \$453,206,410
  - Return for Calendar Year-to-date 2020: 10.72%
- Net Credited Rate for State Treasury Pool for Calendar Year-to date 2020: 1.54%
- Investment Advisory Committee Meeting January 27<sup>th</sup>
  - Review Callan's capital market expectations
- CSU System Treasury Operating Portfolio reports transmittal to State offices per HB 08-1002.



## COLORADO STATE UNIVERSITY SYSTEM OPERATING PORTFOLIO REPORT

**To the Offices of:**

- The State Treasurer
- The State Auditor
- The Joint Budget Committee of the General Assembly

**From:** The Colorado State University System, on behalf of the Board of Governors of the Colorado State University System

**Date:** February 5, 2021

**Re:** Report on the CSU System Operating Portfolio in accordance with House Bill 08-1002 and C.R.S. 23-30-106

---

Colorado State University System is pleased to submit the attached investment report and financial statement for the CSU System Operating Portfolio as of June 30, 2020, in accordance with House Bill 08-1002. The information on these reports is also included in the System's annual financial statement audit.

The Board of Governors approved the Operating Portfolio Investment Policy on May 2, 2018. The Policy provides for the structure and asset allocation of investments, and benchmarks for each asset class. The Policy also outlines the responsibilities of the investment consultant, Treasurer, and the Investment Advisory Committee.

The System continues to invest daily liquidity operating funds with the State Treasurer's Pool. These funds are not included in the Operating Portfolio.

Fiscal year 2020 was the first year the Operating Portfolio was fully funded and invested. The Portfolio uses index funds to fund the Tier III asset allocation of 36% U.S. Equities, 24% Non-U.S. Equities, and 40% Fixed Income. The Tier III return for fiscal year 2020 was 4.81%.

The Portfolio is invested conservatively to withstand volatility going forward. To date, the investment returns of the Portfolio have added important financial reserves, while maintaining liquidity. A cash flow analysis is performed annually to estimate liquidity needs. The ability to invest the System operating funds has been and will continue to be a valuable treasury tool.

**Colorado State University System  
Operating Portfolio  
June 30, 2020**

	June 30, 2019	June 30, 2020	Fiscal Year 2020 Return*
<b><u>Tier 1</u></b>			
Money Market Funds	60,833,790	61,678,023	1.27%
<b><u>Tier 2</u></b>			
Separately Managed - BBH	-	57,574,213	4.77%
<i>Bloomberg Gov/Cred 1-5 Yr</i>			<i>5.43%</i>
<b><u>Tier 3</u></b>			
Fidelity 500 Index	64,030,766	80,747,621	7.49%
<i>S&amp;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	<u>232,090,307</u>	<u>288,046,204</u>	<u>4.81%</u>
Total Operating Portfolio	<u>292,924,097</u>	<u>407,298,440</u>	<u>4.25%</u>
<i>Total Fund Benchmark</i>			<i>3.30%</i>

\* The return represents performance returns of each fund and benchmark, not the change in value of each fund. \$100,000,000 was added to Tier 2 and Tier 3 investment funds in fiscal year 2020 and is not part of the performance returns.

## Colorado State University System Treasury Pool As of June 30, 2020

### Assets

#### Investments:

Money Market Mutual Funds	\$ 61,678,023
Domestic Equity	105,214,504
International Equity	62,526,527
Bond Mutual Funds	120,305,173
Separately Managed Bond Funds	57,574,213

Total Investments	<u>407,298,440</u>
-------------------	--------------------

<b>Total Assets</b>	<u><u>407,298,440</u></u>
---------------------	---------------------------

### Liabilities

Accounts Payable	41,905
------------------	--------

<b>Total Liabilities</b>	<u>41,905</u>
--------------------------	---------------

### Net Position

Unrestricted	<u>407,256,535</u>
--------------	--------------------

<b>Total Net Position</b>	<u><u>\$ 407,256,535</u></u>
---------------------------	------------------------------

---

### Change in Net Position

Gain/Loss on Investments	\$ 14,745,890
Investment Fees	<u>(199,590)</u>

<b>Total Change in Net Position</b>	<u><u>\$ 14,546,300</u></u>
-------------------------------------	-----------------------------

# Twenty First Supplemental Resolution

- Authorizes the refunding of \$229,500,000 Series 2020 (Scoop and Toss Bonds)
- Proposed Structure: 3-yr fixed rate with 2 yr. call option, direct purchase bank loan at .75%
- Current loan with JPMorgan is variable rate: .80% plus LIBOR with .50% “floor” on LIBOR (effective rate has been 1.3%)
- Received bids from three banks for both fixed rate and variable rate structures.

---

---

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM**

**TWENTY FIRST SUPPLEMENTAL RESOLUTION**

Authorizing the issuance of one or more series of:

Board of Governors of the Colorado State University System  
System Enterprise Revenue Refunding Bonds  
Series 2021A

---

---

## Table of Contents

Page

ARTICLE I  
DEFINITIONS

Section 1.01.	Definitions.....	1
Section 1.02.	Construction.....	4
Section 1.03.	Successors.....	4
Section 1.04.	Parties Interested Herein.....	4
Section 1.05.	Ratification.....	4
Section 1.06.	Resolution Irrepealable.....	5
Section 1.07.	Repealer.....	5
Section 1.08.	Severability.....	5
Section 1.09.	Effective Date.....	5

ARTICLE II  
AUTHORIZATION OF REFUNDING PROJECT  
AND CERTAIN RELATED DOCUMENTS

Section 2.01.	Authority for Resolution.....	5
Section 2.02.	Necessity of the Refunding Project and Refunding Bonds.....	5
Section 2.03.	Authorization of the Refunding Project.....	5
Section 2.04.	Provision for Sale of Refunding Bonds and Execution of Purchase Contract.....	6
Section 2.05.	Execution of Paying Agency Agreement and Escrow Agreement.....	6
Section 2.06.	Approval and Use of Preliminary Official Statement and Official Statement; Rule 15c2-12; Continuing Disclosure Undertaking.....	6
Section 2.07.	Bond Insurance.....	6
Section 2.08.	Execution of Documents.....	7

ARTICLE III  
AUTHORIZATION AND TERMS OF REFUNDING BONDS

Section 3.01.	Authorization of Refunding Bonds.....	7
Section 3.02.	Purposes.....	7
Section 3.03.	Terms of Refunding Bonds, Generally.....	7
Section 3.04.	Payment of Bond Requirements.....	9
Section 3.05.	Bond Form.....	10
Section 3.06.	State Tax Exemption.....	10

ARTICLE IV  
REDEMPTION OF REFUNDING BONDS

Section 4.01.	Optional Redemption or Make Whole Redemption.....	10
Section 4.02.	Mandatory Sinking Fund.....	10

Table of Contents  
(continued)

		Page
Section 4.03.	Selection of Refunding Bonds for Redemption .....	10
Section 4.04.	Redemption Procedures .....	11
Section 4.05.	Notice of Redemption .....	11
Section 4.06.	Tender and Purchase .....	11

ARTICLE V  
ISSUANCE OF REFUNDING BONDS  
AND USE OF REFUNDING BOND PROCEEDS

Section 5.01.	Refunding Bond Preparation, Execution and Delivery.....	11
Section 5.02.	Disposition of Refunding Bond Proceeds.....	11
Section 5.03.	Purchaser Not Responsible .....	12

ARTICLE VI  
ESTABLISHMENT OF CERTAIN ACCOUNTS

Section 6.01.	Establishment of Certain Accounts.....	12
---------------	--	----

ARTICLE VII  
FEDERAL TAX LAW MATTERS

Section 7.01.	Determination of Tax Exempt or Taxable Obligations.....	12
Section 7.02.	Prohibited Actions .....	13
Section 7.03.	Affirmative Actions .....	13
Section 7.04.	Tax Certificate .....	13

ARTICLE VIII  
MISCELLANEOUS

Section 8.01.	Applicability of Master Resolution.....	13
Section 8.02.	Severability and Invalid Provisions .....	13
Section 8.03.	Table of Contents and Section Headings Not Controlling.....	14

EXHIBIT A	FORM OF REFUNDING BONDS [TO BE MODIFIED FOR EACH SERIES]	
-----------	--	--

## TWENTY FIRST SUPPLEMENTAL RESOLUTION

### W I T N E S S E T H :

WHEREAS, the Board of Governors of the Colorado State University System (the “Board”) has adopted a Master System Enterprise Bond Resolution on June 20, 2007, as previously supplemented (the “Master Resolution”); and

WHEREAS, this Twenty First Supplemental Resolution is proposed for adoption pursuant to and in accordance with the Master Resolution; and

WHEREAS, the Board has determined to authorize hereby the issuance of Bonds, in one or more series or subseries, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 2021A” (referred to herein as the “Refunding Bonds” or the “Series 2021A Bonds”) for the purposes of (a) defraying the cost of financing the Refunding Project, as further described herein; and (b) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Twenty First Supplemental Resolution;

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM:**

### ARTICLE I

#### DEFINITIONS

**Section 1.01. Definitions.** Except as provided below in this Section, all terms which are defined in Section 1.01 of the Master Resolution shall have the same meanings, respectively, in this Twenty First Supplemental Resolution as such terms are given in the Master Resolution. In addition, the following terms shall have the following respective meanings:

“*Authorized Denomination*” shall have the meaning set forth in the Pricing Certificate.

“*Board Representative*” means the Chief Financial Officer of the System and any other officer of the System subsequently designated by the Board or the Chief Financial Officer to be the Board Representative with respect to all matters affecting the Bonds.

“*Bond Insurance Policy*” means the municipal bond new issue insurance policy issued by the Bond Insurer, if any, that guarantees payment of principal of and interest on all or a portion of the Refunding Bonds.

“*Bond Insurer*” means such municipal bond insurance company, if any, as shall be selected to provide credit enhancement with respect to all or any portion of the Refunding Bonds, as designated in the Pricing Certificate.

“*Continuing Disclosure Undertaking*” means the Continuing Disclosure Undertaking of the Board with respect to the Refunding Bonds authorized in Section 2.06 hereof; provided,

however, that the Continuing Disclosure Undertaking may refer to multiple undertakings in the event the Refunding Bonds are issued in more than one series.

“*Escrow Account*” means the escrow account established by the Escrow Agreement.

“*Escrow Agent*” means Wells Fargo Bank, National Association, Denver, Colorado, and its successors and assigns.

“*Escrow Agreement*” means that certain Escrow Deposit Agreement, dated as of the dated date of the Refunding Bonds, by and between the Escrow Agent and the Board; provided, however, that the Escrow Agreement may refer to multiple Escrow Agreements in the event the Refunding Bonds are issued in more than one series.

“*Expense Account*” means the account created in Section 5.02(b) hereof for each series of the Refunded Bonds.

“*Financial Consultant*” means, with respect to the Refunding Bonds, North Slope Capital Advisors, Denver, Colorado, in its capacity as municipal advisor, and any successor thereto.

“*Interest Payment Date*” means (a) each March 1 and September 1, commencing on the date or dates set forth in the Pricing Certificate with respect to the Refunding Bonds; (b) any other date or dates that interest is due and payable with respect to the Refunding Bonds as set forth in the Pricing Certificate with respect to the Refunding Bonds; and (c) the final maturity date of or any redemption date of each Refunding Bond.

“*Issue Date*” means the date or dates (in the event the Refunding Bonds are issued in more than one series) on which the Refunding Bonds are first delivered to the initial purchasers thereof against payment therefor.

“*Master Resolution*” means the Master Resolution adopted by the Board on June 20, 2007, as previously amended and supplemented and as may be further amended and supplemented from time to time.

“*Official Statement*” means any final Official Statement relating to the Refunding Bonds, including any supplements thereto; provided, however, that the Official Statement may refer to multiple Official Statements in the event the Refunding Bonds are issued in more than one series.

“*Paying Agency Agreement*” means the Paying Agency, Transfer Agency and Bond Registrar Agreement, by and between the Board and the Paying Agent relating to the Refunding Bonds; provided, however, that the Paying Agent Agreement may refer to multiple agreements in the event the Refunding Bonds are issued in more than one series.

“*Paying Agent*” means Zions Bancorporation, National Association (formerly, Zions First National Bank), Denver, Colorado, acting as agent of the Board for the payment of the principal of, premium, if any, and interest on the Refunding Bonds, and any successor thereto.

“*Preliminary Official Statement*” means any Preliminary Official Statement relating to the Refunding Bonds, including any supplements thereto; provided, however, that the Preliminary

Official Statement may refer to multiple Preliminary Official Statements in the event the Refunding Bonds are issued in more than one series.

“*Pricing Certificate*” means a certificate executed by the Board Representative and evidencing the determinations made pursuant to Section 3.03(b) of this Twenty First Supplemental Resolution; provided, however, that the Pricing Certificate may refer to multiple certificates, in the event the Refunding Bonds are issued in more than one series, and provided further that the provisions of any Pricing Certificate shall be deemed to be incorporated into this Twenty First Supplemental Resolution.

“*Purchase Contract*” means any purchase contract or bond purchase agreement relating to the Refunding Bonds between the Board and the Underwriters; provided, however, that the Purchase Contract may refer to multiple contracts or agreements in the event the Refunding Bonds are issued in more than one series.

“*Refunded Bonds*” means those obligations of the Board to be refunded, paid and discharged with a portion of the proceeds of one or more series of the Refunding Bonds, as designated in the applicable Pricing Certificate and, if applicable, the Escrow Agreement.

“*Refunding Bonds*” or “Series 2021A Bonds” means the Bonds issued in one or more series or subseries hereunder and designated as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 2021A,” and as more particularly designated in the Pricing Certificate.

“*Refunding Project*” means the refunding, payment and discharge of the Refunded Bonds.

“*Registrar*” means the Paying Agent acting as agent of the Board for the registration of the Refunding Bonds, and any successor thereto.

“*Regular Record Date*” means the close of business on the fifteenth day (whether or not a Business Day) of the calendar month next preceding each regularly scheduled Interest Payment Date for the Refunding Bonds.

“*Resolution*” means the Master Resolution as supplemented by this Twenty First Supplemental Resolution.

“*State*” means the State of Colorado.

“*State Intercept Act*” means Section 23-5-139, Colorado Revised Statutes, as amended.

“*State Intercept Program*” means the Higher Education Revenue Bond Intercept Program, established pursuant to the State Intercept Act.

“*Taxable Obligation*” means any Refunding Bonds the interest on which is not excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Refunding Bonds, shall be determined by the Board Representative, in accordance with the Article VII hereof titled “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Tax Certificate*” means the Tax Certificate relating to the Refunding Bonds, executed by the Board on the date of issuance of the Refunding Bonds; provided, however, that the Tax Certificate may refer to multiple tax compliance certificates executed in connection with the Refunding Bonds.

“*Tax Exempt Obligation*” means any Refunding Bonds the interest on which is excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Refunding Bonds, shall be determined by the Board Representative, in accordance with Article VII hereof title “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Twenty First Supplemental Resolution*” means this Twenty First Supplemental Resolution adopted by the Board on February 5, 2021.

“*Underwriters*” means, in the determination of the Board, any combination of investment banking firms, financial institutions or commercial banks selected by the Board, acting as underwriters, direct purchasers or lenders in connection with the sale of the Refunding Bonds.

**Section 1.02. Construction.** This Twenty First Supplemental Resolution shall be construed as follows:

(a) The captions herein are for convenience only and in no way define, limit or describe the scope or intent of any provisions hereof.

(b) Any Refunding Bond held by the Board shall not be deemed to be Outstanding for the purpose of redemption, for the purpose of consents hereunder or for any other purpose.

**Section 1.03. Successors.** All of the covenants, stipulations, obligations and agreements by or on behalf of and any other provisions for the benefit of the System or the Board set forth in the Resolution shall bind and inure to the benefit of any successors thereof and shall bind and inure to the benefit of any officer, board, district, commission, authority, agent, enterprise or instrumentality to whom or to which there shall be transferred by or in accordance with law any right, power or duty of the System or the Board or of their respective successors, if any, the possession of which is necessary or appropriate in order to comply with any such covenants, stipulations, obligations, agreements, or other provisions hereof.

**Section 1.04. Parties Interested Herein.** Except as otherwise expressly provided in the Resolution, nothing expressed or implied in the Resolution is intended or shall be construed to confer upon or to give to any Person, other than the System, the Board, the Paying Agent, the Bond Insurer, if any, and the owners from time to time of the Refunding Bonds, any right, remedy or claim under or by reason hereof or any covenant, condition or stipulation hereof. All the covenants, stipulations, promises and agreements set forth herein by and on behalf of the System shall be for the sole and exclusive benefit of the System, the Board, the Paying Agent, the Bond Insurer, if any, and the owners from time to time of the Refunding Bonds.

**Section 1.05. Ratification.** All action heretofore taken (not inconsistent with the provisions of the Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the Refunding Project and the issuance,

sale and delivery of the Refunding Bonds for such purposes, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Refunding Bonds as provided in the Purchase Contract and the preparation and distribution of the Preliminary Official Statement and final Official Statement in connection therewith.

**Section 1.06. Resolution Irrepealable.** After any Refunding Bonds are issued, the Resolution shall constitute an irrevocable contract between the Board and owners of the Refunding Bonds; and the Resolution shall be and remain irrepealable until the Refunding Bonds and the interest thereon shall be fully paid, as herein provided.

**Section 1.07. Repealer.** All bylaws, orders and resolutions, or parts thereof, inconsistent herewith are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed to revive any bylaw, order, resolution or part thereof, heretofore repealed.

**Section 1.08. Severability.** If any provision of the Resolution shall be held invalid or unenforceable, such holding shall not affect any other provisions hereof.

**Section 1.09. Effective Date.** This Twenty First Supplemental Resolution shall become effective immediately upon its passage. Pursuant to the Supplemental Public Securities Act, the Board by subsequent action may renew this Twenty First Supplemental Resolution on an annual basis by amending and/or extending the effective date.

## ARTICLE II

### AUTHORIZATION OF REFUNDING PROJECT AND CERTAIN RELATED DOCUMENTS

**Section 2.01. Authority for Resolution.** The Resolution is adopted by virtue of the plenary powers of the Board as a constitutionally established body corporate under Article VIII, Section 5 of the Constitution of the State and under the particular authority of the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the Research Building Fund Act, the State Intercept Act (if applicable) and the Supplemental Public Securities Act. The Board has ascertained and hereby determines that each matter and thing as to which provision is made herein is necessary in order to carry out and effectuate the purposes of the Board in accordance with such powers and authority.

**Section 2.02. Necessity of the Refunding Project and Refunding Bonds.** It is necessary and for the best interests of the Board and the System that the Board undertake the Refunding Project as herein authorized and obtain funds therefor by issuing the Refunding Bonds; and the Board hereby so determines and declares.

**Section 2.03. Authorization of the Refunding Project.** The Board hereby determines to undertake the Refunding Project pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the Research Building Fund Act, the State Intercept Act (if applicable), the Supplemental Public Securities Act, and applicable provisions of the Code, and further determines that all requirements and limitations of such statutes have been met.

In addition, the Board hereby determines that (a) the limitations and requirements imposed by the Resolution for the issuance of Bonds have been met and (b) the Refunding Project is hereby authorized.

On March 10, , the Governor of the State declared a state of emergency. Due in part to the state of emergency, the Board hereby determines that the Refunding Project is necessary to accomplish various strategic objectives, including budgetary relief and the reduction of certain future financial risks. Further, the Board hereby determines that the Refunding Project will accomplish other economies advantageous to the Board and the System.

**Section 2.04. Provision for Sale of Refunding Bonds and Execution of Purchase Contract.** The Board Representative and the officers of the Board, or any of them, are hereby authorized, for and on behalf of the Board, to accept and execute the Purchase Contract submitted by the Underwriters for the purchase of the Refunding Bonds, in substantially the form filed with the Board on the date of adoption of this Twenty First Supplemental Resolution, bearing interest at the rates therein designated and otherwise upon the terms and conditions provided in this Twenty First Supplemental Resolution, the Pricing Certificate and such Purchase Contract.

**Section 2.05. Execution of Paying Agency Agreement and Escrow Agreement.** The appropriate officers of the Board, as designated in the Paying Agency Agreement and Escrow Agreement, are hereby authorized to complete and execute the Paying Agency Agreement and Escrow Agreement on behalf of and in the name of the Board, in substantially the forms filed with the Board following the date of adoption of this Twenty First Supplemental Resolution.

**Section 2.06. Approval and Use of Preliminary Official Statement and Official Statement; Rule 15c2-12; Continuing Disclosure Undertaking.** The distribution and use of a Preliminary Official Statement relating to the Refunding Bonds, in substantially the form filed with the Board on or following the date of adoption of this Twenty First Supplemental Resolution, is hereby approved with such changes as may be necessary for the sale of the Refunding Bonds. The Chair of the Board and/or the Chancellor of the System is each hereby authorized, directed and empowered to determine when such Preliminary Official Statement may be deemed final within the meaning of Securities and Exchange Rule 15c2-12, subject to permitted omissions, and thereupon to give a certificate to such effect. The Chair of the Board and/or the Chancellor of the System is each hereby authorized to execute and deliver the final Official Statement relating to the Refunding Bonds and the Underwriters may thereafter distribute the same. The appropriate officers of the Board and the System are hereby authorized to complete and execute the Continuing Disclosure Undertaking on behalf of and in the name of the Board, in substantially the form attached to the Preliminary Official Statement.

**Section 2.07. Bond Insurance.** In the event that it is determined to obtain a municipal bond insurance policy insuring the payment when due of the principal of and interest on all or a portion of the Refunding Bonds, as provided in Section 3.03(b)(ii) hereof and the Pricing Certificate, the completion, execution and delivery of all documents relating to and required or necessary in connection with such municipal bond insurance policy by the appropriate officers of the Board and the System are hereby authorized and approved. To the extent provided therein, the provisions of any agreement between the Board and the Bond Insurer, as contemplated in this

Section 2.08, shall be deemed to be incorporated in this Twenty First Supplemental Resolution and shall be enforceable as if set forth herein.

**Section 2.08. Execution of Documents.** The following individuals, namely: the Chair of the Board, the Secretary of the Board, the Chancellor of the System, General Counsel to the System, the Chief Financial Officer of the System and the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to execute and deliver, this Twenty First Supplemental Resolution, and, as appropriate in connection with each series of Refunding Bonds issued hereunder, the Purchase Contract, the Pricing Certificate, the Paying Agency Agreement, the Escrow Agreement, the Continuing Disclosure Undertaking, the Official Statement, any documents required in connection with any Credit Enhanced Bonds, and any other documents or certificates necessary or appropriate to close the sale of the Refunding Bonds and all related transactions and to take any action with respect to any matter required to accomplish the same.

In the event that any Board Representative or any other officer that is authorized or directed to execute any agreement, assignment, instrument, document or certificate, including the Series 2021A Bonds, in accordance with this Twenty First Supplemental Resolution (collectively, the “Authorized Documents”) is not able to be physically present to manually sign any such Authorized Document, such individual or individuals are hereby authorized to execute Authorized Documents electronically via facsimile or email signature. Any electronic signature so affixed to any Authorized Document shall carry the full legal force and effect of any original, handwritten signature. This provision is made pursuant to Article 71.3 of Title 24, C.R.S., also known as the Uniform Electronic Transactions Act.

### ARTICLE III

#### AUTHORIZATION AND TERMS OF REFUNDING BONDS

**Section 3.01. Authorization of Refunding Bonds.** Pursuant to the provisions of the Master Resolution, there is hereby authorized the borrowing of funds, and to evidence such borrowing there are hereby authorized one or more series Bonds of the Board designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 2021A,” or as more particularly designated in the Pricing Certificate, including the year of issuance. If, in accordance with the Article VII titled “FEDERAL TAX LAW MATTERS,” the Board Representative shall determine that any series of Refunding Bonds shall constitute a Taxable Obligation, the title of such series shall further include the following: “Taxable.” The full title of any and all series of bonds issued hereunder shall be determined by the Board Representative in accordance with the foregoing, and shall be set forth in the Pricing Certificate.

**Section 3.02. Purposes.** The Refunding Bonds are authorized for the purposes of funding the Refunding Project and paying certain costs of issuance relating to the Refunding Bonds, all as more specifically provided in Article V hereof.

### Section 3.03. Terms of Refunding Bonds, Generally.

(a) **Registered Form; Numbers and Date.** The Refunding Bonds shall be issued in fully registered form and shall be numbered from one upward in consecutive numerical order preceded by the letter “R.” The registered Owner of all Refunding Bonds shall be a Securities Depository in accordance with the Master Resolution. The Refunding Bonds shall be dated the Issue Date.

(b) **Principal Amounts; Maturities; Interest Rates.** The Refunding Bonds shall mature, subject to the right of prior redemption as provided in Article IV hereof, on the dates and in the aggregate principal amounts, and shall bear interest, payable on each Interest Payment Date, as provided below:

(i) **Parameters.** Any Refunding Bonds, issued in one or more series or subseries, shall be issued in an aggregate principal amount not to exceed \$235,000,000 for the Refunding Project. Any Refunding Bonds, issued in one or more series or subseries as fixed rate obligations, shall bear interest at such taxable and/or tax exempt rate or rates resulting in a true interest cost not exceeding 5% with respect to any debt issued hereunder. Notwithstanding the foregoing, Credit Enhanced Bonds or Refunding Bonds issued with a variable, adjustable, convertible or similar interest rate may have a maximum interest rate not in excess of 14% per annum. Any Refunding Bonds may mature as term bonds or serial bonds, or both, not later than March 1, 2051 with respect to bonds issued for the Refunding Project.

(ii) **Delegated Powers.** The Board Representative is authorized, without further approval of the Board, to make any and all determinations listed in Section 11-57-205(1), Colorado Revised Statutes, as amended, provided such determinations are not inconsistent with the standards set forth in this Twenty First Supplemental Resolution. In furtherance thereof, the Board Representative is hereby authorized, without further approval of the Board, to determine in conformity with the standards set forth in this Twenty First Supplemental Resolution and after the Refunding Bonds have been priced in the market: (A) the final designation of one or more series or subseries of the Refunding Bonds; (B) the principal amount of each series or subseries of the Refunding Bonds; (C) the coupon interest rate or rates (whether fixed or variable, adjustable, convertible or similar interest rate) on the Refunding Bonds; (D) the maturity or maturities of the Refunding Bonds (any of which may include Refunding Bonds bearing different interest rates) and the amount and date of any mandatory sinking fund redemption; (E) provisions for the optional, mandatory or extraordinary redemption or tender of any or all of the Refunding Bonds prior to maturity; (F) the purchase price of the Refunding Bonds; (G) whether the Refunding Bonds will constitute Tax Exempt Obligations, Taxable Obligations, and the other matters set forth in Article VII hereof entitled “FEDERAL TAX LAW MATTERS”; (H) whether or not to utilize bond insurance, a Credit Facility or a debt service reserve policy for the Refunding Bonds and the execution of all agreements, documents and

certificates in connection therewith; (I) whether or not the Refunding Bonds will be sold pursuant to a negotiated sale, a competitive sale or direct placement; all as may be necessary to effect the Refunding Project and in a manner consistent with this Twenty First Supplemental Resolution; including the estimated true interest cost of the Refunding Bonds and the Underwriter's or purchaser's discount or fee relating to the Refunding Bonds; (J) which Outstanding Bonds will be refunded; and (K) whether or not to qualify any of the Refunding Bonds under the State Intercept Program. The determinations described herein shall be evidenced by a Pricing Certificate filed with the Board, and except as otherwise expressly provided herein or in the Master Resolution, the terms of the Refunding Bonds shall be as set forth in the Pricing Certificate and incorporated by reference into this Twenty First Supplemental Resolution.

(c) ***Authorized Denominations.*** The Refunding Bonds shall be issued in Authorized Denominations.

(d) ***Computation of Interest.*** Each Refunding Bond shall bear interest at the applicable rate in accordance with Section 3.03(b) hereof, (i) from the date of authentication, if authenticated on an Interest Payment Date to which interest has been paid or duly provided for; or (ii) from the last preceding Interest Payment Date to which interest has been paid or duly provided for (or the Issue Date if no interest thereon has been paid or duly provided for) in all other cases. The amount of interest so payable on Refunding Bonds on any Interest Payment Date shall be computed on the basis of a 360-day year of twelve 30-day months, unless an alternative computational convention is set forth in the Pricing Certificate.

(e) ***Appointment of Escrow Agent and Paying Agent and Registrar.*** Wells Fargo Bank, National Association, is hereby appointed the Escrow Agent and Zions Bancorporation, National Association (formerly, Zions First National Bank) is hereby appointed the Paying Agent.

#### **Section 3.04. Payment of Bond Requirements.**

(a) ***Principal and Final Interest.*** The principal or Redemption Price of and the final interest payment on any Refunding Bond shall be payable to the owner thereof as shown on the registration books maintained by the Registrar upon maturity or prior redemption thereof and upon presentation and surrender at the principal office of the Paying Agent. If any Refunding Bond shall not be paid upon such presentation and surrender at or after maturity, it shall continue to draw interest (but without compounding of interest) at the rate borne by it until the principal thereof is paid in full.

(b) ***Interest.*** The interest due on any Refunding Bond on any Interest Payment Date shall be paid to the owner thereof, as shown on the registration books kept by the Registrar at the close of business on the Regular Record Date. Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the owner of such Refunding Bond on the Regular Record Date and shall be payable to the person

who is the owner of such Refunding Bond at the close of business on a Special Record Date for the payment of any such defaulted interest. Such Special Record Date shall be fixed in accordance with Section 3.10 of the Master Resolution.

(c) ***Payment of Interest.*** All payments of interest on any Refunding Bond shall be paid to the person entitled thereto pursuant to Section 3.04(b) above by check mailed on the Interest Payment Date to his or her address as it appears on the registration books kept by the Registrar (or, in the case of defaulted interest, the date selected by the Registrar for the payment of such defaulted interest), or, at the option of any owner of \$1,000,000 or more in principal amount of Refunding Bonds, by wire transfer on such date to a bank within the continental United States as directed by such owner.

(a) ***State Intercept Program.*** The Board may elect to utilize the State Intercept Program for all or a portion of the Refunding Project. The final determination of which Series 2021A Bonds (and any series thereof) are subject to the State Intercept Program shall be set forth in the Pricing Certificate. The Board is hereby directed to file with the State Treasurer a copy of this Twenty First Supplemental Resolution, the Pricing Certificate and the Official Statement. The Board shall also make such filings as are required by the State Intercept Act. The Board hereby directs the Board Representative to take all action necessary to comply with the provisions of the State Intercept Act and qualify the Series 2021A Bonds for the State Intercept Program. In the event that payments of the principal of and interest on the Series 2021A Bonds are made by the State Treasurer pursuant to the provisions of the State Intercept Program, the Board hereby agrees that, to the extent such amounts paid by the State Treasurer have not been recovered by the State Treasurer from the sources set forth in Section 23-5-139(3) of the State Intercept Act, the Board shall, solely from Net Revenues remaining in the Revenue Fund and that are available for such purpose, pay to the State Treasurer an amount equal to the principal and interest payments made by the State Treasurer, less any such amounts previously recovered by or paid to the State Treasurer.

**Section 3.05. Bond Form.** Subject to the provisions of this Twenty First Supplemental Resolution, the Refunding Bonds shall be in substantially the form set forth in Exhibit A hereto, with such omissions, insertions, endorsements and variations as to any recitals of fact or other provisions as may be required by the circumstances, be required or permitted by the Master Resolution, or be consistent with the Master Resolution.

**Section 3.06. State Tax Exemption.** Pursuant to Section 23-5-105, Colorado Revised Statutes, as amended, the Refunding Bonds, their transfer, and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof.

## ARTICLE IV

### REDEMPTION OF REFUNDING BONDS

**Section 4.01. Optional Redemption or Make Whole Redemption.** The Refunding Bonds shall be subject to redemption prior to maturity at the option of the Board or make whole

redemption, if at all, on the dates and at the Redemption Prices as set forth in the Pricing Certificate.

**Section 4.02. Mandatory Sinking Fund.** The Refunding Bonds shall be subject to mandatory sinking fund redemption, if at all, on the dates and in the principal amounts as set forth in the Pricing Certificate.

**Section 4.03. Selection of Refunding Bonds for Redemption.** If less than all of the Refunding Bonds are called for prior redemption hereunder, the Refunding Bonds or portions to be redeemed shall be redeemed in such order of maturities as shall be specified by the Board. If less than all Refunding Bonds or portions thereof of a single maturity and rate are to be redeemed, they shall be selected by lot in such manner as the Paying Agent may determine. In the case of a Refunding Bond of a denomination larger than an Authorized Denomination, such Refunding Bond may be redeemed only in principal amounts equal to any integral multiple of the minimum Authorized Denomination. In the event a portion of any Refunding Bonds is so redeemed, the Registrar shall, without charge to the owner of such Refunding Bond, authenticate a replacement Refunding Bond for the unredeemed portion thereof.

**Section 4.04. Redemption Procedures.** Except as otherwise provided herein, the Refunding Bonds shall be called for prior redemption and shall be paid by the Paying Agent upon notice as provided in Section 4.05 hereof. The Registrar shall not be required to transfer or exchange any Refunding Bond after notice of the redemption of such Refunding Bond has been given (except the unredeemed portion of such Refunding Bond, if redeemed in part) or to transfer or exchange any Refunding Bond during the period of 15 days next preceding the day such notice is given.

In addition, the Registrar is hereby authorized to comply with any operational procedures and requirements of the Securities Depository relating to redemption of Refunding Bonds and notice thereof. The Board and the Registrar shall have no responsibility or obligation with respect to the accuracy of the records of the Securities Depository or a nominee therefor or any Participant of such Securities Depository with respect to any ownership interest in the Refunding Bonds or the delivery to any Participant, beneficial owner or any other person (except to a registered owner of the Refunding Bonds) of any notice with respect to the Refunding Bonds, including any notice of redemption.

**Section 4.05. Notice of Redemption.** The Registrar shall cause notice of the redemption of the Refunding Bonds being redeemed under this Article IV to be given in the form and manner described in Section 3.07 of the Master Resolution not less than 30 days nor more than 60 days prior to the redemption date.

**Section 4.06. Tender and Purchase.** The Refunding Bonds shall be subject to tender and purchase prior to maturity at the option of the Board, if at all, on the dates, in the manner and at the prices as set forth in the Pricing Certificate.

## ARTICLE V

### ISSUANCE OF REFUNDING BONDS AND USE OF REFUNDING BOND PROCEEDS

**Section 5.01. Refunding Bond Preparation, Execution and Delivery.** The officers of the Board and the System designated in this Twenty First Supplemental Resolution are hereby authorized and directed to prepare and to execute the Refunding Bonds, as herein provided. When the Refunding Bonds have been duly executed, the Board Representative shall deliver them to the Underwriters upon receipt of the agreed purchase price.

**Section 5.02. Disposition of Refunding Bond Proceeds.** The proceeds of the Refunding Bonds, upon the receipt thereof, shall be accounted for in the following manner and priority and are hereby pledged therefor:

(a) ***Escrow Account.*** First, from the proceeds of the Refunding Bonds there shall be deposited with the Escrow Agent in the Escrow Account under the Escrow Agreement an amount sufficient to accomplish the Refunding Project as set forth in the Pricing Certificate and the Escrow Agreement.

(b) ***Expense Account.*** Second, from the proceeds of the Refunding Bonds, there shall be deposited to the credit of a separate account, hereby created (the “Expense Account”), which Expense Account shall be under the control of the Board, all remaining amounts of proceeds of the Refunding Bonds. From such Expense Account, the Board shall be authorized to pay all expenses associated with the issuance of the Refunding Bonds. Any moneys remaining in the Expense Account six months after the date of issuance of the Refunding Bonds shall be transferred as directed by the Board Representative.

**Section 5.03. Purchaser Not Responsible.** The Underwriters, any associate thereof, and any subsequent owner of any Refunding Bond shall in no manner be responsible for the application or disposal by the Board or by any System officer or any other employee or agent of the Board or System of the moneys derived from the sale of the Refunding Bonds or of any other moneys herein designated.

## ARTICLE VI

### ESTABLISHMENT OF CERTAIN ACCOUNTS

**Section 6.01. Establishment of Certain Accounts.** In accordance with Section 5.01 of the Master Resolution, the Board hereby creates and establishes the following accounts in respect of the Refunding Bonds: (a) within the Debt Service Fund, an “Interest Account” and a “Principal Account” for each series of Refunding Bonds; and (b) within the Rebate Fund, a “Rebate Account” for each series of Refunding Bonds. Such accounts shall be maintained and applied as provided in (i) Section 5.06 of the Master Resolution, with respect to each Interest Account and Principal Account; and (ii) Sections 5.11 through 5.13 of the Master Resolution, with respect to each Rebate

Account. The Board authorizes the creation of the Escrow Account with the Escrow Agent under the Escrow Agreement for each series of Refunded Bonds.

## ARTICLE VII

### FEDERAL TAX LAW MATTERS

**Section 7.01. Determination of Tax Exempt or Taxable Obligations.** All or any portion of the Refunding Bonds is authorized to be issued as a Tax Exempt Obligation or a Taxable Obligation. The Board hereby delegates to the Board Representative the authority to determine what, if any, portion of the Refunding Bonds shall constitute a Tax Exempt Obligation, and what, if any, portion of the Refunding Bonds shall constitute a Taxable Obligation which determinations shall be set forth in the applicable Pricing Certificate. To the extent that any portion of the Refunding Bonds shall constitute Tax Exempt Obligations, for purposes of ensuring that the interest on the Tax Exempt Obligations is and remains excluded from gross income for federal income tax purposes, the Board makes the covenants set forth in Sections 7.02 through 7.04 of this Article VII. In the event that, as determined by the Board Representative and set forth in the Pricing Certificate, no portion of the Refunding Bonds constitutes Tax Exempt Obligations, Sections 7.02 through 7.04 of this Article VII shall be of no force or effect.

**Section 7.02. Prohibited Actions.** The Board will not use or permit the use of any proceeds of the Tax Exempt Obligations or any other funds of the Board from whatever source derived, directly or indirectly, to acquire any securities or obligations and shall not take or permit to be taken any other action or actions, which would cause any Tax Exempt Obligations to be an “arbitrage bond” within the meaning of Section 148 of the Code, or would otherwise cause the interest on any Tax Exempt Obligations to be includible in gross income for federal income tax purposes.

**Section 7.03. Affirmative Actions.** The Board will at all times do and perform all acts permitted by law that are necessary in order to assure that interest paid by the Board on the Tax Exempt Obligations shall not be includible in gross income for federal income tax purposes under the Code or any other valid provision of law. In particular, but without limitation, the Board represents, warrants and covenants to comply with the following unless it receives an opinion of Bond Counsel stating that such compliance is not necessary: (a) gross proceeds of the Tax Exempt Obligations will not be used in a manner that will cause the Refunding Bonds to be considered “private activity bonds” within the meaning of the Code; (b) the Tax Exempt Obligations are not and will not become directly or indirectly “federally guaranteed”; and (c) the Board will timely file Internal Revenue Form 8038-G which shall contain the information required to be filed pursuant to Section 149(e) of the Code with respect to the Tax Exempt Obligations.

**Section 7.04. Tax Certificate.** The Board will comply with the Tax Certificate delivered to it on the date of issuance of any Refunding Bonds constituting Tax Exempt Obligations, including but not limited to the provisions of the Tax Certificate regarding the application and investment of proceeds of such Refunding Bonds, the calculations, the deposits, the disbursements, the investments and the retention of records described in the Tax Certificate; provided that, in the event the original Tax Certificate is superseded or amended by a new Tax Certificate drafted by, and accompanied by an opinion of Bond Counsel stating that the use of the new Tax Certificate

will not cause the interest on such Refunding Bonds to become includible in gross income for federal income tax purposes, the Board will thereafter comply with the new Tax Certificate.

## ARTICLE VIII

### MISCELLANEOUS

**Section 8.01. Applicability of Master Resolution.** Except as otherwise provided herein, the provisions of the Master Resolution govern the Refunding Bonds and the Refunding Project. The rights, undertakings, covenants, agreements, obligations, warranties, and representations of the Board set forth in the Master Resolution shall in respect of the Refunding Bonds be deemed the rights, undertakings, covenants, agreements, obligations, warranties and representations of the Board.

**Section 8.02. Severability and Invalid Provisions.** If any one or more of the covenants or agreements provided in this Twenty First Supplemental Resolution on the part of the Board to be performed should be contrary to law, then such covenant or covenants or agreement or agreements shall be deemed severable from the remaining covenants and agreements, and shall in no way affect the validity of the other provisions of this Twenty First Supplemental Resolution.

**Section 8.03. Table of Contents and Section Headings Not Controlling.** The Table of Contents and the headings of the several Articles and Sections of this Twenty First Supplemental Resolution have been prepared for convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provision of this Twenty First Supplemental Resolution.

**ADOPTED AND APPROVED as of February 5, 2021.**

[SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

By \_\_\_\_\_  
Chair of the Board

ATTEST:

By \_\_\_\_\_  
Secretary

[Signature Page to Twenty First Supplemental Resolution]

**EXHIBIT A****FORM OF REFUNDING BONDS [TO BE MODIFIED FOR EACH SERIES]**

**UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TRUST COMPANY, A NEW YORK CORPORATION (“DTC”), TO THE PAYING AGENT, THE REGISTRAR OR ANY AGENT THEREOF FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.**

**TRANSFER OF THIS BOND OTHER THAN BY REGISTRATION IS NOT EFFECTIVE.**

**UNITED STATES OF AMERICA  
STATE OF COLORADO**

**BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM  
SYSTEM ENTERPRISE REVENUE REFUNDING BONDS  
SERIES 2021A**

No. R- \_\_\_\_\_ \$ \_\_\_\_\_

<b>Interest Rate (Per Annum)</b>	<b>Maturity Date</b>	<b>Dated as of</b>	<b>CUSIP</b>
_____ %	March 1, _____	_____, _____	_____

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: \_\_\_\_\_ DOLLARS

The Board of Governors of the Colorado State University System (the “Board” and the “System,” respectively), being a body corporate under the laws of the State of Colorado (the “State”), for value received, hereby promises to pay to the registered owner specified above or registered assigns solely from the special funds provided therefor, the principal amount specified above, on the maturity date specified above (unless called for earlier redemption), and to pay from such special funds interest thereon on March 1 and September 1 of each year (each an “Interest Payment Date”), commencing on September 1, 2021 at the interest rate per annum specified above, until the principal sum is paid or payment has been provided. This Refunding Bond (as hereinafter defined) will bear interest from the most recent Interest Payment Date to which interest has been paid or provided for, or, if no interest has been paid, from the date of this Refunding Bond. The

principal of and premium, if any, on this Refunding Bond are payable upon presentation and surrender hereof at the principal office of the Board's paying agent for the Refunding Bonds (the "Paying Agent"), initially Zions Bancorporation, National Association (formerly, Zions First National Bank), Denver, Colorado. The Paying Agent's principal office for such payment shall be in Denver, Colorado. Interest on this Refunding Bond will be paid on each Interest Payment Date (or, if such Interest Payment Date is not a business day, on the next succeeding business day), by check or draft mailed to the person in whose name this Refunding Bond is registered (the "registered owner") in the registration records of the Board maintained by the Board's registrar for the Refunding Bonds (the "Registrar"), initially Zions Bancorporation, National Association (formerly, Zions First National Bank), Denver, Colorado, and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the registered owner hereof at the close of business on the Regular Record Date and shall be payable to the person who is the registered owner thereof at the close of business on a Special Record Date (as described in the resolution of the Board authorizing the issuance of this Refunding Bond; herein the "Resolution"), for the payment of any defaulted interest. Such Special Record Date shall be fixed by the Registrar whenever moneys become available for payment of the defaulted interest, and notice of the Special Record Date shall be given to the registered owners of the bonds of the series of which this is one not less than 10 days prior thereto. Alternative means of payment of interest may be used if mutually agreed to between the owner of any Refunding Bond and the Paying Agent, as provided in the Resolution. All such payments shall be made in lawful money of the United States of America without deduction for the services of the Registrar or Paying Agent.

This bond is one of an authorized series of bonds issued under the Resolution designated the Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 2021A in the aggregate principal amount of \$[\_\_\_\_\_] (the "Refunding Bonds").

It is hereby certified that all acts, conditions and things required to be done precedent to and in the issuance of this Refunding Bond and the series of which it is a part have been properly done, have happened, and have been performed in regular and due time, form and manner as required by the Constitution and laws of the State and the proceedings herein mentioned, and that this series of bonds does not exceed any constitutional or statutory limitation.

This Refunding Bond shall not be valid or obligatory for any purpose until the Registrar shall have manually signed the certificate of authentication hereon.

The Refunding Bonds are issuable solely as fully registered bonds in denominations of \$5,000 and any integral multiple thereof and are exchangeable for fully registered Refunding Bonds of the same maturity in equal aggregate principal amounts and in authorized denominations at the aforesaid office of the Registrar but only in the manner, subject to the limitations, and on payment of the charges provided in the Resolution.

The Registrar will not be required to transfer or exchange (a) any Refunding Bond subject to redemption during a period beginning at the opening of business 15 days before the day of the mailing by the Registrar of a notice of prior redemption of Refunding Bonds and ending at the

close of business on the day of such mailing, or (b) any Refunding Bond after the mailing of notice calling such Refunding Bond or any portion thereof for prior redemption.

[The Refunding Bonds or portions thereof maturing on and after March 1, 20\_\_\_, are subject to redemption prior to their respective maturities, at the option of the Board, on or after March 1, 20\_\_\_, in whole or in part at any time, in such order of maturities as the Board shall determine and by lot within a maturity, in integral multiples of \$5,000 (giving proportionate weight to Refunding Bonds in denominations larger than \$5,000), in such manner as the Paying Agent may determine, at a redemption price equal to \_\_\_% of the principal amount of each Refunding Bond or portion thereof so redeemed plus accrued interest thereon to the redemption date.]

The Refunding Bonds are subject to mandatory sinking fund redemption as provided in the Pricing Certificate.

In the case of a Refunding Bond of a denomination larger than \$5,000, a portion of such Refunding Bond (\$5,000 or any integral multiple thereof) may be redeemed, in which case the Registrar shall, without charge to the owner of such Refunding Bond, authenticate and issue a replacement Refunding Bond or Bonds for the unredeemed portion thereof. Redemption shall be made upon not less than 30 days' prior mailed notice to each registered owner as shown on the registration records maintained by the Registrar, as provided in the Resolution.

This Refunding Bond is fully transferable by the registered owner hereof in person or by his duly authorized attorney on the registration records maintained by the Registrar upon surrender of this Refunding Bond together with a duly executed written instrument of transfer satisfactory to the Registrar. Upon such transfer a new fully registered Refunding Bond or Refunding Bonds of authorized denomination or denominations of the same aggregate principal amount and maturity will be issued to the transferee in exchange for this Refunding Bond, subject to such terms and conditions as set forth in the Resolution. The Board, Registrar and Paying Agent may deem and treat the person in whose name this Refunding Bond is registered as the absolute owner hereof for the purpose of making payment (except to the extent otherwise provided hereinabove and in the Resolution with respect to Regular and Special Record Dates for the payment of interest) and for all other purposes and the Board and Paying Agent and Registrar shall be not affected by notice to the contrary.

The Refunding Bonds are being issued to finance the Refunding Project.

[The Series 2021A Bonds qualify for the Higher Education Revenue Bond Intercept Program ("State Intercept Program"), enacted by the State on June 4, 2008, established pursuant to S.B. 08-245, Section 23-5-139, Colorado Revised Statutes, as amended, and provides for the payment by the State Treasurer of principal of and interest due with respect to revenue bonds issued by state supported institutions of higher education if such an institution will not make the payment by the date on which it is due.]

The Refunding Bonds are issued by the Board as authorized by and pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the Research Building Fund Act, the State Intercept Act (if applicable), the Supplemental Public Securities Act, and applicable provisions of the Code.

