

# Section 5

## *Colorado State University Reports*

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

# Taylor-Schindler Board of Governors Report

*As of April 21, 2021*



# Transportation

## *RamRide Secure*

We are continuing to work with RamRide on the RamRide Secure Program. So far, 70 students have been granted \$200 in Lyft credits to help their transportation needs. We provided an additional \$6,000 so that the program can continue over the summer. This is the first program aimed to help students with transportation insecurity that will continue over the summer.

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# Mental Health

## *Mental Health App*

The Department of Health and the Office of the President proposed to the Board of Student Organizational Funding to use \$40,000 to provide students a free mindfulness app subscription. The proposal got approved, and the departments are currently working on a bill to move forward on the project. To provide 10,000 students a subscription to the app called “Headspace”. We will send out an email to all students with the opportunity to sign up for the app once the bill passes and mindfulness fills the purchase order .



## *Mental Health Week*

Our Department of Health promoted and hosted a Mental Health week. We planted 1,100 ribbons across our Student Center lawn in memory and recognition of the 1,100 students that are victims of suicide. We also hosted Pablos Campos, a mental health public speaker, to talk to students about coping with anger, anxiety, depression, and substance abuse.

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# Housing Security

## *Funding Roots Policy Research*

We worked with members of City Staff to co-fund research done by Roots Policy Research firm on how occupancy limits impact residents in Fort Collins. Their findings will be presented to City Council at a work session in October of 2021.

## *Good Neighbor Program*

The Office of the President and the Department of State and Local Policy are working with the Director of Off-Campus Life on a bill to provide their office \$125,000 to fund a position for the first two years that would start the Good Neighbor Program. The Good Neighbor Program will set standards for property managers if they wish to be a part of the program. The property managers must demonstrate fair business practices, take reasonable and prompt action to resolve conflicts, and promote responsible alcohol consumption on their property.

## *Review System for Apartment Complexes*

Our Department of State and Local Policy has been working on adding a plug-in to the ASCSU website so that students can leave reviews on places they've lived. Students can then go to the review system and read student reviews before signing a lease.

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# COVID-19

## *Testing and Vaccinations Incentives*

We have been working with the Dean of Students and the Pandemic Preparedness Team's Co-Chairs to provide incentives for students to get their weekly COVID screening on campus. This incentive program is currently in the process of transitioning to an incentive program for vaccines.

## *Mask Drive and Distribution of PPE*

Our Department of Health has continued to order PPE supplies to include in the food pantries around campus. Our Department of Health and Department of Environmental Affairs partnered to create a mask drive. Students used recycled textile materials from the fashion and merchandising department to make masks now accessible in the pocket pantries.

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## **Academics**

### *Plus/Minus*

Our Department of Academics and Office of the President has worked with the Faculty Council, The Council of Deans, and the Committee on Teaching and Learning to standardize the grading system between multi-section courses. We worked with the Committee on Teaching and Learning to write a statement requesting the Committee on Responsibilities and Standing on Academic Faculty and the Faculty Council to consider forming a standardization policy and putting it in the faculty manual.

### *Professor Accountability*

The Office of the President has met with CSU- President Hanna Douglas several times over the semester to discuss ways to collaborate on professor accountability. We decided to work with members of the administration at our universities and release a statement on student concerns of professor accountability. Some of these concerns include timeliness of grading, use of canvas, and use of pre-recorded lectures.



# Additional Projects

## *Composting in the Lory Student Center*

Our Department of Environmental Affairs has been working with the Zero Waste Team and the Lory Student Center Governing Board on developing composting within the Lory Student Center. This semester they did a composting pilot program and are currently working on finalizing the initial strategy and refining it to create a final proposal for next year.



## *Dialogue Between Students and CSUPD*

The Office of the President started doing a video interview series with CSUPD, included in the ASCSU Fireside Chats. The series aims to address some of students' questions and concerns and communicate to students the resources that CSUPD offers. We also worked with CSUPD to gain a student position on hiring panels for the CSUPD Chief of Police and Captains.

## *Voter Guide*

Our Office of State and Local Policy developed an online voter guide for the local municipal elections on April 6th. The guide, which included information on registering to vote, a list of candidates for mayor, and each district, received 3,336 page views as of election day. Each candidate had links to their website and articles about their campaigns. Many of the candidates also opted to respond to a survey our office constructed that featured student-related concerns and questions.

## *Permanent Food Pantry*

Our Department of Health worked with Rams Against Hunger on a proposal to the University Facilities Fee Advisory Board on renovating the University Services building for the permanent food pantry. The ASCSU Senate passed a bill to allocate \$61,200 towards the renovation of this food pantry to support this proposal. The proposal passed, and the goal is to have construction completed by the end of summer.

## **Report for Board of Governors Meeting, May 6, 2021**

Respectfully submitted by Prof. Melinda D. Smith, CSU Faculty Representative to the Board of Governors

### **Summary of Faculty Council Activities of Note (March and April 2021)**

- In addition to passing the University Curriculum Committee's consent agenda in both March and April, Faculty Council also passed four revisions to the Graduate and Professional Bulletin recommended by the Committee on Scholarship, Research and Graduate Education, and recommended revisions to Sections E.10.5.1, E.13.2, E.15 of the Faculty Manual made by the Committee on Responsibilities and Standing of Academic Faculty.
- The Community of University Programs, charged with evaluating the ~80 CSU centers on biennial basis, submitted their reviews of 35 centers to the Faculty Council. All but one of the centers was recommended for renewal. Fourteen centers were recommended for renewal but with concerns about the applications submitted due to deficiencies or unclear documentation. The latter has raised concerns about the renewal process and the need for revision of the digital platform to improve clarity.
- Athletic Director Joe Parker gave a presentation on the Athletic Budget at the March 2<sup>nd</sup> FC meeting. Considerable discussion ensued. Parker agreed to come every year to present the Athletic Department Budget to Faculty Council.
- Faculty council members had the opportunity to participate in President Joyce McConnell's Courageous Strategic Transformation meeting on March 23<sup>rd</sup>.
- The Presidential Survey has been completed. With the new survey developed by FC Executive Committee, there were over 500 faculty responses. Institutional Research has been conducting an analysis of the data. While a more detailed report will be provided to the Board of Governors, the Faculty Council is pleased to report that a majority (>60%) of respondents were satisfied with the overall performance of President McConnell, with ~78% satisfaction with her handling of the COVID crisis.
- Elections: Chair Sue Doe was elected as Chair, Andrew Norton was as Vice Chair, and Melinda Smith as the Faculty Representative for the Board of Governors for the 2021-2022 academic year.
- Chair Sue Doe was announced this year's recipient of the Harry Rosenberg Distinguished Service Award, for her extraordinary efforts during the pandemic, maintaining all the important function of Faculty Council, and for strengthening shared governance and our relationship with President Joyce McConnell and Provost Mary Pedersen.

### **Budget Discussion and Survey (April 6 Meeting)**

Vice President Lynn Johnson presented a short presentation to the April 6 summarizing the current budget situation (~\$20 million shortfall), potential options for mitigating this shortfall, and requesting community input into the decision-making process. A Qualtrics survey was sent to Faculty Council members soon after and a total of 88 responses were received. Four questions were asked with respect to 1) supporting a 3% raise even if it meant as many as 200 employees losing their jobs, 2) supporting a 3% tuition increase to avoid deeper cuts to programs, 3) supporting a second round of VRIP, and 4) supporting a 3% compensation increase for GRAs and GTAs. Overall, there was the strongest support for a second round of VRIP (88% of respondents), majority support for both increasing tuition (60%) and compensation for GRAs and GTAs (55%), and strong opposition for a 3% raise at the cost of jobs. From the comments section of the survey, there were some clear issues with the questions asked, particularly the first (i.e., the implied trade-off between raises and job cuts), and feeling that not enough information was provided to allow for an informed response. In follow-up Faculty Council Executive Committee discussions, there remains a need for further transparency in the budget cut decision making process and explanation of the

range of options available for overcoming budget shortfalls in the future (i.e., reevaluation of base budget allocation).

### **Special Task Force Updates**

Faculty Council formed an **Intellectual Property (IP) Task Force** (led by the previous Board of Governors Faculty Representative Stephanie Clemons) in Fall 2020 to focus on IP concerns related to teaching materials. These concerns partially materialized during the pandemic as faculty recorded and moved much teaching material online and with realization that Section J (Rights and Responsibilities Related to Creative Works) of the Faculty Manual has not been updated in ~20 years and is out of date. In March, Provost Pedersen addressed immediate faculty concerns by stating that uploading teaching material to the Learning Management System (Canvas) does not automatically lead to a loss, or sharing, of IP rights. The Task Force has continued to work on IP issues this spring and has made recommendations for changes to Section J, for improvements in teaching contractual language, and for IP educational strategies and materials for the university community. As these recommendations are further vetted by various committees, the Board or Governors should keep the topic on their radar screen. Chair Sue Doe has initiated a new task force - the Advisory Task Force of the Mature and Informed, consisting of former FC chairs, led by CW Miller - to serve in advisory capacity to the Faculty Council and the Executive Committee.

### **On the Horizon**

The Graduate Workers Organizing Cooperative (GWOC), represented by Stefanie Berganini, gave a short presentation at the April 20<sup>th</sup> Faculty Council Executive Committee Meeting. Berganini provided an overview of the issue based on proposed changes recommended by Dean Stromberger and Associate Dean Colleen Webb. This included an increase in the living wage of graduate student stipends to levels comparable to peer institutions and the elimination of the fees that are higher than all peer institutions. The group has posted a petition to “Call for Livable Wages and an End to Prohibitive Fees” (currently has almost 800 signatures) and asked for an endorsement from Faculty Council. The FC Executive Committee approved adding a presentation by GWOC to the May 4<sup>th</sup> Faculty Council agenda. As there is likely to be further consideration of endorsement of the petition by Faculty Council, the Board of Governors should be aware of the topic.

### **Standing Invitation to BOG – Please Join Us for a Faculty Council Meeting in 2021-2022**

On behalf of Faculty Council members at CSU-FC, I wish to invite those interested to please join us for our final virtual Faculty Council meeting of Spring 2021 on May 4<sup>th</sup>.

## **COLORADO STATE UNIVERSITY PRESIDENT'S REPORT**

Board of Governors of the Colorado State University System  
May 6, 2021

### **I. COURAGEOUS STRATEGIC TRANSFORMATION UPDATE**

Colorado State University unit leaders conducted feedback sessions throughout the month of March with the goal of providing students, faculty, and staff the opportunity to engage with the draft Courageous Strategic Transformation framework through both facilitated group conversations and individual surveys available in English and Spanish.

On March 30, a panel of CSU leaders conducted a Strategic Transformation Information Session to share details about the transformation process with the CSU community. President Joyce McConnell was joined on a panel by Provost Mary Pedersen, Vice President for Research Alan Rudolph, Vice President for Student Affairs Blanche Hughes, Vice President for Engagement and Extension Blake Naughton, Interim Vice President for Diversity Roe Bubar, Dean of the College of Liberal Arts Ben Withers, and moderated by Vice President for Strategy Jenelle Beavers.

The session yielded a significant amount of feedback that was combined with 286 responses to an earlier online survey. The feedback process also has included outreach to shared governance councils – the Administrative Professional Council, Classified Personnel Council, and Faculty Council – and various campus committees and advisory groups, like the President's Multicultural Student Advisory Council, for input on specific portions of the framework relevant to their working areas and expertise. The Center for Public Deliberation facilitated group-map sessions where different kinds of groups come together to share their stories. To date, 25 sessions have been held, bringing the total number of participants to about 500.