This Refunding Bond does not constitute a debt or an indebtedness of the State, the Board or the System within the meaning of any constitutional or statutory provision or limitation, shall not be considered or held to be a liability or general obligation of the State, the Board or the System, and is payable and collectible as an obligation of the Board solely out of the net revenues (including Student Fees) (the “Net Revenues”) to be derived from the operation of certain revenue-producing Facilities and Research Facilities, as well as certain Tuition Revenues, as such Net Revenues, Student Fees, Facilities, Research Facilities and Tuition Revenues are defined in the Resolution. The owner hereof may not look to any general or other fund of the State or the System for the payment of the principal of, premium, if any, and interest on this obligation, except the special funds pledged therefor.

Payment of the Refunding Bonds and the interest thereon shall be made from, and as security for such payment there is pledged pursuant to the Resolution, a special fund identified as the “System Enterprise Debt Service Fund” (the “Debt Service Fund”), into which fund the Board covenants to pay from the Net Revenues moneys sufficient to pay when due the principal of, premium, if any, and interest on the Refunding Bonds. The Refunding Bonds constitute an irrevocable lien on the Net Revenues and are being issued on parity with the Board’s Outstanding Parity Obligations (as defined in the Resolution). Outstanding Obligations in addition to the Refunding Bonds, subject to expressed conditions, may be issued and made payable from the Net Revenues and having a lien thereon subordinate and junior to the lien, or subject to additional expressed conditions, having a lien thereon on a parity with the lien thereon of the Refunding Bonds, as provided in the Resolution.

Reference is made to the Resolution and any and all modifications and amendments thereof and to the designated statutes for the provisions, among others, with respect to the custody and application of the proceeds of the Refunding Bonds, for a description of the nature and extent of the security for the Refunding Bonds, the funds or revenues pledged, the nature and extent and manner of enforcement of the pledge, the rights and remedies of the owners of the Refunding Bonds with respect thereto, the terms and conditions upon which the Refunding Bonds are issued, and a statement of rights, duties, immunities and obligations of the Board and the rights of the owners of the Refunding Bonds.

To the extent and in the respects permitted by the Resolution, the provisions of the Resolution or any resolution amendatory thereof or supplemental thereto may be modified or amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Resolution. The pledge of the Net Revenues and other duties of the Board under the Resolution may be discharged at or prior to the maturity or redemption of the Refunding Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Resolution.

The Board covenants and agrees with the owner of this Refunding Bond and with each and every person who may become the owner hereof that it will keep and perform all of the covenants of the Resolution.

When all principal of, premium, if any, and interest on the Refunding Bonds, or any portion thereof, have been duly paid, the pledge and lien of all obligations hereunder shall thereby be discharged as to such issue or part of such issue and such issue or part of such issue shall no longer

be deemed to be Outstanding within the meaning hereof. There shall be deemed to be such due payment if the Board has placed in escrow or in trust with a trust bank exercising trust powers, an amount sufficient (including the known minimum yield available for such purpose from federal securities in which such amount wholly or in part may be initially invested) to meet all requirements of principal of, premium, if any, and interest on the securities issue, as such requirements become due to their final maturities or upon any designated redemption dates. The federal securities shall become due prior to the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the Board and such trust bank at the time of the creation of the escrow or trust, or the federal securities shall be subject to redemption at the option of the holders thereof to assure such availability as so needed to meet such schedule.

No recourse shall be had for the payment of the principal of, premium if any, and interest on this Refunding Bond or for any claim based thereon or otherwise in respect to the Resolution against any individual member of the Board, past, present or future, either directly or through the Board or the System, or through any successor body corporate of either, whether by virtue of any constitution, statute or rule of law, or by the enforcement of any penalty or otherwise, all such liability, if any, being by the acceptance of this Refunding Bond and as a part of the consideration of its issuance specially waived and released. The obligation of the Board, as a body corporate, to the owner hereof is limited to applying funds for the payment hereof, as set forth above and as more fully delineated in the Resolution, and to otherwise complying with the contractual provisions therein.

Unless this certificate is presented by an authorized representative of The Depository Trust Company, a New York corporation ("DTC"), to the Board or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.

This Refunding Bond is issued pursuant to the Supplemental Public Securities Act, Colorado Revised Statutes, Sections 11-57-201 et seq., as amended, and, pursuant to Section 11-57-210, C.R.S., this recital shall be conclusive evidence of the validity and the regularity of the issuance of this Bond after its delivery for value.

IN TESTIMONY WHEREOF, the Board of Governors of the Colorado State University System has caused this Refunding Bond to be executed in the name and on the behalf of the Board with the manual or facsimile signature of its Chair, and to be attested and signed with the manual or facsimile signature of the Secretary of the Board; and has caused the facsimile of the seal of the System to be affixed hereon, all as of \_\_\_\_\_, \_\_\_\_\_.

[FACSIMILE SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

By \_\_\_\_\_ (Manual or Facsimile Signature)  
Chair of the Board

ATTEST:

By \_\_\_\_\_ (Manual or Facsimile Signature)  
Secretary of the Board

[FORM OF CERTIFICATE OF AUTHENTICATION FOR REFUNDING BONDS]

**CERTIFICATE OF AUTHENTICATION**

Date of authentication and registration: \_\_\_\_\_

This is one of the Refunding Bonds described in the within-mentioned Resolution, and this Refunding Bond has been duly registered on the registration records kept by the undersigned as Registrar for such Refunding Bonds.

ZIONS BANCORPORATION, NATIONAL  
ASSOCIATION, as Registrar

By \_\_\_\_\_ (Manual Signature)  
Authorized Officer or Employee

[END OF FORM OF CERTIFICATE OF AUTHENTICATION FOR REFUNDING BONDS]

[FORM OF ASSIGNMENT OF REFUNDING BONDS]

**ASSIGNMENT**

For value received, the undersigned hereby sells, assigns and transfers unto \_\_\_\_\_ the within Refunding Bond and hereby irrevocably constitutes and appoints \_\_\_\_\_ attorney, to transfer the same on the records kept for registration of the within Refunding Bond, with full power of substitution in the premises.

Dated: \_\_\_\_\_

NOTE: The signature to this Assignment must correspond with the name as written on the face of this Refunding Bond in every particular, without alteration or enlargement or any change whatsoever.

Signature Guaranteed:

\_\_\_\_\_

Name and address of transferee:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Social Security or other  
tax identification number of transferee:

\_\_\_\_\_

TRANSFER FEE MAY BE REQUIRED

[END OF FORM OF ASSIGNMENT OF REFUNDING BONDS]

# Section 6

## *Colorado State University Reports*

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



## Office of the President

---

January 20, 2021

### **Board of Governors Report**

#### **Issues**

##### **ASCSU Internship Program**

Our Department of Campus Engagement just launched an internship program for each executive department so more CSU students can get the opportunity to be involved in ASCSU. The application process is going on during the month of January, and interns will start early February.

##### **ASCSU Mentorship Program**

Our Department of Academics has officially launched a mentor program, the goal of which is to provide additional assistance to first generation students and transfer students by pairing them with chosen mentors. The mentor application went live on January 15th, and, when the application closes in early February, they will start work on pairing mentees with mentors.

##### **YOU+2 Initiative**

Our State and Local Policy Department pulled the ballot initiative in early December when Larimer County went into Level Red. We met with every city council member and the Mayor Wade Troxell to discuss placing the ballot measure onto the April 2021 ballot without a petition. We have since been exploring other possible solutions to mitigate the struggles students face because of YOU+2. One of the options we are working on is improving the application process for a permit to live with more than two other residents. Currently, landlords must apply and pay a 200\$ fee to request a YOU+2 exception; we are working on a proposal to reduce the fee and to allow tenants to apply for the exemption instead of landlords.

##### **COVID-19 Relief**

Our Department of Health ordered thermometers, cleaning supplies, and hand sanitizer over winter break and they are currently working on distributing the materials to students through the food pantry system.



## Office of the President

---

January 20, 2021

### **Mental Health Week**

Our Department of Health is working on putting together a weeklong event of mental health-related programming for the spring semester. This will include hosting speakers on a virtual platform, various online workshops, and some physical displays on campus to help students visualize the importance of mental health.

### **Executive Branch Online Transparency**

One of our goals for this year was to improve the transparency of the Executive Branch and to raise awareness of our ongoing projects for the student body. One of the ways we are doing this is through the creation of an executive administration website. Our fireside chats, budget updates, projects, and ways to get involved in ASCSU are all included on this website. [Taylorschindler.com](http://Taylorschindler.com)

### **Lyft Project**

We are working with Off Campus Life and RamRide to create a pilot program, similar to the Rams Against Hunger program, that would help students who are in need of better access to transportation. We are providing \$15,000 to the trial which students can apply for access to; of these students, up to 75 will gain 200\$ in Lyft credits to be used during the semester.



## Report for the Board of Governors Meeting – February 3, 2021

Respectfully submitted by Sue Doe  
 CSU - Fort Collins – Chair of Faculty Council

As Stephanie Clemons reported at the December Board meeting, I launched the following Task Forces in the Fall of 2020. These task forces were created for short-term completion of planning documents for new initiatives. I am pleased to report that each Task Force has completed their fall work. The descriptions of the groups is provided below, along with an update on their progress and plans for next steps.

### Faculty Council Task Force - Updates + New Task Force

- **Intellectual Property related to Online Instruction** – Recommendations were submitted to Provost Pedersen concerning intellectual property of faculty teaching materials shared in online formats. The Committee then met with Provost Pedersen and Chris LaBelle, the Director of CSUOnline as well as Brandon Bernier, Vice President of Information Technology/CIO IT, to update messaging about intellectual property in the CANVAS environment. Additional considerations of IP concerns around classroom materials will be continued into the spring with a newly formed IT Task Force.
- **Information Technology (IT) and Faculty Needs** – Issues under discussion include communication and transparency, consistency, ethics (re: data analytic usage), equity, innovation, and sustained faculty participation in IT discussions. The Task Force recommended that a new Standing Committee on IT be created for Faculty Council, perhaps to be called CoIT. Brandon Bernier, Vice President of Information Technology/CIO IT and Sue Doe will meet in early February with Professor Steve Reising, Chair of the Committee on Faculty Governance (CoFG), to discuss this recommendation.
- **Presidential Evaluation** – As is typical, perceptions are annually gathered regarding the CSU president’s evaluation. This year, a Qualtrix survey is being evaluated to gather more wide-spread data from faculty and staff. The survey is being reviewed by multiple parties at the time of this report.
- **Shared Governance Review and Recommendations.** Specific recommendations have been made to more clearly articulate the importance of shared governance in the *Academic Faculty and Administrative Professional Manual*. The Committee on Faculty Governance (CoFG) is reviewing the suggested manual changes at the time of this report.
- **Race, Bias, Equity and Inclusion** – This task force proposed tenure and promotion changes and evaluated what counts as “scholarship.” The task force also considered supervisory responsibility for encouraging inclusive practices in scholarship, teaching, and service. If approved, these edits would be added to the *Academic Faculty and Administrative Professional Manual*. The edits are being considered at the February 2 Faculty Council meeting after being reviewed and proposed formally by the Committee on the Responsibility and Standing of Academic Faculty (CORSAF) and the Committee on Faculty Governance (CoFG).
- **FAIR (The Rapid Response Faculty Group whose name means Faculty Accountability Input Response team)** – This new group, comprised of chairs from five Faculty Council standing committees, was charged with addressing immediate pandemic issues that arise from sources such as the Undergraduate Teaching Continuity Committee. These faculty leaders offer perspectives and identify teaching implications prior to decision-making. They were put to work to develop a Faculty Council recommended policy on S/U Grading and late Withdrawal for Fall 2020 and for Spring and Summer 2021.

### Proposal for Increasing Representation of Non-Tenure Track Faculty in Faculty Council

- The Committee on Non-Tenure Track Faculty (CoNTTF), which includes contract, continuing, and adjunct faculty (CCAF), requested increased representation in Faculty Council. Proposals were

developed by CoNTTF and the Committee on Faculty Governance (CoFG) and were heard at the Faculty Council meeting on Dec. 2. Prior to the meeting, reactions to these proposals were solicited from all departments (with an over 50% response rate). Two motions passed at the Dec. 2 meeting, providing for greater NTTF participation in shared governance. As result of Motion 1, NTTF/CCAF will be included in the count that determines the number of at-large college representatives to Faculty Council. As result of Motion 2, NTTF/CCAF will be able to serve as elected representatives for their departments and colleges.

### **Invitation to BOG – Please Join Us for a Faculty Council Meeting in 2021**

Faculty Council members at CSU-FC wish to thank the Governors who were able to attend our December 1<sup>st</sup> Faculty Council meeting and invite those interested to please join us via ZOOM for one or more of our Faculty Council meetings during 2021. Meeting links are posted about a week in advance of meetings on the Faculty Council website. Meeting always falls on the first Tuesday of the month and are held from 4-6 PM.

## **COLORADO STATE UNIVERSITY PRESIDENT'S REPORT**

Board of Governors of the Colorado State University System

February 5, 2021

### **I. COURAGEOUS STRATEGIC TRANSFORMATION UPDATE**

Colorado State University is continuing with its Courageous Strategic Transformation process. The Leadership Team meets every three weeks to provide perspectives, respond to information, understand progress, provide feedback, and strengthen trust and alignment as a team. A Core Team meets between leadership team meetings to review progress, make decisions, assign work, and prepare for next step. Engagement with stakeholders began with outreach in 2018 and includes informal and formal outreach to students, faculty, staff, parents, alumni, and external partners. The Leadership Team used the 2018 outreach to inform the discussion of needs and possibilities. This past fall, the President's Office engaged Chris Hutchinson of Fort Collins-based consulting company Trebuchet Group to lead intensive visioning conversations with the Executive Leadership Team and college deans. Trebuchet has worked with units across the university on strategic planning, team building, and leadership development for more than seven years with tremendous success.

The initial leadership sessions were held biweekly in the fall and will continue this spring; they have also been shaped by talented CSU leaders: Martin Carcasson of the Center for Public Deliberation; Marsha Benedetti, director of Talent Development; Vice Provost for Faculty Affairs Sue James; and Laura Jensen, Vice Provost for Planning and Effectiveness. CSU's new Vice President for Strategy Janelle Beavers will work closely with this existing support team, as well as with leadership across the university.

The Core Team has drafted steps for the Leadership Team to review and provide additions, suggestions and improvements. These steps have been shared with stakeholders for responses, perspectives, and ideas. Each step will be included in the final framework, which will be presented to the Board of Governors of the Colorado State University System when completed. The Core Team is currently building the full draft of the final framework and outreach plan prior to the next stakeholder outreach effort. Later in the Spring 2021 semester, faculty, staff and students from across the university will be invited to participate in the process, building on the early work that has been done.

### **II. ENROLLMENT UPDATE**

Early review of Fall 2021 admission statistics indicate that undergraduate applications are up about 5% in total from the year before. CSU is engaging in strategic enrollment for Fall 2021 and the Admission Office continues to refine its marketing to engage with prospective students in innovative ways, including video chats and virtual tours.

## FALL 2021

### First year students:

- 27,422 submitted apps for **Fall 2021**, an increase of **5%** over apps submitted at this point last year.
- **21,890** students have been admitted, an increase of **6%** compared to this point last year.
- Progress to goal:
  - Applications: **96%** to goal (ahead of last year)
  - Admits: **92%** to goal (ahead of last year)
  - Deposits: **25%** to goal (down compared to last year)
- Admitted student profile:
  - **48%** instate vs. **52%** out-of-state
  - **30%** diverse
  - **20%** first generation
  - Average GPA **3.8**; mid 50 **3.5 - 4.1**

### Transfer:

- **1793** submitted transfer apps for **Fall 2021**, an increase of **5%** over apps submitted at this point last year.
- Early Decision deadline for transfer students was on **Feb 1<sup>st</sup>**.

## III. COVID RECOVERY UPDATE

### A. Spring 2021 semester begins online with phased shift to in-person and hybrid

Colorado State University began Spring 2021 courses online with a planned, phased shift to increase in-person learning experiences. The plans, announced in December, are the result of intensive, collaborative conversation involving leaders, experts, and stakeholders from across the university and have been approved both by the CSU Pandemic Preparedness Team and Larimer County Public Health. CSU committed to the scheduled Jan. 19 start date for several reasons, including federal financial aid guidelines that tie the release of aid to the start of the semester and the required number of student contact teaching days associated with our accreditation status.

The priority continues to be the health of the university community. Starting all classes online in January allowed CSU to bring students to campus during a period when they have no scheduled in-person academic interactions; test them for COVID; then allow for the waiting period after testing to see if they are positive. The primary goal was for all students to walk into our classrooms, labs, or other learning spaces only after having receive a negative COVID test result from the CSU testing site. To further assist with this phased-in approach to on-campus life for Spring 2021, the university's residence halls opened on Jan. 14. Information on how to register for a move-in timeslot was sent directly to all students living in the residence halls.

Holding the first week of classes online also gave the Pandemic Preparedness Team additional time to assess local COVID case numbers and evolving public health advice and to complete all

initial testing on-campus for students, faculty, and staff. It also allowed staff in key areas such as Facilities and research labs additional time to prepare our campuses for the semester – pandemic public health precautions like physically distanced classroom set-ups and cleaning protocols require significant additional work beyond the regular work to prepare for a normal semester.

Courses offered on campus for Phase 2 began on Jan. 25. Those currently are scheduled for 100% in-person delivery during Spring 2021. These courses previously were identified by the university's Teaching and Learning Recovery Team, in close collaboration with college and departmental leadership. They include the courses most dependent on in-person teaching to promote student success, as well as time-sensitive courses that students require at key times in their college careers: their first year and their last semester. This means we prioritized first-year courses, labs, studio courses, maker spaces, engineering design, and capstone and other courses traditionally taken during students' final semester before graduation.

On Feb. 5, CSU provided updates to all faculty, instructors, and graduate teaching assistants scheduled to teach in the hybrid mode as to the status of the planned course transition from 100% online to including an in-person component. This includes senior small-section classes slated for early transition to the in-person mode.

The phased-start plan will not change the already-released plan for the end of the semester: CSU will push Spring Break back to the week of April 12 and shift all classes to remote instruction following the break. We also plan to adhere to the same end dates for the semester (last day of classes on May 7, exams the following week).

CSU cannot commit to an in-person Commencement for our May 2021 graduates, as it is unlikely that we will be permitted to host a large in-person gathering on campus at that time. CSU already has advised families not to make robust travel plans to come to Fort Collins in May. More information about what the May 2021 Commencement ceremonies and attendant events will look like will be shared with graduates directly in the coming weeks and will be posted on [CSU's Commencement site](#).

### **Phased Spring 2021 Schedule**

- **Phase 1 – Jan. 19-22** (First Week of Classes): All courses began online.
- **Phase 2 – Jan. 25** (Second Week of Classes): Selected courses with high priority for in-person learning shifted from online to face-to-face (100% in-person).
- **Phase 3 – Early February:** On Feb. 5, faculty scheduled to teach courses in the hybrid mode were updated on the status of course transition from 100% remote to hybrid (i.e., introducing a face-to-face component) based on Larimer County Public Health guidelines.
- All currently scheduled online courses will remain online for the entire semester.

### **B. CSU announces plan for required COVID-19 screenings during spring semester**

Colorado State University leaders announced plans for screening students, faculty, and staff for COVID-19 as spring semester got underway. The University relies on members of the community to do their part in keeping one another healthy. This includes participating in mandatory routine screenings for COVID, following all public health requirements, and diligently reporting concerns – COVID symptoms, potential exposures, or concerns about the health of others – through the [COVID Reporter](#). To support the University’s goal of maintaining in-person operations and academic activities, Colorado State University has made COVID screening available to students, faculty, and staff free of charge.

**Required screening:** Beginning Monday, Jan. 18, the following students, faculty, and staff were required, per [University policy](#), to screen weekly:

- All students living in University housing.
- All students living in a fraternity or sorority house.
- All freshmen and sophomores in one or more face-to-face or lab courses.
- All staff who are regularly, physically on a CSU campus or other university grounds in Larimer County, including staff involved in research.
- All faculty, instructors, and graduate teaching assistants who are teaching face-to-face classes or labs who are regularly, physically on a CSU campus or other university grounds in Larimer County.

Any student, faculty, or staff member who is not required to screen may still participate in screening as often as they wish, including employees who do not work in Larimer County, such as Extension, Forest Service and Agricultural Experiment Station employees.

Additional groups will be added to a mandatory testing schedule in coming weeks, including all junior, senior, graduate, professional, or second bachelor students in one or more face-to-face or lab courses; all students in one or more hybrid class who are not already screening; and all faculty, instructors, and graduate teaching assistants who are teaching hybrid classes and are not already screening. Any student, faculty, or staff member may choose to screen as often as they choose to at a CSU screening site. Testing is also available at non-university sites. (See [other locations to get tested](#).)

CSU saliva screening or nasal swab testing is only available to students, faculty, and staff with a valid CSU ID. Family members of students, faculty, and staff are not eligible for saliva screening, except immediate adult family members living in University housing. Those family members must bring a photo ID and submit proof of a University housing address at the screening site.

**Groups currently exempt from mandatory testing and not require to screen weekly:**

- Students taking online classes only and who do not live in University housing or a fraternity or sorority house;
- Employees who work remotely exclusively and are not regularly on a campus or CSU worksite in Larimer County

It is permissible for individuals in the above groups to occasionally visit university grounds for very brief periods of time, such as to pick up mail, a file or library materials, and not be subject to mandatory screening.

In addition, anyone who has tested positive in the last 90 days via testing at a CSU site OR who has submitted proof of a positive test to [CSU Public Health](#) should not screen until 90 days have passed since their positive test. Screening within 90 days of a positive test often results in another positive test result (and the individual is no longer considered COVID positive).

### **C. “Spring 2021 at CSU” town halls held in January**

On Jan. 15 and 21, Colorado State University leadership and pandemic planners held “Spring 2021 at CSU” town halls for the University community. The sessions provided updates and answered questions about the Spring 2021 semester that began on Jan. 19.

The second session was recorded and captioned for later viewing and is posted on the [COVID website](#). The university community can always find the most up-to-date information about CSU’s COVID response on the [COVID Information and Resources site](#). Questions can be submitted through [the form on the site](#).

Panelists for the sessions included:

- Joyce McConnell, President
- Mary Pedersen, Provost and Executive Vice President
- Mike Hooker (moderator): Director of Media Relations and Denver Outreach
- Marc Barker, Assistant Vice President for Safety and Risk Services and Co-Chair of the CSU Pandemic Preparedness Team
- Blanche Hughes, Vice President for Student Affairs
- Kelly Long, Vice Provost for Undergraduate Affairs
- Lori Lynn, Executive Director of CSU Health Network and Co-Chair of the CSU Pandemic Preparedness Team

### **D. Colorado State calibrates pandemic response for spring, building on lessons learned**

Colorado State University headed into the Spring 2021 semester with a recalibration and expansion of its pandemic teams.

The Pandemic Preparedness Team, which advises university leadership on all matters related to the COVID-19 pandemic, will continue to be co-chaired by Lori Lynn, executive director of the CSU Health Network, and Assistant Vice President for Safety and Risk Services Marc Barker. Barker also will serve as facilitator of the PPT.

The Rapid Recovery Response Team will continue to be led by Vice President for Research Alan Rudolph and Chief Medical Research Officer Heather Pidcoke.

Other teams reporting to the PPT will advise on budgets, communications, data governance, logistics, policy and legal review, public health and teaching continuity and recovery.

President McConnell's decision team includes Provost and Executive Vice President Mary Pedersen, Vice President for University Operations Lynn Johnson, and representatives from the Office of General Counsel. McConnell said she also will rely on the expertise and leadership of others on the PPT to guide CSU's spring semester and planning for 2021 and beyond. The full organizational chart of the new structure can be found online.

#### **E. COVID-19 vaccinations begin for CSU community**

In January, members of the Colorado State University community began receiving COVID-19 vaccinations from Larimer County. CSU Health Network employees who see patients and CSU Police Department employees who are first responders were among the first to receive the vaccinations distributed by Larimer County Public Health.

CSU staff working at COVID-19 test collection sites and research lab staff processing the tests also were among those vaccinated. The state of Colorado is currently in Phase 1A of its COVID-19 distribution plan, which focuses on healthcare professionals and long-term care facility residents. Important resources about vaccinations for CSU faculty, staff, and students are online at [covid.colostate.edu/kb/vaccinations-for-csu-faculty-staff-and-students/](https://covid.colostate.edu/kb/vaccinations-for-csu-faculty-staff-and-students/). Larimer County COVID-19 vaccination information is at [larimer.org/coronavirus-covid-19/covid-19-vaccine](https://larimer.org/coronavirus-covid-19/covid-19-vaccine).

#### **E. Virtual celebrations to honor CSU Fall 2020 graduates**

The fall semester at Colorado State University was unlike any autumn educational experience in the 150-plus-year history of the state's land grant institution. So, a fittingly unique graduation was available to the 2,000-plus students of Fall semester who successfully navigated the challenging waters of 2020 to earn their degrees.

Due to COVID-19 restrictions, CSU's traditional graduation ceremony was replaced by virtual celebrations held on the CSU Commencement website, which included a conferral from CSU President Joyce McConnell, congratulatory messages from deans and University leadership, and videos from each of CSU's eight colleges. Each 2020 graduate – spring, summer and fall — was showcased with a personalized slide.

For Fall semester, CSU awarded 1,522 undergraduate degrees, 706 master's degrees and 68 doctorates. There also were four Army ROTC and two Air Force ROTC students commissioned as officers.

In addition to the virtual celebrations, CSU hosted a ceremonial walk across the historic Oval in November to honor the University's 2020 graduates. All 2020 Ram grads, whether they received their degrees in May or December, were invited to walk with their college and department on an assigned day and time. The ceremonies were livestreamed online for friends and families who were asked not to attend due to county physical distancing restrictions. The recordings are now available on the CSU Commencement page.

#### **IV. MAJOR HONORS AND AWARDS**

##### **A. CSU student named Marshall Scholar**

A CSU undergraduate is one of only 46 students in the United States to receive a prestigious Marshall Scholarship, as announced by the British government. Daniel Dominguez, a senior watershed science major in the Warner College of Natural Resources, recently received the honor, which gives American students the opportunity to study at top United Kingdom academic institutions. CSU is the only institution in Colorado to produce a Marshall Scholar for 2021.

Dominguez will attend Scotland's University of Glasgow in September 2021 to pursue a master's degree in sustainable water environments. For further study, he will attend either the University of Oxford or the University of East Anglia, both in England, in 2022. He explained that the Marshall Scholarship will allow him to continue working toward finding sustainable solutions to future water resource issues.

Dominguez, one of six first-generation college students selected as Marshall Scholars this year, is just the third CSU student to receive the prestigious scholarship. A native of San Diego, Dominguez served in the U.S Marine Corps as an avionics technician for the Presidential helicopter detachment – Marine Helicopter Squadron One – prior to attending CSU. Dominguez said his time at CSU cultivated his passion for the natural environment, in particular water resources. His studies allowed him to spend more than 50 days for an internship in Yellowstone National Park, catching pollinators. He also traveled to South Africa to learn about the country's natural resources struggles for a conservation study abroad program.

##### **B. Charkowski and Chong named AAAS Fellows**

Each year since 1874, the American Association for the Advancement of Science has elected a distinguished group of scientists as Fellows.

This year, among those honored with the lifetime designation, are two faculty members from CSU: Amy Charkowski, a professor of agricultural biology in the College of Agricultural Sciences; and Edwin Chong, a professor of electrical and computer engineering in the Walter Scott, Jr. College of Engineering and a professor of mathematics in the College of Natural Sciences.

According to AAAS, Fellows are scientists whose “efforts on behalf of the advancement of science, or its applications, are scientifically or socially distinguished.” Charkowski and Chong join more than 110 researchers from Colorado State, going back to the 1920s, to be named AAAS Fellows. The association is the world’s largest general scientific society and serves more than 10 million individuals through its mission to advance science and serve society.

Charkowski is being recognized “for distinguished contributions to the field of plant pathology, particularly for translating discoveries about the molecular basis of soft rot diseases to prevent crop losses.” Her work specialized in researching potatoes and their pathogens and best management practices. She received her Ph.D. from Cornell University and was a professor at the University of Wisconsin-Madison before joining CSU as the head of Plant Pathology in 2016. She currently is head of the Department of Agricultural Biology.

Chong, who is director of CSU’s Information Science and Technology Center and associate head of the Department of Electrical and Computer Engineering, is being honored “for distinguished contributions to optimization and control theory and methods, particularly for stochastic networks and wireless systems.” Chong also is a Fellow of the Institute of Electrical and Electronics Engineers. He received his Ph.D. from Princeton and was a professor at Purdue University before joining the faculty at CSU in 2001.

### **C. Rick Miranda named Fellow of the American Mathematical Society**

Professor and former Provost Rick Miranda has strived not just to excel in his work as a mathematician – and administrator – at CSU, but also to make that work accessible and enriching to others. For this effort, he has been named a 2021 fellow of the American Mathematical Society. The honor was given to just 46 mathematicians around the world and “recognizes members who have made outstanding contributions to the creation, exposition, advancement, communication, and utilization of mathematics.”

### **D. Chandrasekar, James elected to National Academy of Inventors**

Susan James and V. “Chandra” Chandrasekar, both faculty members in the Walter Scott, Jr. College of Engineering, were named Fellows of the National Academy of Inventors, on Dec. 8. The NAI Fellows Program highlights academic inventors “who have demonstrated a spirit of innovation in creating or facilitating outstanding inventions that have made a tangible impact on quality of life, economic development and the welfare of society.” Election to NAI Fellow status is the highest professional distinction accorded solely to academic inventors.

James is a professor in the Department of Mechanical Engineering, the School of Biomedical Engineering, and the School of Advanced Materials Discovery. She has leading expertise in the field of biopolymer materials, many of which are in clinical use as knee implants for more than 1,000 patients. Much of her work is on hyaluronan-enhanced plastics, which do not cause blood clotting and platelet activation, as do most synthetic plastics. She is developing hyaluronan-

enhanced flexible leaflets for heart valve prostheses, as well as new materials for vascular grafts. James holds 22 patents for various biomedical technologies, and is co-founder and chief operating officer of YoungHeartValve, LLC, a startup company that develops heart-valve technologies. At CSU, James serves as Vice Provost for Faculty Affairs and as chair of the President's Council on Culture.

Chandrasekar, a University Distinguished Professor in the Department of Electrical and Computer Engineering, also is a fellow of the Cooperative Institute for Research in the Atmosphere. He is a leading expert in the fields of weather radar and radar signal processing, and holds 35 patents in radar system design, radar network development, radiofrequency communications, and more. For nearly four decades, he has worked in geoscience and remote sensing technologies to advance understanding of land, oceans, atmosphere, and space. Chandrasekar is also a fellow of the American Meteorological Society, the Institute for Electrical and Electronics Engineers, and the International Union of Radio Science. In 2016, he was knighthood by the government of Finland in recognition of his research collaborations and contributions there. He also recently received the IEEE Distinguished Achievement Award.

#### **E. CSU Foundation's leadership innovations, pandemic response reap national honor**

The Colorado State University Foundation board has been honored nationally for its leadership and investment innovations, and its quick, versatile response to help CSU weather financial fallout from the COVID-19 pandemic and federal student loan cuts.

The CSU Foundation board is one of six recipients of the 2021 John W. Nason Award for Board Leadership from the Association of Governing Boards of Universities and Colleges.

Honorees were chosen from among more than 35 nominations from public and private institutions, statewide systems, and institutionally related foundations. Other 2021 recipients include the American University of Beirut Board of Trustees, the Franciscan Missionaries of Our Lady University, the University of Tennessee, as well as the Diné College Board of Regents and the University of Vermont Foundation Board of Directors.

#### **F. Microbiology professor honored by Gov. Polis for trimming costs for students**

Huseby, an assistant professor in the Department of Microbiology, Immunology and Pathology in CSU's College of Veterinary Medicine and Biomedical Sciences, is a big believer in making education affordable for all students. Huseby embraced Colorado's Open Educational Resources program, which allows free access to textbooks and other academic materials. The program, established by the Colorado legislature in 2018 and promoted by the Colorado Department of Higher Education, allowed her to provide online access to the textbook for free. Students can print it out if they want a hard copy for about \$30 – still a considerable savings.

Gov. Jared Polis followed up by announcing the Zero Textbook Cost Challenge to educators in an effort to reduce textbook costs for college students. The program saved students \$3.9 million in 2019-20. Huseby was honored last fall by Polis for “Outstanding Z Course,” making her one of six teachers or programs at state colleges and universities to be cited. The program is promoted across campus by the office of Mary Pedersen, CSU’s provost and executive vice president.

#### **G. Neil Grigg receives honorary doctorate in Peru for lifetime of achievement**

In nearly 50 years at CSU, Civil and Environmental Engineering Professor Neil Grigg has inspired thousands of students. He is known worldwide as a leader in water resources and management. Grigg’s distinguished career, impactful mentoring, and international influence were highlighted in a Dec. 5 ceremony in which GĔRENS postgraduate school in Peru presented him with an honorary doctorate in management.

Over the past decade, Grigg has helped foster a partnership between GĔRENS and CSU to train Peruvian water managers. He developed programs with Lima-based GĔRENS and welcomed its students at CSU. GĔRENS President Armando Gallegos credited Grigg with having a significant impact on the school’s curriculum, students, and educational programs in water management. Grigg is a fellow of the ASCE, APWA and AAAS; a life member of ASCE and AWWA; and the recipient of many awards for teaching, service, and best papers. He was appointed by the Supreme Court to be River Master of the Pecos River, and has been involved in many water planning and interstate compact issues, as well as water policy projects in several countries, including Colombia, Egypt, Brazil and Somalia.

#### **H. Electrical engineering society names Mingzhong Wu a 2021 Fellow**

The Institute of Electrical and Electronics Engineers has named CSU Professor of Physics Mingzhong Wu a member of its class of 2021 Fellows. Wu, a CSU faculty member since 2007, was cited by the organization for achievements in spintronics and magnetization. A 2019 College of Natural Sciences Professor Laureate, Wu heads the Magnetization Dynamics and Spintronics Group in the Department of Physics, leading groundbreaking studies in the areas of magnetism and magnetic materials. His current research includes ferromagnetic resonance, spin waves, and spin-orbit torques. His research has led to an increased fundamental understanding of how magnetic memory devices can use spinning electrons, rather than conventional charge current, as units of power.

#### **G. Construction Management’s Goodrum elected to National Academy of Construction**

Paul Goodrum, professor and head of the Department of Construction Management at CSU, has been elected to the National Academy of Construction. Inducted on Oct. 29 at the NAC annual meeting, Goodrum’s “significant contributions in research on construction productivity, craft availability and workforce strategies that changed government regulations and benefited the

industry and the nation” were cited for the honor. Goodrum’s research on construction productivity has examined technology changes on both micro- and macro-measures of construction productivity as well as site management practices that improve productivity of construction projects. His research also explores aspects of the nation’s workforce development system and its influence on recruitment and training construction craft professionals. His most recent research is explores the influence of both the uncertainty and complexity of information on human performance considering individual differences in spatial cognition.

#### **H. Colorado 4-H participant Gitanjali Rao named TIME’s Kid of the Year**

For 92 years, TIME magazine has named a Person of the Year – an honor that wields influence, makes waves, and serves as a catalyst for global change. This year, TIME named 15-year-old scientist and inventor Gitanjali Rao the first-ever Kid of the Year.

Rao was selected from a field of more than 5,000 Americans ages 8 to 16. A resident of Lone Tree, Colorado, Rao is 4-H participant in Douglas County. Colorado 4-H is organized and funded, in part, by Colorado State University Extension.

Rao was selected as TIME’s first Kid of the Year for her astonishing work using technology to tackle issues, ranging from contaminated drinking water to opioid addiction to cyberbullying. She researches scientific tools like artificial intelligence and carbon nanotube sensor technology, then applies them to problems she sees in everyday life. Rao also is on a mission to create a global community of young innovators to solve problems around the world. She has created a series of workshops designed to show other kids how to tap into their curiosity, aspiring to create a generation of innovators. In addition to her work with technology, her involvement with Douglas County 4-H includes serving as a member of the Bighorn Sheep Club for several years.

#### **I. CSU Professor Awarded Japan’s Highest Civilian Honor, Order of the Rising Sun, Gold Rays with Neck Ribbon**

CSU Affiliate Professor Philip M. Seng has been awarded Japan’s highest civilian honor, the Order of the Rising Sun, Gold Rays with Neck Ribbon. The Japanese Government announced the conferral of award to Seng on November 3, 2020. The Order of the Rising Sun (旭日章, Kyokujitsu-shō) is a Japanese order established in 1875 by Emperor Meiji as the first national decoration awarded by the Japanese government. The order is awarded to those who have made distinguished achievements in international relations, promotion of Japanese culture, advancements in their field, development in welfare, or preservation of the environment. This is the third highest order bestowed by the Japanese government and the highest ordinarily conferred order. Seng was awarded the distinction for his significant contributions to the development of trade and the promotion of mutual understanding between Japan and the United States during his 36-year tenure as Asian director and president & CEO of the United States Meat Export Federation (USMEF). The award also cited his contributions as president of the International Meat Secretariat and president of the Japan America Society of Colorado. Seng is

currently an affiliate professor in CSU's Animal Sciences Department, where he teaches an international meat business class and participates in many export-focused research projects.

## V. STUDENT SUCCESS

### A. Academic Advancement Center receives \$3.4 million in U.S. Department of Education grants

CSU is the recipient of about \$3.4 million in grants from the U.S. Department of Education to help students from institutionally marginalized backgrounds earn a bachelor's degree.

The Academic Advancement Center – which has played a critical role in CSU's first-generation student success initiatives for more than 40 years – received funding for the next five years through the federal TRIO Student Support Services Program. The U.S. Department of Education renewed CSU's current five-year TRIO grant of \$460,000 a year, which serves low-income individuals, first-generation college students and individuals with disabilities.

The center also received a new five-year grant of \$220,000 a year to help the same student communities who are pursuing STEM degrees. The AAC, within the Division of Student Affairs, is part of the Academic Cluster led by Ryan Barone, assistant vice president for student success.

Since 1978, CSU's Academic Advancement Center has helped first-generation students at the intersections of race, class and ability status from the time they arrive at CSU until they graduate. The center provides a variety of resources, including a seminar course designed to help first-generation students transition to college. The center also offers one-on-one advising and student success workshops, ranging from career advice to assistance in applying for graduate school.

### B. B/AACC launches fund to support Black history, culture at CSU

The May 25 killing of 46-year-old George Floyd by Minneapolis Police reignited the Black Lives Matter movement and related protests across the United States and around the world during the summer of 2020. As a result, a generous donor has provided funds to CSU's Black/African American Cultural Center to establish the University's first Black Empowerment and Equity Fund. The new fund will support two of B/AACC's programs: A new week-long Civil Rights Alternative Spring Break trip is designed to bring Black and African American CSU students to historic sites of events that shaped the U.S. Civil Rights Movement in the 1960s; GPS (Giving Back, Empowering, Strengthening Our Culture) will provide Fort Collins Black and African American youth in grades 3-12 a pre-college mentorship facilitated by CSU students.

### C. Safer, better campus transportation aided by mapping

A longtime partnership between CSU's Parking and Transportation Services and the Libraries' Geospatial Centroid, recently featured in the publication ARCUser, provides meaningful

mapping products for transportation decision making, while developing the geospatial technical skills of student interns. For the past seven years, Aaron Fodge, director of alternative transportation, and Sophia Linn, assistant director at the Geospatial Centroid, have worked to create an evolving series of tasks to provide PTS with data-driven analysis and visualizations.

From mapping bicycle crashes and tickets to determining boarding locations of every CSU-affiliated Transfort user, location-based data paints a clear picture of transportation patterns and problems on and around campus. Plotting the anonymous address locations of CSU commuters on a map, and overlaying bus and bicycle routes, immediately show areas of gaps in service. The result is interactive maps, such as [Bicycle Incidents at CSU](#) and [CSU Transfort Boardings](#), that inform the design of solutions so transportation is safer, more convenient and more equitable.

## VI. INNOVATION AND RESEARCH

### A. Scientists discover bizarre new mode of snake locomotion

A team of researchers from CSU and the University of Cincinnati have discovered a new mode of locomotion that allows the brown tree snake to climb much larger, smooth cylinders than any previously known behavior. This lasso locomotion, in which the snake bends its body into a loop to grip vertical poles, may contribute to the success and impact of this highly invasive species.

It allows these animals to access potential prey that might otherwise be unobtainable and may also explain how this species could climb power poles, leading to electrical outages. Researchers said they hope the findings will help people protect endangered birds from the snakes. The study, "[Lasso locomotion expands the climbing repertoire of snakes](#)," was published Jan. 11 in *Current Biology*. This discovery of a fifth mode of locomotion was the unexpected result of a project led by CSU Emeritus Professor Julie Savidge aimed at protecting the nests of Micronesia starlings, one of only two native forest species still remaining on Guam. Savidge, part of the [Department of Fish, Wildlife and Conservation Biology](#) at CSU, said that the brown tree snake has decimated forest bird populations on the island. The nocturnal snake was [accidentally introduced to the local ecosystem](#) in the late 1940s or early 1950s. Shortly thereafter, bird populations began to decline.

### B. Study finds local food systems respond nimbly to COVID-19 supply chain impacts

The COVID-19 pandemic has had significant effects on supply chain systems around the world, simultaneously impacting farm labor, food processing, transportation, logistics, and demand. This resulted in stockpiling, empty grocery store shelves, and demand that far exceeded supply worldwide. But there were also local effects closer to home.

Dawn Thilmany, Ph.D., a professor in the CSU Department of Agricultural and Resource Economics, examined how in some cases local and regional food systems innovated more quickly to respond to market demand and policy changes when compared to national food systems during the pandemic. Her findings were published in a joint study in *Applied Economic*

*Perspectives and Policy*, “Local Food Supply Chain Dynamics and Resilience during COVID-19.” In addition to CSU, the study involved researchers from Mississippi State University, the University of Missouri, and North Carolina State University. The study identified several main drivers that explain why local responses to COVID-19 vary when compared with national food supply chain disruptions.

First, local food markets often have shorter supply chains that allow them to have greater flexibility and quicker response times. Producers in local food markets can communicate directly with their customer base and adapt quickly to changing needs. Second, many local producers moved online to build new pathways to better serve consumers during the pandemic. Using an order-and-deliver model, just like many national grocery chains, local food markets were able to streamline the purchase process. In many cases, this resulted in larger orders from local buyers purchasing from ranchers, farmers and food and meat markets. Third, regulatory agencies relaxed policies in response to the pandemic. New flexibilities included allowing to-go alcoholic beverages from restaurants, moving SNAP (Supplemental Nutrition Assistance Program) benefits online, and allowing products that originally had been marked for wholesale (like larger boxes of beef or eggs) to be sold directly to consumers. Regulatory changes such as these further allowed local and regional food systems to react nimbly to the COVID-19 pandemic.

### **C. Colorado State teams up with UHealth for COVID-19 biobank, research**

Associate Professor Elizabeth Ryan and members of her team are creating a biobank to study the longer-term effects from COVID-19. A biobank is a repository for biological samples, and the Northern Colorado Coronavirus Biorepository includes saliva, nasopharyngeal, stool, blood and breastmilk that will be used in research. Ryan – whose expertise is studying immune responses to environmental exposures, including infections – said the goal is to identify and follow the course of infection in people for at least six months. Researchers also will look at the persistence of virus that is associated with health complications for some patients. The team meets with patients four times over six months, with plans for a one-year follow up. The research team includes UHealth’s Dr. Julie Dunn, a trauma surgeon and principal investigator for the project. Ryan said the samples and integrated database of clinical factors from hospitalized patients can help the team explore multiple research questions, now and in the future.

### **D. Introductory economics course at CSU focuses on the impacts of COVID-19**

A group of seven CSU faculty took a new approach to an Economics 101 course last fall, team-teaching it with a focus on COVID-19 impacts. A snippet of a class in which students discussed the monetary value of a human life with Associate Professor Terry Iverson was featured in a New Yorker article this month and on The Denver Channel. But the remotely delivered course, was much more wide-ranging than that. Faculty from the Department of Economics each taught a section of the class, covering their areas of expertise. Those included impacts on marginalized groups, food production/agriculture, and higher education. There even was a section on

“greening” the post-COVID economy with sustainability efforts, a section taught by renowned environmental economist Ed Barbier.

**E. CSU team lands NSF award to study streams, snowpack in Cameron Peak Fire area**

A team of scientists at CSU has received an award of nearly \$50,000 from the National Science Foundation to study snowpack, streams, and sediment in waterways in the areas affected by the largest wildfire in Colorado history. Stephanie Kampf, principal investigator and a professor in the Department of Ecosystem Science and Sustainability, said the team came up with the study concept as they watched the Cameron Peak Fire begin to burn northwest of Fort Collins in August 2020. Kampf said the fire is the fifth largest in a high-elevation persistent snow zone in the Western United States since 1984. CSU Assistant Professor Sean Gallen and Professor Sara Rathburn, Department of Geosciences, and Assistant Professor Ryan Morrison, Department of Civil and Environmental Engineering, are co-investigators on this project. Kampf said that scientists from the United States Geological Survey will also collaborate on the research.

**F. CSU scientists play key role in first-ever global report on soil biodiversity**

On Dec. 5, the Food and Agriculture Organization of the United Nations released the first-of-its-kind report, “State of Knowledge of Soil Biodiversity: Status, Challenges and Potentialities,” a collaborative effort by more than 300 scientists around the world. The project was led by several organizations, including the Global Soil Biodiversity Initiative, whose leadership team is based at CSU. University Distinguished Professor Diana Wall is scientific chair of the Global Soil Biodiversity Initiative, and also the director of the School of Global Environmental Sustainability at CSU.

The Secretariat, or leadership team for the initiative, based at the School of Global Environmental Sustainability at CSU, partnered with the Food and Agriculture Organization of the United Nations and others to produce the report. CSU researchers who also worked on it include Research Associate Andre Franco (Department of Biology), Associate Professor Steve Fonte (Department of Agroecosystem Ecology), Assistant Professor Pankaj Trevedi (Department of Agricultural Biology) and Professor and Department Head Matt Wallenstein (Department of Soil and Crop Sciences). Elizabeth Bach and Carl Wepking, in their roles as past executive directors of the Global Soil Biodiversity Initiative, contributed to the review the report.

**G. CSU team receives \$1 million grant to develop noninvasive biomedical imaging technologies**

Since the early days of his career, CSU Professor Randy Bartels of the Department of Electrical and Computer Engineering has been developing methods to advance the basic science of controlling matter with light. Now, building on his previous findings and proven techniques, Bartels is leading new research in optical and biomedical microscopy aimed at improving lives and fighting disease.

Bartels has received a \$1 million Deep Tissue Imaging Grant from the Chan Zuckerberg Initiative, or CZI, to develop new imaging technologies that could not only advance understanding of the human body, but also offer new capabilities for studying basic biology, disease pathology, and early disease diagnosis. He will work in partnership with co-principal investigators Jeffrey Field, director of the Microscopy Core Facility at CSU, and Christian Puttlitz, professor and head of the Department of Mechanical Engineering. The grant from CZI will allow the CSU team to develop a novel, noninvasive imaging tool to open new windows of observation into the human body. Their goal is to view information at cellular resolution, in complex tissue and through skin and bone, in living organisms.

#### **H. New analysis of state legislation on advanced energy available from CSU’s Center for the New Energy Economy**

As state legislatures around the nation prepare for the 2021 session, CSU’s Center for the New Energy Economy has published a new analysis of advanced energy-related legislation enacted by the 50 U.S. states and the District of Columbia. The report, “Seven Years of Advanced Energy Action: 2013 – 2019 State Legislation in Review,” uses Advanced Energy Legislation Tracker data to look back at the 3,542 advanced energy-related bills enacted by state policymakers between 2013 and 2019. CNEE’s team also highlights notable federal policy and market developments impacting state policy decisions.

#### **I. Scientists, working with Navajo Nation, tag nearly 100 bighorn sheep to help diagnose disease, track movements**

Some of the world’s most sacred and spectacular lands unfold across the sovereign Navajo Nation – an area nearly the size of Maine encompassing parts of Arizona, Utah and New Mexico. A team of Navajo tribal authorities with veterinarians and scientists from Denver Zoo, Colorado State University and the Wildlife Conservation Society successfully captured and released 90 bighorn sheep from the area in December 2020. The team aims to diagnose respiratory disease in the bighorns and track the movement of rams and ewes as the first phase of a study led by Denver Zoo. CSU Professor Joel Berger, who is part of the project, explained that the disease contributes heavily to juvenile and adult mortality. Berger said people involved in the project are cooperating for a common good and for a species of great local relevance to the Navajo people.