### **II. ENROLLMENT UPDATE**

#### **SPRING 2021**

- University Withdraw numbers are tracking similar to last two years.

#### **SUMMER 2021**

- Deposits for new students are up in all categories.
- Enrollment is tracking about 10% behind last year's enrollment.

#### **FALL 2021**

##### **Continuing Students**

- FALL 2021 Registration is just beginning, counts are lower than last year.
  - Slight registration delay due to Spring Break.
  - Admissions staff suspect students are waiting for information about a greater return to in-person.

## **First Year Students**

- **Deposits**
  - 4,757 new students have confirmed by paying or deferring the enrollment deposit, 30 more than last year, up 1% overall, as of April 19, 2020.
  - Currently 53% resident students, 47% non-resident
    - Residents down 14%, Non-residents up 25%, International down 7%
    - Diversity down 2% and First Gen down 1%, driven by resident decrease.
  - More than 200 students have confirmed intent to enroll for FA21.
  - 54% of the deposited students have signed up for Housing and Orientation.
- **Applications and Admits from Jan 19 to April 19**
  - 4,000 additional applications submitted for a total of 31,392, up 8% over this point last year.
  - 6,000 more students have been admitted, bringing the total to 27, 985, up 15% over this point last year.

## **Transfer Students**

- 3050 submitted apps for Fall 2021, an increase of 5% over this point last year.
- 830 deposits, up 11% over last year
  - 54% resident, 46% non-resident
  - 60% 2 year, 40% 4 year

## **III. President's Task Force on Campus, Community and Personal Safety update**

The President's Task Force on Campus, Community and Personal Safety was announced by President Joyce McConnell in a message to the campus community on July 2. A follow-up message on July 7 announced the membership of a seventeen-person group representing the community and CSU. This Task Force, chaired by Rico Munn, affirmed CSU commitment to key issues, including community safety, personal safety, civil rights, equity, and CSU's Principles of Community. They did not prepare a formal report and were released this spring. CSU's Executive Leadership Team was briefed on the task force's work and will to continue their work with input from leadership in key units like the Division of Student Affairs, the Office of the Vice President for Diversity, Emergency Management, and the CSU Police Department.

## **IV. COVID RECOVERY UPDATE**

### **A. March 12 COVID town hall: Pandemic life at CSU passes one-year mark**

One year after the pandemic sent classes and most operations online, Colorado State University leaders gathered the community for a virtual town hall to address the latest COVID-19 topics and questions. The March 12 Zoom event featured updates on the university's Summer Session plans, vaccine rollout, and ongoing public health precautions and guidelines. Provost and Executive Vice President Mary Pedersen detailed plans for the 2021 Summer Session, during which CSU will offer more than 1,800 course sections, about half of which are internships, directed studies, or independent studies. About 40 percent of courses will be delivered via in-

person or hybrid instruction, and 60 percent online. S/U grading and late course withdrawal again will be extended for Summer Session students.

In addition, nonresident undergraduate base tuition has been reduced by 30 percent, which extends to all Summer Session courses through RAMweb but does not include CSU Online courses. Tuition assistance and federal grants also are available to students in need. Summer will afford faculty and staff professional development opportunities through The Institute for Learning and Teaching, including courses in online teaching, facilitation, and engagement.

#### **B. Public Health Ambassadors program reinforces important messages to students**

Twenty Colorado State University students were part of an innovative program designed to promote public health behaviors to help stop the spread of COVID-19. The student Public Health Ambassadors were stationed in high-traffic areas across campus, including the Lory Student Center, Morgan Library and the Student Recreation Center. They provided resources including face coverings and hand sanitizer and encouraged peers to follow five key health behaviors: wearing face coverings, practicing physical distancing, washing hands and using hand sanitizer, keeping gatherings small, and staying home when sick. The initiative was the latest from CSU's Social Norming Task Force, a committee of more than two dozen faculty, staff, and students charged with addressing student misperceptions regarding public health behaviors.

According to a Centers for Disease Control and Prevention survey conducted from September to November last year, 93.9 percent of people on or near CSU's main campus were found to wear face coverings, and 95 percent wore them properly, not "as a chin strap."

#### **C. Collaboration leads to new online student seating chart system**

Colorado State University launched a new online system for faculty to submit seating charts for their spring classes that streamlines and accelerates the contact tracing process used when a person tests positive for COVID-19. A joint effort by Facilities Management, IT professionals and the Office of the Registrar, it creates a "Seating Chart" link next to each course section on ARIESweb. Faculty began creating assigned seating charts for students during fall classes, to help contact tracers identify those sitting near individuals who tested positive or who were exposed to the virus, so they could alert them about possible exposure and the need to quarantine. When faculty view their class lists, they use the link to bring up a diagram of the seating arrangement in the classroom, complete with numbered seats. For each numbered seat, faculty can click on a dropdown menu of students enrolled in the class and select who is assigned to each seat for the semester. When contact tracers need to identify those sitting near a student who is exposed or tests positive for the coronavirus, they simply enter the student's CSUID number to bring up seating charts for all of that student's in-person courses to identify that student's location in each class and which students were in close proximity

#### **D. Saliva screening boosted with "Saliva Saves" challenge**

To boost its saliva screening initiative, CSU instituted a "Saliva Saves" challenge this spring in which all students who screened twice a week between March 26 and April 9 automatically were entered into a drawing to win \$500. Winners were selected via a random drawing. 646 students

participated and a total of 40 prizes were awarded. Prize money for winners attending CSU in Fall will be applied the cost of attendance; prize money for May graduates will be paid in cash to help with the transition to post-college life.

By March 2021, CSU had processed more than 110,000 saliva samples as part of its communitywide effort to keep COVID-19 outbreaks at bay. CSU's saliva screening lab developed an inexpensive and efficient way to detect the presence of the coronavirus that causes COVID-19 by batch-processing saliva samples. Individual samples are kept separate so if the virus is found in a batch, it is easy to identify the specific sample with virus present. Only the person whose saliva is positive for the virus will be required to take a follow-up nasal swab test. Weekly screening has been mandatory for all students living in university housing or fraternities and sororities; in face-to-face or hybrid courses; and all of those who regularly are in buildings or use facilities on campus or other university grounds.

#### **F. CSU vaccine research advances, groundwork begins to develop coronavirus vaccine for the next pandemic**

Scientists at Colorado State University are continuing research on four coronavirus vaccine candidates and developing a plan to collaborate with scientists at other universities to create a pan-coronavirus vaccine that could help in future pandemics.

Director of CSU's Infectious Disease Research Center Ray Goodrich is lead investigator of a team working on the SolaVAX™ vaccine candidate. It uses UV light and riboflavin to create an inactivated virus to stimulate a person's immune system to fight the virus. Researchers have repurposed a commercial platform co-created by Goodrich that currently is used to inactivate pathogens in blood transfusions. He and his team were awarded a base contract worth \$3.1 million from the National Institutes of Health in September 2020. They are in discussions with NIH about when to progress to human studies, perhaps by the end of this year. CSU received \$699,994 from the Biomedical Advanced Research and Development Authority to develop this process in June 2020. The university also contributed \$448,143 to support this project, bringing the total for this phase of the research to \$1.15 million.

Dr. Gregg Dean, a veterinary scientist and head of the Department of Microbiology, Immunology and Pathology at CSU, is pursuing a vaccine that uses a genetically modified form of the probiotic Lactobacillus acidophilus, a bacterium commonly found in yogurt and other foods for gut health. He and his team recently completed their first preclinical study with promising results. In late 2019, Dean also received a \$3.5 million NIH grant to work on a vaccine for human rotavirus, a family of pathogens distinct from coronaviruses that also attack the mucous membrane. He previously pursued a vaccine for feline coronavirus with support from the Morris Animal Foundation. Dean also is overseeing plans to create a vaccine candidate to protect people from a spectrum of coronaviruses, in collaboration with scientists from North Carolina State University, West Virginia University, and University of California Irvine.

Professor Greg Ebel, director of the Center for Vector-Borne Infectious Diseases at CSU, is one of the leads on this new coronavirus vaccine project. He and his team are studying the evolution of SARS-CoV-2 (the virus that causes COVID-19), with data from research conducted in skilled nursing facilities in Colorado. They are using computational models to try to answer questions

like: What happens if a person vaccinated against SARS-CoV-2 is exposed to SARS-CoV-1 or another older or existing virus?

## **V. MAJOR HONORS AND AWARDS**

### **A. CSU undergrad Paula Mendoza Moreno named Gates Cambridge Scholar**

Colorado State University student Paula Mendoza Moreno is a recipient of the Gates Cambridge Scholarship, one of the world's top awards for collegiate students. It was established in 2000 after the Bill and Melinda Gates Foundation donated \$210 million to the University of Cambridge for outstanding students who display a strong commitment to improving the lives of others. Mendoza, a chemical and biological engineering student in the Walter Scott, Jr. College of Engineering, is one of more than 80 students around the globe to be named members of the 20<sup>th</sup> class of Gates Scholars. Following graduation in May, she heads to England to pursue a Ph.D. in chemical engineering at the University of Cambridge.

Mendoza, who came to CSU for its strong engineering programs and its reputation as one of the nation's most sustainable universities, is the first CSU undergraduate to receive a Gates Scholarship. She is looking forward to meeting other Gates Scholars from around world as she studies the production and commercialization of liquid hydrogen for aviation fuels and hopes to pursue a career in sustainable development. Born in Bejuma, Venezuela, Mendoza's earliest memories are of the collapse of her country's economy – power outages, food shortages and political protests – due to drought, mismanagement and political instability. She and her family relocated to the United States when she was 15.

### **B. Two CSU undergraduates named 2021 Goldwater Scholars**

Two Colorado State University undergraduates have been honored by one of the country's top scholarship programs in natural sciences, mathematics and engineering. Kaydee Barker in the Warner College of Natural Resources and Hunter Ogg in the College of Natural Sciences each received a Goldwater Scholarship Award from the Barry Goldwater Scholarship and Excellence in Education Foundation. They are among 410 sophomores and juniors selected from an estimated pool of more than 5,000 in the annual competition. Over the past three years, CSU has had the most Goldwater Scholars in the state with a total of eight.

Before coming to CSU, Kaydee Barker traveled the world with her husband as a writer and business consultant, witnessing the impact of climate change on communities. The experience brought Barker, at the age of 28, to CSU, where she is studying ecosystem science and sustainability as well as soil science. Barker said she is learning the mechanics of ecosystem and soil processes and gaining valuable research experience in the Natural Resource Ecology Laboratory. For Barker, being named a Goldwater Scholar was humbling and encouraging as she continues to pursue her dream of getting a Ph.D. in ecology to further examine nutrient cycling – the movement and exchange of nutrients within and between living and non-living pools.

Hunter Ogg's passion for biotechnology began in high school with a classroom experiment that involved genetically modifying a non-hazardous strain of E. coli bacteria. He aspires to become both a researcher and teaching professor with an emphasis on computational methods in

biochemistry. The Goldwater Scholarship will allow him to focus on his research and academic pursuits and continue training young scientists. In the College of Natural Sciences, Ogg serves as the president of the Biochemistry Student Association and the CNS College Council. He has developed research skills in plasmid design, cloning scheme design, imaging on a confocal microscope, image processing and analysis and maintenance of mammalian cell lines.

### **C. Nine CSU students selected for NSF Graduate Research Fellowships**

The National Science Foundation recently awarded one of the country's top STEM fellowships to seven Colorado State University graduate students and two recent graduates. The NSF Graduate Research Fellowship Program recognizes and supports high-performing graduate students who are pursuing research-based master's and doctoral degrees in areas such as science, technology, engineering and mathematics. The nine CSU fellowship recipients are Collin Brehmer, Morgan Crump, Daniel Dominguez, Kayl Ecton, Leidy Hooker, Darcy Hunstiger, Blythe Johnston, Nicolas Matallana-Mejia, and Andrew Paton.

The five-year fellowship includes three years of financial support, including an annual stipend of \$34,000 and a cost-of-education allowance of \$12,000 to the institution. Since 2016, the NSF has awarded 41 Graduate Research Fellowships to CSU students. The CSU Graduate School, the Office for Scholarship and Fellowship Advising, and the Office for Undergraduate Research and Artistry played a key role in the process.

### **D. Aditi Bhaskar and Mahdi Nikdast receive NSF CAREER awards**

Two Walter Scott, Jr. College of Engineering professors have been selected for the National Science Foundation's most prestigious early-career faculty award. Aditi Bhaskar, assistant professor of Civil and Environmental Engineering, and Mahdi Nikdast, assistant professor of Electrical and Computer Engineering, were recognized with CAREER awards for their potential to serve as academic role models in research and education and to lead advances in their fields.

Bhaskar will use her funding to quantify impacts of current, more efficient irrigation practices and determining the extent to which lawn irrigation contributes to streamflow in semi-arid urban watersheds. She wants to better understand how growing Front Range urban communities affect agricultural communities to the east, using the data to support conservation practices that help semi-arid communities flourish with less water. Communities of color often are affected disproportionately by lower drinking water quality and other environmental disparities, in part because people of color are underrepresented in the water workforce. Bhaskar's proposal also aims to diversify the urban water workforce to be more reflective of the communities it serves.

Nikdast has been selected by the NSF to lead research on a new class of technology that could serve as an essential building block for advancing our hyper-connected world. The five-year CAREER award will help Nikdast optimize and bolster network systems that process the ever-growing volume of data we produce through our high-tech gadgets and applications. His work could represent a vital step forward in supporting and accelerating emerging innovations, from self-driving cars to smart cities. The CAREER award also will help Nikdast launch a new outreach program to broaden participation in computing and STEM fields, with a focus on K-12 schools in Northern Colorado and Southern Wyoming with low college-attendance rates.

**E. CLA Associate Dean for Academic Programs Roze Hentschell named ACE Fellow**

Professor Roze Hentschell, a scholar of early modern literature and culture and associate dean for academic programs in the College of Liberal Arts at Colorado State University, has been selected as one of 52 emerging college and university leaders for the 2021-22 class of the American Council on Education Fellows Program. Hentschell has been at CSU since August 2002. In her role as associate dean for academic programs, she oversees all undergraduate and graduate programs, curriculum, and student success initiatives.

**F. Four CSU researchers selected for NASA team studying air quality and health**

Three atmospheric scientists and one epidemiologist from Colorado State University will interpret NASA data for public benefit as part of NASA's Health and Air Quality Applied Sciences Team. The team's goal is to translate information from NASA satellites, models, and surface observations to help officials make decisions to protect public health.

Jeff Pierce, associate professor in the Department of Atmospheric Science, was chosen as one of 14 principal investigators from universities and government offices across the United States who will serve during this four-year term. His co-investigators are atmospheric scientists Bonne Ford and Associate Professor Emily Fischer, and Sheryl Magzamen, epidemiologist and associate professor in the Department of Environmental and Radiological Health Sciences. The CSU collaborators received \$500,000 in funding to combine NASA observations into a dataset that can identify the concentrations of various pollutants in the air on any given day, in any location in the contiguous United States, from 2006 to the present. The dataset they create will inform studies connecting air quality to health outcomes, which could be used to craft regulations. The project will be based on the team's previous collaboration on wildfire smoke and human health. They used satellite and surface monitor data to yield daily maps of particulate matter concentration and determine what fraction of the particulate matter was from smoke.

**G. Keck Foundation awards \$1 million to study rare sugars fundamental to biology**

A multidisciplinary team including an analytical chemist, an ecosystem scientist and two microbiologists at Colorado State University have received a \$1 million award from the W.M. Keck Foundation to study rare sugars found in soil. The team will explore principles of science on the shape of chemical compounds and microbial fermentation dating back to the 1800s.

The team includes Assistant Research Professor Claudia Boot, Department of Chemistry; Professor Rich Conant, Department of Ecosystem Science and Sustainability; Research Scientist James Henriksen, Department of Chemical and Biological Engineering; and Peter Baas, soil microbiologist at Corteva Agriscience and formerly with the Natural Resource Ecology Laboratory at CSU. They will study some of the world's most important biochemicals – sugars, including carbohydrates – which are chiral, meaning that they come in one of two possible shapes that are mirror images of each other. One shape can be extremely abundant, like the simple sugar D-glucose, while its mirror image, L-glucose, is thought to be extremely rare or non-existent in nature. Their research could lead to breakthroughs in disease research or new developments in the food and beverage industry.

**H. *U.S. News and World Report Ranks Business Online MBA and MCIS Among Top 35 Nationwide and No. 1 in Colorado***

Continuing a multi-year trend, *U.S. News and World Report* in January ranked the College of Business's Online MBA and Online Master of Computer Information Systems programs No. 1 in Colorado. The College's Online MBA claimed the No. 1 position in Colorado for the fourth consecutive year, and ranked in the top 35 public programs nationwide. The program was also recognized as the No. 21 program among public universities for veterans. Overall, the program rose to 51, rising 11 positions nationwide since 2020 and places the Online MBA among the top 17 percent of the 324 online MBA programs surveyed.

*U.S. News and World Report* also ranked Online MCIS the No. 1 graduate online IT program in Colorado for the third year in a row. The program ranked No. 21 among all public institutions, and No. 14 for veterans. The program continued to shine in an increasingly competitive market that expanded 30 percent since last year's rankings.

**I. *U.S. News and World Report: ColoradoSPH among top 20 public health programs***

*U.S. News and World Report* has named the Colorado School of Public Health among the top 20 schools and programs of public health in the nation. ColoradoSPH – a partnership among Colorado State University, the University of Colorado Anschutz Medical Campus, and the University of Northern Colorado – was tied for 20<sup>th</sup> with three other schools, out of 188 master of public health programs accredited by the Council on Education for Public Health. ColoradoSPH moved up three places from No. 23 in 2019, when all schools and programs of public health were last ranked. It had been ranked 31<sup>st</sup> out of the 50 schools considered in 2014. The rankings are the result of peer assessment surveys sent to deans, other administrators, and faculty of CEPH-accredited public health degree programs or schools. The school celebrated its 10<sup>th</sup> anniversary in 2018. ColoradoSPH has MPH and certificate programs at the three partner universities, and also has M.S., Ph.D. and DrPH programs at CU Anschutz.

**J. *Accounting Faculty rank in top 10 percent worldwide for overall research breadth***

Among more than 800 schools measured, the College of Business's Department of Accounting stands in the top 10 percent worldwide for overall research breadth according to the 2020 Brigham Young University accounting research productivity rankings. The department also ranked highly in several research categories. It was among the top 12 percent in overall research productivity and No. 8 for tax research worldwide. Accounting faculty are also the only researchers in Colorado examining Accounting Information Systems. The BYU rankings cover a variety of research methods and accounting topics. Scores are based on the total research output of each school's faculty in the top 12 peer-reviewed accounting journals.

**K. *Professor Tony Cheng helps shape Western Climate Resilience project***

Tony Cheng, professor in the Department of Forest and Rangeland Stewardship, is one of 19 members of the Bennet Western Climate Resilience Roundtable, convened by U.S. Senator

Michael Bennet in November 2020 to develop a collaborative, consensus-driven set of priorities for Western climate resilience. Cheng also serves as the director of the Colorado Forest Restoration Institute at CSU.

The framework of Western climate resilience priorities announced on Feb. 5 by Senator Bennet was carefully crafted by the roundtable, state leaders with a connection to the Colorado River from the agriculture, water, local government, tribal government, education, environment, and business communities. Members recently presented their final framework to Bennet, who plans to use it to drive his policy work in the Senate and as he works with the Biden Administration on its national climate strategy.

**L. Matsuhima honored with Founders Day medal**

To help observe the 151<sup>st</sup> anniversary of its founding, CSU bestowed the 2021 Founders Day Medal on Professor Emeritus John Matsushima, a legendary scientist in beef-cattle nutrition whose innovations have influenced the global food system and exemplify the university's land-grant mission. The medal is among several significant honors Matsushima has received coinciding with his 100th birthday at the end of 2020. CSU President Joyce McConnell and Vice President for University Advancement Kim Tobin shared news of the Founders Day award in a video call with Matsushima. Each year, the institution marks the date of its founding – Feb. 11, 1870 – when the territorial governor of Colorado signed legislation to formally establish the college that would become Colorado State University.

Matsushima is the son of Japanese immigrants, born in Denver and raised on a family farm in Platteville, Colorado. He started raising cattle as a member of 4-H and FFA and attended Colorado A&M, now CSU, to earn a bachelor's degree in animal husbandry in 1943 and a master's degree in animal nutrition in 1945. He battled bigotry and scraped by financially on his path to becoming a pioneer in global beef-cattle feeding. After Matsushima earned his Ph.D. at the University of Minnesota, he taught for a time at the University of Nebraska, then returned to Colorado State University in 1961. He worked at CSU for 30 years, retiring to the role of professor emeritus in 1992. During his career, Matsushima partnered in research with the state's top commercial cattle feeders and beef processors; his findings and innovations spurred the dominant cattle industry in Colorado and the nation by substantially boosting animal health, efficiencies, pricing and meat quality. He often traveled internationally to share knowledge and helped open export markets to U.S. beef.

**M. Jeffrey Collett appointed to USDA task force for agricultural air quality research**

Jeffrey Collett, professor and chair of the Department of Atmospheric Science at Colorado State University, has been named to the U.S. Department of Agriculture Air Quality Task Force. He and 25 other members of the task force from across the nation will advise the Secretary of Agriculture on air quality issues related to agriculture, based on science and research. Members serve a two-year term and are chosen for their expertise in farming, industry, health, and science. They review research on agricultural air quality, promote intergovernmental coordination on policy, and ensure that conservation practices supported by the USDA are based on peer-reviewed research and are economically feasible for agricultural producers.

## **VI. STUDENT SUCCESS**

### **A. CSU graduates celebrate with Spring Oval Walk**

Colorado State's Class of 2021 took to the historic Oval the week before Spring Break to be recognized for their accomplishments and completing their degrees during this pandemic year. While academic regalia was optional, facial coverings were not, and the ceremonies were carried on livestream, so friends and family could share in the experience while helping maintain proper social distance.