### **VII. FISCAL STRENGTH**

#### **A. CSU family breaks records for support on Giving Tuesday**

Colorado State University alumni, friends, students, faculty, and staff responded to a challenge in a big way, smashing the record for money raised on the annual Giving Tuesday on Dec. 1. As a result of that record-breaking response, more students experiencing food insecurity can be helped in the coming months. The campaign sought to support three funds critical to battling food

Board of Governors of the  
Colorado State University System  
Meeting date: Feb. 5, 2020

insecurity: Rams Against Hunger, Ram Aid and CSU's Housing and Dining Services. Support poured in for several funds, providing a boost for programs across campus.

More than 1,500 donors combined to give \$156,724. Overall, the Giving Tuesday campaign raised \$240,801 from 2,348 donors, many of whom made their gifts in the days leading up to Dec. 1. The campaign got a huge boost from an anonymous alumnus, who donated \$50,000 in matching funds.

**B. AC Golden donates \$50K for diversity scholarship in CSU fermentation program**

AC Golden, part of Molson Coors Beverage Company's craft beer division Tenth & Blake, has created a Brewing Change Scholarship Fund at CSU to boost diversity in the brewing industry.

The \$50,000 gift will create an endowment that initially will provide a \$2,500 scholarship annually to a student in CSU's Fermentation Science and Technology Program. The recipient also will be eligible for paid internship opportunities with the Molson Coors brewing network in Colorado: AC Golden, Coors Brewing and Blue Moon RiNo. According to the gift agreement, the Brewing Change Scholarship will be awarded to an undergraduate FST major from a traditionally underrepresented population who has a demonstrated financial need and at least a 3.0 GPA. Preference will be given to students who are involved in one of CSU's Student Diversity Programs and Services.

### C. Major Gift Report

	December 2020		FY21 (July-December)		FY20 (July-December)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$14,005,752	10,161	\$48,445,795	18,023	\$53,610,907	20,902
Irrevocable Planned Gifts	-	-	\$70,000	1	\$177,639	5
Revocable Gifts and Conditional Pledges	\$15,000	2	\$17,815,001	24	\$31,141,002	56
Payments to Commitments Prior to Period	(\$4,343,632)	840	(\$9,359,061)	798	(\$8,563,020)	894
Total Philanthropic Support	\$9,677,120	9,875	\$56,971,735	17,924	\$76,366,527	20,579
Other Private Support	\$2,548,560	100	\$15,003,627	865	\$18,870,347	1,780
Net Private Support	\$12,225,679	9,962	\$71,975,362	18,606	\$95,236,874	21,768

### D. Major gifts not previously reported

\$1,000,000 gift to support the Warner College of Natural Resources Research, Warner College of Natural Resources

\$500,000 planned gift to support the Margaret S. and Donald W. Boyd Scholarship Endowment, College of Health and Human Sciences

\$500,000 gift designated as \$300,000 to support the Anschutz Student-Veteran Community, Student Affairs, and \$200,000 to support the New Start Expansion and Replication, College of Health and Human Sciences

\$500,000 revocable commitment designated as \$250,000 to support the Great Spirit Scholarship Endowment, Warner College of Natural Resources, and \$250,000 to support the Destiny's Fund Endowment, College of Veterinary Medicine & Biomedical Sciences

\$470,061 planned gift to support the Animal Health Innovation, College of Veterinary Medicine & Biomedical Sciences

\$375,000 planned gift to support the George F. and Herma A. Baggeley Fellowship Endowment, Warner College of Natural Resources

\$312,500 gift to support the CVMBS-Research Sponsored, College of Veterinary Medicine & Biomedical Sciences

\$250,000 gift to support the Daniels Fund - Ethics Initiative, College of Business

\$256,000 in gifts to support the Koster Endowment for Collaborative Translational Research, College of Veterinary Medicine & Biomedical Sciences

\$220,000 pledge to support the Stephen M. Rosenberg, CPA Scholarship Endowment, College of Business

Board of Governors of the  
Colorado State University System  
Meeting date: Feb. 5, 2020

\$200,000 gift to support the Liniger Honor, Service & Commitment Scholarship, Division of Student Affairs

\$180,000 pledge designated as \$150,000 to support the Dr. Laurie F. Michaels Scholarship in Education, College of Health and Human Sciences, and \$30,000 to support the Dr. Laurie F. Michaels Counseling Scholarship in Psychology, College of Natural Sciences

\$150,000 gift to support the Spur Campus, Other Areas

\$137,530 gift to support the Meat Science and Food Safety, College of Agricultural Sciences

\$115,683 gift to support the One Cure, College of Veterinary Medicine & Biomedical Sciences

\$107,275 gift to support the Construction Management, College of Health and Human Sciences

\$100,000 gift to support the Soil Carbon and Greenhouse Gas Research, College of Agricultural Sciences

\$100,000 gift to support the Jorgensen Laboratories Scholarship Endowment, College of Veterinary Medicine & Biomedical Sciences

\$100,000 pledge to support the Ram Legacy Scholarship, Division of Athletics

\$100,000 gift to support the Equine Reproduction Laboratory (ERL), College of Veterinary Medicine & Biomedical Sciences

\$150,000 in gifts designated as \$100,000 to support the Temple Grandin Project and \$50,000 to support the Temple Grandin Equine Center, College of Agricultural Sciences

\$100,000 gift to support the FACC Consult Service, College of Veterinary Medicine & Biomedical Sciences

\$100,000 revocable commitment to support the Michael H. Fox Scholarship Endowment, College of Veterinary Medicine & Biomedical Sciences

\$97,000 gift to support the Energy Institute, Vice President Research

## **VIII. NOTABLE HIRES AND PERSONNEL CHANGES**

### **A. Roe Bubar CSU's interim Vice President for Diversity**

Roe Bubar, a professor of Ethnic Studies who is jointly appointed in the School of Social Work and affiliate faculty in the Center for Women's Studies and Gender Research, will serve as interim Vice President for Diversity for CSU. President Joyce McConnell announced the appointment as the University's founding Vice President for Diversity, Mary Ontiveros, retired at the end of December.

A nationally recognized professional in forensic interviews of children in cases where allegations of child sexual abuse arise, Bubar also is a scholar whose research interests include sexual violence, child maltreatment in tribal communities, Indigenous methodologies and Indigenous feminisms. Her current research includes how settler colonialism informs racial and gendered microaggressions against Indigenous peoples; pedagogical approaches to intersectionality and settler colonialism; and experiences of women of color in the academy.

Bubar is also a licensed attorney and mediator who has worked with state, federal and tribal agencies. She began the new year as interim VPD and will serve in that role throughout the Spring 2021 semester, while CSU conducts a national search for a new permanent VPD. The President's Office has identified national search firm Witt Kieffer to assist with the VPD search process. A goal of the search is to have a new vice president for diversity, equity and inclusion identified by the end of the Spring 2021 semester.

#### **B. Jenelle Beavers named new Vice President for Strategy**

Jenelle Beavers, a distinguished higher ed leader with both legal expertise and a background in academic administration who will join the Office of the President's team in March as Vice President for Strategy. Beavers is currently a member of the Office of the General Counsel at the University of Missouri System, where she advises a four-campus university system that supports approximately 70,000 students and 20,000 employees, a Level 1 trauma center hospital, and an Extension program with activities in every county of the state. Prior to joining the OGC, Beavers served as the associate director of the Honors College and Missouri Scholars Academy. In her new role at CSU, Beavers will report directly to President McConnell and work closely with the executive leadership team and faculty, staff and students to help CSU realize the shared courageous, strategic transformation that McConnell envisions. As Vice President for Strategy, Beavers will work closely with this existing support team, as well as with leadership across the university, to set a new and exciting strategic course for CSU.

#### **B. Marc Barker named assistant VP for Safety, Risk Services**

Marc Barker has been named assistant vice president for Safety and Risk Services and chief resilience officer for CSU. He previously led CSU's military and veterans' programs as director of the Adult Learner and Veteran Services office and has been co-chair of the University's Pandemic Preparedness Team for the past 10 months. Barker brings deep experience to his new position, including leadership roles in higher education and a broad safety and security background in the U.S. Army and private industry.

Safety and Risk Services is a new unit resulting from an organizational restructure and encompasses several departments that currently reside within University Operations, Environmental Health, Risk Management, and the Policy Office, and will incorporate the CSU Police Department and Emergency Management that currently report to the President's Office.

This position will also have oversight for the newly formed Clery Compliance Office and serve as the University's Chief Resiliency Officer. Barker will continue to serve as co-chair of the Pandemic Preparedness Team and will have responsibility for management of future campus emergencies, such as the pandemic. A search to fill his previous leadership position with the Adult Learner and Veteran Services office will begin in January.

**C. Reagan Waskom retiring after over 30 years of service to CSU**

Reagan Waskom, director of the Colorado Water Center, is retiring after more than 30 years of service with CSU. Waskom is a member of the Department of Soil and Crop Sciences, where he has worked on water-related research and outreach programs, in addition to overseeing the Extension Water Outreach program. The Colorado Water Center is one of 54 Water Resources Research Institutes created by the Water Resources Act of 1964, which collectively form the National Institutes for Water Resources.

With Waskom's retirement, Jennifer Gimbel, currently a senior water policy scholar, will serve as interim director of the Water Center. Gimbel was the principal deputy assistant secretary for water and science for the U.S. Department of Interior from 2014 to 2016. She also served as director of the Colorado Water Conservation Board from 2008 to 2013. At the center, Gimbel's focus is on Colorado River issues and developing curriculum and teaching an interdisciplinary graduate class on Western water issues.

She brings unique skills and experience working with the water community at the state, regional and federal level, as well as a proactive and creative approach to problem-solving. She has a Bachelor of Science and Juris Doctorate from the University of Wyoming and a Master of Science from the University of Delaware, and has authored numerous articles and presentations on state and federal water law.

Supporting Gimbel in this role, Julie Kallenberger will serve as associate director, assisting in leading and ensuring execution of research and education programs, outreach activities, communications and operations in support of the center's mission.



# CSU SYSTEM

COLORADO STATE UNIVERSITY

FORT COLLINS | PUEBLO | GLOBAL



# COLORADO STATE UNIVERSITY

## PRESIDENT'S REPORT

Board of Governors | Colorado State University System

February 2021



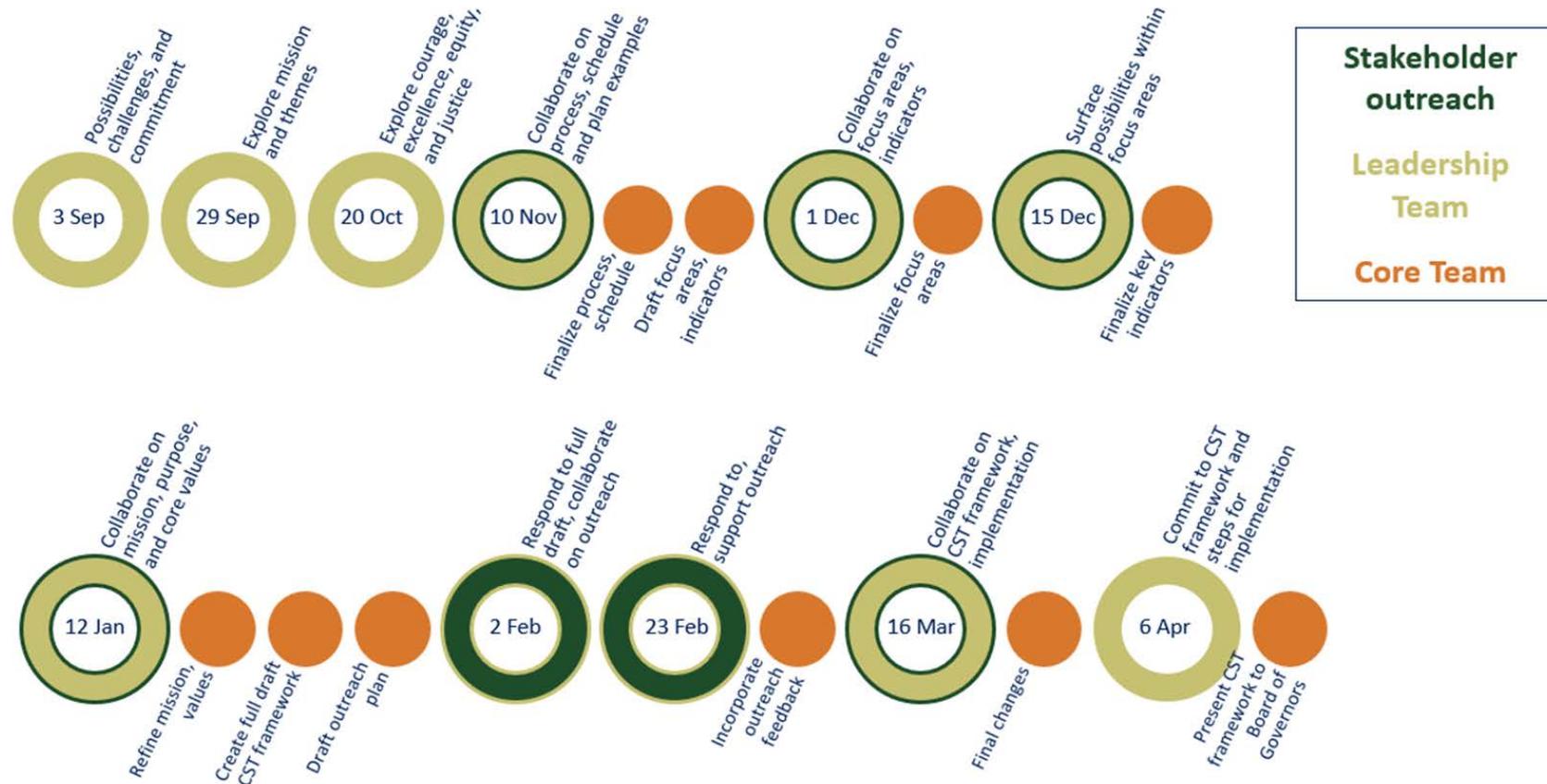
# Courageous Strategic Transformation update



COLORADO STATE  
UNIVERSITY

# Courageous Strategic Transformation

- Core Team currently drafting full framework and outreach plan for Stakeholders



For Colorado State University Executive Leadership Team and Deans Council meeting – 10 Nov 2020



# Fall 2021 enrollment update



COLORADO STATE  
UNIVERSITY

## Fall 2021 Enrollment (increase over prior year)

- **Early review of Fall 2021 admission statistics indicate that undergraduate applications are up about 5% in total from the year.**
- 27,422 submitted apps for Fall 2021 (an increase of 5%)
- 21,890 students have been admitted (an increase of 6%)
- 1793 submitted transfer apps for Fall 2021 (an increase of 5%)
- CSU is engaging in strategic enrollment for Fall 2021.
- CSU's Admissions Office continues to refine its marketing to engage with prospective students in innovative ways, including video chats and virtual tours.



# Spring semester update



COLORADO STATE  
UNIVERSITY

## Return to campus:

- **Spring 2021 semester began online with phased shift to in-person and hybrid**
- **Phase 1 – Jan. 19-22** (First Week of Classes): All courses begin online.
- **Phase 2 – Jan. 25** (Second Week of Classes): Selected courses with high priority for in-person learning shift from online to face-to-face (100% in-person).
- **Phase 3 – Early February:** On Feb. 5, faculty scheduled to teach courses in the hybrid modality updated on the status of course transition from 100% remote to hybrid (introducing a face-to-face component) based on Larimer County Public Health guidelines.
- **All currently scheduled online courses will remain online for the entire semester.**
- **Spring Break moved to April 12-16**

## Required COVID-19 screenings during spring semester

- All students living in University housing.
- All students living in a fraternity or sorority house.
- All freshmen and sophomores in one or more face-to-face or lab courses.
- All staff who are regularly physically on a CSU campus or other university grounds in Larimer County, including staff involved in research.
- All faculty, instructors and graduate teaching assistants who are teaching a face-to-face class or laboratory who are regularly physically on a CSU campus or other university grounds in Larimer County.

## Required COVID-19 screenings during spring semester (more)

- Additional students, faculty and staff will be added to a mandatory schedule in the coming weeks.
- Any student, faculty or staff member may choose to screen as often as they want to at a CSU screening site.
- Students who are taking online classes only and who are not living in university housing or a fraternity or sorority house, and employees who are working remotely exclusively and are not regularly on a campus or CSU worksite in Larimer County are not expected to screen on this schedule.
- CSU saliva screening or nasal swab testing is only available to students, faculty and staff with a current and valid CSU ID.



# VP for Diversity update



COLORADO STATE  
UNIVERSITY

## Roe Bubar named interim Vice President for Diversity

- Roe Bubar, a professor of Ethnic Studies who is jointly appointed in the School of Social Work and affiliate faculty in the Center for Women's Studies and Gender Research
- The campus search committee, chaired by Dean of Libraries Karen Estlund, will begin meeting before the end of December and national search firm Witt Kieffer to assist with the VPD search process.
- Goal to have a new vice president for diversity, equity and inclusion identified by the end of the Spring 2021 semester.

# Awards highlight CSU faculty and students



COLORADO STATE  
UNIVERSITY

## Many fellowships and other awards recently announced:

- Daniel Dominquez, senior watershed science major, Marshall Scholar
- Amy Charkowski (College of Agricultural Sciences) and Edwin Chong (Walter Scott, Jr. College of Engineering), American Association for the Advancement of Science fellows
- Rick Miranda (College of Natural Sciences) American Mathematical Society fellow
- V. “Chandra” Chandrasekar and Susan James (both Walter Scott, Jr. College of Engineering), National Academy of Inventors fellows
- Philip M. Seng (College of Agricultural Sciences), Japan’s highest civilian honor, the Order of the Rising Sun, Gold Rays with Neck Ribbon



**Thank You!**



**COLORADO STATE  
UNIVERSITY**

Board of Governors of the Colorado State University System  
 Meeting Date: February 4-5, 2021  
 Report Item

MATTERS FOR ACTION:

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**

NAME	DEPARTMENT	FROM	TO
Antonelli, Lara	Health Network Med	11/23/20	11/24/20
Antonelli, Lara	Health Network Med	12/21/20	11/01/20
Antonelli, Lara	Health Network Med	12/21/20	12/31/20
Antonelli, Lara	Health Network Medical	01/04/21	01/13/21
Ashcraft, Rebecca	Health Network Counseling	12/28/20	12/31/20
Becker, Carol	Health Network Med	12/14/20	12/28/20
Becker, Carol	Health Network Medical	01/25/21	01/25/21
Buell, Elizabeth	Health Network Med	11/03/20	11/24/20
Buell, Elizabeth	Health Network Med	12/01/20	12/31/20
Buell, Elizabeth	Health Network Medical	01/05/21	01/26/21
Davidson, Ana	Colorado Nat Heritage Program	01/01/21	Unknown
Dickason, Karen	Health Network Counseling	12/25/20	12/31/20
Dickason, Karen	Health Network Counseling	12/28/20	12/31/20
Doty, Drew	International Programs	11/13/20	Unknown
Ehlers-Zavala, Fabiola	English	08/16/20	01/10/21
Elffner, Terri	Health Network Med	11/23/20	11/24/20
Elffner, Terri	Health Network Med	12/21/20	12/31/20
Elffner, Terri	Health Network Med	12/21/20	12/31/20
Elffner, Terri	Health Network Medical	01/04/21	01/13/21
Enrici, Ashley	Human Dimensions of Nat Res	12/01/20	12/31/20
Flores, Crestino	CEMML	12/01/20	Unknown
Galbraith, Sara	CEMML	12/16/20	Unknown
Gao, Xinfeng	Mechanical Engineering	11/02/20	11/25/20
Gerlitzki, Elizabeth	Health Network Med	11/23/20	11/24/20
Gerlitzki, Elizabeth	Health Network Med	12/21/20	12/31/20

## Board of Governors of the Colorado State University System

Meeting Date: February 3-5, 2021

## Report Item

Gerlitzki, Elizabeth	Health Network Med	12/21/20	12/31/20
Gerlitzki, Elizabeth	Health Network Medical	01/04/21	01/13/21
Hedleston, Jo Ann	Philosophy	12/01/20	12/31/20
Hicks, Heather	Political Sci	01/01/21	05/15/21
Hoffman, Kathryn	English	01/01/21	05/15/21
Hurd Terpstra, Cynthia	Health Network Counseling	12/28/20	12/31/20
Hurd Terpstra, Cynthia	Health Network Counseling	12/28/20	12/31/20
Kalahar, Karen	Office of Budgets	09/25/20	Unknown
Keller, Alexandra	College of Nat Resources	10/01/20	Unknown
Kiehne, Elizabeth	School of Social Work	11/23/20	12/05/20
Knoeck, Matthew	Lab Animal Resources	10/01/20	Unknown
Knoeck, Matthew	Lab Animal Resources	11/01/20	Unknown
Knoeck, Matthew	Lab Animal Resources	12/01/20	Unknown
McMullen Bushman, Charnell	Front Range Region	11/02/20	Unknown
McMullen Bushman, Charnell	Front Range Region	12/04/20	Unknown
Panjabi, Susan	Colorado Nat Heritage Program	11/01/20	Unknown
Parks, Kristen	CIRA	10/05/20	10/30/20
Stewart, Holly	Microbio, Immuno & Pathology	12/17/20	Unknown
Vesty, Jill	Health Network Med	11/23/20	11/27/20
Vesty, Jill	Health Network Med	12/21/20	12/31/20
Vesty, Jill	Health Network Med	12/21/20	12/31/20
Vesty, Jill	Health Network Medical	01/04/21	01/13/21
Whitesell, Julie	Health Network Med	11/23/20	11/24/20
Whitesell, Julie	Health Network Med	12/21/20	12/31/20
Whitesell, Julie	Health Network Med	12/21/20	12/31/20
Whitesell, Julie	Health Network Medical	1/01/04/21	01/12/21
Williams, Susan	Health Network Counseling	12/21/20	12/22/20
Williams, Susan	Health Network Counseling	12/21/20	12/22/20

# Section 7

## *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 February 2020

### General Statement

The 2021 Spring semester already looks different from any other before. With having to take weekly COVID-19 tests we are should be looking at a safer campus and a relatively normal semester for in person classes. ASG is developing new projects and goals for the semester that will be completely student driven when students are able to return to campus February 1<sup>st</sup>.

### Mentorship Program

Our Pack Pal program has made some big steps. ASG found ten students to initiate the program. On January 21<sup>st</sup> the students will go through training with Dax Charles, a current mentor of United Ways. Our mentors will meet via zoom for the trainings and time spent with the mentees to ensure safety for all parties. The next stage will be to send flyers home to parents with Villa Bella students, begin communication with parents and students that are interested, and set a start date.

### Students

ASG is circling ideas of what we could do for our students this semester. One small thing ASG has put together already are care packages for the students. With students having weekly testing, ASG thought it would be a great idea to distribute the packages to the students when they get tested. The packages include hand sanitizers, chapsticks, toothbrushes, toothpaste and face masks.

### Community

In December the Director of Finance, Taylor Blackwell, assembled and delivered over 100 goodie bags to gift to a local nursing home, Genesis, on Christmas on behalf of ASG. The bags contained a variety of small chocolates, butterscotch candies, Chapstick, and pens.

### Valentine's Day

Normally ASG arranges a special event on Valentine's Day that takes place in the library. This event includes card making, yummy treats, a fun selfie backdrop, and more. ASG is working to

continue this tradition with alterations due to the current climate. This idea is similar to the care packages, but the bags will contain materials to make a card, chocolates, and a raffle ticket which few winners will receive a larger prize which is yet to be determined.

### **Closing Statement**

ASG is working every day in a fast-changing environment to ensure all students have the necessary resources needed to succeed. This semester will once again be a challenge, however ASG will continue to work the students following the safety guidelines provided by Colorado State University Pueblo. We believe with the ideas being generated by our team we will be able to help our students this semester.

**Colorado State University System  
Board of Governors**

**CSU-Pueblo Faculty Representative Report**

**Respectfully submitted by Neb Jaksic  
On January 22, 2021 for February 4, 2020 Meeting**

---

**General Observations**

The Spring semester classes just started this week. CSU Pueblo faculty, staff, and students are quickly adjusting to new COVID-19 testing procedures. While physically, campus looks deserted, there is much activity in cyberspace. The commencement week included several lectures and workshops to help with on-line delivery methods and student engagement. Faculty continue to participate in service and in scholarly and creative activities. Alignment of calendars between CSU Pueblo and CSU Fort Collins is still under consideration.

**Faculty Activities**

*Teaching.* Apart from a few exceptions, most faculty are teaching in a remote mode – at least until the first of February. Faculty continue their engagement in educational research, e.g. Artificial Intelligence Workshop for High School Teachers was just offered on January 15<sup>th</sup>.

*Scholarly and Creative Activities.* Faculty scholarly and creative contributions continue. For example, Drs. M. Rashad Islam, M. Abdullah Al Faruque, Bahar Zoghi, and Sylvester A. Kalevela published a book titled Engineering Statics through CRC Press.

*Service.* As before, faculty continue to serve our campus community and the public through numerous internal and external committees and boards.

**Faculty Senate:**

**January Faculty Senate Meeting (1/18/2021, 3:30 – 5:20 pm, Zoom)**

*Passed Motions*

*None.*

Committee Membership Restructure Motion. The second reading and vote was postponed for a motion on new committees and boards as well as on changes to some existing boards to accommodate participation of senior lecturers. This was requested by the Provost.

*Motions – First Reading*

- A. Course withdrawal, then subsequent add policy/procedure

*Committee Reports:*

APSB: No report  
CAPB: No report  
CFAC: No report  
CSG: No report

FPP: Investigating Visiting Professor positions: the definition, role, and possibly a different title

GenEd Board: No report

GSB: Rhonda Gonzales gave a presentation on ProQuest and thesis submission. A SWOT analysis was performed in a group setting. Additional Slate training was performed.

ITB: No report

SAB: SEED grant proposals deadline is February 1<sup>st</sup> 5:00PM

Aligning of calendars was further discussed. The results of the faculty survey were available. However, the calendar options were not well articulated (e.g. What happens with the Commencement week?). Also, the opinions of the CSUP students were not considered yet. Anecdotally (sample size 12), students prefer the current calendar.



To: Colorado State University Board of Governors  
 From: Dr. Timothy Mottet, President  
 Subject: February 2021 President's Report

*Increasing Our Appeal | Enhancing Student Success | Developing Our People*

### 10 Take-Aways

1. As of 1/15, the Friday before the start of classes, CSU Pueblo's headcount enrollment for Spring 2021 was trending 6.5% lower (229 students) than this time last year, about 3 percentage points higher than the decline we saw this past fall.
2. Our applications for Fall 2021 are currently tracking about 30% lower than last year at this time; deposits, however, have more than doubled compared to this time last year.
3. Our testing facility is operational and we are processing on average 800 tests per week.
4. Revenues will be approximately \$500K below budgeted figures at year end. If current operating expense projections materialize, we will have a favorable variance offsetting the operating revenue projections. The net effect will result in CSU Pueblo meeting budgetary targets for FY21.
5. We are developing two student experiences stemming from Vision 2028. "CSU Pueblo Pathways" is a new approach to onboarding and holistic advising that is designed to provide students with a clear understanding of what it takes to achieve their ultimate goals. "CSU Pueblo Works" recognizes that many CSU Pueblo students have to work to afford to go to college. Rather than our seeing their work as a challenge that we have to work around, we are integrating their work into their pathway.
6. The developmental math curriculum was evaluated and revised in 2018-2019. The percentage of students passing the college-level math in the Fall increased from 29.5% in F 2018 to 54.3% in Fall 2019 and 58% in Fall 2020.
7. We announced the 2021 recipient of the Distinguished University Professor award, Alegria Ribadeneira, Ph.D., professor of Spanish and director of world languages at CSU Pueblo.
8. All 32 audit recommendations from the internal Accounts Receivable (A/R) audit issued on June 2, 2019 have been completed, and all recommendations have been implemented.
9. Athletics had a cumulative grade point average of **3.044** in 21 varsity teams this fall 2020. The highest team GPA was 3.751 by women's soccer. Seventeen of 21 teams had a 3.0 GPA or higher, including eight teams with a GPA of 3.5 or higher.
10. CSU Pueblo's CyberWolves placed first in the Deloitte West Mountain Cyber Security Cup competition, held virtually, Dec. 5, 2020.

*Spring 2021 Enrollment.* As of 1/15, the Friday before the start of classes, CSU Pueblo's headcount enrollment was trending 6.5% lower (229 students) than this time last year, about 3 percentage points higher than the decline we saw this past fall. The largest portion of that decline is within the continuing student population, which has decreased by 6% (153 students). New freshman, transfer and readmit students have declined by 24%, or 49 students. Graduate student headcount is up by almost 9%, and online headcount has increased 27% over last year. However, these numbers are less reflective of actual enrollment intent than they normally would be. Significant technology issues have limited the ability of faculty, staff, and students to admit new students or enroll continuing and new students during peak enrollment times leading into and immediately after the

winter break. Many of those issues are still being resolved, and it is anticipated enrollments during the first week of class may be higher than normal because of these challenges. *A verbal update will be given as part of my BOG report to share our spring numbers after the IT issues are resolved.* Success coaches and other campus support team members have reached out repeatedly to all non-enrolled continuing students, and many are electing to take a semester off in order to wait out the virtual environment due to COVID, or to provide financial support to families disproportionately impacted by the pandemic.

*Fall 2021 Enrollment.* It is very early in our Fall enrollment cycle, and much of our admissions and enrollment activity occurs during the spring and summer. Fall course registration will not begin until March, at which time stronger comparative data will be available. However, our applications are currently tracking about 30% lower than last year at this time – not a surprising result in the current pandemic environment, limited ability to visit high schools, and the limited names available for purchase from testing providers because of interrupted testing dates. Conversations with high school partners indicate that many students are delaying their application processes because of the pandemic, and we expect application activity to pick up this spring. Admits are down by a slightly lesser amount, approximately 25%. However, deposits have more than doubled compared to this time last year; while many students are slower to apply, those who are certain of their plans seem to be more so. All of this gives us hope that fall enrollment will be improved over last fall, particularly given the extensive strategies we have in place. We have been working to alleviate the application decline by pursuing alternate name purchase opportunities and expanded marketing efforts to drive applications. We are leveraging the housing incentive scholarship and other strategic enrollment efforts within key academic programs and geographic areas in order to spur fall enrollment.

*Aligning Projected Expenses with Revenues.* The FY21 YTD Q2 overall revenue and expenses are tracking to plan. If current projections materialize, the available revenue (gross revenue – allowances for doubtful accounts) will be approximately \$500K below budgeted figures at year end. If current operating expense projections materialize, we will have a favorable variance; that will offset the operating revenue projections. The net effect will result in CSU Pueblo meeting budgetary targets for FY21. The President's Budget Advisory Group will convene later in the year to address any projected budget needs for current fiscal year and FY22. Both capital construction projects (solar energy project and "ART" athletic indoor training center) are on track and on budget. We anticipate both projects to be complete April 2021, followed by ribbon cutting ceremonies shortly thereafter.

*Business Financial Services (BFS).* When the internal Accounts Receivable (A/R) audit report was issued on June 2, 2019, it included 32 audit recommendations. We are happy to report that all responses have been completed, and all recommendations have been implemented. In addition, the BFS department is working on additional A/R improvements through the Banner implementation project. These improvements will reduce current manual processes, which will allow staff to spend more time on collection efforts and customer service to both students and staff. In response to the COVID 19 pandemic, we have developed solutions that have enabled the A/R staff to continue collection efforts while working from home. Also, we now have the ability to accept automated recurring payments.

*Intercollegiate Athletics.* The following are the Winter 2021 highlights from Athletics.

- Athletics had a cumulative grade point average of **3.044** in 21 varsity teams this fall 2020. The highest team GPA was 3.751 by women's soccer. 17 of 21 teams had a 3.0 GPA or higher, including eight teams with a GPA of 3.5 or higher.
- Athletics has 580 student-athletes and 42 cheer and dance team members for the spring semester.
- Twenty varsity teams are training, practicing and preparing to compete in the spring semester. Football will resume normal spring activities with an annual intrasquad spring game on Friday, April 16.



- CSU Pueblo testing protocol (one test per week) exceeds NCAA Resocialization of Sport testing standards in all sports.
- The "ART" (32,000-square foot indoor training center) began construction in October and will be completed by May. The total cost of the Rawlings Sports Complex project is \$3.1 million, 100% private funded.

*COVID Update.* Thanks to System support, our testing facility is operational on the campus and we are processing on average 800 tests per week. We are collaborating with Spartan Medical to provide COVID-19 testing to all students as part of the existing coverage students have through the Wolfpack Wellness Center. Likewise, all employees who are living, learning, and working on the Pueblo campus will continue to have access to free COVID-19 testing, both antigen and PCR, thanks to our new partnership. All students, staff, and faculty who are working and/or living on the campus are required to get tested once per week. All classes started January 18 using online technologies and with all employees working remote with the exception of essential staff and Health Sciences and Nursing courses that have been pre-approved by the Provost. On February 1, we will return to level Orange, and return to 25% staffing.

*Differentiating the Student Experience.* CSU Pueblo is working to institutionalize two components of the student experience that emerged from Vision 2028 – Pathways and Works. These are two prongs in a broader commitment to maximizing the tangible value of the education we provide and differentiating us from our peers. Pathways is a new approach to onboarding and holistic advising that is designed to provide students with a clear understanding of what it takes to achieve their ultimate goals at CSU Pueblo. This includes traditional academic requirements, but also a broad range of experiences such as leadership development, personal growth, career exploration, financial literacy, and more. This program paves an individualized path forward for each student based on their goals. As part of that pathway, we are also building on the current opportunities we provide for student professional growth. Works will set milestones that ensure every student develops a foundational career skill set they can effectively convey to potential employers. For those interested in delving deeper, the Works program will offer a wide array of opportunities to build their practical knowledge on and off campus while earning a paycheck. Depending on their level of training and individual goals, they will have the chance to work on campus, work off-campus with a community partner, attend workshops, conduct hands-on research, or receive financial support to facilitate the important work they are already doing in their field. Cross-functional groups led by VP EMCSA Chrissy Holliday are working on each facet of bringing these projects to life and integrating them into our institution, from student learning outcomes and milestone preparation to marketing and assessment. The goal is to make an individualized pathway available to every student beginning in Fall 2021, and to fully launch external Works placements by the end of that semester. Key activities for each project will come online between now and then.

*Student Affairs.* The Student Affairs division continues to find innovative methods to enhance student success through support services, programs and activities.

Highlights of Fall 2020 services and programs are listed below:

- Disability Resource & Support Center (a one-person office) assigned disability accommodations to 129 students and spent 60 contact hours in 79 appointments with students.
- Wolfpack Wellness Center completed 1200 rapid COVID-19 antigen tests and 400 influenza vaccines.

- The Pack CARES team managed 111 referrals, a 27% increase from 2019.
- Student Conduct & Community Standards saw a 60% increase in conduct cases due to COVID-19 non-compliance.
- The Center for International Programs & Inclusive Excellence hosted online events for International Education Week, Safe Zone workshops, and Heritage Months.
- The Pack Talk online talk show was launched.
- The Recreation Center provide engaging fitness classes virtually.
- A major highlight, Commencement was also held virtually and had 1,067 unique viewers.

Moving ahead to Spring 2021, the Counseling Center hopes to offer creative therapy for students, faculty, and staff such as yoga laughter and massage therapy. These programs will provide critical outlets for students and staff with burnout, anxiety, and fatigue. The Wolfpack Wellness Center will be preparing for reimbursement processes. To support retention, the Center for International Programs & Inclusive Excellence will conduct International Student Orientation in an online format. Additionally, Residence Life and Housing will assist with having 500+ residential students test for COVID-19 once per week; while the Disability Resource & Support Center will move some accommodation processes online. Finally, Student Affairs staff provided two workshops for Spring Convocation.

*Academic Affairs.* The developmental math curriculum was evaluated and revised in 2018-19 in an effort to improve the number of students passing college-level mathematics and reduce the number of remedial credits students take. As a result of the changes, the number of students taking developmental math has declined precipitously (over 50%). The percentage of students passing the college-level math in the Fall increased from 29.5% in F 2018 to 54.3% in Fall 2019 and 58% in Fall 2020. The overall pass rate including remedial and college level course also increased from 65.9% in Fall 2018 to 75.3% in Fall 2020. See the table below.

	F2018 BEFORE REVISION	# Students in courses (# Passing)	F2019 AFTER REVISION	# Students in courses (# Passing)	F2020 AFTER REVISION	# Students in courses (# Passing)
Overall Pass Rate Math	65.9%	349 (230)	70.1%	331 (232)	75.3%	316 (238)
Developmental Pass Rate	55.7%	228 (127)	53.6%	97 (52)	63.3%	86 (55)
Pass Rate for College Level Math	85.1%	121 (103)	76.9%	234 (180)	79.3%	230 (183)
% Passing College Level Math		29.5%		54.3%		58.0%

- Media communication faculty members Samuel Ebersole and Justin Bregar are producing an episode of Colorado Experience on Rocky Mountain PBS about the 1921 Pueblo flood. The episode is set to air on the 100th anniversary of the flood – June 9, 2021.
- CSU Pueblo lecturer in the School of Health Science and Human Movement, Karen Marley received the 2020 Joy of Effort Award from the Society of Health and Physical Educators (SHAPE) America. The Joy of Effort Award is given to individuals who, by performance and style, have personified the concept that the effort made to enrich the goals and objectives of physical education and sport is a labor of love, inspired by commitment and dedication.
- Successfully achieved candidacy for the Master of Social Work program. The accreditation decision will take place in February 2022, with a site visit in September-November 2021 and successfully re-affirmed the Bachelor of Social Work program for another eight years.
- We announced the 2021 recipient of the Distinguished University Professor award, Alegria Ribadeneira, Ph.D., professor of Spanish and director of world languages at CSU Pueblo.



Ribadeneira is the second recipient of this award, the honor was announced Monday, January 11 at spring convocation. She received multiple awards in 2020 including an Open Education Global Educator Award, a Southwest Post-Secondary Excellence in Teaching Award and a Colorado Excellence in Teaching Award.

*Internal Audit Management.* The Office of the President is overseeing seven active internal audits with 95 recommendations and completed four additional audits with 43 recommendations. To date, 115 of the 138 recommendations are completed; 20 recommendations will be completed by December 31, 2021 and three will be completed by December 31, 2022. All audit recommendations will continue to be processed on schedule or under revised target dates in agreement with internal audit guidance.

*CSU Pueblo in the News.*

*Colorado State University Pueblo Celebrated the Legacy of Martin Luther King Jr.* Colorado State University Pueblo celebrated Martin Luther King Jr. Day in an online format on Monday, Jan. 18 with programming accessible to the general public. Martin Luther King Jr. Day events highlighted work in the Pueblo community, the efforts of students on campus, presented an opportunity for learning and discourse at CSU Pueblo.

*Colorado State University Pueblo and the Colorado Department of Human Services (CDHS) signed a contract earlier in 2020, to enable youth in the Division of Youth Services (DYS) to enroll in college courses while in youth services care. As a result of this partnership, a total of 18 students have been registered in college courses this year. The Dean of Extended Studies, Kristyn White Davis, Ph.D., explained the commitment of CSU Pueblo to providing accessibility to education and how this partnership provides a unique way to accomplish the university's vision to become the people's university.*

# VISION 2028: ASSESSING FY21 PERFORMANCE

FEB 2021 MEETING OF BOARD OF GOVERNORS



# PROCESSES EXPECTED RESULTS

Implement marketing and web - driven strategies and financial aid plans that support enrollment growth by student type and programs.

Develop student experiential learning opportunities that differentiates the university.

Develop enrollment and support processes that meet needs of graduate students.

Develop plan and process for meeting students' flexible instructional needs.

1. Increase enrollment by student population type and within target new and existing programs
2. Increase conversion of the *Apply Now* page from ~40% to 45-50%
3. Increase conversion by 5% from academic content pages to admission pages
4. Improve website accessibility from 65% to 70%, improving our digital certainty index (Quality Assurance, SEO, Accessibility)
5. Ensure that 50% of academic program capstone experiences have a work/industry-related component
6. Launch Graduate Student Resource Center, including the hire of a dedicated graduate processor and a graduate coordinator
7. Coordinate all tutoring services for all students (F2F, hybrid, online) using WC Online for tracking, scheduling, and delivering remote tutoring services
8. Create an OER office, support of 18 mini and major projects this year

01 EXPANDING APPEAL: ENROLLMENT



## PROCESSES

Implement PACK CENTER; new advising ecosystem with individualized student pathways

Develop expanded STARFISH structure for increased student notification and intervention

Prioritize early assessment in every course

## EXPECTED RESULTS

9. Ensure 100 % of new students receive an individualized pathway that includes academic, financial aid, and career support
10. Ensure every new student is engaged by coach, faculty mentor, or peer mentor 3 times per semester
11. Ensure 40% of students will complete a profile in Handshake by May 2021 (up from 28%)
12. Ensure every student receives at least 1 career coaching appointment from PACK Center or academic unit by May 2021
13. Ensure every course has an early assessment in first quarter of semester along with appropriate intervention
14. Ensure students selfadvocate in responding to Starfish flags and referrals
15. Ensure 80% of students receive a timely and appropriate intervention for every flag raised in Starfish

**02**  
**ENHANCING STUDENT  
SUCCESS: RETENTION**



## PROCESSES

Implement work flex policy

Develop a process to ensure that every employee has a professional development plan

Implement a new performance management system

Implement a compensation analysis for the Administrative Professional staff

Implement cultural competency development opportunities

## EXPECTED RESULTS

16. Increase employee success/satisfaction

17. Ensure that 70% of employees participate in cultural competency development

03 DEVELOPING OUR PEOPLE:  
EMPLOYEE SATISFACTION

**MATTERS FOR ACTION:**

CSU Pueblo Administrative Professional Handbook revisions regarding Performance Evaluations

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the proposed revisions to the CSU Pueblo Administrative Handbook with regards to the Performance Evaluations process of Administrative Professional employees.

**EXPLANATION:**

Presented by Dr. Timothy Mottet, President CSU-Pueblo and Johnna Doyle, Deputy General Counsel.

The format and method of the Administrative Professional performance management process was changed to better align the Performance Review Cycle with the timing of wage increases and to instill a pro-rated, merit-based process that rewards top employees. The new Performance Cycle will be 11/1 – 10/31, to correspond with any wage increases that typically occur in January (when funds allow). Increases will be merit-based, meaning top performers and poor performers will no longer receive the same percentage. This revision was approved the Administrative Professional Council, Cabinet, and the President.

The following are the revisions to the Administrative Professional Handbook Section 2.5.3 and Section 2.7.1

**2.5.3 Merit Increases**

When funds have been budgeted and are available for salary increases, the employee's overall performance evaluation score and percentage of plan year worked will determine the amount of increase for which the employee is eligible.

- a. Merit salary increases must be consistent with employee's performance evaluation outcomes.
- b. Merit increases shall be awarded to any person who receives a composite rating of "meets expectation" or higher with an effective date of January 1<sup>st</sup> of the next year. A merit increase is dependent on budgetary limitations and whether funds are available for salary increases.
- c. Merit increases shall not be awarded to any person who receives a composite rating of "unacceptable" or "needs improvement."
- d. The review cycle is November 1<sup>st</sup> through October 31<sup>st</sup>.
  - i. Staff members hired before August 1<sup>st</sup> in the review cycle will be evaluated for their partial year of employment and will be eligible for a prorated merit increase based on the start of their employment, overall performance rating, and funding availability.
  - ii. Staff members hired August 1<sup>st</sup> or after in the review cycle will not be evaluated for the current plan year, nor will they be eligible for a merit increase on the subsequent January 1<sup>st</sup>.
- e. Employees who have been promoted during the current evaluation period must be evaluated on both positions. The combined evaluation rating will be used to determine the amount of any annual merit increase.

Board of Governors of the Colorado State University System

Meeting Date: February 5, 2021

Consent Item

#### **2.18.4 Performance Expectations and Assessment**

Performance expectations will be communicated in various forms, both written and verbal, to employees throughout the year. Performance evaluations are formally conducted on an annual basis, and mid-cycle through a more informal check-in. The annual review cycle is November 1st through October 31st. Performance management should include on-going communication and documentation. Supervisors may consult with Human Resources and Institutional Equity (HRIE) for direction on any performance related issues, documentation, and evaluation.

##### **Goal Setting**

Goals should be discussed by both the employee and supervisor and agreed upon at the beginning of a review cycle. If an Administrative Professional staff member (staff member or employee) is hired during the review cycle, goal setting must occur within the first 30 days of employment. The agreed upon goals are to be documented in the annual performance evaluation form.

##### **Annual Evaluation**

By November 30th of each year, and as often as deemed necessary, the supervisor and employee meet to discuss final performance ratings. Supervisors will support the ratings with comments and justification. The supervisor and next level supervisor must electronically sign the performance evaluation form prior to the supervisor reviewing it with the employee. Employees provide their input during their self-review and may also include additional comments after meeting with their supervisor prior to signing. If there is a determination to retain an employee with an overall rating of unacceptable then the supervisor will be required to work with HRIE to place the employee on a Performance Improvement Plan (PIP). Administrative Professional staff have no right to progressive discipline and may be terminated at any time as deemed appropriate.