### **B. RBEI proposal: Unifying and strengthening CSU's First Generation efforts**

First-generation students come from a variety of backgrounds and circumstances, but one thing they have in common is the shared experience of being the first in their families to navigate higher education. This creates unique opportunities and challenges for students, faculty, and staff, and requires a holistic set of resources and a cultural shift to meet these needs. On Jan. 27, the First Generation University Initiative steering committee voted to pass along a \$15,000 funding line, originally granted by the Race, Bias and Equity Initiative, to directly support first-generation students. The allocation will be matched by the Student Success Initiatives in the Provost's Office. The combined \$30,000 will be awarded to first-generation students through continuation and completion grants and financial aid packages as identified by the Office of Financial Aid.

In 1984, thanks to a determined push from the Board of Governors, faculty and staff, CSU became the first university in the country to identify first-generation, limited income students in Colorado and provide scholarships designed to pay for their tuition and student fees.

By focusing on first-generation, limited income, and racially or ethnically minoritized students, a systemic, collaborative approach allows Colorado State University to better serve all students through a truly inclusive model. This evidence-based approach could allow CSU to better achieve its mission of access and service to the state of Colorado through a lived experience for students, especially students with multiple minoritized identities.

In Spring 2020, there were a total of 5,507 undergraduate students who identified as First Generation. Of those, 47 percent self-identified as being from a racially minoritized background, which encompasses both race and ethnicity. More than half of all undergraduate students who identify as Hispanic and/or Latinx are also First Gen (53 percent); and among undergraduate students who identify as Black and/or African American, just under half are First Gen (44 percent). The incoming student population also proves how critical it is to take an intersectional approach. Among the Fall 2020 cohort of first-year students, 22 percent are first-generation, 18 percent come from a limited income background, and 29 percent hold one or more racially minoritized identities. Of the 4,471 first-year students, 44 percent identify with at least one of three attributes (first-generation, racially minoritized, or limited income) and 41 percent of those students identify with at least two or more attributes.

### **C. LSC's new photovoltaic solar array funded by students**

An 80-kilowatt solar array recently installed on the rooftop of the Lory Student Center is Colorado State University's first student-funded solar array. It is projected to generate 113,750 kilowatt hours of clean electricity in its first year, equal to that consumed by 13 average households annually. The system's installation was completed in December 2020, an effort spanning four years. The project primarily was student-driven and is the result of collaboration among the Associated Students of Colorado State University, the Student Sustainability Center, the Lory Student Center and CSU Facilities Management. The purchase of the \$100,000 PV solar array was entirely funded by student fees allocated through ASCSU legislation in the spring of 2019. Lower than anticipated pricing and incentives from the City of Fort Collins Solar Rebate Program, along with \$10,000 contributed by the LSC and \$3,000 from Facilities Management to support design and installation costs, allowed for the purchase of a more sizable system. The array is four times larger than that initially imagined and stretches across the flat rooftop over the south wing of the LSC, directly above the ASCSU chambers.

## **VII. INNOVATION AND RESEARCH**

### **A. Study uncovers safety concerns with some COVID-19 air purifiers**

The market for air purifiers is booming, but a new study has found that some air cleaning technologies marketed for COVID-19 may be ineffective and have unintended health consequences. The study, co-led by Colorado State University chemist Delphine Farmer, found that cleaning up one harmful air pollutant can create a suite of others. Farmer's co-authors are from Illinois Institute of Technology and Portland State University.

Both chamber and field tests found that an ionizing device led to a decrease in some volatile organic compounds (VOCs), xylenes, but an increase in others, most prominently oxygenated VOCs (e.g., acetone, ethanol) and toluene, substances commonly found in paints, paint strippers, aerosol sprays and pesticides. According to the EPA, exposure to VOCs has been linked to a range of health effects from eye, nose and throat irritation, headaches, loss of coordination and nausea, to damage to liver, kidney and central nervous system, and some organics can cause cancer in animals, some are suspected or known to cause cancer in humans.

The team found that the air purifier marketplace is fraught with inadequate test standards, confusing terminology, and a lack of peer-reviewed studies of their effectiveness and safety. Unlike air filtration (where air is pushed through a filter to remove airborne pollutants), there has been very little research on the effectiveness and side effects of "additive" air cleaning methods like ionizing devices. The study, published in *Building and Environment*, mimicked real-world operating conditions for these ionization devices to test the effectiveness and potential to form chemical byproducts in environments similar to where we all live, work, and learn.

### **B. Insatiable demand for cannabis has created a giant carbon footprint**

A new study by Colorado State University researchers provides the most detailed accounting to date of the cannabis industry's carbon footprint, a sum around which there is only limited understanding. The study, published in *Nature Sustainability*, was led by graduate student Hailey

Summers, whose advisor, Jason Quinn, is an associate professor in the Department of Mechanical Engineering. Summers, Quinn and Evan Sproul, a research scientist in mechanical engineering, performed a life-cycle assessment of indoor cannabis operations across the United States, analyzing the energy and materials required to grow the product, and tallying corresponding greenhouse gas emissions. They found that greenhouse gas emissions from cannabis production are largely attributed to electricity production and natural gas consumption from indoor environmental controls, high-intensity grow lights, and supplies of carbon dioxide for accelerated plant growth.

### **C. Beetle outbreak impacts vary across Colorado forests**

Widespread outbreaks of three important bark beetle species have occurred in Colorado's forests since the turn of the century: mountain pine beetle, spruce beetle, and the western balsam beetle (that affects various fir tree species). These bark beetles primarily target large trees with reduced defenses due to lower precipitation amounts and higher temperature trends since the turn of the century. Annual aerial surveys conducted by the Colorado State Forest Service and USDA Forest Service have provided yearly snapshots for the state. New collaborative research co-led by Colorado State University and the University of Wisconsin-Madison now supplements this understanding with even greater spatial detail. The study, titled "Effects of Bark Beetle Outbreaks on Forest Landscape Pattern in the Southern Rocky Mountains, U.S.A.," analyzed Landsat satellite imagery between 1997-2019 to quantify how outbreaks of three different insect species have impacted forests across high-elevation forests in Colorado, southern Wyoming, and northern New Mexico. The interuniversity team found that while these collective beetle outbreaks impacted around 40 percent of the area studied, the effects of these outbreaks varied due to differences in forest structures and species composition across the region.

### **D. What Colorado needs to do after historic wildfires**

The Colorado State Forest Service published its annual forest health report March 1, highlighting the current conditions of forests across Colorado and how the agency is improving the health of the state's forests in the wake of historic wildfires. After a devastating wildfire season, the report highlights the growing need to increase forest management across the state. It also takes a regional look at forest health, offering statistics, insect and disease trends, and successes in forest management specific to four quadrants of the state. The report offers a statewide outlook on trends in insect and disease activity in Colorado's forests, as well as a look at the carbon storage problem in our state's forests. Copies of the 2020 report are available at all Colorado State Forest Service field offices. A PDF of the report and interactive maps of insect and disease activity are available at [bit.ly/ForestHealthReport](https://bit.ly/ForestHealthReport).

### **E. Colorado Water Center funds grants to confront state's water challenges**

Strengthening Colorado State University's position as a leader in water research, the Colorado Water Center is funding five projects through the 2021-22 CSU Competitive Grant Program. The Colorado Water Center serves as one of 54 National Institutes for Water Resources to address water-related challenges through research, training, and collaboration. The two awarded teams will explore how Colorado's 2020 fire season altered food webs and the role fungi play in post-fire forest recovery. The awarded fellow and two education and engagement projects develop

exciting new partnerships and content to engage underrepresented communities in the state's water resources. Projects span a broad range of disciplines and support 37 investigators and collaborators from across CSU and external agencies and organizations.

#### **F. Weather radar for ecological forecasting can lessen hazards for migratory birds**

A team led by Colorado State University used millions of observations from 143 weather surveillance radars to evaluate a forecasting system for nocturnal bird migration in the United States. Using these tools, the team discovered that a mere 10 nights of action are required to reduce risk to 50 percent of avian migrants passing over a given area in spring and autumn. Specific actions are as simple as turning off nonessential outdoor lights. Conservation Biology published the study, "Near-term ecological forecasting for dynamic aeroconservation of migratory birds," on April 8. Its release occurs just two weeks before peak migration season for birds in states including Texas and Florida. Colorado's peak will take place in the first two weeks of May. CSU's Kyle Horton, lead author of the study and an assistant professor in the Department of Fish, Wildlife, and Conservation Biology, said that status quo tools for protecting migrating birds are somewhat inefficient. These migrating birds can be negatively impacted by light pollution, wind energy, and collisions with structures.

#### **G. Trees have unexpected impacts on water use in northern Colorado**

Colorado's water supply is under threat from climate change and population growth. Limiting outdoor use is an increasingly popular approach to conserving water, yet to implement effective conservation policies, utilities managers need a better understanding of local outdoor water consumption. Colorado State University's Melissa McHale, an associate professor in the Department of Ecosystem Science and Sustainability, teamed up with scientists from the U.S. Forest Service and Denver Urban Field Station – a research and practice unit of the USDA Forest Service Rocky Mountain Research Station – and a water conservation specialist from Fort Collins Utilities. The team's study, "When Small Is Not Beautiful: The Unexpected Impacts of Trees and Parcel Size on Metered Water-Use in a Semi-Arid City," was recently published in *Remote Sensing*. McHale found that trees can provide long-term benefits even if they need to be watered directly when they are first planted. The research team found that residential properties with a higher ratio of vegetation cover to lot size tended toward less water consumption. Wealthier households and properties with small lots use more water outside, according to the study. These conditions are prevalent in current development patterns along the Front Range in Colorado. Research from other semi-arid cities, like Salt Lake City, has shown that planting non-native trees may be better for reducing water consumption in such areas.

#### **H. Beef industry can cut emissions with improvements in land management, production efficiency**

A comprehensive assessment of 12 different strategies for reducing beef production emissions worldwide found that industry can reduce greenhouse gas emissions by as much as 50 percent in certain regions, with the most potential in the United States and Brazil. The study, "Reducing Climate Impacts of Beef Production: A synthesis of life cycle assessments across management systems and global regions," was published April 5 in *Global Change Biology*. A research team led by Colorado State University found that widespread use of improved ranching management

practices in two distinct areas of beef production would lead to substantial emissions reductions. This includes increased efficiency to produce more beef per unit of GHG emitted – growing bigger cows at a faster rate – and enhanced land-management strategies to increase soil and plant carbon sequestration on grazed lands. Globally, cattle produce about 78 percent of total livestock GHG emissions. Yet, there are many known management solutions that, if adopted broadly, can reduce, but not totally eliminate, the beef industry’s climate change footprint, according to lead author Daniela Cusack, an assistant professor in the Department of Ecosystem Science and Sustainability at CSU.

## **VIII. FISCAL STRENGTH**

### **A. CSU receives first seven-figure gift from alumni under the age of 30**

Weston Richburg was given the chance to play Division I football for Colorado State University, something he felt was out of reach most of his high school career. In Fort Collins, he became an All-Mountain West performer, starting in a program-record 50 consecutive games before he graduated in 2013 and becoming a second-round pick in the 2014 NFL draft by the New York Giants. Even more important, he met Marlee Reynolds, now Marlee Richburg. Marlee, who graduated in 2014, was an All-Mountain West performer herself, one of a long line of standouts for Tom Hilbert’s volleyball program. They have established a \$1 million gift through a charitable trust, the first seven-figure gift to CSU from a donor younger than the age of 30. The trust will make an annual impact on the football and volleyball programs, and it came about as part of the Stalwart Ram Relief Campaign.

### **B Longenbaugh gift supports water resources education**

Robert Longenbaugh has bequeathed a wealth of knowledge – and more than \$1 million in lifetime giving – to Colorado State University to bolster the Water Resources Archive at the CSU Libraries and to support a scholarship in Civil and Environmental Engineering. His legacy will give researchers access to information amassed throughout his long career in Colorado water resources and ensure opportunity for undergraduate students with financial need to study in the field. A CSU alumnus and former faculty member, Longenbaugh devoted his life to water resources education, and his generous gift guarantees his passion will endure for generations to come. As part of his gift, Longenbaugh donated 150 linear feet of documents and \$359,667 to the Libraries to support the Water Resources Archive, which is a joint effort of the CSU Libraries and Colorado Water Center, housed in the Libraries’ Archives and Special Collections. The archive collects diverse materials from individuals and organizations that have been instrumental in developing water resources in Colorado and the West.

### C. Major Gift Report

	March 2021		FY21 (July-March)		FY20 (July-March)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$3,032,693	3,198	\$69,825,809	24,454	\$82,514,045	27,608
Irrevocable Planned Gifts	-	-	\$70,000	1	\$177,639	5
Revocable Gifts and Conditional Pledges	\$1,900,000	1	\$20,665,001	30	\$42,235,002	70
Payments to Commitments Prior to Period	(\$1,303,210)	384	(\$14,386,407)	881	(\$16,624,338)	979
Total Philanthropic Support	\$3,629,483	3,002	\$76,174,403	24,364	\$108,302,348	27,289
Other Private Support	\$4,453,546	28	\$23,073,056	901	\$28,500,080	2,438
Net Private Support	\$8,083,030	3,030	\$99,247,459	25,033	\$136,802,428	28,852

### D. Major gifts not previously reported

\$1,900,000 revocable commitment designated as \$1,140,000 to support the Anonymous Sustainability Leadership Fellows in SoGES Endowment, Vice President Research, and \$760,000 to support the Anonymous Graduate Fellowship in Ecology Endowment, College of Natural Sciences

\$1,400,000 gift to support the Helen and Arthur E. Johnson Family Equine Hospital, College of Veterinary Medicine and Biomedical Sciences

\$750,000 revocable commitment to support the Equine Reproduction Laboratory, College of Veterinary Medicine and Biomedical Sciences

\$750,000 gift designated as \$350,000 to support the Equine Outreach and Industry Relations, College of Agricultural Sciences, \$250,000 to support the Temple Grandin Equine Center, College of Agricultural Sciences, and \$150,000 to support the Equine Assisted Activities and Therapies Programming, College of Agricultural Sciences

\$439,605 planned gift designated as \$293,070 to support the Avenir Exhibition Education Programming Endowment, \$73,267 to support the Lucile E. Hawks Scholarship, and \$73,267 to support Linda L. Carlson Acquisitions, College of Health and Human Sciences

\$469,336 planned gift designated as \$209,668 to support the Robert A. Longenbaugh Water Resources Endowment, \$150,000 to support the Robert A. Longenbaugh Water Resources, Morgan Library, \$100,000 to support the Longenbaugh Scholarship Endowment, and \$9,668 to support the Longenbaugh Scholarship Endowment, Walter Scott, Jr. College of Engineering

\$208,206 gift to support the Reisher Scholars, Student Affairs

\$188,165 in pledges to support designated as \$125,000 to support the Phillips-Stencel First Generation Award Endowment, and \$63,165 to support the Phillips-Stencel First Generation Award, Student Affairs

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\$170,000 planned gift designated as \$85,000 to support the Barbara Arkin Equine Studies Scholarship, College of Agricultural Sciences, and \$85,000 to support the Barbara Arkin Equine Veterinary Studies Scholarship, College of Veterinary Medicine and Biomedical Sciences

\$165,000 in gifts designated as \$100,000 to support the Orthopedic Medicine and Mobility Discretionary, and \$65,000 to support Climate Change is Animal Health, College of Veterinary Medicine and Biomedical Sciences

\$150,000 pledge to support the Agricultural Sciences Strategic Initiatives, College of Agricultural Sciences

\$140,000 gift to support the Lucy's Scholars, College of Veterinary Medicine and Biomedical Sciences

\$130,000 gift to support the Salazar North American Conservation Center, Vice President Research

\$100,000 gift to support the Neurology Research, College of Veterinary Medicine and Biomedical Sciences

\$100,000 pledge to support the Marty Bucco Award for Creative Teaching and Scholarship, College of Liberal Arts

\$100,000 gift to support the Atmospheric Science Hurricane Research Program, Walter Scott, Jr. College of Engineering

\$100,000 revocable commitment to support the College of Natural Sciences Strategic Initiative, College of Natural Sciences

\$100,000 revocable commitment to support the Translational Medicine Institute Discretionary, College of Veterinary Medicine and Biomedical Sciences

## **IX. NOTABLE HIRES AND PERSONNEL CHANGES**

### **A. CSU recognized nationally as top workplace for commuters**

A free bus pass for every employee. Eleven routes connecting Fort Collins to the on-campus transit center. More than 16,000 bike parking spaces with miles of lanes and trails. Thanks to these transportation perks and more, Colorado State University has been named one of the 2021 Best Workplaces for Commuters. CSU's commitment to offering employees commuter benefits like a free bus pass, telecommuting options and an emergency ride home program all work to alleviate barriers for employees getting to and from work. Students also receive transportation benefits, including a Transfort pass on their RamCard and the Around the Horn on-campus shuttle. All members of the CSU community enjoy its Bicycle Friendly University designation, thanks to miles of bike trails, lanes and bicycle parking spaces. CSU's exceptional transportation options were all considered by the Best Workplaces for Commuters, a national authority on

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recognizing workplaces that provide extraordinary commuter benefits to employees. The group considers a variety of benefits and statistics, and awards organizations that “recognize and embrace the beneficial outcomes commuter benefits have on their employees and the positive impact to the environment,” according to Julie Bond, program manager for Best Workplaces for Commuters. This is the second time CSU has received the designation.



**CSU SYSTEM**

COLORADO STATE UNIVERSITY

FORT COLLINS | PUEBLO | GLOBAL



# COLORADO STATE UNIVERSITY

## PRESIDENT'S REPORT

Board of Governors | Colorado State University System

May 2021



# Spring semester update



**COLORADO STATE  
UNIVERSITY**

# Spring highlights:

- ***A Year Like No Other: 2020 President's Report***
  - Comprehensive look at Colorado State University's response to COVID-19 pandemic
- **Student Success:**
  - Paula Mendoza Moreno named Gates Cambridge Scholar, first CSU student ever
  - Kaydee Barker and Hunter Ogg named Goldwater Scholars. Over the past three years, CSU has had the most Goldwater Scholars in Colorado with a total of eight.
  - **Nine CSU students selected for National Science Foundation Graduate Research Fellowships:**  
Collin Brehmer, Morgan Crump, Daniel Dominguez, Kayl Ecton, Leidy Hooker, Darcy Hunstiger, Blythe Johnston, Nicolas Matallana-Mejia, and Andrew Paton.

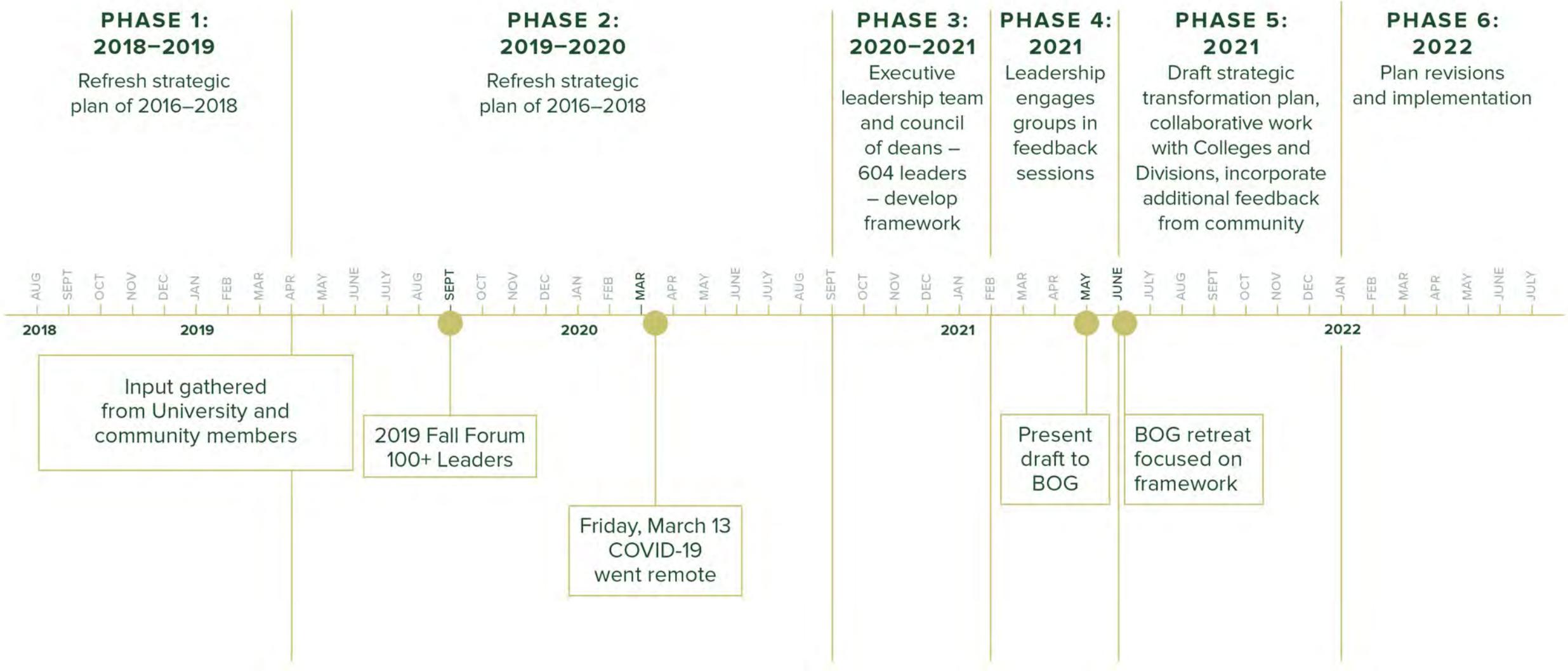


# Courageous Strategic Transformation



**COLORADO STATE  
UNIVERSITY**

# Strategic plan timeline:



# Our purpose is to drive bold solutions and strategies for



# Outline draft of the Framework:

## 1. EXECUTIVE SUMMARY

*Introduction to the Framework  
(What is this about)*

- A. Timeline
- B. Why a framework and not a plan
- C. Leadership culture
- D. Development of framework
- E. Process of inclusion and input
- F. Framework
- G. Where do we go from here

## 2. MISSION-PURPOSE

*(What is our purpose? What do we exist to do?)*

## 3. HISTORY AND ACKNOWLEDGMENT OF RESPONSIBILITY

## 4. ASPIRATION

## 5. THEMES

## 6. DISTINCTION

*Our Difference*

- A. Sustainability
- B. Colorado and Mountain West
- C. One Health
- D. Discovery, Innovation, Ingenuity and Creativity
- E. State, Regional, National and Global Engagement
- F. Institutional Values and Affirmations