##### **Performance Evaluation Dispute**

Employees who can document factual errors in a performance evaluation may submit a request for review to the supervisor and appropriate appointing authority. Only factual errors will be reviewed; the appointing authority will not substitute their judgment for that of the supervisor. The decision of the appointing authority is final.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

Section	Current Language	Proposed Language
2.7.1	<p><b>Performance Expectations and assessment</b> Performance expectations will be communicated in various forms, both written and verbal, to employees throughout the year. Assessment will be formally conducted on a yearly basis. Performance management should include on-going communication and documentation. Supervisor should consult with Human Resources on performance related issues, documentation, and assessment.</p>	<p><b>Performance Expectations and Assessment</b> Performance expectations will be communicated in various forms, both written and verbal, to employees throughout the year. Performance evaluations are formally conducted on an annual basis, and mid-cycle through a more informal check-in. The annual review cycle is November 1st through October 31st. Performance management should include on-going communication and documentation. Supervisors may consult with Human Resources and Institutional Equity (HRIE) for direction on any performance related issues, documentation, and evaluation.</p>
	N/A	<p><b>Goal Setting (NEW)</b> Goals should be discussed by both the employee and supervisor and agreed upon at the beginning of a review cycle. If an Administrative Professional staff member (staff member or employee) is hired during the review cycle, goal setting must occur within the first 30 days of employment. The agreed upon goals are to be documented in the annual performance evaluation form.</p>
	<p><b>Year-End Evaluation</b> Before April 30 of each year or as often as deemed necessary, the supervisor and employee meet to discuss final performance ratings. The supervisor and next level supervisor shall sign the performance evaluation form prior to reviewing it with the employee. The supervisor shall record the justification of the overall rating and any topics covered with the employee. The employee may add remarks regarding the evaluation in the space provided. If more space is needed by the supervisor or the employee, additional sheets may be attached. A written rebuttal by the employee will be attached to the evaluation for inclusion in the personnel file. A rating of unsatisfactory on any factor will require that the supervisor consider a performance improvement plan to address the deficiency. An overall rating of unsatisfactory may result in disciplinary action up to and including termination. Administrative Professional staff have no right to progressive discipline</p>	<p><b>Annual Evaluation</b> By November 30th of each year, and as often as deemed necessary, the supervisor and employee meet to discuss final performance ratings. Supervisors will support the ratings with comments and justification. The supervisor and next level supervisor must electronically sign the performance evaluation form prior to the supervisor reviewing it with the employee. Employees provide their input during their self-review and may also include additional comments after meeting with their supervisor prior to signing. If there is a determination to retain an employee with an overall rating of unacceptable then the supervisor will be required to work with HRIE to place the employee on a Performance Improvement Plan (PIP). Administrative Professional staff have no right to progressive discipline and may be terminated at any time as deemed appropriate.</p>

	and may be terminated by the appointing authority as deemed appropriate.	
	<p><b>Performance Evaluation Dispute</b>  Employees who can document factual errors in the evaluation may submit a request for review to the supervisor and appropriate appointing authority. Only factual errors may be reviewed and the appointing authority will not substitute their judgment for that of the supervisor. The decision of the appointing authority is final. A performance evaluation dispute is not grievable.</p>	<p><b>Performance Evaluation Dispute</b>  Employees who can document factual errors in a performance evaluation may submit a request for review to the supervisor and appropriate appointing authority. Only factual errors will be reviewed; the appointing authority will not substitute their judgment for that of the supervisor. The decision of the appointing authority is final.</p>
2.5.3	<p><b>Merit Increases</b></p> <ol style="list-style-type: none"> <li>a. Merit salary increases for Administrative Professional employees should be consistent with employee evaluation outcomes.</li> <li>b. All persons whose performance is rated as higher than satisfactory may be eligible to receive a merit increase when funds have been allocated for salary increases.</li> <li>c. Merit increases following evaluations shall not be awarded to any person who receives a composite rating of unsatisfactory.</li> <li>d. Administrative Professional staff members who are hired after July 1 will be evaluated for their partial year of employment and may be eligible for a prorated merit increase based on the start of their employment and funding availability.</li> <li>e. Employees who have been promoted during the current evaluation period must have performance evaluations in both positions. The combined evaluation rating may be used to determine the amount of the annual merit increase.</li> </ol>	<p><b>Merit Increases</b></p> <p>When funds have been budgeted and are available for salary increases, the employee’s overall performance evaluation score and percentage of plan year worked will determine the amount of increase for which the employee is eligible.</p> <ol style="list-style-type: none"> <li>a. Merit salary increases must be consistent with employee’s performance evaluation outcomes.</li> <li>b. Merit increases shall be awarded to any person who receives a composite rating of “meets expectation” or higher with an effective date of January 1<sup>st</sup> of the next year. A merit increase is dependent on budgetary limitations and whether funds are available for salary increases.</li> <li>c. Merit increases shall not be awarded to any person who receives a composite rating of “unacceptable” or “needs improvement.”</li> <li>d. The review cycle is November 1<sup>st</sup> through October 31<sup>st</sup>. <ol style="list-style-type: none"> <li>i. Staff members hired before August 1<sup>st</sup> in the review cycle will be evaluated for their partial year of employment and will be eligible for a prorated merit increase based on the start of their employment, overall performance rating, and funding availability.</li> <li>ii. Staff members hired August 1<sup>st</sup> or after in the review cycle will not be evaluated for the current plan year, nor will they be eligible for a merit increase on the subsequent January 1<sup>st</sup>.</li> </ol> </li> <li>e. Employees who have been promoted during the current evaluation period must be evaluated on both positions. The combined evaluation rating will be used to determine the amount of any annual merit increase.</li> </ol>

# Section 8

## 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  
February 4-5th, 2021  
Student's Report

### **Library Advisory Board**

In our meeting this quarter we discussed some issues students have been having using the LinkedIn Learning platform that is provided by CSU-Global. In order for student to effectively utilize this platform, LinkedIn recommends connecting with their personal LinkedIn accounts which simultaneously logs students out of their CSU-Global provided credentials. Jeff Wahl also discussed with our advisory board that if students or faculty members are having any difficulties with research or research platforms and resources to please reach out. He is happy to work with students and faculty one-on-one anytime.

### **CSU-Global Updates**

Congratulations to our December 2020 Graduates! 1,200 graduates and their friends and families participated in the Winter Commencement.

CSU-Global recognized as one of the top online universities in the nation on College Cliffs' list of 15 Online Degrees and Programs That are In-Demand in 2020.

CSU-Global will be sponsoring the Freedom Service Dogs Winter Virtual graduation ceremony. This organization is one of the leading service dog organizations in the US.

*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  
February 5, 2021**

---

**Faculty Updates**

**Dr. Tony Contento** was recognized for his exceptional contribution to the Online Engagement Committee of the 2020 Open Education Conference. Now in its 17th year, the Open Education Conference is an international convening of open education practitioners, researchers, and advocates. The 2020 conference was held virtually, drawing more than 1,500 registered attendees from more than 60 countries, all 50 U.S. states, and nearly all Canadian provinces. As a member of the 2020 Open Education Conference Online Engagement Committee, Tony was among 15 experts selected through a competitive process to shape the first-ever virtual edition of the conference.

CSU Global Business Program Faculty, under the guidance of **Dr. Beverly Carolann Muhammad**, conducted its third virtual **Delta Mu Delta Honor Society Induction Ceremony** on Dec. 3, where 43 students were inducted into the Xi-Rho Chapter. Delta Mu Delta Board Secretary, **Dr. Bernice Purcell** of Holy Family University, shared a message from Delta Mu Delta headquarters; **Dr. Tony Contento** swore in inductees; and **Dr. Leslie Cooper-Blood** and **Dr. Karli Peterson** recognized each inductee with replicated Delta Mu Delta signed certificates. Business Program Managers **Dr. Muhammad**, **Dr. Tanae Alcolatse**, **Dr. Felicia Olagbemi**, and **Dr. Arletta Wallace** each provided encouraging words to the inductees before concluding the ceremony.

Also on Dec. 3, CSU Global Business Management and Administration Program Faculty conducted its third virtual **Sigma Beta Delta Honor Society Induction Ceremony**, inducting 60 students. **Dr. Gloria Carter** spoke from Sigma Beta Delta headquarters, as **Dr. Tony Contento** swore in the inductees. **Dr. Mohammad Sumadi**, **Dr. Leslie Cooper-Blood**, and **Dr. Karli Peterson** recognized each inductee with replicated Sigma Beta Delta signed certificates, and Business and Administration Program Managers **Dr. Beverly Muhammad** and **Dr. Arletta Wallace** each provided encouraging words to the inductees before concluding the ceremony.

**Dr. James E. Konopasek**, Adjunct Professor of Criminal Justice, presented with approximately 50 other experts in the Department of Defense, Counter-Insider Threat, Social and Behavioral Sciences (SBS) Research Summit. Dr. Konopasek presented “Unconventional Interview Topics & Questions Indicative of Resilience.”

**Dr. Dena Weiss** presented at the Texas Association of Criminal Justice Educators Conference. Her presentation was titled, An Exploratory Study of Opioid Drug Overdoses: The Impact on Police Officer's Personal and Professional Lives.

**Dr. Stone Meredith** presented on the importance of a legacy—the ideas we leave behind—during the latest CSU Global Rocky Mountain College English Association meeting.

**Dr. Lisa Witzig**, served as a judge for the American Marketing Association Collegiate Case Competition.

**Professor Michael Jazzar** presented "Online Student Retention Strategies: A Baker's Dozen" to Kappa Delta Pi via webinar.

**Dr. Phillip Finley** was filmed speaking with representatives from the Atlanta Police Department and Atlanta Police Foundation about how their organizations are working to make runners and walkers of color feel safe. In

this conversation, both organizations address concerns and discuss solutions regarding racism and social justice within law enforcement.

**Professor Gabriele Suboch** was recently nominated as a lifetime member of the Florida Division of the International Association of Identification.

**Dr. Everett Long** joined Brunet-García as the Director of Health Marketing Strategy. Dr. Long will oversee Brunet-García's marketing strategies within the public health sector. His work includes various contracts with the CDC and the Department of Health and Human Services. His experience in the HIV prevention and education discipline will add value to the team by supporting BG's growing body of work on this issue.

**Professor Teresa Lao**, PhD, JD, completed her Graduate Certificate of Project Management at Walden University.

**Dr. Elizabeth Skwiot**, part-time English faculty, presented "Watching Me Watch Myself: Self-Funded Panopticism as Expressed in Las viudas de los jueves" at the 2020 South Atlantic Modern Language Association annual conference.

**Dr. David Kenneth Waldman** started a six-month guest teacher position at the Redwood City School District where he will be serving vulnerable students and teaching courses in leadership, critical thinking, public policy, and research.

**Dr. Harriet Austin** was invited to serve as a Stakeholder Reviewer for the Patient-Centered Outcomes Research Institute's Improving Healthcare Systems virtual panel review in November. PCORI is a national organization funded by Congress to review and consider funding research grants on comparative effectiveness in medical science.

**Dr. Yara Elkhalil** presented a paper, Innovation as Part of the Strategy for Micro-businesses During COVID-19, on Dec. 9 at the IEOM Society-African International Conference hosted by the University of Zimbabwe.

**Dr. Eliot Jackson** has been nominated for membership in the National Society of Leadership and Success.

**Dr. David Milen** participated in a disaster preparedness and emergency response conference where he joined in a roundtable discussion pertaining to the response and management of disasters that occur during the COVID-19 pandemic.

### **Publications**

**Dr. Wyatt Fisher** published his first book, *Total Marriage Refresh: 6 Steps to Marital Satisfaction*.

**Dr. Jose Siqueira** published an article, Acceptance of mobile commerce in low-income consumers: evidence from an emerging economy, in *Heliyon*, an Elsevier journal.

**Dr. James Konopasek** recently published Timely Non-deceptive Sexual History Polygraph Examinations are Correlated with Completion of Treatment but Not Correlated with Sexual Recidivism in *Polygraph & Forensic Credibility Assessment: A Journal of Science and Field Practice*.

Board of Governors of the Colorado State University System  
 February 3-5, 2021  
 President's Report Item



**COLORADO STATE UNIVERSITY**  
**GLOBAL**

### **CSU System Strategic Goal: Student Success and Satisfaction**

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

- Dr. Paul Savory has been named CSU Global Provost and will provide leadership, direction, and evaluation of all academic activities and faculty affairs of the university. Dr. Savory comes to CSU Global as a distinguished teacher, researcher, and author with over 25 years of higher education and industry experience. Most recently he served as provost and executive vice president of Doane University in Nebraska. Dr. Savory will advance CSU Global's commitment to data-driven decision making and developing career-relevant curriculum in an online environment.
- CSU Global partnered with the National Society of Leadership and Success (NSLS). The NSLS is an organization that provides a life-changing leadership program that helps students achieve personal growth, career success and empowers them to have a positive impact in their communities. Through the partnership, NSLS members that complete specific certificate programs will be able to apply those to CSU Global for college credit.
- CSU Global has announced the launch of its new division, Direct Path Education, a program that offers high-quality non-credit-bearing online training opportunities and upskilling for job seekers. Courses will focus on professional certification exam preparation, as well as industry-



specific topics and trends. In addition, many Direct Path courses will be eligible for transfer into CSU Global's degree and certificate programs upon completion or after earning the aligned industry credential. Learn more at [CSUGlobal.edu/direct-path-education](https://CSUGlobal.edu/direct-path-education)

## CSU System Goal: Transform Colorado's Future

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

- On Dec. 5, more than 1,200 graduates, family, friends, staff, and faculty participated in CSU Global's Winter 2020 Virtual Commencement ceremony. This was the university's third year doing a virtual commencement in December and included remarks from President Pamela Toney, CSU System Chancellor Tony Frank, Keynote Speaker and Colorado Technology Association CEO Frannie Matthews, and Student Speaker Deirdre Jonker. Congratulations to all our graduates!
- CSU Global has continued to partner with Aurora Public Schools on various professional development opportunities for its teachers. First, it has facilitated two custom online courses recently *Evidence-Based Reading Practices in the Secondary Setting* and *Online Design and Teaching for K-12 Educators*. The university was also a sponsor of the district's in-service professional development day in January 2021 offering a training session and providing information and career coaching on continued educational opportunities for their K-12 teachers, administrators, and staff.
- In 2020, CSU Global was selected to receive the year's Executive Strategic Initiatives Award from Independent Electrical Contractors Rocky Mountain (IECRM) for the partnership and collaborative work on behalf of IECRM's Electrical Apprenticeship Training Program. In December, CSU Global signed an affiliate partnership with IECRM to provide discounted tuition to the organization's employees and members. Also in December, CSU Global held a virtual info session to share details of benefits available to apprentices, employees, and membership organizations through the partnership.



- Dr. Tony Contento was recognized for his exceptional contribution to the Online Engagement Committee of the 2020 Open Education Conference. Now in its 17th year, the Open Education Conference is an international convening of open education practitioners, researchers, and advocates. The 2020 conference was held virtually Nov. 9-13, drawing more than 1,500 registered attendees from more than 60 countries, all 50 U.S. states, and nearly all Canadian provinces. The program consisted of more than 150 synchronous sessions, 100 asynchronous contributions, and a range of informal programming. As a member of the 2020 Open Education Conference Online Engagement Committee, Tony was among 15 experts selected through a competitive process to shape the first-ever virtual edition of the conference.

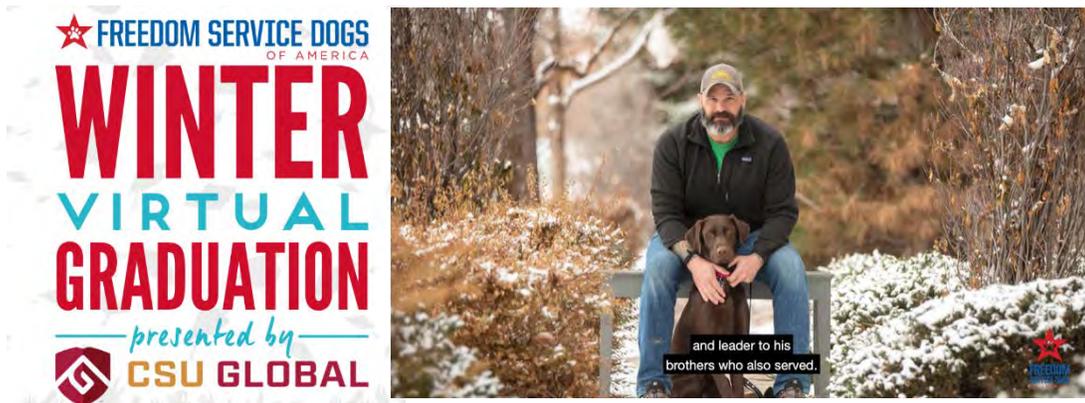
- Training Industry—a provider of information, insights, and resources needed to more effectively manage the business of learning—has published an op-ed by former CSU Global President and current Chief Educational Innovation Officer for the Colorado State University System Dr. Becky Takeda-Tinker and former Hilton Chief Learning Officer Kimo Kippen. Their article provides guidance to organizations that need to adapt to meet the challenges of an evolving workforce. The article is available at <https://trainingindustry.com/articles/remote-learning/business-goes-back-to-school-what-employers-can-learn-from-online-colleges-in-a-time-of-crisis/>.

### **CSU System Goals: Expand Statewide Presence**

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

- As the only 100% online university with an esports program, CSU Global is sending shockwaves through the collegiate esports scene. CSU Global boasts a competitive VALORANT team and is in the works of finalizing rosters in League of Legends, Overwatch, Fortnite, and Call of Duty. The VALORANT team will resume competitive play in the new year and is expected to continue its strides in becoming a top contender as an online-only program.
- 
- CSU Global was proud to sponsor the annual Aurora Economic Development Council’s signature event, A-List: Aurora’s Golden Hour in December 2020. The virtual event was attended by business, civic, and political leaders from the metro area to recognize the economic successes of Aurora and its place on the global stage.
  - In December, CSU Global Criminal Justice Program Manager Michael Skiba appeared on NBC KOAA5 as a financial crimes/fraud expert. Due to the success of his previous contributions, Dr. Skiba is now a regular contributor to the station. His recent interview focused on suspicious mailers and was picked up by MSN national news.
  - CSU Global has a new official chapter of Kappa Delta Pi (KDP), Alpha Theta Iota. KDP is an international honor society that supports educators at every stage of their careers. Students, alumni, and faculty will be able to get involved and support current students who are or will be educators.
  - CSU Global is proud to have received the following recent top rankings:
    - U.S. News and World Report released its annual online program rankings in January 2021, and CSU Global is proud to be included in various degree level, program-specific, and veteran categories. Of note, CSU Global holds a top ten position in the nation for Best Online Bachelor’s Degrees and Best Online Bachelor’s Degrees for Veterans and is the only fully online institution to obtain such a high rank. It is also the top-ranked institution in Colorado for these categories and highly ranked for its master’s programs in Criminal Justice, Information Technology, and Business.

- The Undergraduate Certificate in Project Management, which was recently featured on College Cliffs' list of 15 Online Degrees and Programs That are In-Demand in 2021: <https://collegecliffs.com/online-degrees-programs-in-demand/>
- See a full list of our awards and rankings at [CSUGlobal.edu/rankings](https://CSUGlobal.edu/rankings).
- CSU Global is proud to be a sponsor of the Freedom Service Dogs Winter Virtual Graduation Ceremony held on Jan. 14, 2021. Founded in 1987, Freedom Service Dogs is one of the leading service dog training organizations in the United States, providing veterans with disabilities the additional support they need to enter civilian life. Learn more at [freedomsservedogs.org](https://freedomsservedogs.org).



# Section 9

*Academic and Student Affairs  
Committee*

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA  
February 5, 2021

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

**Assigned Staff:** Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- none

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- none

II. Miscellaneous Items

Colorado State University

- Faculty Manual Changes
  - Section C.2.1.3.1 Elected Members
- Sabbatical Reports

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- Sabbatical Reports
- Academic Report

III. Campus Reports

- none

Board of Governors of the Colorado State University System  
Meeting Date: February 5, 2021  
Consent Item

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 Mary Pedersen, Provost and Executive Vice President.

Faculty Council is the representative body for all faculty as stated in Section C.2.1.1 of the Faculty Manual: “The Faculty Council acts as a representative body for the faculty and performs those duties delegated to the faculty by acts of the legislature. Faculty government is an instrument by which the collective intelligence of the institution through direct and representative participation can do effective work in establishing policies which result in:

- a. Curricula suited to the needs of the state as well as to regional, national, and international concerns.
- b. The best possible teaching, research, and extension activities.
- c. Conditions in which both faculty members and students can learn and develop according to their individual interests and aptitudes.”

At present, our 770 (Factbook 2019-2020) non-tenure track faculty members are represented in Faculty Council through the Committee on Non-Tenure Track Faculty, which provides one contract or continuing faculty member from each college. However, the current at-large representation does not take into account contract or continuing faculty, and therefore does not accurately represent our entire faculty. Our non-tenure track faculty members provide significant contributions to teaching, research, and extension, fulfilling state curricula, providing the best possible activities, and ensuring students can learn and develop

## Board of Governors of the Colorado State University System

Meeting Date: February 3-5, 2021

## Consent Item

according to their individual interests and aptitudes. However, these faculty members perform these duties and meet these goals of Faculty Council without adequate representation in our Faculty Council body. Therefore, the numbers of contract and continuing faculty should be included in the count to determine representation.

As faculty members, contract and continuing faculty should be eligible to serve as faculty representatives when elected. Non-tenure track faculty are no more vulnerable to pressure than tenure-track faculty who are eligible to serve as representatives. All faculty are protected by academic freedom, as outlined in E.8, specifically that “d. A faculty member is free to question that which is believed to be settled” and that “g. A faculty member is a citizen, a member of a learned profession, and an officer of an educational institution.” Additionally all faculty are protected by the Faculty Manual Appendix 1, specifically section 3 Employment-Related Discrimination, Harassment, and Other Violations; section 4 First Amendment; and section 6 Retaliation. Appendix 7 Bullying in the Workplace also protects them. All of these provide reasonable support for any interested and elected contract or continuing faculty member to serve as a representative to Faculty Council.

Board of Governors of the Colorado State University System  
 Meeting Date: February 3-5, 2021  
 Consent Item

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

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

**C.2.1.3.1 Elected Members** (*last revised* ~~May 5, 2020~~ **February 5, 2021**)

Each academic department and the Libraries shall elect one (1) representative. An additional number of representatives, equal approximately to 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 full-time, part-time, and transitional tenure-track, ~~and~~ tenured, contract, and continuing faculty members in the colleges and Libraries.

All faculty representatives to the Faculty Council shall hold full-time, part-time, or transitional tenure-track, ~~or~~ tenured, contract or continuing 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: February 5, 2021  
Report Item

CSU: Sabbatical Leave Summaries 2019-2020

Presented by: Mary Pedersen, Provost and Executive Vice President

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

### **Sabbatical Leave Policy**

The sabbatical leave policy for Colorado State University faculty is addressed in Section F.3.4 in the Academic Faculty and Administrative Professional Manual. CSU offers academic faculty members the possibility of sabbatical leaves at any time after six years have elapsed since the faculty member's initial appointment or most recent sabbatical leave.

The faculty member seeking sabbatical leave shall follow the procedures established by his/her academic unit. College deans or the Dean of Libraries shall forward the names of faculty members recommended for sabbatical leave along with a detailed sabbatical plan to the Provost/Executive Vice President. The detailed plan shall specify how the sabbatical will result in the faculty member's professional growth, enhance the institution's reputation and the students' educational experience at the institution, and increase the overall level of knowledge in the faculty member's area of expertise. Faculty members cannot be absent for more than two academic semesters in cases of faculty on nine month appointments, and no more than one calendar year for faculty on 12 month appointments.

#### **College of Agricultural Sciences**

##### **Greg Perry – Agricultural and Resource Economics**

The overall objective of Dr. Perry's sabbatical leave was to develop a better understanding of financial resource allocation to agricultural experiment stations (AES) and colleges of agriculture. The analysis narrowed its focus to legislative approaches for acquiring resources over time and included the history of AES funding and legislative action.

Dr. Perry sought to use novel datasets and pooled data analysis in looking at successful strategies for acquiring resources for AES and colleges. His work was informed through interviews with AES, state, and federal administrators. In addition, he summarized his findings and opinions to present to a variety of constituent groups. The presentations helped to refine the analysis, and he will have the opportunity to present findings to national meetings. Dr. Perry has been careful to remind audiences that the opinions of policy approaches (namely line item lobbying for AES and/or college funding) are his rather than those of CSU. Both his analytical work and presentations have increased understanding of agricultural science funding.

Dr. Perry has written a journal article, which is in its second review to a policy journal. The information gathered as a result of this sabbatical provides helpful background information as the funding model for agricultural research in the future.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

## **College of Business**

### **Joseph Cannon – Marketing**

Dr. Cannon was a visiting professor of marketing at the University of Ljubljana, Slovenia for three months. He returned seven weeks early due to the pandemic and completed his sabbatical in Fort Collins. While at the University, he had an office and went there daily to work on teaching and ongoing research projects. His efforts fostered professional growth and enhanced CSU's reputation in a number of ways. With respect to teaching, his first teaching was in the Marketing for Managers in the International Master's Programme in Business and Organization. This program is a highly selective program that draws students from across Central Europe who study full-time. He taught class sessions on customer lifetime value and design thinking. In their MBA program, Dr. Cannon taught two weeks on Business-to-Business Marketing. The students were particularly engaging, and the program director invited him to return to teach there again.

Much of Dr. Cannon's sabbatical time was focused on research. With one project, he was able to analyze survey data collected in Thailand before he arrived. The data analysis and subsequent manuscript were the primary focus of his research work in the first two months in Slovenia and two months back in Fort Collins. These efforts resulted in "The Nature of Commitment in Buyer-Seller Relationships". He also worked on two cases related to Slovenian businesses with a focus on sustainability. Unfortunately, these research efforts, collaborations with a University of Ljubljana faculty member, failed to get beyond early discussion stages because of Dr. Cannon's early return to Fort Collins. They hope to resurrect that project on a future visit. Dr. Cannon also worked on a second research project, "A Cross-Cultural Comparison of the Development of Salesperson Trust" upon his return to Fort Collins.

### **Daniel Ganster – Management**

Dr. Ganster traveled to New Zealand where he had a visiting position at the University of Otago in Dunedin for approximately four months. There he collaborated with colleagues in the Department of Management as well as the Division of Health Sciences. He also developed collaborative relationships with colleagues at the Indian Institute of Management in Udaipur, although he was unable to travel there.

Dr. Ganster's collaboration in New Zealand primarily advanced his knowledge and skills in cognitive neuroscience, which he was able to productively deploy with colleagues in the College of Health and Human Sciences at CSU in research on the long-term effects of occupational experiences on the aging brain. His Indian collaboration helped extend his existing program of research on the health effects of occupational stress, and this collaboration allowed him to develop a new research interest in organizational innovation and linguistic diversity.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

### **Margarita Lenk – Accounting**

Dr. Lenk's spring semester sabbatical leave allowed her to extend her research in several domains. Within the domain of social sustainability, she researched and published a survey of the diversity and inclusion progress made within the accounting profession, forthcoming in the *Routledge Handbook of Accounting Ethics*. Within the domain of governance of organizational technology use, Dr. Lenk completed and submitted an article on risk management attitudes, policies, and procedures regarding social media use objectives, strategy selection, operationalization, and controls. This article has been accepted by *Strategic Finance*, the top journal of the Institute of Management Accountants. This research supports the recent survey findings by PwC, a leading international accounting firm, which reported that social media use risk management was one of the top three concerns and priorities of boards of directors. Within the domain of data analytics, Dr. Lenk has presented at the virtual annual meeting of the American Accounting Association, has accepted the opportunity to participate in the AICPA's critical thinking taskforce, and has accepted the contract to publish a textbook for data analytics in accounting with Wiley Publishers, the leading education publisher for the accounting discipline. This textbook develops an integrated method of data analytics instruction which combines critical thinking, research skills, and data driven decision making for accounting instruction. These three skills are important components of the AACSB accreditation standards, which are the highest standards for colleges of business.

Dr. Lenk's sabbatical activities provided her with significant growth in further understanding the issues of social media use, diversity and inclusion, and data analytics in the accounting profession. Her additional publications, conference presentations, and webinars enhance the reputation of the Department of Accounting, the College of Business, and Colorado State University. The additional expertise and knowledge gained from this research will enhance her undergraduate and graduate teaching.

### **Gina Slejko Mohr – Marketing**

Dr. Mohr achieved the aims of her sabbatical by creating synergy among her working projects to create a more focused, yet deeper, research pipeline. Two exciting outcomes of her sabbatical were that she completed a research project that explores how imagining a sensory experience (e.g., eating) can moderate food consumption guilt and collaborated with her co-author to acquire an interesting dataset from Google's Unskippable Labs, which are now serving as the primary data in two manuscripts.

Dr. Mohr collaborated on two new projects with scholars internal to CSU. First, she is serving as a dissertation committee member and co-author to a PhD candidate in Food Science and Human Nutrition. In this role, she advised on how to use conjoint analysis (a common marketing analytic approach) in her research. In this research, they examine parent derived and stated preferences for selected attributes of children's restaurant menus, which included behavioral economic strategies. She is now collaborating with a department colleague on a project in which they examine how the use of varying semantics in online shopping environments can affect

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

consumer response. They manipulate the way in which consumers respond to privacy policy statements by either “agreeing” or “accepting”. They show that the main effects of verbal cue such as “agreeing” is met with more negative and reactive response than that of “accepting”. One possible mechanism for this effect is that agreement is associated with a higher level of commitment, which may be construed as limiting one’s autonomy in choosing to opt-in.

Following her sabbatical, Dr. Mohr returned to her teaching and research responsibilities with a greater sense of purpose. Her professional growth during sabbatical will ultimately enhance Colorado State University’s reputation and students’ educational experiences.

### **Nick Roberts – Computer Information Systems**

Dr. Roberts focused on three research projects. First, he and a colleague conducted research on the value and impact of digital platforms in the health wearables market. They submitted one paper to a journal and started working on a second paper. Second, Dr. Roberts started a research project with two colleagues in which they investigate whether and when top management support is related to organizational assimilation of information technology innovations and, in turn, performance outcomes. They intend to send a paper from this project to a journal by the end of 2020. Finally, he worked with a colleague to better understand the “dark side” of digital platforms. Although platforms such as Facebook, Alibaba, and YouTube have generated tremendous benefits, they have also been blamed for spreading false information, conspiracy theories, and fake news, often leading to negative outcomes such as depression, rampages, and even suicide. A deeper understanding of how digital platforms give rise to negative human experiences will help them design interventions that reduce the likelihood of undesirable outcomes.

### **Lynn Shore – Management**

Dr. Shore had planned to visit the University of Melbourne in Australia, Ghent University in Belgium, and Dauphine University in France. She was only able to go to the University of Melbourne, but had to leave early due to the pandemic. While in Melbourne, she gave a talk titled “Leader Inclusion and the Creation of Inclusive Work Environments”. She and her host laid the groundwork for a research collaboration during the visit. While she was not able to visit Ghent University in person, Dr. Shores gave a virtual research talk titled “Having Impact as a Scholar” which was attended by many faculty and PhD students. Dr. Shore also worked with some faculty and PhD students at the university on research. Based on these efforts, they submitted an article for review to the *Journal of Applied Psychology* titled “Leader attentive communication: A new communication concept, validation and scale development”. She also submitted “Inclusive leadership: How leaders sustain or discourage work group inclusion” to *Group and Organization Management* and “Organizational trust among job seekers: The role of information-seeking and reciprocation wariness” to the *International Journal of Selection and Assessment*”.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

Dr. Shore continues to integrate her research and global experiences into the classroom. Her goal is to help CSU students have greater understanding about diversity and inclusion. While in Australia, she went to several museum exhibits on diversity in Australia, and the history and experiences of indigenous Australians. Such information will allow her to further the education of students about diversity both within and beyond the U.S. context, and how these global issues pertain to students' future experience in business.

### **College of Engineering**

#### **José Chavez – Civil and Environmental Engineering**

Dr. Chavez spent his sabbatical leave in Albacete, Spain. He collaborated with researchers from the Instituto Tecnológico Agronómico Provincial (ITAP) and from the Castilla La Mancha University. They provided Dr. Chavez access to existing data and large well-instrumented research fields (vineyards, almonds, and canola) that present very different structures and conditions, than the ones found in research facilities in the U.S. The main goal was to acquire diversified crop data for modeling within canopy temperature (for an energy balance algorithm) and improve irrigated agriculture water management using field and/or remote sensing data/inputs. This goal was met during the stay in Albacete and collaboration continues to further collect field data with an augmented instrumentation network.

Furthermore, Dr. Chavez participated in research grant writing, journal peer-reviewed article writing, graduate level lectures at the university, and continuing to advise CSU graduate students and manage ongoing research efforts through weekly Skype meetings.

#### **Scott Denning, Atmospheric Science**

Dr. Denning spent his sabbatical leave doing intensive professional development with an online curriculum development specialist with CSU Online. In collaboration with Professor Richard Conant in Ecosystem Science and Sustainability, they developed a new online version of ATS/ESS 543: Current Topics in Global Climate Change. In the first phase, they taught an accelerated in-person classroom instance of the course while documenting and structuring the major learning objectives and developing lecture materials. They then spent time breaking the course into modules structured around well-defined objectives and metrics, filmed dozens of brief scripted videos with visual aids, developed readings, built web interactives and other online assignments, and linked these all together in a complete online course on Canvas.

The resulting course is ready to go and will likely be well used because it is required for a new online professional M.S. in Greenhouse Gas Management and Accounting (MGMA) being piloted at CSU. This opportunity will enhance student learning and make the course more readily accessible.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

### **Emily Fischer – Atmospheric Science**

Dr. Fischer's original sabbatical application contained several activities, including increasing her knowledge about soil chemistry and how it relates to interactions with atmospheric chemical constituents, participating in training for measurement of atmosphere-surface exchanges of trace chemical constituents, and scientific visits to several universities. She was able to complete objectives to increase her knowledge of soil chemistry. This effort will lead to direct improvements in her graduate course on the Global Nitrogen Cycle. Her planned April/May visits to Harvard, University of Washington, and North Carolina A & T were precluded by the pandemic as was her participation in the extended flux measurements training course. Dr. Fischer will reschedule the university visits when safety permits.

Despite the altered plans for the second half of her sabbatical, Dr. Fischer was able to devote more time to working on important publications from her recent NSF-sponsored WE-CAN airborne fire emissions study and to developing new collaborative research proposals. She also increased time spent developing knowledge and capabilities to be a more effective champion for diversity in atmospheric science, an area where she is already making a large national impact through both research and service.

### **Kevin Lear – Electrical and Computer Engineering**

Dr. Lear engaged in collaborations in the Bay Area in California, self-study in computational neuroscience, preparation and submission of a related paper, preparation and submission of funding proposals, and advised an award-winning senior design team. Collaborations occurred with academics at Stanford University and at the University of California at San Francisco (UCSF) as well as a small business in Sunnyvale, California with an interest in commercializing CSU patented technology. He and one of his PhD advisees engaged in frequent discussions on computational neuroscience, an area that is new to both of them. They worked together through related textbook material. Dr. Lear collaborated with a CSU vet school faculty member to prepare a successful proposal for funding for another PhD student. He met with and had follow up discussions with biomedical faculty at both Stanford and UCSF. Interactions at Stanford led to an introduction to a small business in Sunnyvale that expressed a strong interest in CSU Foundation owned intellectual property and resulted in a COVID-related proposal to NIH.

Although strongly impacted by COVID in critical late stages, Dr. Lear's sabbatical activity resulted in partially developed plans for a new course that bridges neuroscience and electrical engineering, the first paper his group has ever submitted to PLoS One, a proposal that has funded a PhD student, an STTR proposal based on CSU-owned IP, and multiple awards to undergraduates for their senior design project. The partially developed course intended for graduate and undergraduate students, resulted in a rough course outline and collection of many related materials. Development continues post-sabbatical. The paper submitted to the prestigious PLoS One has been reviewed, and a revised submission is moving forward. In collaboration with faculty in CVMBS, a proposal was prepared and submitted to the National Center for Veterinary Parasitology in the fall of 2019 and has funded a PhD student in 2020. The NIH

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

STTR proposal submitted by the Sunnyvale Company with CSU as a subcontractor was based on the application of a lab-on-a-chip optical biosensor technology to provide antibody testing for COVID. The senior design project made rapid progress in the fall of 2019 on prototypes of a subdermal optical transmitter for brain-computer interfaces. The team received the first place prize in the virtual E-Days competition in the School of Biomedical Engineering senior design project. They also submitted a full-length paper to the Rocky Mountain Bioengineering Symposium with the undergraduates as lead authors. It received the best paper award gaining CSU national recognition.

### **Branislav Notaros – Electrical and Computer Engineering**

During his sabbatical leave, Dr. Notaros established new research collaborations and advanced existing collaborations in the electromagnetics area with six leading research intense institutions of higher learning in three foreign countries (Spain, Serbia, and Italy). He developed new ideas, explored new implementations and applications, developed new understandings, generated new results, and pursued opportunities for joint projects, journal and conference papers, and research grant proposals at each of these institutions. Dr. Notaros especially focused on developing new ideas, implementations, results, and proposals to take advantage of his new advanced computational electromagnetics methods for modeling analysis and design in medicine and biomedical applications, meteorological, radar, atmospheric science applications, and high performance computing. He gave invited research seminars and short courses at the six institutions, all of which were very well received. Dr. Notaros discussed establishing educational relationships and collaborations, including instructional and student exchanges at the six institutions. He worked on recruiting new graduate students from all six universities.

Dr. Notaros' sabbatical work has resulted in his professional growth and has increased his overall level of knowledge in his field. This will enhance the content and future delivery of his courses in electromagnetics and applications to be taught at CSU and thus will enhance students' educational experience at CSU. His sabbatical work and recruiting efforts have the potential to enhance Colorado State University's reputation, student diversity, and students' educational experience at CSU.

### **Christopher Snow – Chemical and Biological Engineering**

Computation-guided engineering of proteins and assemblies thereof is the theme that drives Dr. Snow's scientific career. At CSU, his research program has expanded to include a significant materials science component, while retaining a focus on the development of algorithms and software for robust protein design. Dr. Snow's sabbatical supported this expanded scope by providing more time for coding, writing, and further developing materials science collaborations in Asia.

Specifically, Dr. Snow successfully strengthened an existing collaboration with the Hybrid Materials Institute at Qingdao University by spending five months there. This sustained time period visiting the Hybrid Materials Institute facilitated student progress. Using Qingdao as a

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

home base, he was a seminar visitor to Kaist and Tokyo Institute of Technology, and a speaker at the ICMS 2019 conference. As intended, his sabbatical coincided with a visit from CSU administration, lending his support to the possibility of joint QDU/CSU degree programs in the coming years. Dr. Snow had planned a mixture of activities including writing a molecule building book for children, engaging in improvements to his research groups software and algorithms, and networking with colleagues in Washington State. This leg of the sabbatical was significantly negatively impacted by the pandemic. Despite unanticipated time constraints, he was still able to prepare a 133-page draft of the intended book, with very high production value.

### **College of Health and Human Sciences**

#### **Sharon Anderson – School of Education**

Dr. Anderson worked with the current publisher to produce a 2<sup>nd</sup> edition of *Ethics for Psychotherapists and Counselors: A Proactive Approach*. She identified a publisher and obtained a contract to be signed for a “how to” book educating the consumer on psychotherapist shopping. She identified an instrument being used to measure counseling students’ professional ethical identity which she plans to use in future research. Dr. Anderson also used this time for renewal. She was able to reconnect with writing and the discipline of writing. She realized anew how reflective writing is, how much she enjoys presenting new ideas through writing, and how enjoyable it is to present professional ethics in a way that draws readers in to reflect and grow in their understanding.

The publication of a second edition of her book by an international publisher provides visibility for her and for CSU. It also leads to better performance as a teacher of professional ethics in the CACREP Counseling and Career Development Counseling program within the School of Education.

#### **Stephanie Clemons – Design and Merchandising**

During her sabbatical, Dr. Stephanie Clemons fulfilled her obligation to Colorado State University by focusing on her scholarship in the area of interior design education. Specifically, she met two goals as outlined in her request for sabbatical. First, she developed a college-level textbook for an introductory course in interior design, *Interiors: Design, Process, and Practice*, which will be published in 2021. Second, she prepared two manuscripts for publication in academic journals, one of which has been accepted for publication in the *Planning for Higher Education Journal*, and one that is under revision upon first review from *Student Affairs in Higher Education*. In addition, Dr. Clemons submitted three academic papers, which have been accepted for presentation at national conferences. As evident through these scholarly achievements, Dr. Clemons is engaged in advancing the quality of education and high-impact learning practices in the field of interior design as well as in advancing the body of knowledge in the field.

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

The successful dissemination of her research reflects positively on her professional growth as well as on the reputation of the Department of Design and Merchandising and Colorado State University. Her accomplishments will contribute to the visibility of the Interior Architecture and Design program, with the potential to support program accreditation and national ratings, hire diverse faculty, and recruit students.

### **Manfred Diehl – Human Development and Family Studies**

Dr. Diehl successfully supervised the ongoing NIA/NIH-funded randomized controlled trial conducted by his research lab. He was also able to produce several timely publications that greatly increased the visibility of his research in the field of adult development and aging – and, by extension, the visibility of the Department of Human Development and Family Studies, the College of Health and Human Sciences, and Colorado State University. The first writing accomplishment is the editorial titled “*Aging in Times of the COVID-19 Pandemic: Avoiding Ageism and Fostering Intergenerational Solidarity*” which he co-authored with several nationally and internationally renowned gerontologists for *The Journals of Gerontology, Series B: Psychological Sciences*. The second article is titled “*Rethinking Adult Development: New Ideas for New Times*”. Both publications have been well received by the scientific community, as measured by electronic reads and downloads on the website ResearchGate.

Dr. Diehl continued his collaboration with several international colleagues on a project that holds great promise because they are extending the *Aging<sup>PLUS</sup>* intervention program he developed to a new population. He was able to mentor a junior colleague on her successful submission of a career development application to the National Institute on Aging of the National Institutes of Health.

### **Rodolfo Valdes-Vasquez – Construction Management**

The scholarly activities of Dr. Valdes-Vasquez during his sabbatical included collaborating with faculty members at the Polytechnic University of Valencia, Spain. He was able to mentor a doctoral student who was in the process of analyzing data related to rural construction projects in Colombia. He presented at the 14<sup>th</sup> INTED Conference. Due to COVID-19, Dr. Valdes-Vasquez shifted his plans and collaborated with other faculty members at the University of Florida and Oregon State University. These new collaborations led to two NSF proposals focusing on modeling construction organizations’ resilience in response to societal and economic impacts. He worked with two CSU faculty members to submit a SoGES proposal which was selected as one of the 2020-2022 Global Challenges Research Teams. The team will collect data from regional, national, and global roofing industry supply chains and develop a working geospatial model to predict how supply chain disruptions will affect the U.S. roofing industry. He was able to submit eight journal and conference manuscripts. One of the highlights of the sabbatical was being invited to present at the Forum on Education Abroad to discuss the CSU Sustainability Buildings Program, which is the 7<sup>th</sup> Award Recipient in Excellence in Education Abroad Curriculum Design. Dr. Valdes-Vasquez was accepted to participate in the Center for Infrastructure Transformation and Education (CIT-E), which is an NSF funded group. This

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

participation allowed him to create new partnerships with three new collaborators. Based on this collaboration, they are designing a teaching module titled “Impacts of COVID-19 on Transportation Systems and Stakeholders”. They are currently implementing it in two courses and collecting pilot data.

This sabbatical time allowed Dr. Valdes-Vasquez time to focus on research projects as well as develop new research ideas, resulting in submissions of three proposals, eight manuscripts, and participation in various professional development activities at both the industry and academic levels. He was able to represent CSU at both the national and international level, sharing CSU scholarship.

### **College of Liberal Arts**

#### **Ashley Anderson – Journalism and Media Communication**

During her sabbatical, Dr. Anderson made progress on three primary projects. Research on the role of communication in developing community resilience during extreme weather events resulted in two conference presentations (100<sup>th</sup> annual American Meteorological Society Meeting and the annual conference of the Association for Journalism and Mass Communication), a revise and resubmit for a manuscript at a peer-reviewed journal (*Risk Analysis*), and one funding proposal (CSU Water Research Teams Grants, denied). The second project on the effects of humor in science messages is currently in progress. She is collaborating with collaborators at other institutions, as well as a prominent DC-based science comedian, to collect data on the effects of humor in stand-up comedy about scientific topics. Two conference presentations related to this project were presented in 2020 (Annual Conferences of the Association for the Advancement of Science and International Communication Association). For the third project on risk perceptions during the Covid-19 pandemic, Dr. Anderson submitted one funding proposal (Time-sharing Experiments in the Social Sciences, denied) and had an abstract accepted at a peer-reviewed journal with a full manuscript deadline before the end of 2020 (*Frontiers in Communication*).

Dr. Anderson is relaying perspectives gained during her sabbatical project to the university through her three primary roles as a faculty member – teaching, research, and service. As a teacher, she is primary instructor for two courses that focus on science communication at both the undergraduate and graduate levels. In both of these courses, she is including units directly relating to her sabbatical research: risk communication during the pandemic, how science is communicated during moments of extreme weather and disaster, and digital media and humorous portrayals of science and its impact. As a researcher, Dr. Anderson is continuing to expand her own individual research program on the effects of humorous portrayals of science through collaboration with colleagues at other institutions and a partnership with a DC-based science comedian and journalist. She is also involved in an interdisciplinary research group at Colorado State University focused on ecological and community resilience during combined wildfire and flooding events. This group has submitted a Catalyst for Innovative Partnerships (CIP) proposal to the Office of the Vice President for Research. In her service to the University,

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

Dr. Anderson is a member of the Center for Science Communication in the Department of Journalism and Media Communication. She is currently actively promoting the research and teaching related to the outcomes of her sabbatical project to raise the profile of the Center and develop its role of engagement.

### **Eric Aoki – Communication Studies**

Dr. Aoki's sabbatical allowed him to move forward on a long-term research project that involved continued collection of ethnographic community-based observations and interviews from his original dissertation site in the rural Central Valley of California as well as design and successfully integrate a new survey instrument to enhance the mixed methodological design of his research. He collected additional interviews, attended community public meetings, studied the community's social media website, and collected community observation field notes, including the annual fall festival, the community's cherished annual event. During the weekend of the annual fall festival in the community, one of his doctoral advisees was able to pay a brief visit to experience fieldwork practices that he plans to use in his own qualitative dissertation project. This engaged mentorship in the field provided a worthwhile skills and training piece to the work. Once the newly designed survey was approved by Colorado State University's IRB office, Dr. Aoki was able to commence new survey recruitment and collection to establish an initial base of survey responses. Finally, the sabbatical allowed him to perform additional scholarly reading of books and articles, conduct archival work at the Fresno Historical Society, transcribe and conduct initial writings of new data materials as well as learn how to organize data within a newly acquired qualitative analytic program, NVIVO. Topics addressed within the new foundation of research include inter/intra-ethnic communication and relations, community and family communication, community sustainability, and community and cultural change and transformation over time.

This sabbatical activity's derived benefits to Dr. Aoki's professional growth and for Colorado State University include returning him to his academic roots of methodological specialization, the ethnography of communication. He was able to focus on fieldwork observations and interviews with a new mixed methodological approach that included the launch of a new survey instrument within the community. With regard to derived benefits to CSU and his professional growth, the sabbatical provided time for renewing the foundation of data collection while honing new skills including using a new qualitative analytic program (NVIVO) toward future conferences and publication submissions to regional and national journals as well as enhancing the type of expertise and practical fieldwork skills and diversity insights he brings to his undergraduate classes and graduate seminars. Regarding teaching/mentoring at the MA/PhD levels of research, these professional skills and his ongoing scholarly work directly ties into the reputation of the Communication Studies doctoral/MA program and the department. These scholarly foundations and products also tie into the type of students moved into the business and organizational sectors as well as type of academics, along with their professional and research training, who move on to careers in the field of Communication Studies. Finally, the scholarly work from the sabbatical will move into future products for submission to regional/national conferences as well as scholarly submissions to journals.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

### **Andre Archie – Philosophy**

The main activity of Dr. Archie's sabbatical was preparing his manuscript for publication. The main argument of the book is that heretofore Socrates has been appreciated for introducing a unique form of critical inquiry into the Western political philosophy tradition through the dialogues, but he has not been appreciated for also introducing and promoting a unique form of conservative inquiry into the Western political philosophy tradition through those same dialogues. Socrates' unique type of questioning models an intellectual perspective that seeks to combat skepticism and instill intellectual discipline within the interlocutor on the topic discussed within a given dialogue.

Dr. Archie benefitted from the sabbatical insofar as it enhanced his professional growth. Working on the manuscript has broadened his knowledge of the field and his area of expertise. In addition to keeping abreast of the latest research within his field so that his manuscript will be as comprehensive as possible, he has and will continue to discuss chapters from the manuscript in various scholarly venues. Sabbatical also provided an opportunity to consult with some of the leading scholars within ancient Greek political philosophy. The preparation of his manuscript for publication has enhanced Colorado State University's reputation. The manuscript consists of original research. During sabbatical, Dr. Archie's research was presented at various scholarly conferences sponsored by *The Society for Ancient Greek Philosophy* and *The Society for Ancient Greek Political Philosophy*. This will ensure that CSU's name will be spread far and wide. His students have benefitted from the practical and detailed knowledge of ancient Greek political philosophy that the sabbatical and the comprehensively researched monograph have provided. Such knowledge has and will continue to inform each of his classes, both graduate and undergraduate.

### **Haley Bates – Art and Art History**

During her sabbatical, Professor Bates participated in a two-week workshop at Vivian Beer Studios, located in Pembroke, NH. The studio-intensive workshop concentrated primarily on the relationship of digital design and production, specifically in steel fabrication. Technical demonstrations included modeling scaled objects, digital scanning and manipulation of modeled objects, basic CAD design in Rhino, CNC plasma cutting, welding, jig making, hydraulic press, die building, sheet/plate/bar metal forming, and use of abrasives. She moved into a new studio space, and spent significant uninterrupted time researching and creating a new body of artwork, resulting in a series of work that she will continue to explore and expand into the future. Professor Bates also created a proposal for a piece that was accepted for exhibition during the national SNAG conference in 2020. SNAG, or the Society of North American Goldsmiths, is the largest professional organization of metalsmiths within North America, and their annual conferences provide a high level of professional visibility within the field. In turn, her participation in the SNAG conference event will bring greater attention and exposure to the Metalsmithing and Jewelry program at CSU.

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

Professor Bates' time spent on sabbatical contributes to the enhancement of Colorado State University's reputation through increased visibility of her own studio practice, and through the expansion of her own knowledge of computer-aided design. CNC plasma cutting and welding processes as they relate to the field of contemporary craft and design is important in teaching her students. As she continues to incorporate new technologies within her art making process, she will be able to more effectively communicate this knowledge and tacit understanding of such processes to her students. Additionally, this sabbatical afforded her the opportunity to research and create a new body of work.

### **James David – School of Music, Theatre, and Dance**

Professor David's sabbatical proposal involved the commissioning and completion of an original musical composition titled *Symphony no. 1 – Codex Gigas*. The composition was completed as planned and was commissioned by a consortium of fifteen university wind ensembles from across the United States. The symphony received its world premiere in February 2020 at Florida State University and will receive several subsequent performances throughout the remainder of the year, both in the U.S. and abroad. The work has been accepted for publication in the second quarter of 2021 by Murphy Music Press. The composition was performed at multiple academic conferences in the US during 2020 and is under consideration for performance at an international academic conference in 2021.

The work proved to be the largest and most technically challenging composition Professor David has written to date. At just over thirty minutes in total performance time and over eight hundred measures of music, the work represents more than two years of total effort from initial conception to final deliver. In summation, his sabbatical project was completed successfully and in a timely manner. It is already being recognized both nationally and internationally by respected ensembles and conductors. In addition to the symphony, his sabbatical afforded opportunities for travel and the completion of other commissioned works. The time provided for this sabbatical was well utilized and has brought significant attention to both his career as a composer and to the School of Music, Theatre, and Dance at Colorado State University.

### **John Didier – History**

Dr. Didier completed his annotated translation of the now obscure 10<sup>th</sup> century text *Hua Shu* ("Book of Transformation"). This is a difficult and seminal work of metaphysics, alchemy, and socio-political theory published in ca. 930 AD. It constituted a seminal work of transition between the cosmopolitan Tang period (618-907 AD) and the subsequent internally oriented empires of the Northern Song (976-1126 AD) and beyond. In its often-esoteric alchemical language it is a difficult work to interpret, translate, and annotate, even as its eclectic inclusion of all major facets of historic Chinese intellectual developments in metaphysics and socio-political theory appear superficially to offer confused and confusing approaches to governance and social order. However, Dr. Didier has "cracked the code" of both the alchemical language and the otherwise eclectic content to offer a clarifying interpretation that reveals the authors intention to present to readers of both (1) varying preparation to understand the language and concepts

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

presented in the individual chapters, and (2) disparate contemporary states of peace, wealth, and socio-political unity (or chaos) a tiered presentation of advisory socio-political and metaphysical philosophies that, the author believed, would be applicable in any state of affairs in the world by anyone of any level of understanding and ability. In travel to various libraries, Dr. Didier collected seven early editions of the *Hua Shu* and obtained a photocopy of the earliest known edition of the full *Hua Shu* that he has dated to the 13<sup>th</sup> century. Consequently, Dr. Didier has developed a definitive Chinese edition of the text on which his translation is now based. He is currently making significant progress toward completing his accompanying study of the work that will situate the work in 3,000 years of Chinese intellectual history. His translation and study help to demonstrate 10<sup>th</sup> century contributions to intellectual developments.

This project benefits all of the university, our students, and Dr. Didier's own professional development by (1) identifying CSU with the publication by a prominent academic press of a high-quality, scholarly responsible first annotated translation of a critical text that for the past six centuries has been obscure, (2) enhancing both the depth and breadth of his knowledge of Chinese intellectual and cultural history of all periods through ca. 1400 AD through his careful study of all central philosophical developments from ca. 500 BC and on, such that (3) his students will gain thorough and highly accurate – and deep – understandings of Chinese intellectual evolution through the millennia and a more nuanced awareness of the subtleties of how intellectual changes can help to engender enormous socio-political and cultural changes over millennial time. Such lessons, however and wherever they are gained, in his classes or in others, are seminal in developing open- and broad-minded citizens who are able to reflect deeply on change and evolution of both self and societies to offer fair evaluation to any and all propositions.

### **Ronald Francois – School of Music, Theatre, and Dance**

The main activities undertaken during Professor Francois' sabbatical centered on the careful preparations for his upcoming CD recording project with the Duo Francois. These preparations included a four-hour daily violin practice and rehearsal routine with his pianist and included detailed discussions with the composer Andrew Paul MacDonald. Performances and immersion in current pedagogical treatises supplemented his activities as well as locating a suitable venue for the recording phase of the project that was set to begin in early 2020.

The CD recording project will bring added recognition and visibility to the School of Music, Theatre, and Dance and to the CSU community at large. It will also contribute to the existing body of work in the genre of 'Contemporary works for Violin and Piano' in a significant way. The two award-winning composers featured on the upcoming CD – Canadian composer Andrew Paul MacDonald and Mexican composer Gabriella Ortiz – provide an international and cross-cultural dimension to the project as well. Professor Francois already holds national and international invitations to perform the new compositions in live concerts in 2020 in three countries. The project also stretches his abilities as a performing violinist. Through the experiences gained from the project, his abilities as a teacher/mentor are enhanced and the students enrolled in the CSU music program will benefit from his expertise.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

### **John Gravidahl – Art and Art History**

Professor Gravidahl made significant progress in areas of visual storytelling that address his creative goals. Although he intended to focus on the multi-media opportunities of a single narrative, he found that his research into these modes actually broadened his vision. He created a new model for a series that includes multi-cultural traditions with global content and sensitivities. Traditional tales would be available for re-telling, original work could also be visually presented. He gained insights in formal and technical methods of communication but sketching out the possibilities continues to reward his search for discovery.

Professor Gravidahl committed energies to studies that will enhance his practical skill set and his delivery to the students in his charge. He found new opportunities in breaking technology and the ways that narrative imaging can be communicated to diverse global audiences. He broadened his resource of academic peer level contacts including on-campus, national, and international points of interest.

### **Frederique Grim – Languages, Literatures, and Cultures**

Dr. Grim's sabbatical gave her the time to research the impact and collect data on story time community-based language learning, bilingual education and the integration of languages for specific purposes. Two articles came out of this time, with an additional one under review. Eventually, the data collected should allow her to write one or two more articles. Seven professional meetings were presented on those projects during the year of sabbatical or shortly after. In addition to research, Dr. Grim was able to participate in a number of webinars for her professional development as an educator.

This sabbatical benefited Dr. Grim as it gave her time to increase her knowledge of the three topics mentioned above, it gave her opportunities to share her work more frequently and attend a significant number of webinars to become a better educator. In turn, this has strengthened her place in her professional circle, making Colorado State University a little more known. Most of all, Dr. Grim is hoping this is serving CSU students better as they are better prepared if she is a better educator and provides better opportunities for students to be engaged in their community.

### **Zach Hutchins – English**

While on sabbatical, Dr. Hutchins completed two book manuscripts. Both manuscripts have landed with readers for The University of North Carolina Press, the premier publisher of early American literary history and criticism. One has already been revised, after the return of positive readers' reports, while the other is still with readers. The manuscript still waiting for initial readers' reports is his second monograph, *Before Equiano: A Prehistory of the North American Slave Narrative*, a book project that was supported, in 2016, by a Fellowship from the National Endowment for the Humanities. The work that has been revised and resubmitted is a co-edited anthology, *The Earliest African American Literatures: A Critical Reader*.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

Although Dr. Hutchins regularly finds time to draft, revise, and publish articles during the course of his regular teaching duties or during periods of intensive summer research, he could not have finished his monograph without the mental space offered by this sabbatical. It would have taken many more months to finish preparing the anthology for publication. Given the current divisive rhetoric threatening to roll back the progress of civil rights legislation in the United States, he feels strongly that it is important to make this material available to teachers as soon as possible. When each of these books is published, they will be signs that Colorado State University materially supports research that recovers the stories of racialized peoples and challenges the beliefs that led to their oppression.

### **Julie Khrebtan-Horhager – Communication Studies**

This sabbatical was productive in fall 2019, and was interrupted in spring 2020 as a result of COVID-19 pandemic and its versatile consequences. In addition to other accomplishments such as scholarly collaboration and a conference presentation (as a keynote speaker), Dr. Khrebtan-Horhager was also able to partially conduct research/perform data collection for two book projects.

The three main benefits from this sabbatical are: (1) partially obtaining materials necessary for the publication of scholarship on the subject of intercultural Othering in international contexts, and increased understanding of critical and comparative methods of studying culture; (2) actively engaging in productive scholarly collaborations across borders and cultures; and (3) enhancing and teaching and mentoring by the knowledge and experience she gained.

### **Jason LaBelle – Anthropology and Geography**

Dr. LaBelle spent his semester conducting research on the ancient peoples of Colorado, with case studies spanning the past 13,000 years and on sites ranging from the sandy dunes of far eastern Colorado and to the tops of snow-covered ice fields in Rocky Mountain National Park. His sabbatical was a mix of lab research, field visits, museum trips, and intensive writing. He was able to propose (and be approved for) a new research project on a National Historic Landmark (the Lindenmeier Folsom site in Larimer County), apply for funding to date bison bones from ice fields and ancient campsites, and publish a wide variety of papers for academic and public audiences. Dr. LaBelle was able to travel to six additional states beyond Colorado, greatly enhancing his research experiences.

This sabbatical work greatly aided Dr. LaBelle's professional growth. He is currently serving as an associate professor, and the completed work will serve as pieces to his academic portfolio as he applies for promotion to full professor. The process of crafting publications and grants also helped hone his arguments regarding high altitude ice patch archaeology and ancient Paleoindian hunting practices. Furthermore, his work further enhances Colorado State University's reputation in two important ways. First, he is already an acknowledged expert on Paleoindian-era archaeology of North America (for instance, the Lindenmeier and Slim Arrow investigations)

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

and his continued research and publications on this work furthers that reputation. Second, his grant applications represent his on-going efforts to obtain external funding for his research and for CSU. Dr. LaBelle has been very successful since he began at CSU, having acquired (as sole PI) over \$275,000 in external grants as well as a \$1,000,000 research endowment (the James and Audrey Benedict Fund for Mountain Archaeology) since 2005. The submitted grants will continue that tradition, and provide indirect cost recovery to CSU, the College of Liberal Arts, and the Anthropology and Geography Department.

### **E.J. Levy – English**

Dr. Levy revised *The Cape Doctor* to incorporate historical and medical research in order to deepen the narrative. She completed the final revision of her food memoir, *Relish*, which builds on the success of her essay “Mastering the Art of French Cooking,” a widely taught and anthologized piece, which was selected by Susan Orlean for *Best American Essays 2005* and awarded a 2007 Pushcart Prize. The memoir manuscript is now revised and ready to go to the publishers. She completed a draft of a new book of essays, *The Facts of the Matter: Essays, Homages, and Arguments*, a collection of 14 essays on gender, sexuality, activism, and art.

These projects will bring positive attention to the Creative Writing Program, the English Department, the College of Liberal Arts, and to the University as a whole.

### **Thomas Lundberg – Art and Art History**

During his sabbatical leave, Professor Lundberg initiated a group of new embroidered artworks that were inspired by his research of textiles from the early twentieth century. His research focus was on textiles decorated during the periods of war, famine, and migration. He spent time in the archives of the Herbert Hoover Presidential Library and Museum, West Branch, Iowa, with its large collection of North American flour sacks embroidered and embellished in Belgium during World War I. He also visited the archives of the National Czech and Slovak Museum, Cedar Rapids, Iowa, with its holdings of embroidered splash cloths from the early twentieth century.

In this sabbatical period, Professor Lundberg’s ongoing study of ornament and narrative content became further intertwined with curiosity about the voice of materials. The planning and early stages of studio projects take the greatest concentration. With the time provided in this sabbatical, he was able to initiate several new pieces. The completion phases of art projects are easier to juggle and sustain amidst a return to teaching and service commitments. With hopes of exhibiting his works, Professor Lundberg will contact galleries and research exhibition opportunities when current works are completed. He plans to share his research and studio involvement in slide lectures to his students at CSU and to textile-interest groups in the area. CSU students will participate in projects and discussions that focus on the role of research and writing to support creative studio activity.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

### **Stephanie Malin – Sociology**

During her sabbatical, Dr. Malin conducted research and wrote the first manuscript of her book, entitled *Changing it All: Using Environmental Sociology to Build Something Better*. The book introduces environmental sociology to a public and non-specialist audience and utilizes sociological concepts and in-depth case studies to illustrate how communities and people are already building better, more equitable social and economic systems. Dr. Malin spent her sabbatical conducting (virtual) interviews for the case studies, researching the histories of those cases and communities, and then writing the first and second drafts of each of the seven chapters included in the book. She also secured a book contract for this manuscript with Rutgers University Press. Dr. Malin was also able to work on and complete a few other peer-reviewed articles; complete co-editing work on the Springer International Handbook of Environmental Sociology; complete significant work on another co-edited volume on Environmental Justice with co-leaders of the CSU Center for Environmental Justice; and submit an NSF proposal related to this work and the advancement of environmental sociology. She was also able to start examining future research agendas, since she hopes these will focus on solutions to environmental injustice and just transitions away from fossil fuel-based industries and extractive economies.

This sabbatical allowed Dr. Malin time to write a book that felt overdue and finish other products that will help her eventually go up for promotion to Full professor. These products will also enhance her professional reputation nationally and internationally. The University benefits in that she will use these materials in her environmental and other sociology courses. Dr. Malin's research is also engagement-based, so her work helps create bridges between the university and communities it serves as a land grant institution. Some of these new connections will specifically enrich and strengthen CSU's Center for Environmental Justice, which she co-founded and helps direct, and will enhance our reputation in this increasingly relevant area. Further, the NSF application she submitted would involve CSU in a multi-institution conference for minority and first generation students, again enriching our efforts as a land grant university.

### **Nick Marx – Communication Studies**

Dr. Marx's sabbatical leave allowed him time to research and begin writing a co-authored book manuscript, *The Right-Wing Comedy Complex*, under contract with University of California Press and due for publication in early 2022. Early months of the sabbatical period were devoted to reading, discussing, thinking, and drafting the outline for the book project with his co-author. They attended the Conservative Political Action Conference in Washington, D.C. in order to more closely observe the conservative media world on the ground. There, they interviewed attendees, watched performances, and lived in the contemporary conservative mindset. When COVID hit, they began drafting the proposal and working closely with an editor.

The benefits of these sabbatical activities to Dr. Marx's professional growth include a re-valuation and re-assessment of his own professional ideologies and methodologies, the time and space away from administrative tasks to wholly devote to research, and the incentive to continue

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

producing ideas of import, ones in dialogue with urgent political and socio-cultural matters. He also learned about interacting with the political world outside of his comfort zone, and further honing interview and participant-observation skills. With regard to CSU, Dr. Marx hopes to bring these experiences back into his undergraduate classes and graduate seminars, particularly in the domain of teaching/mentoring at the MA/PhD levels of research. These scholarly skills also tie into the type of students CSU strives to train in non-academic careers as well, supporting their success across a variety of career paths. Finally, this scholarly work from the sabbatical will be published as a book manuscript with a major academic press and hopefully see press coverage that shines a light on the important work coming out of faculty from the College of Liberal Arts.

### **David McIvor – Political Science**

During his sabbatical, Dr. McIvor completed and/or advanced several projects of significance. First, he completed a paper entitled “Democratic Theory When Democracy is Fugitive”, which was subsequently published in the journal *Democratic Theory* in December 2019. Second, he served as the guest editor for a special issue of the *Journal of Psychosocial Studies*, which was scheduled to be published in February 2020. Third, he developed with a colleague a new course that will serve as a vehicle for an ambitious engagement program that pairs CSU students with local K-12 students in order to identify and work on civic issues in their schools and/or communities.

The benefits of the publications described above include the extension and development of Dr. McIvor’s research program in democratic theory and the deepening of his professional relationships with his co-authors. The benefits of his work as a guest editor for the *Journal of Psychosocial Studies* include a widening and deepening of his professional network, the development of his skills as an editor, and the production of a space for the showcasing of his research and the research of some of his students and colleagues. The benefits of the new course include the expansion of his teaching portfolio and the development of another course emphasizing engagement with local communities. CSU students are also direct beneficiaries of this program because it provides them with an opportunity to learn about concrete ways of mentoring younger students in the process of making change in their communities.

### **Stephen Mumme – Political Science**

During his sabbatical term, Dr. Mumme completed a book manuscript entitled *Engineering Diplomacy: The Politics of Transboundary Water Resources Management along the United States-Mexico Boundary 1945-2015*. The book project is the principal effort for which the sabbatical was intended but not the only accomplishment. Over the sabbatical, Dr. Mumme managed to publish or revise for publication six articles, most of these co-authored with colleagues, and one single-authored. These articles appeared in the journals *Science & Diplomacy*, *Environmental Science & Policy*, and two edited volumes published by the University of Houston’s Arte Publico Press and the University of Arizona Press. Complementing these publications are several manuscript submittals, one of which has been accepted for publication next year in an edited collection from Mexico’s El Colegio de la

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

Frontera Norte and another that is under review at the *Social Science Journal*. Dr. Mumme also published several articles in professional newsletters and contributed a co-authored opinion article to the *Boulder Daily Camera*. Throughout the sabbatical, Dr. Mumme continued to serve on a Faculty Council committee and to advise graduate students.

Dr. Mumme's sabbatical research on U.S.-Mexico strengthens his professional reputation as a leading authority on U.S.-Mexico water and environmental diplomacy and contributes to his ability to offer undergraduate and graduate instruction and research guidance on U.S.-Mexico relations, borderlands studies, and transboundary water governance studies. He is particularly pleased that it facilitates his interdisciplinary value to scholars associated with the CSU Water Institute and the School of Global Environmental Sustainability. His book manuscript research is of particular value to political science graduate students and students from other units enrolled in POLS 692, Politics of Transboundary Rivers. The research work during the sabbatical also strengthened his professional ties to water researchers at the University of Arizona and at the Colegio de la Frontera (Tijuana and Monterrey) and the Colegio de Sonora (Hermosillo), ties that help link CSU researchers and graduate students to binational research networks and scholarly opportunities related to the management of the Colorado and Rio Grande Rivers. Dr. Mumme has also been in demand as a resource to professional journalists interested in boundary and rivers management, quoted this year by ProPublica, the Texas Tribune, and EcoAmericas. Such visibility strengthens CSU's reputation as an international center for advanced water research.

### **Erika Osborne – Art and Art History**

Professor Osborne received a prestigious Fulbright U.S. Scholar fellowship to create a body of art work addressing the relationship of culture to wildfire in the Sierra de la Laguna of Baja California Sur, Mexico. While in Mexico, she was successful in making connections with people in the community who would further her research while in the region. Additionally, she was able to accompany forest and fire managers from the Comisión Nacional de Áreas Naturales Protegidas (CONANP) on several trips into the Sierra de La Laguna to gather imagery and information for the creative work she planned to make. Professor Osborne began a series of paintings in Mexico that she was able to complete over the summer in Fort Collins. This body of work consists of several large paintings alongside smaller works. Due to the COVID-19 pandemic she had to return to the United States in mid-March, leaving several projects unfinished.

Although her sabbatical was cut short due to a quick and unexpected return to the United States, Professor Osborne is considered a Fulbright scholar and alumni. As this is a prestigious award, it brings recognition to Professor Osborne, the department of Art and Art History and to the College of Liberal Arts. The connections she made within the community of Todos Santos and with the government agencies that manage the Sierra de la Laguna will also be beneficial for future programming at Colorado State University's Center for Art and Environment. Additionally, the projects she began and did not finish will be completed once it is safe to return to the area. When she has completed the intended work, she will exhibit the project widely and

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

will ultimately have it archived in the prestigious Center for Art and Environment at the Nevada Museum of Art.

### **Michael Pante – Anthropology and Geography**

During sabbatical, Dr. Pante sought to fund and publish his research on human predatory behavior and advance paleoanthropological knowledge on the subject. To meet these goals, Dr. Pante submitted a NSF proposal requesting \$300,000 in funding for his research at Olduvai Gorge Tanzania and four manuscripts with three already accepted for publication in top anthropology journals. In addition, he continued to develop analytical methods for the study of human butchery in his laboratory, which has fostered new collaborations with international research institutions. Among the outcomes of these activities are 1) new evidence that the advent and increase in carnivory among our ancestors was pivotal to the evolution of our own species, and 2) the earliest evidence of hunting technology in the form of a bone harpoon point from Olduvai Gorge predating other examples by 700,000 years. These findings will have a major impact on his field and will revise current thinking about the origins and evolution of modern human behaviors. Despite these accomplishments, Dr. Pante's long-term research goals have been hindered by the ongoing pandemic and he was unable to collect new field data during his sabbatical.

This sabbatical has allowed Dr. Pante to continue to establish himself as a leader in his field and propelled his research to a level that is worthy of consideration for promotion to full professor at CSU. His research has become internationally recognized and the projects completed over the course of the sabbatical will undoubtedly bring positive attention to CSU as a research institution. With this attention he expects new graduate students to be attracted to our MA and PhD programs in anthropology and improved status for the department's major in anthropology in national rankings among similar programs.

### **Sarah Payne – History**

During her sabbatical, Dr. Payne made significant progress toward two new and large research projects: *Preserving History with 3D Technologies* and *Yellowstone National Park in the Atomic Age: Historic Resources of the Mission 66 Era, 1955-1974*. Progress toward the first project included collecting and reading foundational research, producing an in-depth annotated bibliography, and completing a draft chapter outline and book proposal. In addition, she learned how to get a 3D laser scan station to digitally reproduce large buildings and landscapes and gained competency in the accompanying software. She completed two test scans of historic resources, including one large property at Yellowstone National Park. Dr. Payne spent six weeks in Yellowstone National Park conducting historical research at the park's Heritage Resource Center. In that archive, she collected materials for a book project on the history of the park during the 1950s-1960s. She drafted a short history of the park's goals and activities to expand and modernize infrastructure and visitor services during the 1950s and 1960s. In addition, she drafted an evaluation tool for Yellowstone's resource managers to use in assessing the over 300

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

properties dating from the 1950s – 1960s for their eligibility for listing on the National Register of Historic Places.

The sabbatical benefitted Dr. Payne’s scholarship, teaching, and professional service in four primary ways. First, she was able to conduct a considerable amount of research for two separate projects that would have otherwise taken two or more summers of work to complete. Because of the research conducted during the sabbatical, she was able to make significant progress toward completing two new book proposals, both of which she expects to submit in 2020. Second, the sabbatical provided Dr. Payne the time necessary to become fluent in new and cutting-edge 3D technologies and to conduct fieldwork using these technologies. Because of the competencies she gained during the sabbatical, she has applied for an externally funded grant for projects using 3D technologies, for which she otherwise would not have been competitive. A third benefit of the sabbatical is to her teaching; she has incorporated the use of the 3D laser scanner into her coursework. A fourth benefit of the sabbatical has been to engage with historic preservationists outside of academia, including National Park staff, state preservation offices, and communities about how 3D technologies might benefit their own efforts to document and preserve heritage. The research she conducted during sabbatical, the fieldwork and continued use of new technologies in the classroom, and relationships she formed through conversations are all invaluable to her progress toward completing both research projects.

### **Jeffrey Snodgrass – Anthropology and Geography**

Dr. Snodgrass’ sabbatical leave allowed him to bring to completion a number of projects and to make significant progress on others. Specifically, he successfully completed two books, which are to be published by Routledge and the University of California Press. The first book is a practical methods guide that provides step-by-step instruction for collecting and analyzing cultural data. In the second book, he draws parallels between digital and spiritual activities in order to explore the positive roles that symbolic second selves—*avatars*—can play in our lives. Dr. Snodgrass also completed five articles: one for *Social Science & Medicine*, a high impact interdisciplinary journal on health and medicine; the second for *Brain, Behavior, and Immunity*, another high impact journal; a third for *Field Methods*, a leading cultural anthropology methods journal; a fourth for *Games for Health Journal*, a well-regarded interdisciplinary journal; and the fifth for *Current Anthropology*, considered by many anthropologists to be the discipline’s leading journal. Further, Dr. Snodgrass submitted three NSF grants during his sabbatical, two of which were funded. Two of the grants (with him as Principal Investigator on each) were on relationships between culture and immune biology gene regulation (one funded), and the third proposes a new summer methods camp for PhD students in cultural anthropology to provide advanced research training in research methods, research design, and proposal writing (funded). He also received three small grants from the Los Angeles-based Foundation for Psychocultural Research (FPR) to: initiate an ethnographic project on ritual healing in Udaipur, Rajasthan, with the aim of furthering understandings of relationships between cultural processes, mental health, and immune biology; attend a Culture, Mind, and Brain Network meeting in Los Angeles, where he met with his collaborator to discuss and advance their various culture and immune biology projects; and develop pedagogical and public materials related to his current NSF RAPID

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

research project on relationships between the pandemic, online activity, and immune biology. During his sabbatical, Dr. Snodgrass also developed three new research methods lab classes and revised a fourth one. Finally, he advanced collaborative projects with groups of like-minded culture and health scholars, which includes a study situated in Soweto, South Africa and another with Australian colleagues on internet use and health in Greece.

The sabbatical contributed to his professional development, which will also benefit his students and teaching. He will bring renewed enthusiasm and expertise into the classroom and get his students involved firsthand in his ongoing research projects. Likewise, the publications and grants may bring recognition to CSU and thus contribute to its reputation as a first-rate research and teaching institution. His research is starting to be noticed nationally and internationally, and his reputation as a culture and health researcher is growing, especially among psychological, biocultural, and medical anthropologists. In addition to his published work, Dr. Snodgrass has received recent invitations to various high-profile boards, workshops, and meetings. Working on these sabbatical projects has further enhanced his own expertise and reputation in the U.S. and abroad, and by extension also CSU's reputation.

### **Dmitris Stevis – Political Science**

Dr. Stevis collected information on Labour Environmentalism and Just Transition via desktop research, interviews, virtual observation, participation in three networks and via co-editing the *Handbook of Environmental Labour Studies*. He was able to finalize and publish a peer-reviewed article that has appeared in the *Earth Systems Governance Journal*, a peer reviewed chapter, and an invited flagship article. He will be submitting the coedited Handbook and has received a contract for a short book with Cambridge University Press, due for publication during 2021.

The sabbatical allowed Dr. Stevis to advance his research, teaching and engagement agendas in a variety of synergistic ways. He has established three extensive networks that help him with his research as well as offer opportunities for our students. He has brought what he has learned to his teaching by supervising an honor's thesis on just transitions as well as teaching a graduate level seminar on the subject. In addition to national and global level engagement through the networks mentioned, Dr. Stevis also expects to organize at least one event on just transitions for the CSU community via the Center for Environmental Justice at CSU, a new university-wide center that he co-directs.

### **Deborah Thompson – English**

The sabbatical allowed Dr. Thompson to revise one book (*Pretzel, Houdini, and Olive: Essays on the Dogs in my Life*) already under contract and now in publication (Red Hen Press); to complete, submit, and revise a second book (*Breedologies: Dogs in America and What They Mean*) now under contract (McFarland); and to organize, submit, and revise a collection of essays (*Animal Disorders*) now under contract (Black Lawrence Press). It also gave her an opportunity to continue writing stand-alone essays and to serve the profession by reviewing a novel for University of Wisconsin Press. Dr. Thompson also supervised three MFA thesis

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

students, brought them through their defenses (in the middle of a pandemic), and reviewed a novel for a university press.

### **Elizabeth Tropman – Philosophy**

During her sabbatical leave, Dr. Tropman worked on three research projects in ethics and value theory. She started and completed the article, “How to be an Aesthetic Realist”. The article is presently under review at a leading journal in her field. She engaged in extensive research and writing for two other papers in preparation: “On Consent’s Ontology” and “Morally Valid Consent and the Understanding Condition”. In addition to working on these three projects, she also investigated new lines of future research, including a critical project on moral and aesthetic normativity. Finally, she read broadly in her field, catching up on current developments, which has ensured that her scholarship and teaching remain up to date.

The benefits of Dr. Tropman’s sabbatical research have been significant. The activities described above culminated in the completion of one journal article and two papers in preparation. These papers will increase her profile as a scholar and, by extension, reflect positively on Colorado State University. Further, the research activities expanded her areas of expertise and will allow her to take up new research questions in the future. Finally, this work will benefit Dr. Tropman’s undergraduate and graduate students. Many of the courses that she teaches concern ethics, and students are excited about the topics she explored during her sabbatical. As a result of her research into consent, she has developed new units on consent to incorporate into several of her classes. Dr. Tropman will also be able to advise graduate students in the department’s M.A. program on the material she investigated. Since returning to campus from her sabbatical, she has already had the opportunity to share the literature she recently discovered on consent and aesthetics with two graduate students interested in these subjects. In summary, the work completed during the leave allowed her to extend her areas of expertise, further her scholarship in these areas, and enrich her interactions with students.

### **Fernando Valerio-Holguin – Languages, Literatures, and Cultures**

During his sabbatical leave, while researching for his book manuscript, Dr. Valerio-Holguin published three peer-reviewed articles and four non-peer reviewed reprinted articles. He traveled to the Dominican Republic, where he presented three papers at conferences and was a Keynote Speaker at the Superior Institute Pedro Francisco Bonó. In the United States, Dr. Valerio-Holguin was invited to be a Mentor/Discussant at a conference at University of Harvard. He devoted a considerable amount of time preparing the manuscript of his book *Six Essays in Search of our Demystification* (in press). The manuscript consists of a discussion on Dominican writers and intellectuals, with the purpose of deconstructing the “collective representations” that serve to keep in power the elites. In that sense, the concepts of ideology, consensus, post coloniality, and hybridity, were important to frame his discussion theoretically.

Dr. Valerio-Holguin’s sabbatical research project represents a new dimension and a new direction in his scholarly interests, provided it will rely more centrally on Dominican writers and

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

intellectuals. For the research and writing of this manuscript, he used “critical theory” and “cultural studies” as a theoretical frame. He has had the opportunity to use this approach, with great benefit when he wrote a forty-page contribution on the renowned Dominican Harvard Professor Pedro Henríquez Ureña's work for the refereed journal *Caribbean Studies*. As a Caribbean scholar, Dr. Valerio-Holguin believes that this research and the publication of his book on Dominican intellectuals will enhance Colorado State University's reputation by bringing great visibility in the areas of Latin American and Caribbean Studies. His sabbatical project is aligned with CSU's internationalization plan, provided it focuses on the multifaceted and complex historical relations that exist between the United States and the Dominican Republic.

### **Mary Van Buren – Anthropology and Geography**

During her sabbatical leave, Dr. Van Buren completed two chapters of her book manuscript that synthesizes the findings from nine field seasons of research in the mining town of Porco, Bolivia. She submitted a chapter for inclusion in an edited volume entitled *Handbook of the Archaeology of Indigenous-Colonial Interaction in the Americas* that is based, in part, on her research in Porco. In addition, she read extensively about artisanal and small-scale mining globally and in Bolivia, in preparation for writing the final chapter of the book. She also continued mentoring her graduate student, reviewed book manuscripts and articles, and began preparing for on-line teaching in the fall. Unfortunately, she was not able to complete the research that she proposed in her sabbatical plan because of the impossibility of traveling to Bolivia during the pandemic.

The sabbatical allowed Dr. Van Buren to engage in extensive reading and writing which would not have been possible during the course of a regular semester. This will help her complete a book manuscript and prepare for a new research project on the relationship of llama caravans and mining that she plans to initiate once travel to Bolivia is again possible. With regard to the University, her research directly informs her teaching, particularly in the course *Andean Archaeology and Ethnohistory*. Some of the information she acquired was incorporated into the curriculum of that class and the lectures were reinvigorated in the Fall 2020 version of the course. Dr. Van Buren also virtually attended workshops on on-line teaching beginning in the spring, which helped her to design a solid introductory on-line course, *Introduction to Prehistory*, that she is teaching.

### **College of Natural Sciences**

#### **Zinta Byrne – Psychology**

The purpose of Dr. Byrne's sabbatical was to increase her knowledge, experience, and scholarship, as well as enhance her reputation in organizational psychology, with specific professional growth in organizational culture and culture change. She was able to visit Ann Arbor, MI; Boise, ID; and San Diego, CA; but her international travel was not taken. In the midst of the global pandemic in the Spring of 2020, Dr. Byrne was still able to pursue an in-depth understanding of the literature and assessment methods for culture. During her visit to Ann Arbor, she was able to change her perspective about researching and publishing on

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

organizational culture. She was able to complete some of the planned data collection, but not enough to support the full objectives of the sabbatical plan.

This sabbatical leave permitted Dr. Byrne the opportunity to increase the visibility of CSU's programs in graduate and undergraduate training in industrial and organizational psychology with colleagues in Ann Arbor and with some international colleagues through email communications. She completed the last year of NSF grant funded research and wrote two new NSF grant proposals.

### **Margaret Cheney – Mathematics**

Dr. Cheney learned a great deal about sonar signal processing during her sabbatical leave. This new knowledge will find its way into her future scholarly writing and teaching. If there is student interest, she may offer a course on the subject. She gave talks at two acoustics conferences on a novel approach to sonar signal processing that she developed jointly with her Navy colleagues. Several publications from the sabbatical, joint with Navy researchers, are in varying stages of preparation. Second, Dr. Cheney has been able to connect CSU students and faculty with Navy researchers. This can potentially lead to good jobs for the students and interesting problems and collaborative projects for the faculty. She is now serving as the dissertation advisor for a CSU student who has been hired by the Naval Research Library.

This sabbatical helped raise CSU's profile in the sonar community and the communities of the Navy researchers in sonar, radar, and electronic warfare. This is partly from her presence at the labs, and partly from her participation in conferences and program reviews. Finally, as a consequence of interactions with Navy researchers during this sabbatical, Dr. Cheney recently submitted a proposal to the Office of Naval Research and is very optimistic that it will be funded.

### **Anne Cleary – Psychology**

Dr. Cleary's primary scholarly activities during her sabbatical semester included working with a literary agent on developing a popular book on déjà vu, titled *Building the Déjà vu Machine: The Scientific Study of a Strange Mental Phenomenon*. She worked on forming an important research collaboration with a team at Emory University. She traveled to Emory University to set up a computerized research methodology there for studying déjà vu that she uses in her lab at a new NSF 2026 opportunity on Big Ideas related to Conscious Experience, as well as a symposium to be presented at the 2020 Southern Society for Philosophy and Psychology meeting. She also completed an edited book called *Quirks of Memory: The Study of Odd Phenomena in Memory*. Dr. Cleary submitted five manuscripts to peer-reviewed journals, all of which were invited for revision and are in various stages of the publication process. She traveled to Los Angeles to film for some episodes of Season 2 of the UnXplained on the History channel. She co-chaired (and gave a talk at) a symposium called *What Memory Quirks, Hiccups, and Odd Phenomena Tell Us* at the Annual Meeting of the Psychonomic Society in Montreal, Quebec. Finally, Dr. Cleary helped to craft a section about her and her déjà vu research to appear in "Super Cool Scientists" – a section of a children's book called *Brains On!*

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

The personal benefits derived from the sabbatical included time to work with a literary agent on a book proposal for a popular book on the scientific study of déjà vu. She hopes to use this book on an inherently interesting topic to teach the public about cognitive science in an interesting and engaging way. This will enhance CSU's visibility greatly, as well as that of the entire field of cognitive science more generally. The sabbatical allowed her to take time to travel to Emory University to firmly establish important research collaborations there. These collaborations are now ongoing. They are expected to continue to result in novel, interdisciplinary boundary-pushing research publications relevant to the study of human conscious experience as well as new grant proposals for continued research on the neural underpinnings of conscious phenomena like déjà vu. The insights gained from her time at Emory not only provided material for her book, but also provided her with new material to include in her graduate and undergraduate teaching at CSU. The sabbatical period allowed her to move a backlog of research manuscripts through the research publication pipeline with her graduate students as co-authors. Finally, her appearance on the History Channel and at the Psychonomic Society Symposium enhance CSU's visibility.

### **Jennifer Hoeting – Statistics**

The field of statistics is undergoing a foundational shift with a new focus on big data, data science, and machine learning. In response to this change, the goal of Dr. Hoeting's sabbatical was to modernize and update her skills in these areas. She visited the University of California, Santa Cruz (UCSC), Department of Statistics. She developed new expertise in machine learning and modern data science methods. Her new expertise has already modernized her teaching and advising at all levels. Her sabbatical also allowed her to expand her research focus to include machine learning. This has already resulted in an increase in her grant funding. Dr. Hoeting's time at UCSC was cut short due to the pandemic. She was scheduled to teach a month-long short course on machine learning, but was unable to do so because of her own diagnosis with COVID-19.

Based on materials she developed during her sabbatical, Dr. Hoeting gave the short course "A Statistical View of Deep Learning in Ecology" at the International Statistics in Ecology Conference in June, 2020. She was also invited to give a shorter talk on deep learning which was attended by over 300 people and had many additional views after the conference was completed. Machine learning and data science are key skills for CSU students from undergraduate through PhD. Classroom experience in these areas will increase employment prospects for CSU students. Dr. Hoeting is developing new CSU courses and teaching students these skills based on a much higher level of expertise. These skills have also improved Dr. Hoeting's prospects for research funding.

### **Amber Krummel – Chemistry**

A major thrust of Dr. Krummel's sabbatical plan was to produce new research directions with the goals of increasing her skills associated with materials systems, electrochemical devices and

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

furthering the utility of microscopy tools her group has pioneered. To this end, she focused on developing two new research projects related to chemical dynamics in battery electrode-electrolyte systems and dynamics in photochemical devices. She also spent considerable effort during her sabbatical writing manuscripts, submitting proposals, and developing international collaborations. She spent one month in New Zealand at the University of Auckland. While there, she gave one invited talk and attended two international conferences in her field. She gave invited talks at both conferences. The lectures she gave focused on efforts in her research group to develop a new type of microscopy technique – Two Dimensional Infrared (2D IR) Microscopy – and the applications of the new microscopy to study chemical dynamics in room temperature ionic liquid (RTIL) microstructures and chemical dynamics in Lithium ion and Sodium ion battery electrode-electrolyte systems. These lectures paved the way for her to develop one international collaboration and one domestic collaboration with theorists to gain molecular level details of these systems.

The activities Dr. Krummel engaged in during her sabbatical enhanced her profile in the ultrafast spectroscopy and microscopy fields. She is recognized as a leader in coherent multidimensional spectroscopy and nonlinear optical microscopy. The recognition of her research group as pioneers in these areas will continue to enhance the profile of CSU on the national and international research communities. A crucial area of personal growth was in practicing new strategies for writing efficiently. She was able to take time during her sabbatical to test and practice different approaches to efficient writing. Dr. Krummel has been able to incorporate new writing strategies into her weekly routine. Since returning from sabbatical, she has been able to bring four manuscripts to different stages towards publication. As these manuscripts advance to publication, CSU will continue to benefit from these efforts because they will position her to be competitive for funding.

### **Paul Laybourn – Biochemistry and Molecular Biology**

Brewing industry members have indicated a need for increased brewing-related educational opportunities, outreach, and applied research at CSU. Dr. Laybourn required greater brewing-specific expertise, experience, and connections to participate in addressing this need. To that end, he spent two semesters observing operations and procedures at various breweries and distilleries. He established connections with management and staff at breweries and distilleries in Colorado. He participated in preparation for sitting the Institute of Brewing and Distilling (IBD) Diploma Module 2 Yeast and Beer Exam, including enrolling in FTEC 360 at CSU and the IBD Tutor Guided Training for Diploma 2. Dr. Laybourn had planned to attend the IBD Brewing Diploma 2 residential training in London, but it was cancelled due to the pandemic.

All the breweries and distilleries indicated interest in building connections with CSU. They represent a combination of small and large craft breweries, distilleries, and raw material producers. They provided a range of perspectives and experiences. Observing day-to-day operations in breweries and distilleries and preparing for the IBD Diplomas provided Dr. Laybourn the experience and expertise to develop and instruct continuing education courses. He plans to develop and implement a Professional Science Master's program in Brewing and

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

Distilling. These connections and educational opportunities will position CSU as a leader in these industries. As an additional benefit, Dr. Laybourn is now a member of the Field to Foam group consisting of CSU faculty and industry practitioners. This group's objectives include creation of the CSU Field to Foam Research Institute and developing externally funded research projects focusing on enhancing the Colorado brewing brand.

### **Jianguo (James) Liu – Mathematics**

Dr. Liu conducted research visits to three different institutions. These visits will be very helpful for his research and his graduate advising. At Michigan State University, he began new research directions in data science, in particular, efficient numerical methods for optimal transport and computational topology have been identified. Research collaborations on multiscale and multiphysics problems with Sandia National Labs have been firmly established and pushed forward. Finally, an existing research collaboration with Prof. Ran Zhang at Jilin University (China) has been reinforced.

Dr. Liu's work at Michigan State University opens new doors for future collaborations. The work at Sandia National Labs is already providing excellent opportunities in internships for graduate students and will certainly offer more in the future. The collaboration with Dr. Zhang at Jilin University has proved to be mutually beneficial.

### **Graham Peers – Biology**

The primary scholarly activities of Dr. Peers' sabbatical leave included learning how to manipulate the genetics of the plant pathogen *Phytophthora* at Oregon State University and commencing a collaboration on photosynthetic algae at the Center for Atomic Energy in Cadarache, France. The latter was cut short due to the coronavirus pandemic. He was invited to present his research at the Japan-USA Binational Workshop of Photosynthesis in Kyoto and was elected to organize the next iteration of this meeting. He performed a site review for the Department of Energy Office of Science at UCLA. Dr. Peers was invited to give five seminars across Europe, but four were cancelled due to the coronavirus. He was also the invited keynote speaker at an NSF-DOE sponsored Rules of Life Workshop. He returned to the US in early March and assisted in keeping his own laboratory's projects afloat while CSU was locked down. He hosted/organized a successful international meeting in January (Western Photosynthesis Conference). He completed and published five scholarly manuscripts and has one more in the review process. Dr. Peers also worked with Li-Cor Inc., a world leader in the manufacture of light and gas measurement instruments, to alpha and beta test a novel technique to measure gas exchange in aquatic systems. This instrument was released commercially in October 2020.

The personal benefits of the sabbatical came through expanding his research program away from photosynthetic algae and into plant pathogens. The sabbatical leave also afforded time to complete several research projects to publication and allowed for the submission of three grant proposals. The institutional benefits associated with the sabbatical include increasing CSU's international reputation in Japan, Europe, and the US through invited seminars, workshops, and

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

conferences. He is able to integrate what he learned at OSU into his undergraduate classes to expose students to a broader swath of research questions and their importance to agriculture and society. The international collaborations Dr. Peers established will lead to grant proposals to international entities like the Human Frontier Science Program.

### **Olve Peersen – Biochemistry and Molecular Biology**

Dr. Peersen's sabbatical was spent at Aix-Marseille University in France where he worked with Dr. Bruno Canard's research team focused on *Viral Replication: Structure, Mechanisms, and Drug Design* where he returned to the lab bench to pursue specialized experiments and learn new methods. The sabbatical gave Dr. Peersen an opportunity to see the inner workings of an integrated and highly collaborative research "team" made up of five distinct research groups that all operated in shared lab space with shared resources. This operational model is different from the American system where labs generally work as independent entities. He found it to be an effective way for smaller research groups to create community, join forces, and share their ideas and core competencies to improve productivity. In addition, he met with scientists from multiple European institutions, presented his work in two seminars and at a regional conference, updated a large structural bioinformatics dataset for scientific community, and worked as a local co-host for a major 1800-person conference that was scheduled to take place at CSU in June, although it was eventually canceled due to the pandemic.

The laboratory research Dr. Peersen did was focused on virus replication with studies of polymerases, the proteins responsible for making new copies of virus genomes. He first used a custom-built laser apparatus to learn more about how poliovirus polymerase interacts with the viral genome during the copying process. In a second project, he examined how a cellular modification on virus genes can have an anti-viral effect by stopping the polymerase in the middle of copying the genome. The third project was certainly the most interesting; as he worked with the Canard lab to rapidly characterize the polymerase from the SARS-CoV-2 virus in response to the emerging pandemic. They found that the coronavirus polymerase is extremely fast, but it also makes many mistakes; for most viruses, this would lead to mutations, but interestingly the coronaviruses have an error correcting protein that fixes the mistakes from the polymerase. The work resulted in two scientific publications thus far, including one in the prestigious journal *Nature Communications*, and a new international collaboration between the group in Marseille and Dr. Peersen's group at CSU that is focused on how these errors are repaired.

### **N. LeRoy Poff – Biology**

The primary scholarly activities of Dr. Poff's sabbatical year included spending most of the fall semester in Australia, collaborating with colleagues at the University of Canberra (where he holds an adjunct position as "Distinguished Professorial Chair of Riverine Science and Environmental Flows"). He gave two invited lectures and an invited presentation at a workshop organized by the Murray-Darling River Basin Authority. Dr. Poff interacted with and mentored two PhD students whom he co-advises on a shared research project in Australia. He travelled to

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

the University of Melbourne for several days to work with colleagues and students on a research project based out of that university. Dr. Poff collaborated with his Australian colleagues to write three academic papers for publication. He returned to the U.S. in late November after spending a week in Kyoto, Japan where he was invited as a keynote speaker in an international symposium on integrated biology. He gave a second invited seminar to an aquatics research group while there. In December, Dr. Poff attended a week-long workshop in Annapolis, Maryland, as a working group member on an international project aimed at developing tools for social-ecological water security in sub-Saharan Africa. COVID kept him home-bound in Fort Collins in Spring 2020, but he continued to collaborate virtually with Australian colleagues and others engaged in global water policy.

The personal benefits derived from Dr. Poff's sabbatical time included extending his network of scientists and managers grappling with river sustainability in the Murray-Darling River Basin. He accepted an invitation to become a member of a Science Advisory Group for the Australian Commonwealth Environmental Water Office to review research proposals and evaluate research outcomes for the Murray-Darling Basin. His activities in Australia, Japan, and Annapolis helped raise the profile of Colorado State University as a significant contributor and partner in the arena of international water resources science and management. These experiences and extended professional connections will help bring a richer context to bear on the undergraduate and graduate courses he teaches on river ecology and sustainability. They also set the stage for possible future interactions between CSU and the Centre for Applied Water Science at the University of Canberra. One possible development from this would be student exchanges between Canberra and Fort Collins.

### **Daniel Sloan – Biology**

The scholarly and research activities Dr. Sloan pursued during his sabbatical enabled him to establish or expand on collaborations with top research institutions across the nation including Iowa State University, the University of Nebraska – Lincoln, and Rutgers University. These collaborative projects have augmented his skillset in specific areas of plant molecular genetics with which he had little to no prior experience. Dr. Sloan envisions these skills playing a central role as he attempts to continually innovate in his research program in order to secure future rounds of extramural funding and train CSU students and research personnel in cutting-edge techniques. The sabbatical also provided time for development of a genomics workshop curriculum and educational materials that will be employed in future years as part of international outreach and engagement efforts via the CSU Todos Santos Center.

### **Darrell Whitley – Computer Science**

During his sabbatical, Prof. Whitley visited research labs in France, Japan, and Spain. Prof. Whitley worked on two major problems in France: developing new optimization methods for a classical combinatorial optimization problem, The Quadratic Assignment Problem, and the design of new optimization methods for multi-objective optimization. In Japan, Professor Whitley continued to work on multi-objective optimization. In particular, this work focused on

Board of Governors of the  
 Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

creating new benchmarks and test problems for multi-objective optimization. In Japan and in Spain, Prof. Whitley started a new line of research on general *transforms* of Boolean and Pseudo-Boolean functions. These transforms convert a general function into a k-bounded form. There is new interest in these transforms in quantum computing because the k-bounded polynomial form also yields a polynomial number of q-bit interactions. Prof. Whitley has developed new optimization methods that can exploit the structure of k-bounded discrete optimization problems. Three papers have already been published on work done during the sabbatical, and several more publications are in preparation.