## 7. TRANSFORMATION BUILDING BLOCKS

- A. A Commitment to CSU Community
- B. Diversity, Equity, Inclusion and Justice
- C. Operational and Finance Reform
- D. Strategic Enrollment
- E. Strategic Branding and Marketing
- F. Strategic Workforce Development
- G. Principled Philanthropy
- H. Individual and Institutional Accountability
- I. Athletics strategy to distinguish program and enhance CSU recognition and reputation.
- J. Global Engagement

# Closing the Equity Gap:

- **Creating equitable educational environments resulting in increased graduation rates, and lifelong success and eliminating opportunity gaps for first generation, limited income, and racially and other minoritized students**



# Rural Colorado:

- Leveraging CSU mission of service to elevate the prosperity of all 64 Colorado counties



# Enrollment :

- Increase college enrollment for students who attend schools in rural areas.
- Sharpen strategies to recruit Colorado high school graduates amid increasing recruitment intensity from out-of-state institutions.
- Continuing to increase diversity of first-year and transfer classes





**Thank You!**



**COLORADO STATE  
UNIVERSITY**

Board of Governors of the Colorado State University System  
Meeting Date: May 5-6, 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
Allen, Christopher	Microbio, Immunology & Pathology	01/20/21	Unknown
Becker, Carol	Health Network Medical	02/15/21	02/15/21
Bhajjee, Sophia	Ag Biology	03/01/21	Unknown
Bubar, Roe	Ethnic Studies	12/14/20	Unknown
Buell, Elizabeth	Health Network Medical	03/02/21	03/30/21
Cooper, Leroy	Honors Program	01/01/21	05/15/21
Coskrey, Kate	VP for UA	04/01/21	Unknown
Davidson, Ana	Colo Nat Heritage Program	02/01/21	Unknown
Davidson, Ana	Colo Nat Heritage Program	03/01/21	Unknown
Faggiani Dias, Daniela	Atmospheric Sci	02/22/21	06/31/21
Herman, Daniel	Health Network Counseling	02/01/21	02/05/21
Hughes, Alexis	Student Res Center	03/23/21	Unknown
Hurd Terpstra, Cynthia	Health Network Counseling	01/01/21	01/08/21
Hurd Terpstra, Cynthia	Health Network Counseling	03/15/21	03/19/21
Keller, Alexandra	College of Nat Sci	01/01/21	Unknown
Keller, Alexandra	College of Nat Sci	02/01/21	Unknown
Kelley, Christina	Residential Dining	01/05/21	02/01/21
Kelley, Christina	Residential Dining	02/01/21	02/01/21
Kemp, Pamela	Health Network Counseling	03/15/21	Unknown
Kula, Sophia	VP for UA	01/05/210	Unknown
Lambert, Bradley	Colo Nat Heritage Program	03/01/21	03/31/21
Lewis, Lauren	Health Network Counseling	02/22/21	02/26/21
Lunt, Stephen	VP for Research	12/28/20	12/30/20

Board of Governors of the Colorado State University System

Meeting Date: May 5-6, 2021

Report Item

Mandado, Marlowie	CEMML	01/01/21	Unknown
Margolf, Diane	History	01/19/21	05/15/21
McMullen Bushman, Charnell	Front Range Region	02/05/21	02/26/21
Miner, Ga	Soil and Crop Sci	02/01/21	Unknown
Miner, Grace	Soil and Crop Sci	12/17/20	Unknown
Mogg, Leah	CEMML	02/04/21	Unknown
Newlin, Jeri	Health Network Counseling	02/22/21	02/26/21
Nielsen, Paul	Ag Research Dev & Ed Center	01/02/21	02/13/21
Rudebstein, Kadie	Health Network Medical	03/18/21	03/22/21
Rugenstein, Maria	Atmospheric Sci	02/27/21	03/02/21
Stein, Holly	Geosciences	02/01/21	Unknown
Stephen, Daniel	History	01/01/21	Unknown
Tasker, Elizabeth	Colo Nat Heritage Program	02/01/21	Unknown
Walford, Cameron	Fish, Wildlife & Consv Bio	03/12/21	Unknown

# Section 6

## *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 May 2021

### Student Life

This semester has brought many challenges to our students that has led them to feel as if it was longer than usual. Students have expressed their need to get back to in person learning. There has been a burn out from the different forms of online learning which has led to a challenging semester for a lot of students.

### ASG Resolution

ASG is working on a resolution focusing on student/professor accountability. The idea behind the letter is to highlight the positive attributes we see such as professors uploading grades in a reasonable period of time, good communication, and good use of the time in our courses. We want to work together with our professors to see more of a widespread of these positive qualities throughout the different departments on campus.

### Mentorship Program

The month of March was big for the Pack Pals program, provided down below is a timeline of the events that took place as well as the final session for Spring 2021.

DATES	SCHEDULE FOR PACKPAL MENTORSHIP PROGRAM
March 4, 2021	Flier distributed to mentee's parents informing them of the date for the Pack Pal Program to start Week of March 15, 2021 and Mentor will contact parent the Week of March 9-14, 2021
March 5-7, 2021	Paper pairing of Mentee & Mentor will take place
March 9-14, 2021	Mentors will contact parents and introduce themselves and set-up a time to meet with mentee
March 15, 2021	Pack Pal Mentoring Program Begins with mentees weekly
March 28, 2021	Face to face program with mentee and mentors – Easter Egg Hunt and Game Day Mentors need to arrive: 12:30pm Time: 1:30 pm to 2:30 pm Location – Villa Bella
May 27, 2021	Final Pack Pal session with mentee for the semester

The Pack Pals program has already been a huge success. There have been many compliments from parents and people asking ASG to expand the program out to more schools. However, the next stage here is working on sustainability and reflecting on these past few months to see what needs to be improvised the coming school year.

### **Student Fee Governing Board**

Sitting on the Student Fee Governing Board has been a unique experience. With the previous year's fees being raised at an all-time high of \$7.40 it was important to the student representatives to keep our recommendation low this year. The overall recommendation came to a total of \$2.40 increase per credit hour. We believe students have had an extremely difficult time financially the past year and cutting the students a break is extremely important this coming year.

### **Student Leadership and Involvement Awards**

On April 15<sup>th</sup>, the Student Engagement and Leadership department put together the annual Student Leadership and Involvement Awards. Overall, it was a great success. A special group of students were recognized for their involvement on campus. The awards are always special because you are able to see the different individuals, student groups, and organizations that work across the University to help students and the university in different ways. It also allows us to show our gratification to our students and faculty for all the merits they do.

### **ASG Elections**

The ASG elections have come and gone. The recently inaugurated ASG President and Vice President are Mikayla Lerch and Taylor Blackwell. This will be an exciting transition for these two and their team. They have been dedicated to helping the student body their entire time at CSU Pueblo. Briefly below are some of President Lerch and Vice President Blackwell's platforms for the upcoming year:

- Increase Student Engagement
- Sustain and Grow Pack Pals Mentorship Program
- Emphasize Professor/Student Accountability
- Promote Transparency with Student Fees
- Encourage Student Enrollment and Retainment
- Make College-Going Resources More Accessible
- Promote the University Track Center in local high schools

### **Closing Statement**

I want to end the report by saying how thankful we are to have served as CSU Pueblo's Student President and Vice President. This past year being involved in the university has been such an amazing experience. It has been such a fulfilling experience that has taught us lessons and values we will carry with us for the rest of our lives.

**Colorado State University System  
Board of Governors**

**CSU Pueblo Faculty Representative Report**

**Respectfully submitted by Neb Jaksic  
On April 22, 2021 for May 6, 2021 Meeting**

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**General Observations**

The Spring semester is winding down. The remainder of the semester (the last week of classes and the finals week) will be online only. The alignment of the CSU Pueblo calendar with the CSU Fort Collins calendar is close to the decision point.

**Faculty Activities**

*Teaching.* Apart from a few exceptions, most faculty are still teaching in a remote mode. Banner implementation is underway and currently coexists with AIS (advising for Summer 2021 classes).

*Scholarly and Creative Activities.* Faculty scholarly and creative activities continue. This year, Scholarly Activities Board for the SEED grant received a large number of proposals for funding, totaling about 170% of the allocated funding amount. SEED and SURP (Summer Undergraduate Research Program) grants are now combined into one grant requiring that all faculty applying for funding must include students (preferably undergraduates) as researchers.

*Service.* As before, faculty continue to serve our campus community and the public through numerous internal and external committees and boards.

**Faculty Senate:**

**February Faculty Senate Meeting (2/15/2021, 3:30 – 5:11 pm, Zoom)**

*Passed Motions*

Committee Membership Restructure (by CSG – Committee on Shared Governance)

The proposal for restructuring focused on four main areas:

1. Institutional Effectiveness Committee is switched to a Board (IEB) to create a home for Provost charges that are not formal committees and to guarantee reporting to the Senate.
2. Student Academic Appeals Board to guarantee that Faculty are aware of the requirements to serve in terms of Summer winter Break availability.
3. Diversity Executive Leadership Team to clarify language associated with membership requirements: all the appointments to this Committee are made by the President. This committee has a staggered two-year service term instead of one year for consistency and continuity.
4. General Education Board reading membership requirements to make sure that there is meaningful representation of all Faculty involved with Gen Ed courses. The term “ranked” was removed to open the possibility for no ranked Faculty to serve.

*Motions – First Reading*

- A. Course withdrawal, then subsequent add policy/procedure - postponed

*Committee Reports:*

- a. Academic Programs and Standards Board (APSB) – Ryan Strickler  
Data is being collected regarding the late add policy. The Board will review the data and review the proposed motion accordingly.
- b. Committee on Shared Governance (CSG) – Marie Pickerill  
The only college that has a change in Senate representation is CHASS. Library (2 senators), HSB (3 senators), STEM (5 senators), CHEN (3 senators), CHASS (5 senators, down 2)
- c. Curriculum and Academic Programs Board (CAPB) – Betsy Schippers  
No report.
- d. Faculty Compensation Committee (FCC) – Margie Massey  
The committee will be taking equity requests, with an April deadline.
- e. Faculty Handbook Committee (FHC) – Yaneth Correa  
No report.
- f. Faculty Procedures and Policies Committee (FPP) – Chris Picicci  
The committee is seeking to amend the Faculty Handbook language for Faculty in Residence. The Faculty in Residence title may be giving to an individual that is associated with the University to perform specific, limited duties within an area of special expertise or training under conditions established by the University and upon the appropriate recommendations of the appropriate Dean and department chairs. In Residence Faculty are eligible for annual appointments with non-tenure track status. Individuals holding this title should expect to carry out all aspects of Faculty duties including teaching, research, and service. Faculty who have held an in-Residence position that becomes a tenure track line may apply for the line and, if requested, may count some of the time spent in the in-Residence position towards tenure. The request should be initiated by the Faculty member and there is not guarantee of approval.
- g. General Education Board (GEB) – Alexis Wolstein  
The General Education Advisory Committee has started meeting (2 meetings have taken place) looking at ways to implement a programmatic approach to assess general education (SLOs across the courses). Updates will be provided.
- h. Graduate Studies Board – (GSB) Neb Jaksic  
The Board met and worked on establishing goals regarding recruitment, retention, completion, and placement. The Board is also reporting to the Provost.
- i. Information Technology Board (ITB) – Margie Massey  
No report.
- j. Scholarly Activities Board (SAB) – Bill Brown  
There are several proposals and there is a request for about 50%-60% more money than what is available. The board will prioritize the proposals and make recommendations accordingly.
- k. University Board on Diversity and Equality (UBDE) – Fran Sandmeier  
There was a survey out for Faculty and Staff. Margie Massey stated that Victoria Obregon requested that the survey was sent to Faculty by the Senate President in order to get more Faculty participation.