### **Warner College of Natural Resources**

#### **Brett Bruyere – Human Dimensions of Natural Resources**

Dr. Bruyere worked with five global conservation organizations to establish a framework for building capacity for wildlife species conservation, and identifying opportunities and gaps at a global scale for individuals to acquire skills in conservation leadership. Organizational partners included the International Union for the Conservation of Nature, National Geographic Society, the Smithsonian Institute, Global Wildlife Conservation, and the American Museum of Natural History. The applied research projects led to redesign of existing training programs focused on planning for wildlife conservation planning, as well as the design of new pilot programs to be launched with a regional emphasis in biodiversity hotspots in areas around the globe for early to mid-career conservation professionals. During sabbatical, Dr. Bruyere also submitted six manuscripts – five of which include graduate students as co-authors -- related to capacity-building, cross-cultural research ethics, and his ongoing research about the formal education, conservation and pastoralism in East Africa.

#### **Chad Hoffman – Forest and Rangeland Stewardship**

Dr. Hoffman's primary scholarly activities during sabbatical included visiting Tall Timbers Research Station and Land Conservancy to learn new methods for in situ fire measurements and to participate in 15 experimental fires. His research was funded primarily by a Department of Defense (DoD) Strategic Environmental Research and Development Program Grant, for which he is the principal investigator. This grant involves a combination of field and laboratory experiments and numerical modeling conducted across the United States by 16 collaborators from four federal USDA Forest Service Research Stations, three universities, Los Alamos National Laboratory, and Tall Timbers Research Center and Land Conservancy. This work resulted in three manuscripts in preparation, over \$600k in new externally funded research at CSU (\$6 million total in funding across multiple institutions in the US and EU), and an upcoming guest-edited special issue in *Frontiers in Forests and Global Change*. He also co-authored a book titled "Fire Science: From Chemistry to Landscape Management" to be published by Springer. This book will provide much needed educational material on the latest theories and concepts across a range of fire science topics, emphasizing global perspectives. He attended the 8th International Fire Ecology and Management Congress, where he was an author or co-author on seven oral presentations, three of which were led by graduate students in his

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

research lab. Finally, Dr. Hoffman worked on various research projects related to forest restoration, fuel treatment effectiveness, and fire behavior modeling, resulting in three published manuscripts, five manuscripts accepted pending revision, and an additional \$180k in external research funds.

The opportunities provided by Dr. Hoffman's sabbatical have directly increased the national and international visibility for his research program, the Western Forest Fire Research Center (of which he is currently one of the co-directors), and CSU. The insights and knowledge gained while visiting Tall Timbers Research Station and Land Conservatory have provided the basis for updates to course lectures. They will also be incorporated into future refereed manuscripts, and provide the basis for three new externally funded research projects. These projects will continue to benefit the Department, College, and University over the next several years by supporting additional graduate students and post-docs and producing a number of refereed publications.

### **Robin Reid – Ecosystem Science and Sustainability**

Dr. Reid's sabbatical allowed her to learn completely new ways of teaching, doing research and building institutions in her community, taking her well beyond her ecological training in collaborative conservation. She learned how to bring social science into ecology by studying new concepts and conducting social research. She started the year by co-hosting a workshop on 'Decolonizing Collaborative Conservation' where they learned how to support Indigenous Peoples in their conservation efforts around the world. For research, Dr. Reid used social science methods to understand sustainable harvest practices in Alaska, community conservation in Kenya, and the rights of nature in the Salish Sea of the Pacific Northwest. In all of these efforts, she and her team invented new ways of doing science with community members as full participants. She co-led the formation of a new collaborative institution to create science that supports policy in the Serengeti-Mara ecosystem of East Africa. Dr. Reid's teams also submitted three proposals to further pursue these areas, one of which is now funded by NSF. Finally, with 140 colleagues from around the world, they published five major papers and submitted six other papers, four to the best journals in science. She continued to mentor her two graduate students on a weekly basis during her sabbatical.

Despite the pandemic, this sabbatical year richly benefited Dr. Reid's teaching and scholarship and will reach the wider community at CSU. She will share with classes and colleagues how to use social science in the natural sciences, how to better bring science to local communities and how to integrate justice and decolonization concepts and action into their work. Her COVID-abbreviated lectures and high profile papers strengthened the visibility of CSU in the US and overseas. Her action-oriented work building institutions both in the US and abroad projects CSU as a leader in changing the way science supports society. Her description of this action-oriented engagement with communities in her published papers is starting to influence how her colleagues do their work. This further highlights CSU as a leader in this area. Finally, Dr. Reid will use all of these experiences to better engage the public and to give her undergraduate and graduate students better project opportunities through the wide range of stakeholders she engaged during her sabbatical.

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

### **John Ridley – Geosciences**

Dr. Ridley's sabbatical leave was spent in Fort Collins. His major task was researching and writing the second edition of his monograph textbook "Ore Deposit Geology". He is contracted with Cambridge University Press. Over the period of the sabbatical, the majority of the approximately 400 pages of text was completed, but not a number of critical sections which will need additional research and effort. He also helped a recently graduated MS student with revisions of a five-author paper for acceptance in *Journal of South American Earth Sciences*. He collaborated with another recently graduated MS student in writing a paper for submission to the 'Proceedings of Geological Society of Nevada 2020 Conference'. This is a leading national, once every five years conference and associated refereed publication on ore deposit geology in the USA. Finally, he continued normal graduate student advising and committee work during the period of the sabbatical.

### **Jerry Vaske – Human Dimensions of Natural Resources**

Dr. Vaske accomplished four major activities while on sabbatical at the University of Illinois. First, he published a 2<sup>nd</sup> Edition of his *Survey Research and Analysis* book. Second, Dr. Vaske, along with two colleagues, developed a mathematical definition of a long-tailed distribution. Prior research had expressed long-tailed distributions as exponential functions with no clear application for researchers and/or managers. Third, along with the same two colleagues, Dr. Vaske developed an alternative formulation of the traditional Cohen's *d* effect size statistic. The reformulation converted the *d* statistic into an effect size that is easy to interpret. The traditional categories of interpretation for Cohen's *d* have limited practical significance. These efforts resulted in two scientific articles. Fourth, Dr. Vaske published fourteen referred journal articles during his sabbatical and has another five manuscripts in review at peer reviewed journals.

### **College of Veterinary Medicine and Biomedical Sciences**

#### **Gregg Dean – Microbiology, Immunology, and Pathology**

The primary purpose of Dr. Dean's sabbatical was to advance research and translation of a vaccine platform technology to be used against a wide spectrum of viral pathogens transmitted at mucosal surfaces including human and feline coronaviruses and human rotavirus. There are three major areas of emphasis: technology, market assessment, and science communication. A NIH grant to develop and test the vaccine platform was submitted with two collaborators. Dr. Dean worked in the laboratory of Dr. Barrangou at NC State along with his graduate student to develop vaccine constructs using *Lactobacillus acidophilus* as a platform. He also visited his collaborator at Stanford to develop vaccination and immunoassay protocols. In December, their grant was funded for \$3,524,998.

While the technology and research is the foundation of developing new interventions, it is critical to understand customer needs and the market landscape. To this end, Dr. Dean submitted a proposal to the CSU Ventures FUEL Program. He was invited to participate (with his students

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

and research staff) in the ‘Research to Market’ program. This intensive training program allowed them to define their value proposition, their customer segment, and the product/manufacturing ecosystem. He also visited a colleague at NIH who is in the final stages of FDA approval for a drug delivery platform based on lactobacillus. The colleague shared a wealth of experience and advice on what to do, what not to do, and how to approach the science early to expedite approval and commercialization downstream. To address his third area of focus, science communication, Dr. Dean participated in the Alan Alda Science Communication Experience at Stony Brook University. Dr. Dean submitted five manuscripts for peer review as senior author. Four of those were published and one is under review. Three grants were funded and two more submitted. He has three grant submissions underway. Dr. Dean also gave two invited lectures and served on three expert panels.

### **Sushan Han – Microbiology, Immunology, and Pathology**

A major project Dr. Han completed during her sabbatical was an analysis of giraffe skin disease, an international collaboration for which she is the principal investigator, focused on helping preserve the critically endangered Nubian giraffe of Uganda. She completed a first author manuscript detailing the disease. She completed another first author paper detailing a novel bacterium causing disease in empire scorpions that has been accepted for publication. Dr. Han began collaborations with Florida Atlantic University, Harbor Branch Oceanographic Institute to develop a study to examine a large subset of brains from stranded marine mammals for neurodegenerative lesions that may be correlated with cyanobacterial levels. She participated in a face-to-face meeting for the black-footed ferret Species Survival Program and consulted with a zoo in Japan on cases of soft tissue mineralization in captive binturong. Dr. Han attended the American Association of Zoo Veterinarians International Conference where she presented two seminars on a first-author pathology project and a senior-author clinical project. She was able to complete the histopathology on a collaborative project with USDA-ARU developing domestic sheep as a model for studying Treponeme-associated hoof disease of elk. Her mentorship of two veterinary students has resulted in zoo pathology projects that should be publishable soon.

Dr. Han’s conference seminars were well received and she was able to make many important connections at the meeting. This will increase the visibility of CSU and Dr. Han’s research. Dr. Han was also able to build stronger partnerships, one of which culminated in a grant with the Denver Zoological Foundation. Dr. Han benefited personally by having the opportunity to focus on creative scholarly opportunities that she has been building during her 9 years at CSU. This clarity of vision will help her in focusing and succeeding in key future projects and will enhance her work with students.

### **Elizabeth Ryan – Environmental and Radiological Health Sciences**

The goal of Dr. Ryan’s sabbatical was to conduct collaborative research addressing major global health problems associated with maternal and child malnutrition. This experience has led to the development of publishable manuscripts and generated novel ideas for grant proposals related to inclusion of rice bran into therapeutic foods used in treating severely acute malnourished (SAM)

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

and moderately acute malnourished (MAM) children. Learning from and contributing to the mission of the MUSE program was a truly amazing experience that will extend into new relationships at CSU. Prior to this experience, most of Dr. Ryan's rice bran intervention work had occurred in relatively healthy populations or moderately ill populations with chronic diseases. The goal to expand her research network was accomplished by combining her expertise in the collection and quantification of rice bran nutrients and study of prebiotics and phytochemicals to conduct large randomized controlled, community based trials in Cambodia, Indonesia, and Africa. Dr. Ryan was able to submit joint author scientific manuscripts with colleagues from France. She submitted new grant proposals that expand her current portfolio of rice bran research. She delivered a mini-symposium on rice bran at an international Global Food Security meeting. She garnered support for additional engagements, joint study trainings, and novel field based projects.

Dr. Ryan's sabbatical experience extended the opportunities for additional international collaborations between faculty at CSU and the MUSE initiative by solidifying relationships with researchers at those respective universities and by developing relationships with faculty at other French and European academic institutions. MUSE has existing partnerships with Cornell University and the University of California, Davis, and there is interest to engage Colorado State University based on our One Health programs and linkages between health, food security, and environmental sustainability.

### **Susan Tsunoda – Biomedical Sciences**

During her sabbatical leave, Dr. Tsunoda spent time at the University of Wisconsin-Madison in the Department of Genetics and Neurology hosted by her colleague, Dr. Jerry Yin. She also spent time working in her own laboratory, setting up new techniques learned at UW-Madison and integrating them with her own studies. Dr. Yin's laboratory was the first to establish the assay for monitoring luciferase as a reporter for transcriptional activity of the *Drosophila* CREB gene, which is well known to be responsive to neural activity and play a key role in long term memory formation. In her own studies, she has not only become interested in the CREB gene, but also in other transcriptional activators that may play key roles in how neurons respond to changes in global activity. While her lab is able to approach studies at the cellular level, she has wanted to translate her studies and findings into outcomes in the whole animal over time. While at UW-Madison, she learned about these assays and how to analyze this type of data, and afterwards, she spent time in her lab, working with one of her PhD students to establish the assays. They are now successfully monitoring luciferase activity from live *Drosophila* in her lab.

Dr. Yin's expertise is also in the field of sleep, using *Drosophila* as a model. In her lab, she has wanted to translate some of the findings to a relevant behavioral output. In Dr. Yin's laboratory, Dr. Tsunoda learned how to set up sleep assays and analyze sleep data. Afterwards, she purchased similar equipment, set up a light/dark controlled room, and began piloting sleep experiments in her own lab. Finally, Dr. Tsunoda spent time working with Dr. Yin on a collaborative R01 that they submitted. Sabbatical leave allowed her the time to foster a stronger

Board of Governors of the  
Colorado State University System  
Meeting Date: February 5, 2021  
Report Item

professional relationship with Dr. Yin, and for them to formulate how their expertise could be combined to make a strong proposal.

Sabbatical leave provided Dr. Tsunoda with the time to work on a collaborative grant proposal with her colleague at UW-Madison, to visit UW-Madison and learn hands-on about how to do the new research assays, and to bring these new techniques back to her own lab. In her own lab, she had time to set-up new equipment rooms, apparatus, and pilot new studies with these new approaches. This sabbatical was a period of “refreshment” that will broaden the types of studies she can do in the future.

Board of Governors of the Colorado State University System  
 Meeting Date: February 5, 2021  
 Report Item

REPORT ITEM:

Report on CSU-Pueblo sabbatical and educational leaves completed in AY 2019-2020.

No action required -- report only.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs. This report provides summaries of the sabbaticals completed during the 2019-2020 academic year.

**REPORT ON APPROVED SABBATICAL LEAVES**

As described in section 2.11.2 (Sabbatical Leaves) of the CSU-Pueblo Faculty Handbook, “The purpose of sabbatical leave is to provide tenure contract faculty an opportunity to engage in research, scholarly or creative activity, or otherwise enhance professional stature as teachers and scholars.”

**Summary Listing**

Dr. D. Madison Furrh, Associate Professor of English	AY 2019-2020
Dr. Judy Gaughan, Associate Professor of History	AY 2019-2020
Dr. Steve Liebel, Associate Professor of Political Science	Spring 2020
Dr. Yoanna Long, Associate Professor of CIS	AY 2019-2020
Dr. Yvonne Montoya, Associate Professor of English	Spring 2020

In addition to the above sabbatical leaves, one faculty requested Educational Leave, i.e. enhancement leave without pay:

Dr. Igor Melnykov, Associate Professor of Mathematics	AY 2019-2020**
---	----------------

\*\*Dr. Melnykov resigned from the University in Summer 2019.

All faculty on sabbatical had to adjust their original plans because of COVID-19 protocols throughout the United States and abroad; however, all found their time away to be successful. Some used the time off to adjust their delivery modes for online teaching so they could be ready for instruction in Fall 2020. Below are a few highlights from each sabbatical:

**Dr. D. Madison Furrh, Associate Professor of English**

Dr. Furrh was unable to complete his entire book during his sabbatical (as was his original plan), but he was able to successfully present at a premier conference in his field as well as two major international conferences, and he secured two major publications with two additional publications in process at the completion of the sabbatical. Research related to his book project shifted somewhat with his acceptance to present at a conference in Fall 2019 at the University of Paris. Dr. Furrh translated one of his international presentations into a scholarly article accepted for publication in the international journal *Symbiosis – A Journal of Transatlantic Literacy and Cultural Relations*. Unfortunately publication in Spring 2020 was delayed due to the pandemic.

Additionally, when Dr. Furrh presented at the American Literature Association Conference in Boston in May of 2019, he received a standing ovation for having presented three times on his particular subject, a rare achievement in his field.

**Dr. Judy Gaughan, Associate Professor of History**

Dr. Gaughan was invited to speak at an international conference on Roman Law because of her expertise in Roman Criminal Law. She presented a well-received talk: “Foreigners and public courts in ancient Rome. The access to the legal procedure” at the Università di Studi, Padova, Summer School 2019: *Crime and Punishment in Ancient Rome. The Legal Procedure*.

Dr. Gaughan also planned to write a book during her sabbatical, and upon completion of her presentation abroad she returned the United States and visited archives in Colorado and Kansas related to her book project. Additionally, she received a three-month Fellowship to UC Berkley to continue her research related to Roman Criminal Law, but it was cut short due to the pandemic. She instead gave her focus to the book project. She was able to write three articles related to the research for the Colorado Encyclopedia.

Dr. Gaughan’s work continues to receive recognition locally through the El Pueblo History Museum and the *Pueblo Chieftain* newspaper. She is also drafting a book prospectus for CU Press based on her sabbatical research, and she continues to participate in activities based on her research topics.

**Dr. Steve Liebel, Associate Professor of Political Science**

Dr. Liebel planned to continue article research as part of his sabbatical. One of his most recent publications (at the time), “Curbing Enthusiasm? Democratic Third Parties & Commitment to Civil War Governments,” was published in *Democracy and Security* in late 2019 and further enabled for the rapid acceleration of this research agenda during sabbatical. As a result of this publication, which was in the original sabbatical application as a project that would be developed during sabbatical, the sabbatical period research was able to ask entirely new research questions within the same line of query. Collaborative research was thereby continued in the same line of questioning, but began to explore additional factors related to third party commitments during civil wars.

During his sabbatical, Dr. Liebel was also able to engage in service to the local Pueblo

community, helping to organize The Pueblo Classic – two planned days of road bike races and related events. Timing was unfortunate, however, as the event coincided with the first known cases of COVID-19 in Pueblo County. The inaugural race has been rescheduled tentatively for this spring. Organization of the race provided opportunities to work with local Pueblo businesses and gave free or minimal-cost publicity to CSU Pueblo by allowing for interaction of our students with downtown Pueblo. Dr. Liebel is optimistic about our future involvement with this race and the positive associations it will have on the local community and CSU Pueblo.

Additionally, Dr. Liebel used his sabbatical time to re-tool his current courses for online delivery. He learned to use various online classroom tools and worked on ways to incorporate the tools such as interactive polling, graphics, videos, and group work, into his synchronous delivery courses. Feedback from students on the levels of engagement have been positive thus far.

### **Dr. Yoanna Long, Associate Professor of CIS**

During her sabbatical, Dr. Long published a peer-reviewed conference proceeding and presented at HCII (Human Computer Interaction International) 2020. She co-Pied with Dr. Huang on the ICR funded project Big Data Analytics in Cannabis Research and presented the research results at ICR 2020 conference. Dr. Long was also able to use her time off to develop a mobile application, complete an article for journal submission, and co-author an application for NSF funding, all related to her ICR project research.

Additionally, Dr. Long also worked on the CIS curriculum in the area of Data Analytics. She took ten online courses related to data analytics and machine learning and received a certificate in AWS (Amazon Web Services) cloud computing. She plans to develop coursework around her newfound knowledge in courses such as Machine Learning with Python.

### **Dr. Yvonne Montoya, Associate Professor of English**

Dr. Montoya's plans changed due to COVID-19, but the refocus allowed her to apply for and receive approximately \$13,000 in internal University and external grant funding.

Because most of Dr. Montoya's original research included in-person interviews and observations which are not possible at this time, her focus for the sabbatical shifted to pedagogy and application of the concepts to an international communication class she taught in Fall 2019. She developed a draft of the article and then reached out to students who took her class to see if they wanted to participate in further research for the article. Their resulting article is under review for publication at the time of this report. Dr. Montoya feels that as a researcher, her sabbatical activities and the grants she was able to apply for, benefit her by providing time and resources to conduct research and obtain transcription services so she can focus on teaching and other aspects of the research process, and hone her research skills through teaching them to students. Moreover, activities such as the conversation salon and flor y canto (one of her grants) benefit CSU Pueblo alumni, community members, faculty, staff, and students by offering networking opportunities, time and space to engage pressing issues of the day, and a showcase for shared talents and values.

Dr. Montoya was also able to spend time retooling her classes for online delivery as well. She received training on multiple new resources such as Nearpod, Flipgrid, Screencast-O-Matic, and various Google documents/forms. Her students have also commented at how beneficial and engaging some of her new virtual classroom technologies have been to the delivery of the material.

## BOG February 2021

### Enhancing Learning

The developmental math curriculum was evaluated and revised in 2018-19 in an effort to improve the number of students passing college-level mathematics and reduce the number of remedial credits students take. As a result of the changes, the number of students taking developmental math has declined precipitously (over 50%). The percentage of students passing the college-level math in the Fall increased from 29.5% in F 2018 to 54.3% in Fall 2019 and 58% in Fall 2020. The overall pass rate including remedial and college level course also increased from 65.9% in Fall 2018 to 75.3% in Fall 2020. See the table below.

	F2018 <u>BEFORE</u> REVISION	# Students in courses (# Passing)	F2019 <u>AFTER</u> REVISION	# Students in courses (# Passing)	F2020 <u>AFTER</u> REVISION	# Students in courses (# Passing)
Overall Pass Rate Math	65.9%	349 (230)	70.1%	331 (232)	75.3%	316 (238)
Developmental Pass Rate	55.7%	228 (127)	53.6%	97 (52)	63.3%	86 (55)
Pass Rate for College Level Math	85.1%	121 (103)	76.9%	234 (180)	79.3%	230 (183)
% Passing College Level Math		29.5%		54.3%		58.0%

### Faculty News

- Media communication faculty members Samuel Ebersole and Justin Bregar are producing an episode of Colorado Experience on Rocky Mountain PBS about the 1921 Pueblo flood. The episode is set to air on the 100th anniversary of the flood – June 9, 2021.
- Colorado State University Pueblo lecturer in the School of Health Science and Human Movement, Karen Marley received the 2020 Joy of Effort Award from the Society of Health and Physical Educators (SHAPE) America. The Joy of Effort Award is given to individuals who, by performance and style, have personified the concept that the effort made to enrich the goals and objectives of physical education and sport is a labor of love, inspired by commitment and dedication.
- Colorado State University Pueblo announced the 2021 recipient of the Distinguished University Professor award, Alegria Ribadeneira, Ph.D., professor of Spanish and director of world languages at CSU Pueblo. Ribadeneira is the second recipient of this award, the honor was announced Monday, January 11 at spring convocation. She received multiple awards in 2020 including an Open Education Global Educator Award, a Southwest Post-Secondary Excellence in Teaching Award and a Colorado Excellence in Teaching Award.

### Our Students & Programs in the News

- Colorado State University Pueblo's CyberWolves placed first in the Deloitte West Mountain Cyber Security Cup competition, held virtually, Dec. 5, 2020. CSU Pueblo competed against 11 teams from UCCS (two teams), CU- Boulder, CU-Denver, Brigham Young University (two teams), Colorado Mesa University, Western Governors University, Arapahoe Community College, Pikes Peak Community College, and Pueblo Community College.
- Colorado State University Pueblo and the Colorado Department of Human Services (CDHS) signed a contract earlier in 2020, to enable youth in the Division of Youth Services (DYS) to enroll in college courses while in youth services care. As a result of this partnership, a total of 18 students have been registered in college courses this year. The Dean of Extended Studies,

Kristyn White Davis, Ph.D., explained the commitment of CSU Pueblo to providing accessibility to education and how this partnership provides a unique way to accomplish the university's vision to become the people's university.

- Successfully achieved candidacy for the Master of Social Work program. The accreditation decision will take place in February 2022, with a site visit in September-November 2021 and Successfully re-affirmed the Bachelor of Social Work program for another 8 years.

# Section 10

## *Consent Agenda*

### Colorado State University System

Minutes of the December 3, 2020 Board and Committee Meetings

Minutes of the December 29, 2020 Executive Committee Meeting

### Colorado State University

Faculty Manual Changes: C.2.1.3.1 Elected Members

### Colorado State University Pueblo

Admin Pro Handbook: Performance Evaluations

**THE BOARD OF GOVERNORS  
OF THE COLORADO STATE UNIVERSITY SYSTEM  
BOARD MEETING MINUTES  
Conducted Remotely  
December 3, 2020**

**THURSDAY, DECEMBER 3, 2020**

**BOARD MEETING CALL TO ORDER**

Chair Tuor called the meeting of the Board of Governors of the Colorado State University System to order at 9:05 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. Chair Tuor acknowledged the toll of the COVID pandemic and resulting fatigue and urged all present to stay vigilant and take care of one another.

**ROLL**

**Governors present:** Nancy Tuor, Chair; Kim Jordan, Vice Chair; Jane Robbe Rhodes, Treasurer; Dean Singleton, Secretary; Polly Baca, Russell DeSalvo; Nate Easley; Steve Gabel; Armando Valdez; Harriet Austin, Faculty Representative, CSU Global; Stephanie Clemons, CSU Faculty Representative; Hannah Douglas, Student Representative, CSU Pueblo; Nicole Hulet, CSU Global Student Representative; Neb Jaksic, Faculty Representative, CSU Pueblo; Hannah Taylor, Student Representative, CSU.

**Administrators present:** Tony Frank, Chancellor, CSU System; Joyce McConnell, President, CSU; Timothy Mottet, President, CSU Pueblo; Pamela Toney, President, CSU Global; Jason Johnson, General Counsel/Secretary to the BOG, CSU System; Lynn Johnson, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Becky Takeda Tinker, Chief Education Innovation Officer, CSU System; Rick Miranda, Chief Academic Officer, CSU System; Pat Burns, CIO, CSU System; Susy Serrano, Director of Internal Auditing, CSU System; Henry Sobanet, Senior Vice Chancellor for Administration and Government Relations/Chief Financial Officer, CSU System.

**CSU System Staff present:** Melanie Geary, Board Liaison; Adam Fedrid, IT Manager; Allen Sneesby, IT Technician, Jason Rogan, IT Professional; and Wayne Hall, CSU IT Professional.

**Staff and Guests present:** Mike Feeley, Brownstein, Hyatt, Farber, Shreck; Gavin Clingham, Woodberry Associates; Alan Rudolph, VP Research, CSU; 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; Mary Pedersen, Provost and Executive Vice President, CSU; Jocelyn Hittle, Assistant Vice Chancellor, Spur Campus and Special Projects; Dan Loosbrock, CAAICON; Yvonne Harris-Lot, CSU Global; Cara Neth, Director of Executive Communications, CSU System; Chrissy Holliday, VP of Enrollment Management, Communication and Student Affairs; Ajay Menon, President and CEO, CSURF; Brett Anderson, Special Assistant to the Chancellor, CSU System

**PUBLIC COMMENT**

Chair Tuor began the meeting with Public Comment. She 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 and had requested all public comment be submitted via e-mail. No public comment was received.

## **BOARD CHAIR'S AGENDA**

Chair Tuor provided an overview of the agenda, noting the additional Board Chair's agenda item after lunch where the Board would recognize Dean Singleton for his service to the Board and System and hear some of his reflections of his time on the Board.

## **CHANCELLOR'S REPORT**

Chancellor Frank allowed the Chancellor's Report to stand as written.

### *Strategic Mapping*

Chancellor Frank reviewed the Board's Strategic Map, which creates the foundation for what is discussed at Board meetings and what the System focuses its work on. Board areas of strategic priority are tracked through annual reports from those areas. The System focuses its strategy on innovation, mission delivery, and mission integration, and that is reflected in investment priorities.

The Chancellor provided an update on the CSU Spur campus and noted that the buildings are on schedule. He shared the current renderings of the three buildings and said we will soon be seeing actual photos of the buildings under construction. He highlighted the success of the 2020 virtual Water in the West Symposium, which received outstanding feedback from participants.

### *Chief Education Innovation Officer Strategy Report*

Chancellor Frank introduced Dr. Becky Takeda-Tinker, the System's new Chief Education Innovation Officer. She is charged with looking across the educational landscape, identifying opportunities and needs and then seeing how the CSU System can play a role. Dr. Takeda-Tinker thanked the Board for the opportunity and said she's been exploring new avenues for collaboration in her new role. She noted that her current work includes Direct Path Education and State of Colorado Federal Workforce Grant Application; Innovation RISE Fund grant support and concepts for submission; and partnerships with Haselden Construction and the State of Colorado. We are providing access to a learning management system for the State so that they are now a client of CSU Global on its organizational training platform, which is less costly. That effort has been a win in terms of educational access and cost savings. She is also working with the State of Colorado on supervisor training and training on equity, diversity and inclusion, among other topics. Dr. Takeda-Tinker is also serving as a member of the State's economic development support team. Additional work is continuing on an online community-building pilot project and research to support new and existing market opportunities.

Chancellor Frank thanked Dr. Takeda-Tinker for her presentation and shared a Girl Scouts of America promotional advertisement in which she's featured.

### *Joint Banner Project Update*

CSU System CIO Pat Burns provided an update on the implementation of the Joint Banner Project. He noted that CSU Fort Collins had to reimplement Banner Multi-Entity Processing (MEP) and made that transition in April 2020. CSU Pueblo Banner Module implementation is moving forward successfully, with a target to go live in August 2021. The project is on schedule and on budget, despite unavoidable delays resulting from COVID. He applauded the staff contributions at both Fort Collins and Pueblo. He noted that post implementation will likely involve a year of additional work on consolidation activities. Chancellor Frank thanked CIO Burns for his work with the System, and President Mottet expressed his gratitude for the work to support the Pueblo campus.

### *Federal Government Affairs*

Chancellor Frank introduced Gavin Clingham, who has supported CSU System federal relations for more than a decade. He provided an overview of 2020 election impacts. Congress convenes January 3, followed

by the presidential inauguration. Congress is now in DC working on the federal budget, which expires December 11. Mr. Clingham noted that Congress was also getting closer to agreement on another Coronavirus relief package, which could include state and local government relief, education aid for K-12 and higher education, and student loan relief. He then reported that President-Elect Biden's three themes include fighting the pandemic, rebuilding the economy, and addressing historic and systemic inequities. As a result, he anticipates a renewed focus on research and access to education, including student debt relief. Governor Valdez asked about the potential for additional financial aid, and Mr. Clingham said he anticipates additional focus on Pell Grants and making them available at higher funding levels. President McConnell asked about potential support for institutions to recoup COVID testing costs. Mr. Clingham said this has not been a focus of discussion but could be considered moving forward.

#### *State Government Affairs*

Mike Feeley from Brownstein Hyatt Farber Schreck discussed the 2020 special Colorado legislative session, which was held from November 30 through December 2 to address COVID-response-related issues. The Bills that were introduced dealt with direct aid to small business, rent-relief, and support for families in need, which were possible thanks to better-than-anticipated state revenues. He then provided a preview of the 2021 legislative session, which will commence on January 13, 2021. He noted that the election's impact on the General Assembly was small; the leadership team in place last year will continue. Mr. Feeley note the Legislature is working effectively in a virtual environment, and we are expecting a December and March revenue forecast. He described a few issues that are expected to come up in the net legislative session relative to higher education include the national assessment test-optional issue and stackable credentials. President McConnell asked about whether a moratorium on evictions was part of the state-level discussions. Mr. Feeley said the State has preferred to leave that issue at the local level.

#### **AUDIT AND FINANCE COMMITTEE**

Governor Robbe Rhodes, Chair of the Audit and Finance Committee, convened the committee at 10:06 a.m. and asked Internal Audit Director Susy Serrano to begin with Audit items.

#### **Audit Items**

Internal Audit Director Serrano introduced the Internal Auditing Dashboard and Status of FY 2020 Audit Plan. Audits in progress on supplemental pay and institutional research have been slightly impacted by work on special projects but not significantly.

#### *Review of Audit Reports Issued*

The Pandemic Risk Response Consultation has helped prepare CSU for future audits, reports, and controls over CARES ACT compliance. Internal Audit has also reviewed controls for ADA compliance in storage of employee health information. Also, for the Military and Veteran Success Center Special Project at CSU Pueblo, Internal Audit provided recommendations on internal control weaknesses.

Ms. Serrano provided a report on the status of Past Due Audit Recommendations.

#### **Finance Items**

Governor Robbe Rhodes introduced CFO Sobanet to begin the Finance portion of the meeting.

#### *FY 2022 Governor's Budget Request*

CFO Sobanet noted that the Governor's budget was released at the beginning of November. The budget made an allocation that would restore operating support for colleges and universities to FY20 levels (\$825M) and allows up to a 3% increase in resident, undergraduate tuition rates. It also restores cuts to cybersecurity projects and provides \$15M in scholarships for displaced workers. The proposed budget

would restore state need-based financial aid to FY20 levels with scholarship funding for Colorado Opportunity Scholarship Initiative.

*FY 2021 1<sup>st</sup> Quarter Financial Statements*

VPUO Lynn Johnson reviewed first-quarter financial statement highlights, including expenses related to COVID pandemic.

*Campus Budget Updates and Tuition Discussion*

CSU Fort Collins

President McConnell introduced the CSU Fort Collins discussion. CSU VPUO Lynn Johnson provided an update for the CSU Fort Collins campus and noted the strong teamwork around budgeting across the System. VPUO Johnson discussed how the use of one-time Board Reserves enabled the campus to balance its budget this fiscal year and what FY21 impacts mean for FY22 estimates and assumptions, anticipating a roughly \$19.7M shortfall. These incremental budgets do not include COVID testing expenses, which are being tracked separately. In addition, the budget assumptions do not include any salary increases. Chancellor Frank noted that the System and Board will take a hard look at campus needs for FY22 later in the spring and discuss possible deployment of additional reserves.

CSU Pueblo

VPFA Alejandro Rojas-Sosa presented FY22 budget projections for CSU Pueblo, which currently show an estimated \$8M shortfall.

CSU Global

CSU Global Pamela Toney reviewed the CSU Global FY22 draft budget and assumptions, which currently project a \$3.5M surplus.

*Action on Approval of CSU Pueblo FY 21 Athletic Program fees for CSU Pueblo*

CSU Pueblo VPFA Alejandro Rojas-Sosa presented the item to amend the program fee schedule, specifically the Athletic Program fees, that was previously approved at the June 2020 Board of Governors meeting.

**Motion/Action:** Governor Clemmons moved to approve the amended CSU Pueblo FY21 Athletic Program Fees. Governor Baca seconded the motion, and the motion carried unanimously. This action item is included in the Board materials.

*Action on Reserves Report and Reserves Withdrawal*

Dr. Frank reviewed the status of Board reserves and discussed initiatives to be supported through the proposed \$72,590,438 withdrawal. He commented on how the initiatives relate to Board priorities.

**Motion/Action:** Governor DeSalvo moved to approve the Board Reserves Withdrawal. Governor Tuor seconded the motion, and the motion carried unanimously. This action item is included in the Board materials.

Chair Tuor paused the meeting for a break at 10:57 a.m. The meeting resumed at 11:10 a.m.

### *CSU System Treasury Update*

#### *Action on the Third Amendment to the Fifteenth Supplemental Resolution*

Treasurer Margaret Henry explained how the Third Amendment to the Fifteenth Supplemental Resolution relates to the Commercial Paper program of \$75 million, and this program needs to be renewed every twelve (12) months. This short-term lending is used to bridge fund gift payments or long-term bond issuances.

**Motion/Action:** Governor Gable moved to approve the Third Amendment to the Fifteenth Supplemental Resolution. Governor Baca seconded the motion, and it passed unanimously. This action item is included in the Board materials.

*Action on the CSURF Capital Lease Annual Line of Credit Renewal:* CSU VPUO Johnson explained the line of credit leasing program and this resolution to re-authorize the line of credit, noting that this is an annual housekeeping item.

**Motion/Action:** Governor Gable made the motion to approve the CSURF Capital Lease Annual Line of Credit Renewal action item. Governor Jordan seconded; and the motion carried unanimously. This action item is included in the Board materials.

## **COLORADO STATE UNIVERSITY REPORTS**

### *Student Report*

Governor Taylor reported on progress and plans, including work on the You+2 housing ordinance and support for students related to COVID and quarantine, ASCSU alumni research, and student involvement.

### *Faculty Report*

Governor Clemmons asked that her written report stand as submitted. She thanked Governor Robbe Rhodes for attending the most recent Faculty Council meeting. Governor Clemmons noted that she is retiring, and a new faculty representative will be elected in February. She thanked the Board for their caring and leadership and recognized the important work of her Faculty Council colleagues. She also noted that the way the Chancellor and Board have supported the campuses through the pandemic has been inspirational. President McConnell expressed deep appreciation for Governor Clemmons on her service and recounted that she was celebrated and honored at Faculty Council this week.

Chair Tuor and Chancellor Frank congratulated Governor Clemons on her upcoming retirement and thanked her for her contributions to the Board during her service as the CSU Faculty Representative.

### *President's Report*

President McConnell delivered the President's Report for Fort Collins. She noted that CSU is one of the few large public universities that made it through the entire semester as planned before having to go remote, which she attributed to the extraordinary work of CSU's faculty, staff, and students. She shared the many top rankings the campus has earned this year, along with major honors and awards including research expenditures, which topped \$400 million (\$407M for FY2020) for the first time. The campus has held numerous virtual town hall meetings this year on topics of widespread interest. She reported on the findings of the Husch-Blackwell reports on Athletics and noted that an action plan has been developed and is being implemented to address recommendations. President McConnell reviewed CSU's 2020-21 strategic engagement plan and strategic transformation framework, as well as COVID response and recovery.

## **CSU PUEBLO REPORTS**

### *Student Report*

Governor Douglass reported on projects, including the Student Emergency Fund and support for students in need. Efforts have included work on a mentorship program and rape crisis services.

The meeting recessed for a lunch at 12:02 p.m. and reconvened at 12:30 p.m.

### **BOARD CHAIR AGENDA**

Chancellor Frank and Chair Tuor recognized Governor Singleton for his service. Presidents Toney, McConnell, and Mottet all expressed their personal thanks for his leadership and support. Governor Singleton commented on his experience with the Board, and his appreciation for the System and campus leadership and the commitment of his fellow Board members. He thanked his colleagues for making the experience enjoyable.

### **CSU PUEBLO REPORTS (continued)**

#### *Faculty Report*

Governor Jaksic reported that faculty has adjusted to the “new normal” of the pandemic and working to thrive. He provided updates on Banner administration and related faculty work. Governor Jaksic also discussed the alignment of the academic calendars between CSUP and CSUFC, and noted that a survey of faculty is underway.

#### *President’s Report*

President Mottet provided the CSU Pueblo President’s report. He thanked students for their partnership throughout the pandemic and said they will go down in the history of CSU Pueblo. The Higher Learning Commission, CSU Pueblo’s accrediting agency, conducted its 4-year visit and the campus is awaiting its mid-cycle evaluation report. He noted recent highlights and awards. President Mottet thanked the Board for helping the campus preserve its employment base and keep people working.

### **CSU GLOBAL REPORTS**

#### *Student Report*

Governor Hulet provided her report and mentioned her recent meetings of the Library Advisory Board and with CDHE. She discussed preparations for fall commencement and noted that she attended the virtual Water in the West Symposium.

#### *Faculty Report*

Governor Austin provided faculty updates and noted that faculty have been involved in the search for a new provost and updating course content. She also expressed great pride in CSU Global’s graduates.

#### *President’s Report*

CSU Global President Toney said her written report stands as submitted. Virtual commencement is scheduled for Saturday with graduates from around the world participating. Global is working on different financial plans and working with students to ensure they are able to continue their education pursuits. The campus is starting to see a lot of interest in the Master’s of Nursing program that just opened.

### **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Chair Gable convened the meeting of the Academic and Student Affairs Committee at 1:10 p.m. and asked System Chief Academic Officer Rick Miranda to lead the Board through the agenda items. CAO Miranda discussed the changes to the Faculty Manual Appendices and the program reviews for CSU and CSU Pueblo. CSU Pueblo Provost Abdelrahman provided additional background on the program review process. They also highlighted the 2021-22 Sabbatical Requests for CSU and CSU Pueblo.

### *Student Success and Enrollment Reports*

President Toney reported for CSU Global and noted they were still seeing a slightly younger population enrolling. Global is also seeing a slight increase in year over year enrollment, and retention efforts seem to be paying off (84% retention this year compared to 80% a year earlier). She noted that CSU Global remains committed to student success.

VP Chrissy Holliday and Provost Abdelrahman presented for CSU Pueblo. They reviewed trends over last 5 years, including growth in graduate and online-only enrollment. VP Holliday previewed the upcoming enrollment cycle and reported on Fall 2020 retention and persistence, including the highest single-year change in overall persistence rate in a decade.

CSU Provost Pedersen reported for Fort Collins and noted better-than-anticipated enrollment. She highlighted five areas of focus for strategic success initiatives. Provost Pedersen stated that CSU's trends in graduation rates are increasing and very encouraging. Positively, CSU's applications for 2021 are tracking above the past two years.

### **ANNUAL RESEARCH REPORTS**

CSU Pueblo Provost Mohamed Abdelrahman introduced the presentation and the presenters, Nicole Quartiero and John Williamson, who provided an overview of the various research activity at CSU Pueblo.

CSU VP for Research Alan Rudolph presented the Fort Collins research report highlighting the many COVID-related research projects underway and the record-breaking year of research awards and expenditures, which topped \$400 million (\$407M for FY2020) for the first time.

Chancellor Frank noted the research being conducted at both campuses is world-changing and encouraged participants to review the reports in detail.

Chair Tuor called for a break at 2:38 p.m. and the meeting resumed at 2:45 p.m.

### **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 Easley moved for approval of the Consent Agenda. Governor DeSalvo seconded the motion, and the motion carried unanimously.

### **REAL ESTATE AND FACILITIES COMMITTEE**

#### *Action Item to Approve a Solar Power Purchase Agreement*

Lynn Johnson, CSU VP University Operations, presented the Action Item to approve the Solar Power Purchase Agreement with Namaste Solar. She noted that since the agreement is more than five years it required Board approval.

**Motion/Action:** Governor Jordan moved for the Board to approve a long-term power purchase agreement (PPA) for the CSU solar power project and associated site lease agreements with Namaste Solar. This action item includes the approval of the lease of land for a solar power generation site on the CSU-ARDEC campus and other site lease agreements, as needed, for the power purchase agreement (PPA) with terms up to twenty-five years as part of the CSU Solar 2020 power project. Governor Clemmons seconded the motion and it carried unanimously. This action item is included in the Board materials.

Russell DeSalvo, Chair of the Committee requested that the Board move into Executive Session for the remainder of the Real Estate and Facilities Committee agenda, and for the general Executive Session

matters. General Counsel Johnson move them into Executive Session for the remainder of the Real Estate and Facilities Committee Agenda.

**Motion/Action:** Governor Valdez moved for the Board to go into Executive Session of the Real Estate and Facilities Committee and to go into the regular Executive Session for the reasons listed in the meeting notice. The motion was seconded by Governor Gabel and carried unanimously. General Counsel Johnson read the Board into Executive Session at 2:57 p.m. and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

1. The Board moved to go into Executive Session of the Real Estate and Facilities Committee under C.R.S. § 24-6-402 (3) (a) (I) and C.R.S. § 24-6-402 (3) (a) (II) for discussions relating to the sale of property at competitive bidding, a contract matter listed on the committee agenda, and to discuss specific legal questions related to the Hughes Stadium property and the CSU solar power project.
2. The Board moved to go into Executive Session under C.R.S. § 24-6-402 (3) (a) (VIII) and C.R.S. § 24-6-402 (3) (a) (II) to discuss and consider the naming of a building at the CSU Fort Collins campus and a building at the CSU Pueblo campus, and to receive specific legal advice on questions regarding the meeting topics referenced in this public notice and the meeting agenda, and to receive the Litigation Report from General Counsel related to pending and imminent litigation, as well as specific claims or grievances.

Following a motion, second, and unanimous vote to leave Executive Session, the Board of Governors returned to open session at 4:02 p.m.

*Approval of the Acceptance of Gifts and Naming Opportunities at CSU and CSU Pueblo*

General Counsel called for approval of the Action Items for the Acceptance of Gifts and Naming Opportunities at CSU and CSU Pueblo, as discussed in Executive Session.

**Motion/Action to Approve Naming Rights Action Items:** Governor Easley moved for approval of the Acceptance of Gifts and Naming Opportunities at CSU and CSU Pueblo. Governor Robbe Rhodes seconded the motion, and the motion carried unanimously. These action items are included in the Board materials.

With no further business, the meeting was adjourned at 4:03 p.m.

**THE BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
Executive Committee Meeting Minutes  
Remote via Zoom  
December 29, 2020**

**CALL TO ORDER**

Chair Tuor called the meeting to order at 1:05 p.m.

**ROLL**

**Governors present:** Nancy Tuor, Chair; Kim Jordan, Vice Chair, Jane Robbe Rhodes, Treasurer; Dean Singleton, Secretary (via phone); Steven Gabel

**Administrators present:** Tony Frank, Chancellor, CSU System; Jason Johnson, Secretary to the BOG and General Counsel, CSU System

**CSU System Staff present:** Melanie Geary, Board Liaison; Adam Fedrid, IT Manager

Chancellor Frank noted there was one item to be discussed by the Executive Committee and the Board members indicated their desire to move into Executive Session for the reasons listed in the public notice.

**Motion/Action:** Governor Jordan made the motion to move into Executive Session of the Executive Committee for the reasons stated in the public notice, including the discussion of confidential real estate matters and to receive legal advice from the General Counsel about the Hughes Stadium property. Governor Robbe Rhodes seconded the motion, and the motion carried unanimously.

Secretary to the Board and General Counsel Johnson read the Board into Executive Session at 1:06 p.m. and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice: The Board moved to go into Executive Session of the Executive Committee under C.R.S. § 24-6-402 (3) (a) (I) and C.R.S. § 24-6-402 (3) (a) (II) for discussions relating to the sale of property and to discuss specific legal questions related to the Hughes Stadium property.

The meeting convened in executive session at 1:06 p.m. After a unanimous motion, the Executive Committee came out of Executive Session at 1:50 p.m. With no further business, the meeting was adjourned.

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 Mary Pedersen, Provost and Executive Vice President.

Faculty Council is the representative body for all faculty as stated in Section C.2.1.1 of the Faculty Manual: “The Faculty Council acts as a representative body for the faculty and performs those duties delegated to the faculty by acts of the legislature. Faculty government is an instrument by which the collective intelligence of the institution through direct and representative participation can do effective work in establishing policies which result in:

- a. Curricula suited to the needs of the state as well as to regional, national, and international concerns.
- b. The best possible teaching, research, and extension activities.
- c. Conditions in which both faculty members and students can learn and develop according to their individual interests and aptitudes.”

At present, our 770 (Factbook 2019-2020) non-tenure track faculty members are represented in Faculty Council through the Committee on Non-Tenure Track Faculty, which provides one contract or continuing faculty member from each college. However, the current at-large representation does not take into account contract or continuing faculty, and therefore does not accurately represent our entire faculty. Our non-tenure track faculty members provide significant contributions to teaching, research, and extension, fulfilling state curricula, providing the best possible activities, and ensuring students can learn and develop

according to their individual interests and aptitudes. However, these faculty members perform these duties and meet these goals of Faculty Council without adequate representation in our Faculty Council body. Therefore, the numbers of contract and continuing faculty should be included in the count to determine representation.

As faculty members, contract and continuing faculty should be eligible to serve as faculty representatives when elected. Non-tenure track faculty are no more vulnerable to pressure than tenure-track faculty who are eligible to serve as representatives. All faculty are protected by academic freedom, as outlined in E.8, specifically that “d. A faculty member is free to question that which is believed to be settled” and that “g. A faculty member is a citizen, a member of a learned profession, and an officer of an educational institution.” Additionally all faculty are protected by the Faculty Manual Appendix 1, specifically section 3 Employment-Related Discrimination, Harassment, and Other Violations; section 4 First Amendment; and section 6 Retaliation. Appendix 7 Bullying in the Workplace also protects them. All of these provide reasonable support for any interested and elected contract or continuing faculty member to serve as a representative to Faculty Council.

Board of Governors of the Colorado State University System  
Meeting Date: February 3-5, 2021  
Consent Item

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

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

**C.2.1.3.1 Elected Members** (*last revised* ~~May 5, 2020~~ **February 5, 2021**)

Each academic department and the Libraries shall elect one (1) representative. An additional number of representatives, equal approximately to 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 full-time, part-time, and transitional tenure-track, ~~and~~ tenured, contract, and continuing faculty members in the colleges and Libraries.

All faculty representatives to the Faculty Council shall hold full-time, part-time, or transitional tenure-track, ~~or~~ tenured, contract or continuing 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 Administrative Professional Handbook revisions regarding Performance Evaluations

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the proposed revisions to the CSU Pueblo Administrative Handbook with regards to the Performance Evaluations process of Administrative Professional employees.

**EXPLANATION:**

Presented by Dr. Timothy Mottet, President CSU-Pueblo and Johnna Doyle, Deputy General Counsel.

The format and method of the Administrative Professional performance management process was changed to better align the Performance Review Cycle with the timing of wage increases and to instill a pro-rated, merit-based process that rewards top employees. The new Performance Cycle will be 11/1 – 10/31, to correspond with any wage increases that typically occur in January (when funds allow). Increases will be merit-based, meaning top performers and poor performers will no longer receive the same percentage. This revision was approved the Administrative Professional Council, Cabinet, and the President.

The following are the revisions to the Administrative Professional Handbook Section 2.5.3 and Section 2.7.1

**2.5.3 Merit Increases**

When funds have been budgeted and are available for salary increases, the employee's overall performance evaluation score and percentage of plan year worked will determine the amount of increase for which the employee is eligible.

- a. Merit salary increases must be consistent with employee's performance evaluation outcomes.
- b. Merit increases shall be awarded to any person who receives a composite rating of "meets expectation" or higher with an effective date of January 1<sup>st</sup> of the next year. A merit increase is dependent on budgetary limitations and whether funds are available for salary increases.
- c. Merit increases shall not be awarded to any person who receives a composite rating of "unacceptable" or "needs improvement."
- d. The review cycle is November 1<sup>st</sup> through October 31<sup>st</sup>.
  - i. Staff members hired before August 1<sup>st</sup> in the review cycle will be evaluated for their partial year of employment and will be eligible for a prorated merit increase based on the start of their employment, overall performance rating, and funding availability.
  - ii. Staff members hired August 1<sup>st</sup> or after in the review cycle will not be evaluated for the current plan year, nor will they be eligible for a merit increase on the subsequent January 1<sup>st</sup>.
- e. Employees who have been promoted during the current evaluation period must be evaluated on both positions. The combined evaluation rating will be used to determine the amount of any annual merit increase.

Board of Governors of the Colorado State University System

Meeting Date: February 5, 2021

Consent Item

#### **2.18.4 Performance Expectations and Assessment**

Performance expectations will be communicated in various forms, both written and verbal, to employees throughout the year. Performance evaluations are formally conducted on an annual basis, and mid-cycle through a more informal check-in. The annual review cycle is November 1st through October 31st. Performance management should include on-going communication and documentation. Supervisors may consult with Human Resources and Institutional Equity (HRIE) for direction on any performance related issues, documentation, and evaluation.

##### **Goal Setting**

Goals should be discussed by both the employee and supervisor and agreed upon at the beginning of a review cycle. If an Administrative Professional staff member (staff member or employee) is hired during the review cycle, goal setting must occur within the first 30 days of employment. The agreed upon goals are to be documented in the annual performance evaluation form.

##### **Annual Evaluation**

By November 30th of each year, and as often as deemed necessary, the supervisor and employee meet to discuss final performance ratings. Supervisors will support the ratings with comments and justification. The supervisor and next level supervisor must electronically sign the performance evaluation form prior to the supervisor reviewing it with the employee. Employees provide their input during their self-review and may also include additional comments after meeting with their supervisor prior to signing. If there is a determination to retain an employee with an overall rating of unacceptable then the supervisor will be required to work with HRIE to place the employee on a Performance Improvement Plan (PIP). Administrative Professional staff have no right to progressive discipline and may be terminated at any time as deemed appropriate.

##### **Performance Evaluation Dispute**

Employees who can document factual errors in a performance evaluation may submit a request for review to the supervisor and appropriate appointing authority. Only factual errors will be reviewed; the appointing authority will not substitute their judgment for that of the supervisor. The decision of the appointing authority is final.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

# Section 11

## *Real Estate and Facilities Committee*

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
February 5, 2021**

**Committee Chair:** Russell DeSalvo (Chair), Nate Easley (Vice Chair)

**Assigned Staff:** Jason Johnson, General Counsel, Ajay Menon, CSU Research Foundation

**EXECUTIVE SESSION**

**OPEN SESSION**

# Section 12

## *Executive Session*

This section intentionally left blank

# APPENDICES

- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings

# APPENDIX I

## *Construction Status Reports*

Project	Bonds/Funding		Occupancy	Status as of Jan 2021
<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>Exterior structure is complete. Interior framing and drainage system underway. Project is 20% 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>Roof tile installation and interior framing underway. Project is approximately 47% complete.</p> <p>Phase 3 funding from state COP issuance is pending.</p>

Project	Bonds/Funding		Occupancy	Status as of Jan 2021
<p>Johnson Family Equine Hospital</p> <p>\$35,400,000</p>	<p>Funding from NWC COPs &amp; 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. Interior framing underway; planning for rooftop solar PPA installation. Project is approximately 55% complete.</p>
<p>Lory Student Center Phase 3 Revitalization and Adult Learner &amp; 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 Jan 2021
<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 1<sup>st</sup> and 2<sup>nd</sup> 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 01/14/2021	Description
Emergency Roof and Structural repair at Buell CC EMQ xxx	Emergency funding provide by transfer from Hasan Roof project	TBD	TBD	Procurement Office of the State Architect has approved the emergency repair of the Hasan Roof and structural repair. Funding is due to a successful completion of the Hasan roof project.	
CSU Pueblo #20019/ Rawlings Sports Complex renovation phase one	Donation RHR Foundation Dan and Kerry DeRose and Art Gonzales	08.18.2020	01.31.2021	Scopes includes new astro turf, fence, netting, press box, dug out, umpire locker remodel. 310 new bleachers at softball, new press box, dug out and deck remodel. New entry gate for softball. STATUS IS completing punch list items and stating close out documents	
CSU Pueblo #20019/ Rawlings Sports Complex renovation phase two	Donation RHR Foundation Dan and Kerry DeRose and Art Gonzales	08.31.20	05.31.2021	Scope includes the construction of an approximately 30,000 square foot sports facility. The purpose would be to provide an indoor green astro turf field for multiple sports like baseball, football, soccer and even marching band to practice during inclement weather. STATUS IS on time and on budget. GMP resolved NTP for phase one foundations is under review.	
Video and audio project at Massari Arena	\$697,000 BOG	Nov-19	1-Jan	Complete	
Track repair at Football	\$1,000,000 BOG	Dec-19	June 1st, 2020	Complete reviewing warranty items	
Concrete repair at football concourse	\$162,582 BOG	Dec-19	June 16th, 2020	Complete	
2019-061M19 Replace Roof and Windows, Hasan School Business	\$720,720 State funded Controlled Maintenance			Completed working on close out documents. On budget .	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. Some valves have been replaced for the purpose of completing the water line investigation and determining correct flow and pressure. With this information a more specific build can be accomplished. A GMP has been agreed and amendment is under review for contract execution. Planning for final scopes will proceed. Almost complete with valve replacement and researching xeriscaping Bartley median to save on water consumption	Currently the CSU 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.

**COLORADO STATE UNIVERSITY - PUEBLO**

**CONSTRUCTION PROJECT STATUS REPORT**

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 01/14/2021	Description
2006 -050P18 Psychology Building Renovation and Addition	\$16,812,751 State funded Capital Construction	Six month warranty completed. Completed 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 Substantial Completion 7/28/20. Notice of Occupance 7/28/20. See time lapse camera and web link written narrative <a href="http://www.csupueblo.edu/about/campus/construction-projects/psychology-building.html">www.csupueblo.edu/about/campus/construction-projects/psychology-building.html</a>		Public Art Close out documents have been started and are underway.	
2018-061 M19 SB267 Upgrade Fire Campus Systems Phase 1 and 2	\$1,229,140 State funded Controlled Maintenance SB 267	FUNDING was temporarily held which delayed project. Will reschedule and put back on track. Status. Drawings currently under code review awaiting final approval will start procurement.			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	FUNDING HELD temporarily and delayed project. New Substantial completion date of July 2021. CSUP staff (IT) is working as emergency essential staff to maintain campus and will schedule camera installation accordingly Estimated 99% completed Funding released. Camera installation completed. Training completed and views of cameras are being reviewed by a security committee to determine if more cameras are needed in specific trouble spots.			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.
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 1--Synthetic turf field--- completed and in use.) H. W. Houston General Contractor	

# APPENDIX II

## *Correspondence*

<b>CSUS Board of Governors Correspondence Received</b>			
<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>
11/29/2020	Email	Jordan Williams	Hughes Property & Native American Heritage
12/5/2020	Email	Bruce Macdonald	Athletics Accusations
12/9/2020	Email	Miles Blumhardt	Women and Gender Advocacy Center
12/14/2021	Email	Tonie Olivette	Facebook Post
1/15/2021	Email	Cali Nichols	Mandatory Testing
1/18/2021	Email	Skip Blades	MLK Day Message
1/21/2021	Email	Gary Ruskin	Biolab safety
<p>Correspondence to the Board of Governors that contains sensitive and personal information required to be kept confidential by federal or state law, rules, regulations, and policies are provided to the Board in the Executive Session materials.</p>			

**From:** [President Office](#)  
**To:** [Jordan Williams](#)  
**Cc:** [CSUS Board](#)  
**Subject:** RE: Letter to the Editor: CSU, Hughes, and Native American Heritage  
**Date:** Friday, December 18, 2020 4:22:12 PM

---

Hello Jordan,

Thank you for your email. First, my apologies for the delay in responding to your message. I appreciate my colleague Jeff Dodge for reminding me that you had not yet received a response. Please allow my response on behalf of the Office of the President. I appreciate you sharing your thoughts on both the issue of ancestral lands of Native people and nations as well as the Hughes Stadium property. Certainly, there is much to understand and account for when it comes to the history of Land Grant institutions, and CSU's Land Acknowledgement is part of the CSU's community's effort to address issues of the past and present.

I recognize your request to for CSU to not move forward with an effort of a transaction of the land that could lead to potential development. Please know that the Board of Governors of the CSU System is the deciding body for this land. Ultimately, the owner is the citizens of Colorado and the Board of Governors has engaged in much discussion that weighs all factors surrounding the land.

Again, thank you for brining your suggestion forward, and my apologies for the delay in acknowledging your email.

Best regards,  
 Nik Olsen

Nik Olsen  
 Assistant Chief-of-Staff for Communications and Outreach  
 Office of the President  
 Colorado State University

---

**From:** Jordan Williams <jordanjmwiliams@gmail.com>  
**Sent:** Sunday, November 29, 2020 8:00 PM  
**To:** managingeditor@collegian.com; opinion@coloradoan.com; milesblumhardt@coloradoan.com; Erin Udell <ErinUdell@coloradoan.com>; info@northfortynews.com; letters@collegian.com  
**Cc:** cityleaders@fcgov.com; Grant,Stacy <Stacy.Grant@ColoState.EDU>; PATHS FoCo <pathsfoco@gmail.com>; Smith,Tyrone <Tyrone.Smith@ColoState.EDU>; Kelly,Tiffani <Tiffani.Kelly@colostate.edu>; presofc <presofc@colostate.edu>; Lewis,Emily <Emily.Lewis@colostate.edu>  
**Subject:** Letter to the Editor: CSU, Hughes, and Native American Heritage

**Letter to the Editor: CSU, Hughes, and Native American Heritage**

The day after Thanksgiving is listed on my Google Calendar as "Native American Heritage Day", not "Black Friday" as it is frequently known. I believe this "Holiday in

the US” (as Google categorizes it) is increasingly important as the powerful and privileged must reckon with the origins of the Thanksgiving holiday through the actuality of the [#LANDBACK movement](#). This national day of recognition also falls in line with Colorado State University’s [Native American Heritage Month](#). While I appreciate CSU recognizing Native Nations through their [Land Acknowledgement statement](#) and the work of the Native American Cultural Center, I believe it is time for this Fort Collins public institution “to put its money where its mouth is” and do more.

As highlighted by [the work of CSU’s own educators and researchers](#), the foothills west of Fort Collins are very important to indigenous peoples, including the Arapaho, Cheyenne, Ute Nations, and others. While these Native tribes have been largely eradicated from [their ancestral lands](#), building another [modern housing development at the Hughes Stadium site](#) that appears to generate no direct financial support for Native Nations does not seem to be a good way to acknowledge them. (Note: If CSU is actively supporting the #LANDBACK movement in some other way, I would love to learn more.)

Therefore, I feel that it is unethical for CSU to continue with their existing Site Plan Advisory Review (SPAR) process for the Hughes property. My understanding is that [SPAR is intended for publicly owned and operated buildings and structures](#) that will be retained for public use. But in this case CSU will profit from the sale of the land to a private developer, which will then be sold to private homeowners. By selling the land along these lines, CSU would be failing to live up to its own [Land Acknowledgement statement](#) in my mind by continuing the profitization of Native land so that CSU can pay off private debt incurred through the construction of an on-campus football stadium.

I am a citizen of Fort Collins who lives on the west side of town, just one mile from the site of the former Hughes Stadium. I consider myself a conservationist (and a trail runner), so I have a vested interest in keeping my so-called “backyard” free from more modern development. I support the [Hughes Open Space petition](#), and I look forward to seeing the initiative on the ballot in April 2021. But I also know that it is a long road ahead as privileged people and institutions like myself and CSU try to engage with the existing Native Nations on their own terms and right the wrongs of the past. Therefore, I think having CSU discontinue their current SPAR process involving the sale of the Hughes Stadium land to a private developer is a good first step towards CSU’s attempt “in recognizing (their) institutional history, responsibility, and commitment” to Native lands.  
#LandAcknowledgement #NativeAmericanHeritageDay

To view this letter online with sources/links at the end via Google Docs, click here: <https://docs.google.com/document/d/1lwBbQcCBxf9SOMsL-MHT0Ddfi1KI09gm-reFNnomL64/edit>

**Jordan Williams**  
Phone: 360-244-9249

**From:** [President Office](#)  
**To:** [Jordan Williams](#)  
**Cc:** [CSUS Board](#)  
**Subject:** RE: Letter to the Editor: CSU, Hughes, and Native American Heritage  
**Date:** Friday, December 18, 2020 4:22:12 PM

---

Hello Jordan,

Thank you for your email. First, my apologies for the delay in responding to your message. I appreciate my colleague Jeff Dodge for reminding me that you had not yet received a response. Please allow my response on behalf of the Office of the President. I appreciate you sharing your thoughts on both the issue of ancestral lands of Native people and nations as well as the Hughes Stadium property. Certainly, there is much to understand and account for when it comes to the history of Land Grant institutions, and CSU's Land Acknowledgement is part of the CSU's community's effort to address issues of the past and present.

I recognize your request to for CSU to not move forward with an effort of a transaction of the land that could lead to potential development. Please know that the Board of Governors of the CSU System is the deciding body for this land. Ultimately, the owner is the citizens of Colorado and the Board of Governors has engaged in much discussion that weighs all factors surrounding the land.

Again, thank you for brining your suggestion forward, and my apologies for the delay in acknowledging your email.

Best regards,  
 Nik Olsen

Nik Olsen  
 Assistant Chief-of-Staff for Communications and Outreach  
 Office of the President  
 Colorado State University

---

**From:** Jordan Williams <jordanjmwiliams@gmail.com>  
**Sent:** Sunday, November 29, 2020 8:00 PM  
**To:** managingeditor@collegian.com; opinion@coloradoan.com; milesblumhardt@coloradoan.com; Erin Udell <ErinUdell@coloradoan.com>; info@northfortynews.com; letters@collegian.com  
**Cc:** cityleaders@fcgov.com; Grant,Stacy <Stacy.Grant@ColoState.EDU>; PATHS FoCo <pathsfoco@gmail.com>; Smith,Tyrone <Tyrone.Smith@ColoState.EDU>; Kelly,Tiffani <Tiffani.Kelly@colostate.edu>; presofc <presofc@colostate.edu>; Lewis,Emily <Emily.Lewis@colostate.edu>  
**Subject:** Letter to the Editor: CSU, Hughes, and Native American Heritage

**Letter to the Editor: CSU, Hughes, and Native American Heritage**

The day after Thanksgiving is listed on my Google Calendar as "Native American Heritage Day", not "Black Friday" as it is frequently known. I believe this "Holiday in

the US” (as Google categorizes it) is increasingly important as the powerful and privileged must reckon with the origins of the Thanksgiving holiday through the actuality of the [#LANDBACK movement](#). This national day of recognition also falls in line with Colorado State University’s [Native American Heritage Month](#). While I appreciate CSU recognizing Native Nations through their [Land Acknowledgement statement](#) and the work of the Native American Cultural Center, I believe it is time for this Fort Collins public institution “to put its money where its mouth is” and do more.

As highlighted by [the work of CSU’s own educators and researchers](#), the foothills west of Fort Collins are very important to indigenous peoples, including the Arapaho, Cheyenne, Ute Nations, and others. While these Native tribes have been largely eradicated from [their ancestral lands](#), building another [modern housing development at the Hughes Stadium site](#) that appears to generate no direct financial support for Native Nations does not seem to be a good way to acknowledge them. (Note: If CSU is actively supporting the #LANDBACK movement in some other way, I would love to learn more.)

Therefore, I feel that it is unethical for CSU to continue with their existing Site Plan Advisory Review (SPAR) process for the Hughes property. My understanding is that [SPAR is intended for publicly owned and operated buildings and structures](#) that will be retained for public use. But in this case CSU will profit from the sale of the land to a private developer, which will then be sold to private homeowners. By selling the land along these lines, CSU would be failing to live up to its own [Land Acknowledgement statement](#) in my mind by continuing the profitization of Native land so that CSU can pay off private debt incurred through the construction of an on-campus football stadium.

I am a citizen of Fort Collins who lives on the west side of town, just one mile from the site of the former Hughes Stadium. I consider myself a conservationist (and a trail runner), so I have a vested interest in keeping my so-called “backyard” free from more modern development. I support the [Hughes Open Space petition](#), and I look forward to seeing the initiative on the ballot in April 2021. But I also know that it is a long road ahead as privileged people and institutions like myself and CSU try to engage with the existing Native Nations on their own terms and right the wrongs of the past. Therefore, I think having CSU discontinue their current SPAR process involving the sale of the Hughes Stadium land to a private developer is a good first step towards CSU’s attempt “in recognizing (their) institutional history, responsibility, and commitment” to Native lands.  
#LandAcknowledgement #NativeAmericanHeritageDay

To view this letter online with sources/links at the end via Google Docs, click here: <https://docs.google.com/document/d/1lwBbQcCBxf9SOMsL-MHT0Ddfi1KI09gm-reFNnomL64/edit>

**Jordan Williams**  
Phone: 360-244-9249

**From:** [Blumhardt, Miles](#)  
**To:** [CSUS Board](#)  
**Subject:** CSU Women and Gender Advocacy Center letter  
**Date:** Wednesday, December 9, 2020 10:41:03 AM  
**Attachments:** [image001.png](#)

---

BOG members:

I am reaching out to you regarding a story I'm working on regarding the recent letter the CSU Women and Gender Advocacy Center sent to the CSU community in response to the Board of Governors statement in support of CSU's handling of various issues, including alleged mishandling of sexual misconduct, Title IX, COVID-19 and racial insensitivity and verbal abuse/harassment incidents.

Your voice is important for the story and as such I would like to schedule a time to set up an interview with a member.

My cell is 970-217-2313.

I appreciate your time and look forward to your response.

In case you did not see the WGAC letter here it is:

**An open letter to the campus community from the staff of the Women and Gender Advocacy Center (WGAC) regarding [recent concerns](#) expressed by students associated with the athletic department:**

To say that WGAC has our finger on the pulse of student experience as it relates to interpersonal violence is an understatement. Our Center has been in existence on campus for nearly 45 years. We run one of the oldest operating hotlines in the country and provide confidential victim advocacy 24 hours a day, 365 days a year. Since 2017 our confidential victim advocates have supported over 1000 survivors as they navigated the emotional, financial, academic and legal impacts of trauma. We feel it's important to go on record and amplify the voices of the students we serve. We want to be clear that as a victim advocacy center, we unequivocally support survivors, even if saying so brings risk of retaliation to our Center. The following is not an opinion. It is our truth about things that have been well documented.

Confidentiality often prevents us from sharing specific incidents and concerns. Now that this issue has been brought forward by so many voices, we can respond broadly with our cumulative knowledge. Other entities on campus and in the CSU system have offered their positions through [statements](#), [presentations](#), and even an [opinion piece](#) in local news media. These statements have included assertions that student accounts have been "[mischaracterized](#)", are "[factually inaccurate](#)" and that requests for accountability are "[not fully informed and unwarranted](#)". Some of these statements have come from folks who have never had a single conversation with students who are speaking out.

We are profoundly disappointed in the repeated and unnecessary efforts to minimize and discredit students who are sharing their experiences. We believe that an institution's commitment to survivors is seen not only in the codification of policies and procedures but also in how it responds when policies and procedures are not followed.

For many years we have witnessed CSU grapple with false dichotomies related to interpersonal violence. We have watched leaders humbly acknowledge the reality that an

institution can dedicate time and resources to Title IX compliance AND STILL have students, staff and faculty who cause harm or fall through the cracks. We have witnessed the university conduct investigations which indicate no existence of “systemic abnormalities” while also losing survivors who transfer, drop out and/or die by homicide or suicide every year. Just as it’s possible to have no “major” NCAA infractions while also having over [61 Title IX cases involving student athletes](#) over the past 4 years, these things are not mutually exclusive.

To suggest that CSU is somehow exempt from dynamics which are present on every single college campus in the country would be naive at best and dangerous at worst. Does CSU have staff who treat interpersonal violence as antithetical to the shared university vision? Of course we do. Are survivors at CSU discouraged from reporting? Of course they are. This fact does not make CSU an anomaly. In nearly every single context across the globe - in families, in the military, in government, in the media, and on college campuses - survivors are intentionally and unintentionally discouraged from reporting. This should not come as a surprise.

What is unique to CSU in this particular moment is that we have a group of students who are willing to place themselves at great risk to share their specific, first-hand experiences with barriers to institutional processes that left them feeling unheard, unsupported, and unsafe. The number of people speaking out is unprecedented and we can all benefit by listening to what they are collectively saying.

A university can (and should) elevate Title IX to the cabinet level and expand budgets for resources. These are good things. But any meaningful infrastructure is inconsequential if it does not address the barriers students face, which keeps them from reaching offices responsible for accountability in the first place. Acknowledging harm before committing to change does not make a family, group, department, or institution weak. It is a necessary part of changing small and large scale culture. This is the core of what we hear students speaking out about. We don't hear them criticizing changes to the Title IX infrastructure at CSU. We hear them criticizing a culture that left them feeling ignored and a department that silenced their reports.

As an institution, we cannot ask survivors of violence to come forward with their experiences and then turn around and publicly discredit them or frame their experiences as anomalies. If we want to support survivors, we need to believe survivors. We say this not just as a philosophical approach to our work or because research indicates that [false reporting is very rare](#). Rather, we believe survivors because our work positions us in close proximity to documented evidence, in addition to their accounts, which proves overwhelmingly they are telling the truth.

As members of CSU, we understand a desire to defend the integrity of the institution. We believe that supporting students (particularly when they are speaking up about dynamics that put themselves and others at risk), IS defending the institution because there would be no university without students. We offer this open letter not as a form of dissent *against* the university but rather as a reflection of our loyalty to CSU, its principles of community: inclusion, integrity, respect, service, and social justice and to the [mission of our Center](#).

We believe CSU has made great strides in acknowledging interpersonal violence. In fact, the sheer number of survivors who are willing to speak up publicly is, at least in part, a testament to that work. One common denominator in nearly all university scandals is the presence of staff who knew something wasn't right, but remained silent. We call upon our campus partners to continue pushing for a campus culture that rejects complacency in the face of oppression. Ask critical questions and make your support of students facing oppression known.

A closing message to survivors: We know that witnessing victim-blaming and the

minimization of other survivors in the media can be triggering, particularly while you attempt to navigate finals during a pandemic. We are here for you. The WGAC is currently offering extended confidential advocacy appointment hours for student athlete survivors. Please email us at [wgac@colostate.edu](mailto:wgac@colostate.edu) to schedule an appointment. As always, our 24/7 free and confidential hotline remains available at 970-492-4242. **We believe you.**

**Miles Blumhardt**

Senior reporter

**Coloradoan.**

PART OF THE USA TODAY NETWORK

Office: 970.224.7743

[milesblumhardt@coloradoan.com](mailto:milesblumhardt@coloradoan.com)

Twitter: @MilesBlumhardt

[coloradoan.com](http://coloradoan.com)

**Support local journalism in Fort Collins with a digital subscription to the Coloradoan:**

[offers.coloradoan.com/digitaloffer](https://offers.coloradoan.com/digitaloffer).

**From:** [Neth, Cara](#)  
**To:** [frenchwap34@gmail.com](mailto:frenchwap34@gmail.com)  
**Cc:** [CSUS Board](#)  
**Subject:** Your email to the CSU System Board of Governors  
**Date:** Monday, January 4, 2021 6:04:25 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image007.png](#)  
[image008.png](#)  
[image009.png](#)  
[image010.png](#)  
[image011.png](#)

---

Dear Ms. Olivett,

Thank you for bringing this thread to our attention. We have not been able to determine, from the information provided, whether the person you were speaking with on this thread is an employee of Colorado State University or the CSU System. There is no one working for CSU with that name, although it is possible she has a last name that is not used on her social media. The screen shot you provided indicates that she was working or volunteering in the state of Colorado as a representative for the Bernie Sanders campaign in 2016, not that she was somehow working for Bernie Sanders at CSU during that time.

Still, we want to be clear that, as an agency of the state of Colorado, the Colorado State University System does not have authority to (or an interest in) censoring opinions expressed by employees on their personal, private social media accounts, as that would usually violate their First Amendment rights. Our System employs thousands of people who all have their own opinions and the right to express them outside of work, as long as they don't represent themselves as speaking on behalf of the institution.

Again, thanks for sharing your concerns in this case, and I hope this information is useful. Please don't hesitate to reach out if you have further questions.

**CARA NETH**

Director, Executive Communications  
Colorado State University System



**From:** Tammie Olivett  
**Sent:** Monday, December 14, 2020 2:55:20 PM (UTC-07:00) Mountain Time (US & Canada)  
**To:** CSUS Board  
**Subject:**

Don't know if this person is still associated with your organization as either staff or student but thought you should know that this is how someone is representing your organization

**Marcia Emily** so are you assuming that the Trump supporters that comment on here are not in Fort Collins or are you just in general telling Trump supporters to leave Fort Collins because it is YOURS?!?! BTW..... how did things go for Bernie in 2016 and 2020? 😞

16h Like Reply

7 🇺🇸 🤔 ❤️

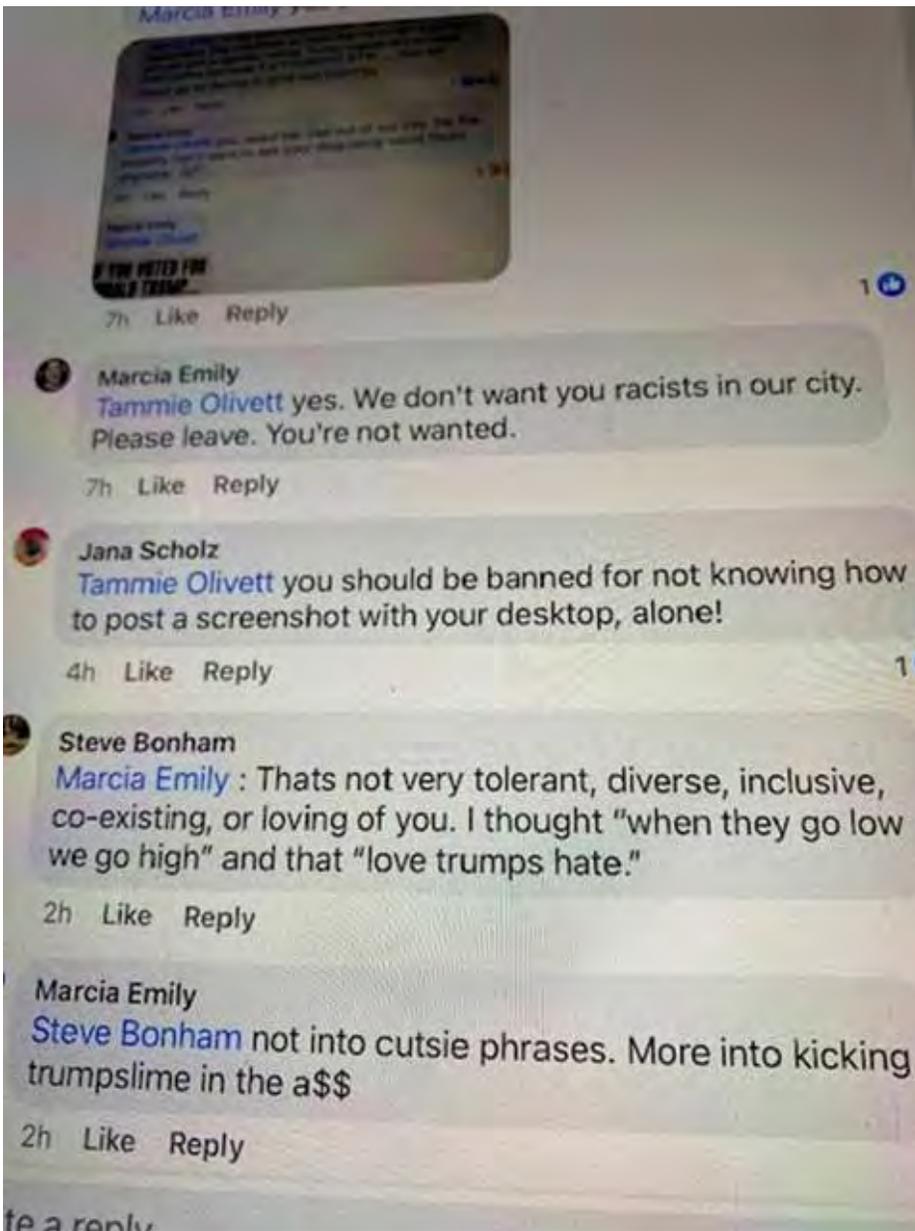
**Marcia Emily**  
**Tammie Olivett** you heard me. Get out of our city. We the majority don't want to see your disgusting racist faces anymore. GIT!

16h Like Reply

2 😞 😞

**Marcia Emily**  
**Tammie Olivett**

**IF YOU VOTED FOR  
DONALD TRUMP...**







Sent from my iPhone

**Geary, Melanie**

---

**From:** President Office  
**Sent:** Wednesday, January 27, 2021 12:06 PM  
**To:** Cali Nichols; presofc; Provost Office; CSUS Board  
**Subject:** RE: Mandatory Weekly Testing

Hello Cali,

Thank you for your email and my apologies for not responding sooner. I appreciate you sharing your concerns and the opportunity to share more information on the process.

Regarding ensuring health at the testing site, please know that CSU has worked closely with the Larimer County Public Health office to design a facility that allows for distance and other health precautions. We have also implemented a registration system to ensure there are not too many people congregating at the site at any one time. It takes an average of about 5 minutes to complete the screening process. Any student who has tested positive will be exempt for 90 days.

Regarding health record protections, by self-identifying a previous positive test, student will be exempt and not need to go through the screening process that could identify Covid markers in their sample. CSU Health Network and CSU's public health office adhere to HIPPA guidelines regarding sharing medical information.

CSU has worked to ensure students are able to access mental health resources. You are able to review these resources here: <https://health.colostate.edu/mental-health-resources/>. CSU has found from this fall that it is best to regularly monitor for Covid indicators in wastewater and the campus population to best contain outbreaks of Covid-19. Testing is mandated under university policy. Any student or staff/faculty member who does not want to come to campus for in-person work or learning is able to opt out and take courses that are fully remote and seek work accommodations.

We fully recognize the anxiety that comes with restarting operations amidst a health pandemic and please know that CSU is committed to the health and well-being of students, faculty and staff. We continue to rely on the expertise of Larimer County and State of Colorado health officials and will take prudent steps to mitigate transmission of Covid and gradually shift to more normal operations when possible.

I hope this helps provide some perspective on CSU's screening operations and well as planning for the spring semester. If I can offer any additional support, please let me know.

Best regards,  
Nik Olsen

Nik Olsen  
Assistant Chief-of-Staff for Communications and Outreach  
Office of the President  
Colorado State University

---

**From:** Cali Nichols <cali.nichols1@gmail.com>  
**Sent:** Friday, January 15, 2021 12:20 PM  
**To:** presofc <presofc@colostate.edu>; Provost Office <provost\_office@Mail.Colostate.edu>; CSUS Board <csus\_board@Mail.Colostate.edu>  
**Subject:** Re: Mandatory Weekly Testing

Good afternoon,

I am a CSU parent of a recent fall 2020 graduate and I have a second student still enrolled at CSU, Fort Collins. I received the email from the Pandemic Preparedness Team announcing the decision to require weekly mandatory Covid-19 testing for the Spring semester. The email failed to explain the logic and reasoning, based on science, for this mandatory requirement of students. The concerns surrounding this decision are numerous.

### 1. Super Spreader Event

Given that the University is not opened to full face to face class experiences, having students get tested weekly will only increase their exposure to asymptomatic infected students. IT WILL INCREASE THEIR EXPOSURE TO THOSE WITH COVID-19. I have a student with an underlying health condition. Mandating that he expose himself to potentially hundreds of infected asymptomatic students on a weekly basis is negligent. Based on science, we know that the college age group is typically asymptomatic when they are infected with Covid-19. As a result, many college students have likely unknowingly been infected within the last 90 days. Consequently, these students will test positive because they are within the 90 day window. This will unnecessarily trigger quarantining of all their close contacts even though the student is not contagious.

### 2. HIPAA and FERPA Obligations Triggered

Mandating weekly Covid-19 testing for students may be considered a benefit under ERISA requiring the University to follow HIPAA obligations. Additionally, requiring students to submit their outside testing results to prove a positive test result within the last 90 days creates a dangerous situation. HIPAA protects private health information, even during this pandemic, and this situation undermines that privacy protection by forcing students to reveal and submit to the CSU Covid Reporter private health information or risk testing positive because they are within the 90 day time period after a positive result. This is unacceptable and violates HIPAA. The CDC has issued guidance stating "it is unethical and illegal to test someone who doesn't want to be tested, including students..."

### 3. Mental Health Impact

In past communications from the office of the President of Colorado State, our ram students were told "you could be the reason someone loses their life". This caused tremendous stress and anxiety in the student population. College students often suffer with anxiety issues while having a normal college experience. The addition of the fear of Covid, fear of retaliation from the University regarding Covid rules, quarantining, lack of social contact, online classes, etc. have greatly increased the prevalence and intensity of anxiety students are experiencing. Mandated, weekly testing only adds to this anxiety further putting many students at risk for severe, debilitating mental health issues. Severe anxiety is debilitating and can be the cause of many physical health problems in the young.

In closing, I hope that you will reconsider your plan to mandate weekly Covid-19 testing for students due to the numerous negative impacts it will place on the student population. Additionally, the science does not support this practice. According to the Annals of Internal Medicine, researchers at Johns Hopkins University Medical school conducted a study that found that tests used to rule out whether someone is infected often are wrong. Examining previous studies, the researchers said that four days before symptoms start, the tests in all cases wrongly find that people who are infected but show no symptoms do not have the disease. The accuracy of the tests improve closer to the time fevers or other symptoms show up, the study said. But even the day before the symptoms appear, two-thirds of the time the tests incorrectly show that asymptomatic people who are infected are free of the disease. **That means that as campuses try to figure out which students to quarantine, there's a good chance tests will say that sick people are healthy. And that in turn could give those who test negative a false sense of security that they won't get other people sick or that they have the antibodies to keep from getting infected.**

**From:** [Skip Blades](#)  
**To:** [VPSA ParentFamilyPrograms](#)  
**Cc:** [CSUS Board](#)  
**Subject:** RE: Join the CSU Community in honoring the legacy of Dr. Martin Luther King, Jr today  
**Date:** Monday, January 18, 2021 4:49:42 PM

---

Joyce,

You should really follow your passion which appears to be more about social injustice and inclusion versus academic education of our children. I have come to accept that you will not stop until the Board removes you.

Focus on educating our children on academics and “get off your high horse”.

Recently, a friend of mine chose not to send his child to CSU because of your antics. It has an impact.

Skip Blades

720.842.5166 ext. 101(office) | 303.748.0801 (cell) | 720.842.5166 (fax)

---

**From:** CSU Parent and Family Programs <[vpas\\_parentfamilyprograms@mail.colostate.edu](mailto:vpas_parentfamilyprograms@mail.colostate.edu)>  
**Sent:** Monday, January 18, 2021 3:52 PM  
**To:** Skip Blades <[sblades@guidewiresi.com](mailto:sblades@guidewiresi.com)>  
**Subject:** FW: Join the CSU Community in honoring the legacy of Dr. Martin Luther King, Jr today

Dear CSU Parents and Families,

We hope you are well. Please see the email below regarding the legacy of Dr. Martin Luther King, Jr. that was sent to all CSU students, faculty, staff and associates.

Take care,  
 CSU Parent and Family Programs

**From:** CSU-Community **On Behalf Of** President Joyce McConnell  
**Sent:** Monday, January 18, 2021 8:32 AM  
**To:** All Students, Faculty, Staff and Associates **Subject:** Join the CSU Community in honoring the legacy of Dr. Martin Luther King, Jr today

Dear CSU Community,

Today we celebrate the life and legacy of Dr. Martin Luther King, Jr., and of the many others who have worked against racism and inequity and on behalf of justice and equality in America.

Traditionally, we have celebrated across the nation by coming together, whether for memorial events, marches, public speeches or lectures, or concerts. That we are not able to do that today feels particularly painful after a year where many of the issues that were most important to Dr. King are visibly dividing our country.

This year, the MLK event committee at CSU chose as their theme the question Dr. King asked in the title of his 1967 book: *Where Do We Go from Here?* To answer that question, Colorado State University has joined with the City of Fort Collins and an array of local and community organizations to offer a wide variety of innovative virtual and in-person events.

**I encourage all of you to look at the complete list of events [here](#)—and send the link to your families and friends. Some are happening today; others will continue throughout the week and beyond. I also urge you to take the time to watch the powerful 2021 Celebration Video that will be posted at noon today. Again, look for it [here](#). My deepest thanks to the committee that put this incredible slate of events and tributes together, and to all those who contributed, both at CSU and in our local community.**

I know that many of you live your lives guided by the words and wisdom of Dr. King. I hope that in the coming year, more of us commit to doing so. I also hope fervently that we can be together in-person soon, to stand shoulder-to-shoulder, to walk side by side, and to share—through the symbols of our joined hands and our blended voices—our commitment to achieving Dr. King’s vision for our communities, our country, and our future.

Warmly,

Joyce

**Geary, Melanie**

---

**From:** Gary Ruskin <gary@usrtk.org>  
**Sent:** Thursday, January 21, 2021 12:41 PM  
**To:** CSUS Board  
**Subject:** How safe are the biolabs at Colorado State?

Dear Colorado State board members:

I just wanted to make sure that you saw this:

<https://usrtk.org/biohazards-blog/how-safe-are-the-biolabs-at-colorado-state-university/>

Best,

Gary Ruskin

--

Gary Ruskin  
Executive Director  
[U.S. Right to Know](#)  
[gary@usrtk.org](mailto:gary@usrtk.org)  
(415) 944-7350  
[@garyruskin](#)



U.S. RIGHT TO KNOW

 English

# How safe are the biolabs at Colorado State?

[Print](#) [Email](#) [Share](#) [Tweet](#)

Posted on January 21, 2021 by Sainath Suryanarayanan

A draft funding proposal for the construction of a new biolab at Colorado State University raises questions about safety and security at its existing biolabs in Fort Collins, Colorado.

The draft proposal seeks funding from the National Institutes of Health to replace “aging” infrastructure within CSU’s Center for Vector-Borne Infectious Diseases, formerly known as the Arthropod-borne and Infectious Disease Laboratory (AIDL). The center rears insect and bat colonies for infectious disease experiments with dangerous pathogens such as SARS, Zika, Nipah and Hendra viruses. Live-pathogen experiments there are performed in part in BSL-3 facilities, which are air-tight laboratories with special technologies to prevent researchers from getting infected and spreading infections.

The proposal’s authors (Tony Schountz and Greg Ebel from CSU and Jonathan Epstein, a vice president at EcoHealth Alliance) write that, “several of our buildings are well past their useful lives.” They attach pictures of accumulating mold and mildew as proof of “rapidly degrading” facilities that “leak when it rains.”

The proposal also explains that the lab’s existing design requires cell samples of infected bats and insects to “be transported to different buildings prior to use.” It states that the existing autoclaves, which sterilize biohazardous materials, “frequently malfunction and there is a legitimate concern they will continue to do so.”

It is possible the troubles are overstated because they support a funding request. Here is an excerpt from the funding proposal with the images.

**Infrastructure deficiencies.** Despite the research excellence of the AIDL, several infrastructure deficiencies impede our research progress. The first of these is that researchers with a shared focus on arthropod-borne infections are dispersed. The majority are housed three different buildings at the CSU foothills campus, the site of the proposed CVID. Others maintain labs on the main campus and at the Veterinary Teaching hospital to the south of the main campus. This physical separation is problematic because it makes it difficult to leverage shared equipment and technical expertise, and to frequently discuss research results. Thus, the benefits of collaboration and team science are not maximized. A second major problem with the infrastructure is that several of our buildings are well past their useful lives. They leak when it rains and are rapidly degrading (**Figure 1**). In addition, their design is neither suitable for high-humidity insectaries nor up to current standards for working environments. Insectaries are frequently moldy and many labs and offices are located in windowless basements. The basement location of the labs coupled with the leakiness of the buildings has resulted in several incidents in which valuable equipment was nearly damaged by water entering via the ceilings or under walls. The current infrastructure supporting vector-borne disease research is thus deficient in that it hinders collaboration, is badly degraded and poorly suited to its current use.



**Figure 1.** Infrastructure deficiencies result in condensation on the ceiling of existing insectaries (A.) which leads to precipitation that collects on the floors (B.), collectively contributing to mold, mildew and other equipment failures (C, D).

The proposal raises several questions: Are human lives at risk from AIDL's faulty equipment and infrastructure? Does this decrepitude increase the likelihood of an accidental leak of dangerous pathogens? Are there other EcoHealth Alliance-affiliated facilities around the world that are similarly degraded and unsafe? Were the conditions similarly unsafe, for example, the EcoHealth Alliance-funded Wuhan Institute of Virology? That institute has been identified as a possible source of SARS-CoV-2, the virus that causes Covid-19.

Records of CSU's institutional biosafety committee (IBC), obtained via public records request, seem to reinforce concerns about safety of CSU biolabs. For example, meeting minutes from May 2020 indicate that a CSU researcher acquired Zika virus infection and symptoms after manipulating experimentally infected mosquitoes. The IBC noted: "Most likely this was a mosquito bite that went undetected during a chaotic time due to COVID-19 shut downs and changes."

Ironically, increased infectious disease research on SARS-CoV-2 may have heightened the risk of biosafety lapses and mishaps at CSU. The IBC minutes express support for "concerns raised regarding the large number of research projects involving SARS-CoV-2 which has put strains on resources such as PPE, lab space, and personnel."

*If you would like to receive regular updates about our biohazards investigation, you can sign up for our weekly newsletter here.*

📰 Biohazards, Biohazards Blog 📁 gain of function, laboratory accidents, potential pandemic pathogens, risks and hazards of high-containment biosafety facilities



## TOP NEWS

Biohazards News Tracker: Best articles on SARS-CoV-2 origins, biolabs and gain of function research

January 23, 2021

FOI documents on origins of SARS-CoV-2, hazards of gain-of-function research and biosafety labs

January 22, 2021

Colorado State University documents on bat pathogen research

January 21, 2021

Biohazards Blog: How safe are the biolabs at Colorado State?

January 21, 2021

USRTK asks ODNI to declassify documents about accidents at labs that store dangerous pathogens

January 8, 2021

# U.S. RIGHT TO KNOW

## PURSUING TRUTH AND TRANSPARENCY FOR PUBLIC HEALTH

[NEWSROOM](#) [CONTACT](#) [ABOUT](#) [RESOURCES](#) [DONATE](#) [WHISTLEBLOWERS](#) [VOLUNTEER](#)

[INVESTIGATIONS](#) [PESTICIDES](#) [GMOS](#) [SWEETENERS](#) [BIOHAZARDS](#) [FOIA](#) [ACADEMIC WORK](#)

[Creative Commons License >](#)

# APPENDIX III

*Higher Ed Readings*

### [‘A tremendous amount of fear’: Will major cuts threaten research universities’ work?](#)

*The Chronicle of Higher Education; Dec. 9, 2020*

COVID-19 has put pressure on public research universities in multiple ways: states lost tax revenue and cut funding for higher education, hospital revenue from nonessential procedures dried up, out-of-state students — who pay higher tuition — became an uncertain revenue stream, and money from housing, parking, athletics, etc. dropped sharply. While tenured professors and research scholars are typically protected from termination, the breadth of cuts and budget shortfalls has led to incentives to retire, replacement of tenure-track faculty lines with contract instructors, and even the elimination of entire departments.

### [Young people have less COVID-19 risk, but in college towns, deaths rose fast](#)

*New York Times; Dec. 12, 2020*

According to a New York Times analysis of 203 counties where college students comprise at least 10 percent of the population, coronavirus deaths have risen faster than in other communities across the nation. Since the end of August, coronavirus deaths have doubled in counties with a large college population, compared to a 58 percent increase elsewhere. Since the pandemic began, the Times has identified 397,000 infections at 1,800 institutions with more than 90 deaths among employees and students — however, the link between an outbreak at a college and a death in the community is difficult to confirm, particularly without robust contact tracing which many local health departments lack, and in many communities, there are other factors contributing to community spread such as tourism, youth sports, and indoor gatherings.

### [In rural America, fears about the future abound as fewer students go to college](#)

*NPR; Dec. 24, 2020*

The number of rural students filling out the FAFSA this year has dropped dramatically by more than 18%, and the numbers are down even more in majority-rural states including West Virginia (32%), Louisiana (30%), Mississippi (26%), Alaska (24%), and Arkansas and Oklahoma (23%). Many rural institutions have seen sharp drops in enrollment, including among dual-enrollment students, suggesting that numbers could be worse in the future.

The largest barrier to college for rural students is price and even where it hasn't changed, the average household earnings in rural areas have dropped due to the pandemic — earnings that were already nearly 20% lower than non-rural areas. And with the pandemic putting a stop to meetings with college counselors, raffles to fill out the FAFSA, and other exposure to the idea of college, there is less interest. Many students question whether the cost is worth it for online instruction, while thousands of students — in Maine alone, nearly 8,000 — have stopped attending school altogether.

[Colleges in peril can be rescued, by only if governing boards transform](#)

*The Chronicle of Higher Education; Jan. 12, 2021*

Even before the COVID-19 pandemic, there has been worry about the future of higher education, particularly the future of small, private, tuition-dependent colleges. According to Moody's, prior to the pandemic, 30% of all colleges were operating at a deficit. Over the past decade, institutional failures have often been the result of leadership failures on the part of boards, due to a set of common characteristics, such as: an ineffective board structure and membership-selection process; a culture that values the status quo; information asymmetry; problem blindness; over-deference to the president; and optimism bias.

[Tony Frank: On research](#)

Check out the latest Chancellor's letter from Dr. Frank.

[CSU Todos Santos Center Quarterly Newsletter: Dec. 2020](#)

Check out the latest news from the CSU Todos Santos Center.

**'A tremendous amount of fear': Will major cuts threaten research universities' work?**

*The Chronicle of Higher Education*

Flagship research universities across the country are bracing for a grim 2021, moving toward program closures and tenure-line reductions in the face of major budget shortfalls. Such steps, if realized, could mark a significant shift at institutions where it is not uncommon for tenured research scholars to teach undergraduate classes.

The moves would narrow the wide scope of programs at these research universities, institutions distinguished by their breadth of instruction and scholarship. Several of the proposed cuts, including in Hawaii, Vermont, and Colorado, are in arts and sciences programs.

James W.C. White, the interim dean of arts and sciences at the University of Colorado at Boulder, last week proposed to replace 50 tenure-track faculty lines with 25 contract instructors, investing the savings in more staff, research support, and faculty retention, among other things. (The university sought the retirement of 60 professors earlier this year.)