### **March Faculty Senate Meeting (3/15/2021, 3:30 – 5:27 pm, Zoom)**

#### Passed Motions

*None*

#### Motions – First Reading

- A. Faculty Procedures and Policies Committee (FPP): Faculty in Residence position definition:  
The committee is seeking to amend the Faculty Handbook language for Faculty in Residence. The Faculty in Residence title may be given to an individual that is associated with the University to perform specific, limited duties within an area of special expertise or training under conditions established by the University and upon the appropriate recommendations of

- the appropriate Dean and the department chair. In Residence Faculty are eligible for annual appointments with non-tenure track status. Individuals holding this title should expect to carry out all aspects of faculty duties including teaching, research, and service. Faculty who has held an in-Residence position that becomes a tenure track line may apply for the line and, if requested, may count some of the time spent in the in-Residence position towards tenure. The request should be initiated by the faculty member and there is no guarantee of approval.
- B. Academic Programs and Standards Board (APSB): Course withdrawal, then subsequent add policy/procedure - postponed.
  - C. Grievance Board: Grievance Process Changes including “the burden of proof.” – Returned to the Grievance Board for creating a written motion with justifications on deviation from the language already used at CSU Fort Collins.

Committee Reports:

- a. Academic Programs and Standards Board (APSB):  
The committee is currently updating the student evaluation questions to reflect new modalities.
- b. Committee on Shared Governance (CSG):  
Currently looking at the administrative reviews and the questions language. The surveys will be sent in an email and a report will be available for the April senate meeting.
- c. Curriculum and Academic Programs Board (CAPB):  
No report.
- d. Faculty Compensation Committee (FCC)  
As per its charge, the committee is taking requests for equity adjustments.
- e. Faculty Handbook Committee (FHC):  
No report.
- f. Faculty Procedures and Policies Committee (FPP):  
The committee is analyzing how faculty that have been working with open resources can count (factor in) that work towards tenure and promotion as there are not guidelines on how to do so.
- g. General Education Board (GEB) – Alexis Wolstein  
No report.
- h. Graduate Studies Board – (GSB):  
The Board is discussing the workload issues involved in teaching of graduate or stacked courses. Also, concerns were raised about the type B instructions (like MS thesis, independent studies, and other student research). The members of GSC concluded that there is a need for a budget for graduate education in the spirit of Vision 2028 and experiential education.
- i. Information Technology Board (ITB):  
No report.
- j. Scholarly Activities Board (SAB) – Bill Brown  
The funding requests were for 170% of what was available. The Board delivered their recommendations to the Provost.
- k. University Board on Diversity and Equality (UBDE):  
Meetings are taking places and the report of the survey should come out pretty soon; preliminary findings support the need for the Diversity and Equity Board.



To: Colorado State University Board of Governors  
 From: Timothy Mottet, President  
 Subj: May 2021 President's Report

This report provides updates on numerous university initiatives/programs that map to the three institutional goals of the institution (Expand Our Appeal, Enhance Student Success, Develop Our People) as well as press coverage we have received since the February 2021 Board meeting. The report is divided into four sections: 10 Take Aways, Driving Enrollment, Implementing Vision 2028, and Maximizing Operations.

## 10 TAKE AWAYS

1	Enrollment updates for summer 2021 and fall 2021 are located on page 2 of this report.
2	We are planning a robust face-to-face (F2F) experience in the fall, with less than 25% of our courses scheduled to be delivered fully online.
3	Extended Studies (ES) is the entrepreneurial, academic arm of CSU Pueblo. ES has significantly increased general education course offerings to assist both online degree completion and residential instruction degree completion; 1 out of every 7 students enrolled at CSU Pueblo during pandemic completed a CSU Pueblo Online general education course.
4	We have started a number of exploratory discussions regarding the possibility of offering students in Southern Colorado ag programming on the CSU Pueblo campus.
5	We are on track in terms of implementing our Vision 2028 initiatives for FY21. We have invested \$4.36M of the appropriated \$7.79M and implemented 8 of the 12 processes at a 90% or greater completion rate.
6	100% of CSU Pueblo programs have work-related components. These components include internships and practicums that immerse the students in external real-life experiences. They also include practical, capstone, and research projects inspired by industry needs and students' future careers.
7	This fall we will introduce CSU Pueblo Academy, which provides a pathway to enrollment for a growing population of potential students with a need for additional academic support prior to enrollment. We are contracting with Straighterline to help us offer the Academy to our students.
8	Beginning fall 2022, CSU Pueblo and CSU Ft. Collins will have an aligned calendar making it easier to share programs.
9	The HLC visit in November 2020 resulted in a team report that confirmed that CSU Pueblo meets 100% of the HLC accreditation criteria. In March 2021, the visiting team report has been accepted by the Institutional Actions Council for the Higher Learning Commission.
10	Over 60 employees took advantage of online professional development opportunities, completing 170 different training programs throughout the pandemic. In the months ahead, all employees will have the opportunity to complete programming designed to cultivate cultural competencies and all supervisors will have an opportunity to complete training programs from the Franklin Covey group.

## DRIVING ENROLLMENT

*Summer 2021 Enrollment.* Currently, 743 students are enrolled for summer 2021 classes, which is better than most summers for us, but less than were enrolled this time last year. It is important to recall that summer 2020 was a record-breaking summer for us with enrollment, driven by large

numbers of students who chose to take new online course offerings in the first summer after the pandemic. While we are trending about 9.5% lower than this time last year, we are up more than 35% over this time in 2019. In addition to overall enrollment, our strategy over the past two years has been to shift the number of summer credit hours taken by students, and we succeeded last summer in incentivizing students to increase their average credit hours. The same scholarship incentives for summer and continuing into fall are being offered this year, and to date, 36% of our enrolled summer students are taking 9+ credit hours, compared with 35% this time last year.

*Fall 2021 Enrollment.* Though we are nearing the traditional May 1 decision date for new fall students, it is important to note that CSU Pueblo shifted its priority deposit date to June 1 due to the pandemic, as have many institutions across the state. It is normal for our institution to see 50% of our fall enrollments taking place during the summer, and indications are that more students than usual are waiting to see how the pandemic progresses before they make a final decision about fall.

Currently, fall enrollment is down 24% (398 headcount) compared with this time last year. Continuing students are down by 337 (24%), while new freshmen are down by 35 students. That being said, all indicators are that we are on track to meet our freshman goal of 610, an increase of 3.7% over last year. (Interestingly, freshman enrollments are tracking closely with this time in the 2019 cycle, a year in which we surpassed our freshman and total enrollment goal set for 2021). Freshman deposits are up 25% compared with last year this time, and we are predicting a freshman yield of 32%, based off analysis of our admitted student profile and financial aid offers. This is considerably better than yields over the past few years in the low 20% threshold and the 11% yield we experienced with a previous enrollment partner. If yield projections hold, and we continue to admit students at the rate we do in an average year, we should meet our freshman enrollment goals. However, given the volatility of this enrollment climate, we will continue to monitor progress closely.

We continue to pursue late applications and have expanded marketing efforts to drive applications, since data demonstrates that our late applicants yield at even higher rates. 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. Other key populations, such as transfer, readmit, and graduate students, show similar enrollment volatility to the freshman population and are also key elements of our ongoing enrollment strategy. It is important to note that the Banner transition, while an important enhancement to our campus service ability, has created one-time challenges in actual enrollment activity for current students, whose process differs from their past experiences. This is contributing to delayed enrollment for continuing students that we anticipate improving in the coming weeks.

*Fall 2021 Plans.* Registration is underway for fall 2021. We are planning a robust face-to-face (F2F) experience in the fall, with less than 25% of our courses scheduled to be delivered fully online. While we are pleased to work towards a more traditional student experience, we also recognize that the pandemic enabled us to create flexible learning modalities that better accommodate different learning styles and lifestyles. As a university, we are committed to continuing the added flexibility that remote learning platforms have added while acknowledging the importance of F2F interactions and the availability of in-person services for the fall. CSU Pueblo will continue to utilize these remote platforms in tandem with the expansion of the F2F availability for the fall semester.

*CSU Pueblo Extended Studies.* In February of this year, I added Dr. Kristyn White Davis, Dean of CSU Pueblo Extended Studies to the Cabinet. Extended Studies is the entrepreneurial, academic arm of CSU Pueblo. This mission of this unit is diverse, including operating the campus's fully online programs, satellite campus locations, as well as offering non-degree students both for-credit and non-credit professional education opportunities. Dr. White Davis began leading Extended Studies in 2018, and since that time, the university has seen substantial growth through the different populations served.



Since 2018, Extended Studies has added seven fully online degree programs across disciplines including RN-BSN, RN-MS, BSBA in Management, as well as our two new Bachelors of Applied Science degrees:

- Bachelors of Applied Science in Healthcare and Administration
- Bachelors of Applied Science in Management and Leadership

Both degrees are a new degree offering at CSU Pueblo, designed for the working professional with a two-year degree.

Extended Studies also has numerous general education courses to assist both online degree completion and residential instruction degree completion. The general education courses initiative in 2019 became increasingly valuable in the pandemic of fall 2020, which during this time, 1 out of every 7 students enrolled at CSU Pueblo completed a CSU Pueblo Online general education course.

Other highlights include:

- Since adding the online option for the MBA program, FTE has quadrupled and projects strong continual growth.
- The non-degree population of educators participating in the Extended Studies professional education opportunity has generated over 17,000 students since 2018.
- Since 2018, expansion of residential offerings at satellite locations including the Colorado Springs Tower campus, the Fort Carson Army Post and the Arapahoe Community College Sturm Campus have also generated new enrollment in new market locations totaling almost 450 new students. Extended Studies also is currently assisting with new opportunities at Trinidad State Junior College as part of the System initiative to bring bachelor degrees to rural Colorado.
- Extended Studies brought on new partnerships with the Colorado Department of Corrections and Department of Human Services Division of Youth Services (DYS) that provides education to incarcerated individuals and at-risk youth throughout the state.
- Growing concurrent enrollment student population to over 100 students and continues to build high school partnerships through our Senior-to-Sophomore program by vetting high school instructors to teach CSU Pueblo courses increasing the opportunity for rural Colorado students to participate in post-secondary education opportunities.