In a message to campus, he said without those retirements, the university may have needed to cut programs. Swapping tenure lines with instructors, White told *The Chronicle*, could also build up reserves “that could be used next time we had an economic downturn so that we could avoid program elimination, we could avoid layoffs.”

The plan sparked concern from professors and other instructors. Robert Rupert, a philosophy professor and chair of the arts and sciences council, told *The Chronicle* that the college financially supports other colleges, wondering why the dean couldn't have argued to hang onto more of the college's money. Others also cited the importance of research conducted by tenured faculty to the state.

“It departs from a certain perception of the university, or what a top-tier university would be,” Rupert said, adding that the state doesn't “have any other

school that fits the description of a high-powered research university. Colorado would be without one.”

Patricia Rankin, a physics professor who has led the arts and sciences council’s budget committee, said White’s proposal was a prudent measure. Still, she said, there could be long-term consequences to science if undergraduates have less research experience.

White said that he, too, was concerned about what the proposal would do to Colorado’s identity as a research university.

Considering what to do was a “sobering moment,” and he said he approached the provost with a big question. What were the “boundaries” of a strong research university? In other words, what did they need to maintain research excellence?

He said he had few options. He said he can’t control how much of the college’s revenue is reallocated elsewhere. Tuition can’t support everything, and unless the state raises appropriations, he said, “we have to seek other ways” to move forward. Next week he will host a Zoom meeting with the faculty on the budget and his proposal.

Public research universities largely came into the pandemic fiscally stronger than their regional counterparts and many private institutions. But Covid-19 pressured them on every front.

States lost tax revenue and warned of steep cuts ahead. Hospital revenue from nonessential procedures evaporated. Their enrollment was increasingly coming from out-of-state students, who pay higher tuition — an uncertain revenue stream in a major recession and in a pandemic that restricts travel. Money from housing, parking, and athletics, especially football, fell. Moody’s Investors Service on Tuesday predicted that research money would decline as federal agencies or other research funders faced tough times.

First, colleges tried to stop the bleeding. Colorado and other public research universities, including the University of Utah and the University of Kansas, gave professors incentives to retire. Other universities enacted furloughs and layoffs.

Rutgers University has laid off nearly 1,000 people, and at least 6,000 more have entered programs that include furloughs to cut more costs. “It’s been incredibly devastating,” said Donna Murch, an associate history professor at Rutgers’s New Brunswick campus and the secretary and treasurer of that campus’s union chapter, affiliated with the American Federation of Teachers and the American Association of University Professors.

Now universities are looking ahead. At the University of Nebraska at Lincoln, officials on Monday announced more than \$20 million in cuts over three fiscal years, including about \$5 million from the College of Arts and Sciences. The University of South Carolina has not announced any formal steps, but a “committee of nine” has been evaluating possible academic reorganizations that would increase revenue and cut costs.

At the University of Hawaii-Manoa, a centralized university-budget group evaluated program data over the summer, releasing recommendations this fall about individual degrees or academic programs that could be merged or eliminated. In August the board for the university’s system put forward a resolution declaring a financial “state of emergency.”

The state of Hawaii has lost tourism dollars, a crucial business, amid the pandemic. More clarity on how those losses will affect higher-education appropriations is expected this month. Until then, professors are working with few specifics.

It’s clear to faculty members, who formally censured the provost at Manoa for not adequately including them in planning, that the university seeks a long-term plan that cuts costs, said Paul McKimmy, chair of the faculty-senate executive committee.

Michael S. Bruno, the provost, did not respond to an interview request through a university spokesman.

Tenure should protect professors from dismissal except under certain circumstances, like when a university is at risk of closure or a department is eliminated. Professors in three University of Vermont departments last week learned that such a step is on the table.

Paul Bierman and his colleagues were invited last week to an unexpected meeting. Bierman, a geology professor, knew finances were tight, and he expected to hear news of an incremental cut.

What he heard next floored him: His entire department would be eliminated.

If Bierman and his colleagues weren't reassigned to another department, they could be laid off. The classics department and the religion department were also on the chopping block, though the religion department's minor would be retained. Bill Falls, dean of the College of Arts and Sciences, proposed the elimination of 12 majors, 11 minors, and four master's programs, in addition to the consolidation of three language departments.

The university expects a minimum of \$600,000 in savings from the proposed moves, a fraction of the budget deficit. The overall goal is to cut costs by \$5 million by 2023.

"People are starting to realize their jobs are at stake," said Julie Roberts, the president of the faculty union's executive council and a linguistics professor. "There is a tremendous amount of fear right now."

The departments on the chopping block have low numbers of student majors, a metric that professors at Vermont said is not a good indicator of student interest. (For example, several pointed to popular classes that many undergraduates take out of interest or to fulfill curricular requirements.)

Falls told *The Chronicle* that using other metrics, including student-faculty ratios, would result in the same departments being selected for elimination. Geology is "one of our most expensive departments per student credit hour," he said — while faculty members get grants, space and administrative costs are high. "It made sense to dissolve that department."

Bierman, the geology professor, said he spent hours over the weekend charting a vision forward for the department. He pulled his colleagues together to imagine the ideal department of the future, drafting a five-page memo and sending it to administrators.

“It’s now or never,” he said, adding that being shuffled to another department at the university would feel like working from an “island.”

Bierman and faculty members in other departments now wonder what this means for the university’s direction as a whole. Vermont is aiming for Carnegie Research I designation.

The cuts feel out of step with that goal, said Ilyse Morgenstein Fuerst, an associate professor of religion. “R1 does not mean only lab science, it does not mean a tech school — it means a robust, complete university,” she said. “You need the humanities to be an R1. To cut them so deep, and to hobble the ones that are left, feels confusing.”

Eliminating a department could harm the university’s ability to hire top scholars, several professors said. And students, they said, benefit when they are in the classroom with people who are pushing the boundaries of their fields.

Falls said his goal is to retain faculty, but he could not promise that none would be laid off. Doing so would harm the university, he acknowledged, especially as it is on the “cusp” of the R1 designation. He said the soonest faculty leaders would formally review the arts and sciences proposal would be in March. Other colleges at Vermont alerted their faculty members last week that similar program reviews would take place.

“If tenure doesn’t protect you, and unionization doesn’t protect you, what does?” said Felicia Kornbluh, a history professor and union member. “There’s something about the drip, drip, drip of the constant crisis that’s insupportable.”

**Young people have less COVID-19 risk, but in college towns, deaths rose fast**

*New York Times*

When college students returned to campuses around the country this fall, spurring a spike in new coronavirus infections nationwide, people like Phyllis Baukol seemed at little risk.

A classical pianist who, at 94, was ill with Alzheimer's, she lived tucked away in a nursing home in Grand Forks, N.D., far from the classrooms, bars and fraternity houses frequented by students at the University of North Dakota.

But the surge of the virus in Grand Forks, first attributed to cases among students and then ballooning through the community, eventually reached Ms. Baukol. She tested positive this fall, and three days later, staff members pushed her bed up against a window at the nursing home so her daughter could say goodbye.

As coronavirus deaths soar across the country, deaths in communities that are home to colleges have risen faster than the rest of the nation, a New York Times analysis of 203 counties where students compose at least 10 percent of the population has found.

In late August and early September, as college students returned to campus and some institutions put into place rigorous testing programs, the number of reported infections surged. Yet because serious illness and death are rare among young coronavirus patients, it was unclear at the time whether the growth of infections on campus would translate into a major health crisis.

But since the end of August, deaths from the coronavirus have doubled in counties with a large college population, compared with a 58 percent increase in the rest of the nation. Few of the victims were college students, but rather older people and others living and working in the community.

Health officials and family members of some people who died in such counties described large surges of cases involving students followed by subsequent infections and deaths in the wider community.

“When the rate of transmission in the surrounding community is high and increasing,” said Jennifer Nuzzo, an epidemiologist at the Johns Hopkins Bloomberg School of Public Health, “you are going to see more deaths.”

Since the pandemic began, a Times survey has identified more than 397,000 infections at more than 1,800 colleges and universities. Those cases include more than 90 deaths involving college employees and students.

The link between an outbreak at a college and a coronavirus death in the wider community is often indirect and difficult to document, according to public health experts, especially without extensive contact tracing, which many local health departments in the United States lack resources to pursue. Deaths have soared in recent weeks, making it difficult to distinguish between outbreaks tied to campuses and health emergencies linked to other causes.

Yet in September and October, when deaths were well below earlier peaks and fairly steady, they were already rising in many college communities. That trend highlighted a central fear of health officials — that young adults with limited symptoms may unwittingly transmit the virus, increasing the possibility it would ultimately spread to someone more vulnerable.

Experts suggest an array of ways such spread might happen, including one simple possibility: More than 1.1 million undergraduates work in health-related occupations, census data shows, including more than 700,000 that serve as nurses, medical assistants and health care aides in their communities.

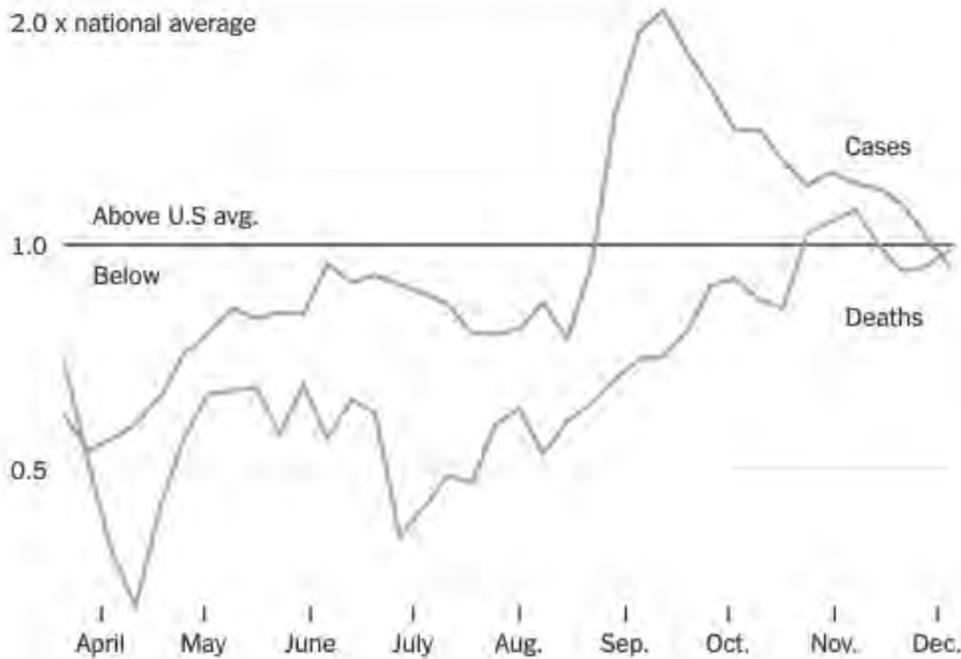
But spread of the virus may also be more invisible, through layers of separation.

“All it really takes is one cavalier interaction,” said Tali Elfassy, an epidemiologist at the University of Miami.

## After a Surge in Cases, a Rise in Deaths

Some hoped a spike in reported coronavirus infections on college campuses this fall would be limited to students, who have a low risk for serious complications. But the virus death rate in college communities rose faster than the national average, suggesting that college outbreaks were not always contained.

### Coronavirus cases and deaths in college counties, per capita



Note: Counties are categorized using data from the American Community Survey. Case data is from a [Times database](#)

In counties with large college populations and where deaths had increased notably in the fall, local health officials offered a wide range of explanations. Some were emphatic that there was a link between college-related cases and deaths in the wider community. Others said they did not have the resources to contact trace and attributed the rise in deaths to a broader community spread, or said the spread appeared linked to other factors, too — an uptick in tourism, youth sports or indoor gatherings.

But researchers have begun finding evidence of ties to college students. Using genetic sequencing to track Covid-19 cases around the University of

Wisconsin-La Crosse, Pariaic Kenny, a cancer geneticist at the Kabara Cancer Research Institute of the Gundersen Medical Foundation, has found links between infections at the university and cases and deaths in the surrounding region.

Dr. Kenny, who wrote about his findings in a study that has yet to be peer-reviewed, said he has identified at least 18 deaths in long-term care facilities and in the La Crosse community that occurred after a virus outbreak at the college in September and had the same genetic fingerprint as two strains that drove the college student outbreak.

“The genetics really allows you to join the dots between all of these seemingly unconnected situations,” said Dr. Kenny, who is also an adjunct associate professor at the university in La Crosse.

Even without genetic evidence, Linda Vail, health officer for Ingham County, Mich., said it was likely that some deaths in her area could be attributed to a surge of cases in September involving hundreds of Michigan State University students and employees.

“The number of cases just exploded on us,” she said.

Students make up more than 18 percent of the population in Ingham County, home to Michigan State. Classes were suddenly moved online for most undergraduates in August, but tens of thousands of students returned to the area, many renting off-campus housing.

Some colleges and health officials have said that viral transmission in classrooms and during official campus events has been limited but have pointed to activities and gatherings outside of classes as a root of spread.

In Ingham County, the virus rapidly bloomed.

“The students came back anyway and swooped down on bars and restaurants and other places and caused outbreaks in the community,” said Debra Furr-Holden, a Michigan State epidemiologist and associate dean for public health integration. The university quickly pivoted, she said, trying to reach students and offering testing, but found it was difficult to convince them to follow rules.

“We had an unintended negative consequence that these students were then not within our safety and protection and under our purview where we could better dictate testing, isolation, quarantine and all of that,” she said.

The county went from having about 300 new infections in August to about 1,800 in September. On Sept. 14, health officials said a majority of the newest cases involved students at Michigan State and ordered people in many fraternities and sororities to quarantine. Virus deaths have more than tripled in the county since the end of August, to 141 from 41.

In mid-October, Dennis Neuner was driving home from a hospital in Lansing, having just dropped off his wife, Sharon, who was admitted. They had both tested positive for the coronavirus and she developed a nasty cough.

Mr. Neuner took a shortcut on M.A.C. Avenue, home to some of Michigan State’s sororities. He said he saw some 200 students dotting the lawns, celebrating a football game. Some had red Solo cups, some were playing beer pong and cornhole.

“I didn’t see one mask,” he said.

Mr. Neuner made arrangements for a friend to watch his Jack Russell terrier, Daisy, then drove back to the hospital, where he was also admitted for respiratory distress.

By the next day, his symptoms had improved enough for him to recuperate at home. His wife, 71, who had been healthy and active before catching the virus, eventually developed a blood infection and could no longer breathe on her own. She died on Nov. 12.

Mr. Neuner does not know how he and his wife got sick. They worried when students returned for classes, he said, since they live in a neighborhood where some students and faculty members live and shop at a grocery store frequented by students.

In another college town, the University of Nebraska at Kearney has been holding both online and in-person classes this fall. Students make up about 12 percent of the population of Buffalo County, where infections began to surge in mid-August before fall classes started. The county of about 50,000

residents, which had about 330 cases from the start of the pandemic until August, saw cases more than triple by the end of September. Buffalo County, which recorded one virus death before August, now has seen 45 people die.

Jeremy Eschliman, health director for the Two Rivers Public Health Department, which covers Buffalo County, said the department could clearly “connect the dots” between students and deaths in high-risk populations, like long-term care facilities.

“That is what has started the forest fire here,” he said.

Todd Gottula, senior director of communications at the university, disagreed with the health department’s assessment, saying the university had shown leadership on the virus, offering free testing. He said the university had become a target because it was more transparent about its cases than some businesses were.

“When I look around and walk on my campus every day, I see everybody masked up, doing the right thing,” he said.

Several students and residents said they had regularly seen students, especially off-campus, congregating without masks before Kearney instituted a mask requirement in November. Some students recalled professors repeatedly interrupting classes to remind students to wear masks properly.

About three minutes from campus, the Mount Carmel Home had been relatively unscathed before the fall, even though more than 100,000 residents and employees of long-term care centers have died from Covid-19, a Times survey shows. The facility had some cases in the spring, but no one got seriously ill.

But at the end of September, cases started to pop up among staff members at Mount Carmel, Emily Birdsley, the administrator there, said, though she did not know the origin. Then residents began falling ill. This time, Ms. Birdsley said, she knew it was different. “We’re not going to make it out of this without losing anyone,” she told the director of operations.

In the end, at least 60 residents and staff members tested positive. At least six residents have died.

In North Dakota, college students make up about 17 percent of the 70,000 residents of Grand Forks County, where a surge in cases among young people was followed by outbreaks at a nursing home.

Before students from the University of North Dakota returned for a mix of in-person and online classes in August, the county was averaging about six new cases a day per 100,000 people, officials said. After students returned, new cases rose to an average of 94 cases per 100,000 people, and in November, they grew still more: 253 new cases a day per 100,000. The rate of transmission has since fallen to about 55 new cases a day per 100,000.

The spike was partly explained by mass testing on campus, where university officials required students to wear masks indoors and provided quarantine housing. Slowly, though, health officials say the virus seeped into the community.

“The community as a whole never really recovered to where we were at prior to the outbreak,” said Michael Dulitz, who oversees virus data for the Grand Forks area and said the spike from college students was the primary reason for the broad rise. “There was not any other explanation.”

Dr. Joshua Wynne, vice president for health affairs at the University of North Dakota, said cases quieted down after an initial bump that may have been related to the return of students. “Our mitigation strategy actually worked,” he said, adding that the subsequent uptick in cases corresponded to a surge across all of North Dakota.

At Valley Senior Living, the main nursing home and assisted-living provider in town, college students make up about a quarter of employees. They help residents brush their teeth, serve meals of meatballs and potatoes and become like substitute grandchildren to people whose isolation has intensified during the pandemic.

“Students have been a saving grace to us,” said Garth Rydland, chief executive at Valley Senior Living, which has three locations in Grand Forks and serves more than 500 people.

At the same time, he said, “spikes at a university tend to go through the whole community, and it sets off a new wave of community spread.”

After the uptick at the University of North Dakota in August, cases at Valley Senior Living accelerated. Employees — both college students and others — tested positive during routine testing, and cases spread among patients.

The lockdown created a jarring contrast for Molly McHugo, a senior at the University of North Dakota, who works as a nursing assistant. Near campus, she saw bars busy with students. At work, she watched as patients ate each meal alone in their room.

“Everyone talks about their rights, and I’m like, what about the rights of my patients?” said Ms. McHugo, 22, who tested positive for the virus in August. “They got all of their freedoms stripped away and it’s for their safety, but what kind of life is it?”

Valley Senior Living set up a Covid-19 unit that has been in use nearly every day since August.

Nine patients died during a fall wave, including Ms. Baukol, who sang alto in the church choir and once played piano with the Grand Forks Symphony before ending up at the nursing home, where her daughter, Jan Wysocki, often visited. She took her for air in the garden and spelled the name of family members with Scrabble to nudge her memory.

“Covid is there,” Ms. Wysocki said. “And it takes people’s lives.”

**In rural America, fears about the future abound as fewer students go to college**  
*NPR*

A yellow school bus with snow on the roof chugs up to the front door of Bucksport High School in Maine, where Principal Josh Tripp greets the handful of late-arriving students as they drag themselves inside.

Tripp is just glad they've shown up in a year when school is half online, sports and clubs have been curtailed, and the world can seem as cold and gray as a winter morning in this sparsely populated coastal town.

"Their overall feeling toward education right now is that they've just been beaten down," Tripp says. "Everything about this year has been harder. Certainly being an election year and seeing so much negativity around forecasts of our future, regardless of what political side you're on — there's just a lot of dim and dreary outlooks."

In rural communities like this one, the isolation and uncertainty of the pandemic year are translating into more than teenage angst.

### **Big drops in enrollment**

It's driving a dramatic drop in the proportion of students going on to college, threatening the already precarious economies of rural areas and widening their socioeconomic drift from urban and suburban America.

The number of rural students filling out the federal application for financial aid, a sign of whether they're even considering going to college, has plummeted by more than 18%, the National College Attainment Network reports. That's worse than the also alarming nearly 16% drop among urban students. The numbers are down even more in largely rural states including West Virginia (32%), Louisiana (30%), Mississippi (26%), Alaska (24%) and Arkansas and Oklahoma (23%).

Many universities and colleges in rural places already have seen big drops in enrollment this year. In Idaho, for instance, which already has the lowest proportion in the country of high school graduates who go on to

college (tied with Alaska at 44%), first-time undergraduate enrollment fell nearly 4% at the University of Idaho, nearly 8% at Idaho State University and more than 5% at Boise State University — with an even bigger slide among first-time in-state undergrads.

Those figures include huge declines among dual-enrollment students, who get a head start by taking college classes while they're still in high school, suggesting that future numbers may be even worse.

"One of my greatest fears is that they won't come back," Kevin Boys, president of Southern State Community College, says of the many students who have opted to forgo college in his service area of rural southwestern Ohio. Enrollment at Southern State dropped 16% this semester, a spokeswoman said.

### **Biggest barrier to college is price**

At the flagship campus of the University of Maine, the number of entering in-state students was down 11% this fall, a spokeswoman said. Maine is the nation's most rural state, with more than 60% of its population considered rural.

Until this year, there were indications that rural college-going was increasing. The proportion of rural students going to college rose from 51% in 2011 to 61% in 2016, according to the National Student Clearinghouse Research Center, though it has stalled since then. That's the same proportion as urban students, if still fewer than the 67% of suburban high school graduates who go to college.

Now there's worry that this progress may reverse, in large part because of COVID-19.

By far the biggest single barrier to college among students in rural schools is the price, according to a survey released in September by researchers at universities in Maine, Oregon, Georgia and Alaska. Average household earnings in rural areas are nearly 20% lower than incomes elsewhere, the U.S. Department of Agriculture says. This has also gotten worse as a result

of the pandemic, which has shuttered businesses and cost jobs in rural communities already suffering from declines in agriculture and industry.

In Bucksport, the paper mill that was the town's biggest employer closed abruptly just before Christmas in 2014, taking more than 500 jobs with it. Today, what's left of the idle mill and its lone remaining smokestack loom over one end of Main Street, waiting to be redeveloped into a promised salmon farm.

"When you could go make \$45,000 a year right out of high school working at the mill, there wasn't that push to say you need to go spend \$100,000 on a college education to do the same exact thing," says Tripp, wearing a facemask imprinted with the high school's Golden Bucks logo.

### **Students don't even feel like college is an option**

Then, "cold turkey, [people] completely didn't have that choice," he says. "You've seen that happen in a number of different communities across the state. And those towns really haven't rebounded."

Thirty-seven percent of the students at Bucksport High School come from families with incomes low enough to qualify for free or reduced-price lunch, state figures show. "So a number of our students don't even feel like [college] is an option for them," Tripp says.

Meanwhile, the prospect of having to pay for college, only to remain online, has fueled resistance among students who dislike the experience of remote education.

Even with prospects that a vaccine will allow colleges to return to being fully in person, Ethan Lozier, a Bucksport High School senior, hears his classmates asking, "Why do I want to go and have online classes like this and spend thousands of dollars?" Lozier says he's been wondering the same thing, although he plans to go to college next year.

Some rural students have stopped even coming to school. In Maine, more than 4%, or nearly 8,000, have disappeared this year from the public schools, state figures show.

Katy Hunter, a science teacher and college adviser at Bucksport High, grew close last year to a student with whom she ate lunch every day. Now the student isn't showing up at all. "You feel helpless," Hunter says. "You know that this person is very capable, and a good person. I don't think they realize what this is going to do to their futures."

Sixty miles away, in the northern Maine community of Dover-Foxcroft, Amber Richard says of her classmates: "Their drive is just gone. The quarantine kind of just drained them and now they're, like, 'Well, I don't really want to now just go be in [college].' ... They just want a break."

Dover-Foxcroft spans the Piscataquis River, which once powered sawmills, tanneries, woolen companies, a piano factory and furniture-makers; it's the seat of Piscataquis County, Maine's poorest and least populated county, which is three times the size of Rhode Island but has fewer than 18,000 people in it, or under five inhabitants per square mile.

### **"Living in Maine is tough"**

In normal times, locals would escape the winter darkness to watch basketball games at Foxcroft Academy, the nearly 200-year-old regional high school. The team is still scheduled to play, but with strict limits on the number of people who can watch.

"Friday nights here, not only do you have athletes on this floor, you've got full stands" of fans, says Kandi Martin, a college counselor at the school, gesturing around the empty gym, which is hung with championship banners commemorating 11 state titles in the past 12 years.

It's another example of how the isolation in rural America has been worsened by COVID-19, making it hard for teachers to keep their students motivated, Martin says.

"Living in Maine is tough," Martin says. "Living through a Maine winter is even more difficult. Living through a Maine winter with COVID is crazy."

Even before now, rural students have doubted their prospects. Though 81% in that survey said they want a college degree, only 65% said they expected they would actually get one. Twenty percent said they weren't smart enough, 12% didn't want to move away for college and 17% said they had to go to work immediately after high school.

Sami Bitat intends to go to college when he graduates from Foxcroft Academy in the spring. But he cites one of his friends when describing the way many of his classmates feel about it: "None of his family went to college, and they're doing fine. So his idea is, like, 'Well, they didn't go to college and they're doing fine. I don't see why I have to go to college.' "

Meanwhile, the pandemic has put a stop to the usual class assemblies, meetings with college counselors and recruiters, and raffles to encourage completing the financial aid forms. "This year there's a lot less exposure to" the idea of college, Bucksport High School senior Addie Morrison says. "So there's a lot less interest."

Bucksport High science teacher Katy Hunter stops to consider what life awaits some of her students who opt not to continue their educations.

"I don't know," she says. "I mean, McDonald's? I haven't really thought about that. I don't really want to know what the end result is going to be. Because it can't be good."

**Colleges in peril can be rescued, but only if governing boards reform**  
*The Chronicle of Higher Education*

Several higher-education observers in recent years have predicted the demise of large numbers of U.S. colleges and universities. Most notably, the late Clayton Christensen, the Harvard Business School professor and management guru, once said that half of American colleges would face bankruptcy by 2030. While other predictions haven't been as dire, there is an obvious cause for concern. Moody's, for example, determined that even before the pandemic, 30 percent of all colleges were operating at a deficit. Higher education is clearly facing one of its greatest financial crises in modern times.

At particular risk are small, private, tuition-dependent colleges where, in the words of Alice Brown, former president of the Appalachian College Association, "having 10 fewer students than expected is a serious financial problem. Having 30 fewer is a disaster." The headwinds facing higher education widely — unfavorable demographics, declining public attitudes, cost, debt, declining return on investment for students, and competition from mass-market alternatives — are especially challenging for small, private institutions whose value proposition has historically been founded on an expensive, traditional campus-based experience. Those colleges face a double whammy. Not only is the student market declining, but the fixed costs of predominantly residential, campus-based operations create structural challenges even if enrollments stay close to historical levels.

The situation may actually be worse than it appears. First, higher education was in a significantly weakened state before the Covid-19 crisis. Second, despite nine consecutive years of enrollment decline and large numbers of mergers and closures, the leadership of most colleges has failed to enact necessary foundational change. Third, and perhaps most important, institutional boards are ill-equipped structurally, behaviorally, and culturally to effectively exercise their governance responsibilities during a period of volatility.

Looking closely, in fact, it is clear that the failures of the past 10 years are in large part leadership failures of boards of trustees. If an institution is in

decline over a period of time, it is the board of trustees that is ultimately to blame, because the board has final accountability for an institution's finances and viability. Our research found that critical issues such as declining enrollments and revenue, liquidity problems, deficit spending, and deferred maintenance were repeatedly discussed in board meetings without the boards asserting their governance obligations, often until it was too late.

The very nature of college boards is largely to blame for the problems colleges are facing. Here are some common characteristics:

**An ineffective board structure and membership-selection process.** Private-college trustees are most often selected because of their wealth (as possible donors), career success, alumni affiliation, former institutional affiliation, and perceived influence. And they are all volunteers. As a result, trustees are generally supportive, if not passionate about the institution, but unlike corporate directors, trustees do not have a direct stake in the success of the entity they govern. Because they are not broadly selected for their expertise as it relates to the institution's operational and strategic needs, the chief executive and executive teams do not benefit from needed input, nor are they actively challenged relative to planning, decision making, performance, prioritization, or strategy. Lastly, the typical college board is overwhelmingly large, with dozens of trustees, which can improve inclusion but hurts functionality and efficacy. And because a disproportionate number of the members are alumni, there tends to be a strong dose of inertia-inducing nostalgia for how things "used to be."

**A culture that values the status quo.** Boards favor politeness, friendly relationships, political correctness, and respect for legacy and the status quo over transparency, healthy conflict, bold thinking, and transformative change. This culture has been nurtured over many decades of more or less stable operations, but it is detrimental in today's more volatile operating environment.

**Information asymmetry.** Because their work is volunteer and part time, many board members' awareness of what is going on at their campuses and in the broader landscape of higher education comes exclusively through

reports and updates provided at quarterly (or less frequent) board meetings. In some cases, the asymmetry of information between the administration and the board is more intentional. Information may be withheld or kept at a superficial level so that presentations and decisions are made quickly, avoiding time-consuming due diligence and the related accountability that would come with such a process.

**Problem blindness.** Ruth Cowan, a college-turnaround consultant, has referred to boards that are either unaware or willfully ignorant as “problem blind.” Decline at a college can be more difficult to see than in a business. A college is mission oriented, whereas a business is profit focused. Colleges with broken business models can operate years after a similarly beleaguered business would have been sold or dissolved. When a higher-education institution announces a merger or closure, that reality was years in the making.

**Over-deference to the president.** The relative unawareness of boards to what is going on at their campus and in higher education more broadly is in sharp contrast to the highly informed administrators they work with, who are usually long-term academics. It is therefore only natural for board members to defer to the president. But being overly deferential can contribute to presidents engaging in wasteful, misguided, and risky pursuits. While the interdependence of the board and the president can be a strength, it can also lead to what Judge José Cabranes of the U.S. Appeals Court for the Second Circuit, a longtime college trustee, has described as “back him or sack him,” whereby trustees believe they should unequivocally support the president until he or she becomes objectively and obviously unfit for the position.

**Optimism bias.** The economist Daniel Kahneman calls optimism bias “the planning fallacy.” Decision makers tend to underestimate costs, completion times, and risks, while overestimating the benefits. The very nature of college governance is a breeding ground for optimism bias, due to the previously mentioned problems of deference, problem bias, and information asymmetry.

A potential saving grace of the current pandemic for today's struggling institutions is that it may finally be what Robert Zemsky has termed a "dislodging event"— something so jarring that it forces change that was not possible before. There is modest evidence that some institutions are at least entertaining new ways of operating that were off limits before the pandemic. The boards of the institutions in our research that successfully reversed their declines and began to thrive all responded to a disorienting dilemma, usually a threat of foreclosure or loss of accreditation, by engaging in soul-searching followed by transformative actions to change the institution.

Interestingly, even for those institutions, the threat had to be literally existential in order for the boards to "wake up." Although the institutions in question faced their moment of truth pre-COVID, it may be that the current crisis will provide a similarly motivating scenario to shake other boards out of their complacency — to prefer change, even change that alters the nature of the institution — rather than riding the status quo to a painful demise.

While there is no sure-fire formula, according to Terrence MacTaggart, a former college chancellor and specialist on turnarounds, "turnaround sagas are remarkable in that they are at once unique and yet much alike. Each change story exhibits strikingly particular features of locale, culture, mission, history, leadership, temperament, resources, and programs. At the same time, each story displays marked similarities."

At the highest level, boards have to accept that problems are structural, not episodic; they have to hire the right leaders with the right profiles; and they have to quickly align expense with revenue. Even though budgets are normally the purview of the chief executive, in a crisis, board intervention to ensure solvency is critical to support the mid- and long-term objectives of surviving and ultimately thriving.

The characteristics of a board that is prepared to lead a turnaround or deal with an existential crisis are clear. Our research identified seven critical success factors that the board must demonstrate in order to successfully transform an at-risk college or university. It must 1) recognize that a crisis is

imminent or looming; 2) accept that survival will require a departure from tradition; 3) ensure that it has a president suitable for leading a turnaround; 4) partner with the president to support change initiatives and actively work with the president to overcome resistance to change; 5) intentionally recruit and develop board members who will understand and support the turnaround; 6) work with and learn from outside advisers skilled and experienced in college and university turnarounds; and 7) use its authority to take action.

While any change related to a crisis presents significant challenges, higher education has historically been much better at preserving the status quo than embracing transformation, which creates an added cultural barrier to the kind of thinking and action that are necessary today. However, for boards that recognize the sacred charge of their trusteeship, and are therefore willing to have difficult, sometimes painful discussions; pursue accountability for executives and themselves; take action that will challenge tradition (and some constituencies); and, maybe most importantly, are willing to embrace the risk, there is not only a path to survival, but to a thriving future.

[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](#)

---

With the pandemic and elections taking so much of our focus this fall, it can be easy to lose track of the fundamentals that drive higher education and the CSU System: teaching, research, and outreach that supports our communities. But all this year, even while moving their courses online and working to connect with students in their new digital classrooms, our faculty have not only kept their focus – they have excelled.

In fact, our flagship research university in Fort Collins broke a new record in 2020 – [topping \\$400 million](#) in research expenditures for the first time (\$407 million total). At CSU Pueblo, research and scholarship are largely focused on enriching undergraduate education – with awards this year including a [\\$2.5 million National Science Foundation grant](#) to support cyber security and technology education.

Research is an engine of economic prosperity and societal advancement. University research translates directly into innovation, technological advances, and private-sector jobs. Research launched at the CSU System has fueled the formation of 50 new start-up companies in Colorado since 2006. CSU [also ranks](#) in the Top 100 universities for U.S. patents in 2019-20, according to the National Academy of Inventors.

And of course, all of the remarkable progress this year has taken place against the backdrop of a global pandemic. Around the world, university faculties and infrastructures have pivoted as part of a massive mobilization of brainpower against a clear and common threat. And Colorado State University is at the forefront – one of the [top ten](#) universities worldwide in the research fight against COVID-19, alongside Harvard, Oxford, MIT, and Johns Hopkins.

CSU's Vice President for Research is Alan Rudolph, who describes himself as having spent his entire career chasing pandemics. Alan came to Colorado from a high-profile career in the federal government and private industry, where his work focused on mitigating global health outcomes from outbreaks that pose a threat to the whole planet – pandemics, biological terror threats, and the like. Over the last several years, in partnership with our academic colleges and institutes, he's helped position CSU to be prepared to respond in exactly the sort of crisis we're experiencing today.

With this preparation, and the support and leadership of CSU President Joyce McConnell, our research university has rapidly mobilized in the fight against COVID. Today, CSU has more than 170 COVID-19 related projects, including vaccines. As Alan said recently, "The speed of mobilization and volume of effort is unlike any other research endeavor in the University's 150-year history."

And the scientific breakthroughs in our campus laboratories translate directly into our ability to keep students, staff, and faculty safe on campus. The health and safety protocols that allowed for on-campus learning this fall were shaped and refined daily by the discoveries happening on the research side. As an example, Mark Zabel, a professor and researcher in Microbiology, Immunology, and Pathology at CSU Fort Collins, spearheaded getting saliva testing to the Fort Collins campus as part of CSU's ongoing surveillance efforts – an affordable way to help identify people who have COVID before they show symptoms. CSU's [testing of residence hall sewage](#) as another early detection method is also being adopted as a national best practice by many universities. Other faculty have set aside their own research to dive in collaboratively to the fight against COVID.

All of this demonstrates the power of our state's long-term investment in a nimble public health and research infrastructure.

And there are enduring lessons that will transcend this current crisis: lessons about the importance of preparation; about the value in giving faculty room and incentive to innovate; and about the importance of working in partnership with state and federal colleagues focused on a common goal. In 2001, in the wake of the anthrax attacks on our nation's capital, Dr. Tony Fauci ran a major investment in what was then termed the National Biodefense System. This system was composed of a series of Regional Centers of Excellence and Regional Biocontainment Labs; CSU won this competition for our

region of the country. The facilities in question include labs behind a biosecurity level 3 418 barrier that meet federal good manufacturing practice standards. GMP facilities behind a level 3 biosecurity barrier are rare, and that investment two decades ago is now paying off as CSU's BioMarc is actively involved in COVID-19 diagnosis and vaccine work. As the federal government looks to make investments in response to lessons learned from this pandemic, I'm sure that America's research universities will once again play a critical role in assuring that we are better prepared to meet the next pandemic that finds us.

This is research, with its attendant graduate education, applied for the benefit of the society we exist to serve, delivering fully on the promise of the tripartite mission that has been the foundation of land grant universities for over 150 years. We remain enormously proud to help deliver on the promise of that mission.

Sincerely,

-tony

Dr. Tony Frank  
Chancellor, CSU System

*Share this letter via social:*



## LATEST AT THE CSU SYSTEM

— The National Western Stock Show is usually the “best 16 days in January” and while the stock show isn’t able to happen in 2021, the virtual show must go on! Watch CSU and CSU System social media as we honor our history with the event during these 16 days in January, and visit the National Western Stock Show [legacy campaign website](#) for a series of videos highlighting Stock Show icons, their new facilities, and more.

— In October, the CSU System and the Fort Collins campus hosted a virtual panel, "CSU Grads on the Political Frontlines," with several CSU alumni who are working as journalists, lobbyists, communications experts, and legal counsel in the political arena. Watch the recording [here](#), and look for similar offerings in early 2021 (details TBA).

— Daniel Dominguez, a senior watershed science major in the Warner College of Natural Resources in Fort Collins, is one of only of 46 students in the United States [to receive](#) a Marshall Scholarship, which gives American students the opportunity to study at the United Kingdom's top academic institutions. Dominguez was a member of the [CSU Water](#)

[Sustainability Fellows Program](#) and was involved in the National Western Center Youth Water Project — a project tied to the forthcoming [CSU Spur campus](#) — where water fellows worked with high school students to present a summertime water festival for neighborhoods in north Denver; he plans to attend Scotland's University of Glasgow in September 2021 to pursue a master's degree in sustainable water environments. CSU is the only institution in Colorado to produce a Marshall Scholar for 2021. 419

## CAMPUS SPOTLIGHTS

— CSU Professor Randy Bartels of the Department of Electrical and Computer Engineering [has received](#) a \$1 million Deep Tissue Imaging Grant from the Chan Zuckerberg Initiative to develop new imaging technologies that could not only advance the understanding of the human body, but also offer new capabilities for studying basic biology, disease pathology, and early disease diagnosis. 2020 has been a record-breaking year for research at CSU; the Office of the Vice President for Research in Fort Collins recently released their 2020 research magazine, available in PDF form [here](#).

— CSU Pueblo faculty, staff, students, community members, family, and graduates of the CSU Pueblo class of 2020 [gathered virtually](#) last Saturday to celebrate commencement. Participants were encouraged to join via Facebook Live, YouTube, and the CSU Pueblo website for a livestream ceremony. Senior CJ Richards led the ceremony, singing the national anthem in Hoag Hall, and President Timothy Mottet, in full commencement regalia, welcomed viewers with a pre-recorded address from Massari Arena.

— On Dec. 5, more than 1,200 graduate students, family, friends, staff, and faculty around the world [participated](#) in CSU Global's Winter 2020 Virtual Commencement ceremony. This was the university's third virtual December commencement and included remarks from President Pamela Toney, CSU System Chancellor Tony Frank, Keynote Speaker Frannie Matthews, and Student Speaker Deirdre Jonker. Congratulations to all graduates!

## HIGHER EDUCATION LANDSCAPE

— A bipartisan group in both chambers of Congress [is seeking](#) \$20 million in aid for higher education institutions as part of the pandemic relief bill currently under consideration. The group also proposed continuing to excuse most student loan borrowers from making monthly repayments for an additional two months, until April 1. (*Inside Higher Ed*)

— The Supreme Court [will hear arguments](#) as to whether NCAA rules limiting education-

related financial aid to college athletes violate federal law. The anticipated ruling could have broader implications on how the NCAA defines amateurism in intercollegiate athletics. (*Inside Higher Ed*) 420

---



## 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 August 2020 edition includes:

- [A community response to hunger](#)
- [The continuing fight for equity](#)
- [Emotions and our digital lives](#)
- [A commitment to Navajo well-being](#)
- [Conservation and COVID-19](#)

And more! Dive in to the latest issue [here](#) or email [chancellor@colostate.edu](mailto:chancellor@colostate.edu) to receive the print copy.



Copyright © 2020 Colorado State University System.  
All rights reserved.

**CSU System mailing address:**

555 17th St., Ste. 1000  
Denver, CO 80202

You are receiving this publication because you have expressed interest in the CSU System and/or its initiatives such as CSU Spur and the CSU Todos Santos Center.

Want to change how you receive these emails?  
[Subscribe](#) or [unsubscribe](#) from this list.

[View this email in your browser](#)  
[Para leer en español, haga clic aquí](#)



*Located in Baja California Sur, Mexico, the CSU Todos Santos Center serves as the University's international hub, providing research and educational opportunities in alignment with existing University curricula, and advancing CSU's mission of teaching, research, service, and outreach through collaboration with universities and organizations in Mexico and the U.S.*

---

---

## A TRUE EXCHANGE OF CULTURE AND KNOWLEDGE

by Erika Osborne

I was fortunate enough to spend the better part of the 2019-2020 academic year in Todos Santos as a Fulbright-Garcia Robles Scholar. I was there primarily to undertake my own creative work addressing the relationship of culture to wildfire in the Sierra de la Laguna – the mountain range that forms the central rib of the southern Baja peninsula.

Serendipitously, I was also selected as one of five faculty members to teach as part of the College of Liberal Art's program, *Liberal Arts and Community Engagement in Todos Santos*, which ran for the first time during fall semester, 2019. I spent nearly nine months in the region and witnessed firsthand the reciprocal relationship that Colorado State University has established with the community of Todos Santos and beyond.

While living and working in Todos Santos, I felt CSU's commitment to the land grant mission extend through all aspects of Baja life. My children went to school with children

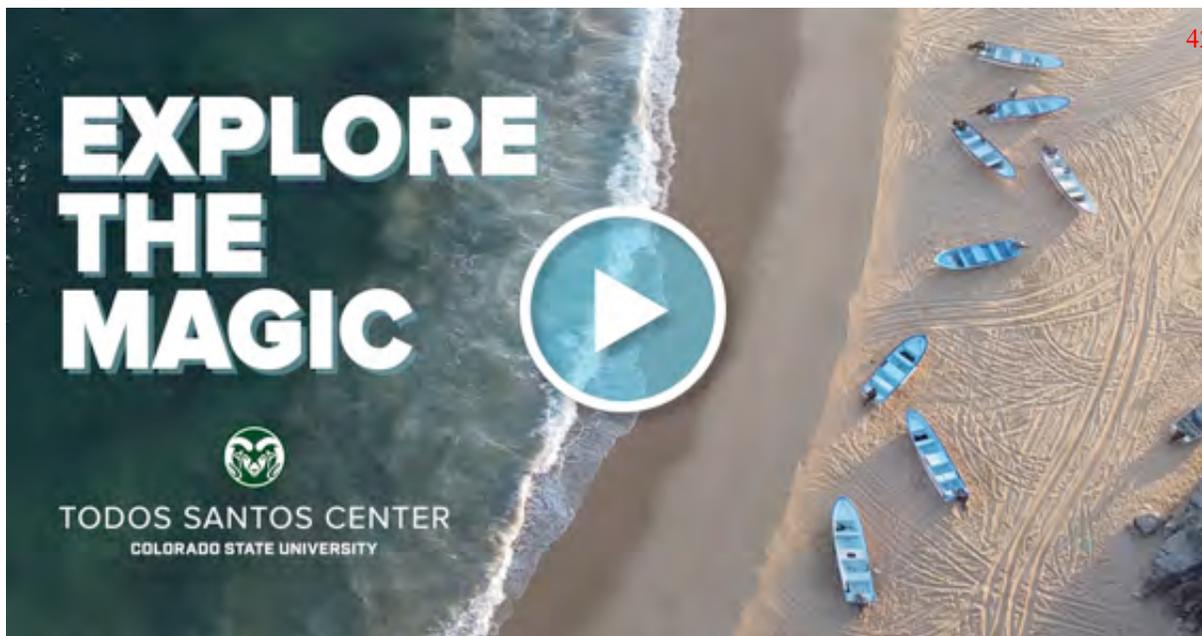
and siblings of Center staff members, tirelessly dedicated to education. Local friends were enthusiastic regulars at the English courses offered by the Center's Olaf Morales, the ranching population I worked with valued the relationship Veterinary Medicine has created with the rural population of the area and through my own research I became keenly aware of the respect and continuing partnership between the Sierra de la Laguna Biosphere Reserve office and CSU Center staff.

There is no doubt that CSU has had a positive impact on the community of the region. However, my extended time in Todos Santos also made it clear how much the community has enriched the experiences of CSU faculty and students studying in Todos Santos. For example, without the relationship building that has been at the core of the CSU Todos Santos Center mission, I would not have been able to develop a course as integrated in the environment and community as my course, *Art Meets Environment in Baja California Sur*, was. Center staff helped me organize a three-day pack trip for my students guided by ranchers from the Sierra de la Laguna and knowledgeable local outfitters. During our time out in the field, the students learned about the ecology and culture of the area from the people who know it best. Upon return, the staff at the center helped me gain the permission needed from the local government to host a community-based mural project and art workshop at the local park. This event was geared towards celebrating the unique ecology and culture of the Sierra de la Laguna. With the educational networks built by the Center, we were able to promote this event through the local schools – many of which educate students who come from the ranches of the Sierra de la Laguna. Music played, Agua de Jamaica was served and everyone that participated had a marvelous time.

Our culminating, community art event was the perfect example of what a study abroad program should be – a program that does not simply locate itself internationally, but one that imbeds itself in an international community. The CSU Center has created an environment ripe for this type of interaction. Because of this, a true exchange of culture and knowledge is possible.

*Erika Osborne is an assistant professor of art and art history at CSU in Fort Collins. She was awarded a Fulbright Scholarship to pursue art in Baja California Sur, Mexico in fall 2019.*

## A PUEBLO MÁGICO



Todos Santos — designated as a *Pueblo Mágico* or ‘magical town’ — is a quaint yet growing town with a population of roughly 7,000 — bordered to the west by pristine beaches along the Pacific Coast; to its east, the ecologically diverse Sierra de la Laguna Mountain Range and UNESCO-designated biosphere reserve. The town is well-known for its colorful art galleries, fishing activities, and agricultural production of papaya, avocado, mango, and other fruits and crops.

The unique, desert-mountain microclimates and ecosystems of Baja California Sur and Sierra de la Laguna closely resemble those found in Colorado and the Rocky Mountains, making the CSU Todos Santos Center an opportune location for research and education in subjects related to agriculture, ecotourism, and water conservation.

[Visit the CSU Todos Santos Center \(virtually\).](#)

## REFLECTIONS ON TODOS SANTOS



*CSU Todos Santos Center staff pose with English students during closing ceremony, February 2020.*

"I can say definitively that if it weren't for the CSU Todos Santos Center's presence, I would not host a learning abroad field school in Mexico," said Shane Macfarlan, Ph.D., assistant professor of anthropology at the University of Utah. "It was something I always wanted to do."

For Macfarlan, the CSU Todos Santos Center eliminated the guesswork of where and how to house students, and provided necessary infrastructure and community connections to support his goal of creating the Culture, Ecology, and Sustainability Field School — a two-week course designed for students to examine the intersection of culture, history, and ecology within the Baja California Sur region, with the town of Todos Santos as a case site.

[Read more.](#)

---

CSU needs your support to expand international educational experiences for students, enhance the CSU Todos Santos Center facilities, and develop innovative research.

**MAKE A GIFT**



**CSU System mailing address:**

555 17th St., Ste. 1000

Denver, CO 80202

You are receiving this publication because you have expressed interest in the CSU System and/or its initiatives such as CSU Spur and the CSU Todos Santos Center.

Want to change how you receive these emails?

[Subscribe](#) or [unsubscribe](#) from this list.

---

This email was sent to <<Email address>>

[why did I get this?](#) [unsubscribe from this list](#) [update subscription preferences](#)

Colorado State University System · 555 17th Street · Suite 1000 · Denver, CO 80202 · USA