TEP Offerings, Spring 2018 to Fall 2020					Online MBA Program, Spring 2018 to Fall 2020			
Semester	Courses	Students	Credit Hours	Grad. FTE	Semester	ES Online Students	Credit Hours	Grad. FTE
Spring 2018	329	2,496	11,613	967.8	Spring 2018	22	147	12.3
Summer 2018	393	4,587	26,738	2,228.2	Summer 2018	18	99	8.3
Fall 2018	356	2,125	9,920	826.7	Fall 2018	25	141	11.8
Spring 2019	462	2,939	13,960	1,163.3	Spring 2019	31	177	14.8
Summer 2019	521	5,215	30,476	2,539.7	Summer 2019	28	186	15.5
Fall 2019	401	2,461	11,414	951.2	Fall 2019	30	192	16.0
Spring 2020	546	3,586	18,000	1,500.0	Spring 2020	36	198	16.5
Summer 2020	581	4,414	26,585	2,215.4	Summer 2020	44	291	24.3
Fall 2020	407	1,553	7,324	610.3	Fall 2020	51	313	26.1
<b>Grand Total</b>	<b>978</b>	<b>17,390</b>	<b>156,030</b>	<b>13,002.5</b>	<b>Grand Total</b>	<b>112</b>	<b>1,744</b>	<b>145.3</b>

Semester	Fort Carson			Sturm Collaborative Campus			Colorado Springs Tower		
	Courses	Students	Credit Hours	Courses	Students	Credit Hours	Courses	Students	Credit Hours
Summer 2018	1	6	18			0	11	34	222
Fall 2018	1	4	12			0	22	102	661
Spring 2019			0			0	18	75	517
Summer 2019			0			0	10	47	208
Fall 2019	1	4	12			0	28	169	1,167
Spring 2020	2	5	17	1	11	33	28	146	1,090
Summer 2020			0			0	7	45	252
Fall 2020	1	2	6	1	15	45	23	147	997
<b>Grand Total</b>	<b>5</b>	<b>20</b>	<b>65</b>	<b>2</b>	<b>16</b>	<b>78</b>	<b>66</b>	<b>411</b>	<b>5,114</b>

Semesters	Courses	Students	Credit Hours	UG FTE
Spring 2018	0	0	0	0.0
Summer 2018	10	91	352	23.5
Fall 2018	4	29	101	6.7
Spring 2019	2	32	96	6.4
Summer 2019	16	172	695	46.3
Fall 2019	9	133	439	29.3
Spring 2020	11	397	918	61.2
Summer 2020	32	327	1,312	87.5
Fall 2020	20	507	1,491	99.4
<b>Grand Total</b>	<b>55</b>	<b>1,367</b>	<b>5,404</b>	<b>360.3</b>

*Bridge to Bachelor's Program.* CSU Pueblo is now participating in the Bridge to Bachelor's Degree program initiated by the Colorado Community College System in 2020. The Bridge to Bachelor's program ensures that new, first-time students attending any CCCS institution are guaranteed admission to a participating four-year college or university upon completion of an associate degree. This fall, CSU Pueblo will open a Transfer Center at PCC, allowing every PCC student to more easily plan their four-year degree. This center strengthens the existing partnership between CSU Pueblo and PCC as the two institutions work to meet the needs of Pueblo and Southern Colorado. This expanded access provides support to students and makes a college degree more attainable and affordable.

*Food and Agricultural Programming for CSU Pueblo.* We have started a number of exploratory discussions regarding the possibility of offering students in Southern Colorado agricultural programming on the CSU Pueblo campus. The proposed program may include two years of CSU Pueblo programming coupled with two years of Ft. Collins programming all offered in Pueblo. Our ability to offer this joint programming is made possible by both CSU Pueblo and CSU Ft. Collins using the same student information system and both institutions having an aligned calendar. We are having conversations with the CSU Provost and the Dean of Agricultural Sciences, Special Advisor to the Chancellor for Rural-Urban Initiatives, area ranchers, members of the Colorado State Fair Foundation, and employees of the CSU Extension Office.

*Rural Colorado Initiatives.* Provost Abdelrahman is representing CSU Pueblo on a team representing the CSU System, participating in an Academy organized by the National Academy for System Heads (NASH). The focus of the academy for the CSU System is supporting rural Colorado through increased focus on enhancing educational services to rural Colorado. One of the ideas being explored is bringing impactful educational opportunities closer to rural Colorado. CSU Pueblo is exploring collaborations with community colleges in rural Colorado as well as CSU Ft. Collins to expand the offering of select academic degrees in Southern Colorado.



## IMPLEMENTING VISION 2028

*Vision 2028 Scorecard.* We are on track in terms of implementing our Vision 2028 initiatives for FY21. We have invested \$4.36M of the appropriated \$7.79M (Table 1) and implemented 8 of the 12 processes at a 90% or greater completion rate (Table 2).

Table 1

 <b>CSU PUEBLO</b>			REQUESTED BUDGET FY 20 and FY 21	ACTUAL FY 20 and ESTIMATED FY 21	ACTIVITIES COMPLETE
	VISION 2028 INITIATIVE*	<b>LAGGING INDICATORS</b>      			
	Project Management (2918002)		\$1,579,103	\$912,464	12/14
1	New Financial Aid Model (2918003)		\$570,267	\$22,007	1/8
2	Athletics (2918004)		\$1,989,294	\$1,871,224	6/6
3	University Track Centers (2918005)		\$523,809	\$152,226	3/8
4	Advising (2918006)		\$1,541,600	\$402,351	7/14
6	Adult Learning (2918007)		\$586,200	\$115,863	4/8
7	General Education and Capstone Redesign (2918008)		\$614,900	\$416,389	3/8
10	CSU Pueblo Professional / MARKETING (2918009)		\$388,600	\$463,052	1/1
*	VISION 2028 initiatives 5, 8, and 9 have been self-funded/part-funded by the institution (CSU Pueblo) at COE, Eisenhower Professor, and Professional (Spaced)		<b>\$7,793,773</b>	<b>\$4,355,556</b>	<b>38/64</b>

Table 2



**CSU PUEBLO**

VISION 2028 SCORECARD FOR FY22: YEAR 2 OF 10	WIG	Point Person(s)	Start	Complete	Percentage Complete as of 4-15-21 for FY22 Goals
Implement marketing and web-driven strategies and financial aid plans that support enrollment growth by student type and programs	WIG 1: Expand Appeal	Mohamed, Chrissy, Alejandro	7/1/20	6/30/21	98%
Develop student experiential learning opportunities that differentiates the university	WIG 1: Expand Appeal	Mohamed, Chrissy	7/1/20	6/30/21	93%
Develop enrollment and support processes that meet needs of graduate students	WIG 1: Expand Appeal	Mohamed	7/1/20	6/30/21	75%
Develop plan and process for meeting students' flexible instructional needs	WIG 1: Expand Appeal Success	Mohamed	7/1/20	6/30/21	95%
Implement PACK CENTER, new advising ecosystem with individualized student pathways	WIG 2: Enhance Student Success	Mohamed, Chrissy, Alejandro	7/1/20	6/30/21	97%
Develop expanded STARFISH structure for increased student notification and intervention	WIG 2: Enhance Student Success	Mohamed, Chrissy	7/1/20	6/30/21	93%
Prioritize early assessment in every course	WIG 2: Enhance Student Success	Mohamed	7/1/20	6/30/21	90%
Implement work flex policy	WIG 3: Develop People	Niki, Kat	7/1/20	6/30/21	100%
Develop a process to ensure that every employee has a professional development plan	WIG 3: Develop People	Donna, Kat	7/1/20	6/30/21	20%
Implement a new performance management system	WIG 3: Develop People	Niki, Kat	7/1/20	6/30/21	20%
Implement a compensation analysis for the Administrative Professional staff	WIG 3: Develop People	Niki, Kat	7/1/20	6/30/21	90%
Implement cultural competency development opportunities	WIG 3: Develop People	Donna, Kat	7/1/20	6/30/21	45%

*Differentiated Student Experiences.* Vision 2028 is about creating a differentiated student experience at CSU Pueblo. Below is a summary of our progress around the four student experiences.



CSU Pueblo continues work to refine and institutionalize two components of the student experience that emerged from Vision 2028 – Pathways and Works. A quick overview of each project can be read [here](#). Individualized student pathways will be introduced for all new students in Fall 2021, and we are currently developing content aligned with academic and student development learning outcomes that guides student learning through important milestones. The Pathways team is working to secure a technology platform that allows us to deliver that content in an engaging way while tracking progress, and various web and marketing content is in development.

In addition, CSU Pueblo recently signed an agreement with an external partner that will allow us to introduce the CSU Pueblo Academy (see below), an initiative that provides a pathway to enrollment for students who do not meet admissions requirements or need a soft trial run for higher education prior to enrollment. The Academy should launch by June, enabling some students to earn admission in time for fall enrollment as degree-seeking students. This has been a long-term enrollment strategy that dovetails with the Pathways project and allows us to provide strong support for underprepared students.

The hiring process is underway for the Works Coordinator who will oversee expanded community-based work opportunities, serving as a student case manager and employer liaison. Team members are meeting now with academic departments to align Works offerings with departmental goals for career experiences; student and community surveys are underway to assist in the strategic development of work opportunities.



*100 % of CSU Pueblo Programs have Work-related Component.* CSU Pueblo has for long emphasized experiential learning and work-related components as an important element of its educational strategy. A survey of all programs at CSU Pueblo has confirmed that 100% of all academic programs have work-related components in one or more courses. These components include internships and practicums that immerse the students in external real-life experiences. They also include practical, capstone, and research projects inspired by industry needs and students' future careers. Students are exposed to experts from the field through seminars, guest lectures, company visits, and utilizing practitioners as faculty members. We are proud that all our programs offer such a rich experience that better prepares students for work. We will continue to enhance these work-related components as a way to get students ready for the rapidly changing work environment.

*CSU Pueblo Academy.* This fall we will introduce CSU Pueblo Academy, which provides a pathway to enrollment for a growing population of potential students with a need for additional academic support prior to enrollment. We are contracting with Straighterline to help us offer the Academy to our students (<https://www.straighterline.com/>). We believe three distinct student populations will be served by this Academy, with specific pathways developed that allow students' eventual admission and enrollment into the University as a degree-seeking student. Those populations are:

- Traditional college students who are not admissible under CSU Pueblo's admissions standards for freshman or transfer students but demonstrate other indicators of likely success with appropriate support and need an alternate entry point to the institution.
- Former CSU Pueblo students who left the institution, but have a desire to return, and who need to prove their academic capability before being readmitted as degree-seeking student. Particular focus on students with SAP/probation issues limiting their ability to return, stopped out 3-10 years ago with a GPA below 2.0 (differentiated from our standard readmit return population), or would qualify for the Fresh Start Initiative (another initiative that will launch at the end of fall 2021).
- Adult students whose time since their last formal educational experience has been extensive, and who need an introduction to higher education in a manner that allows them to brush up on their skills, gain valuable classroom experience, and enhance their certainty in their ability to successfully complete a college degree (allows pathways to online or in-person enrollment).



CSU Pueblo launched a program called Discovery Scholars that starts in fall 2021 and provides freshman students with the opportunity for a meaningful research experience early in their education journey instead of waiting until

their junior or senior year. In addition to these hands-on research opportunities, students will learn and build a rapport with their faculty mentors. The Discovery Scholars will be paid a monthly stipend (\$200) for the eight months. Dr. Brian Vanden Heuvel, Executive Director of Undergraduate Studies, is leading the program. For fall 2021, 16 faculty members have prepared research projects aimed at attracting and engaging freshman students. More on the program can be found at <https://www.csupueblo.edu/discovery-scholars/index.html>.



Under development. We are creating a Sophomore "journey" experience where every student at CSU-Pueblo has the opportunity to complete up to six credit hours of general education credits in an intensive format while at

the Todos Santos Center. Faculty will develop interdisciplinary approaches to teaching general education courses in a community-centered program that develops cultural competencies. Through the journey experience, students will return to Pueblo with an enhanced understanding and appreciation for what it means to be a global citizen.

It is important that the Todos Santos initiative contributes to two critical university performance goals: retention and completion.

- Retention will be enhanced with the initiative being designed as a sophomore experience. Our goal is for freshmen to return for their sophomore year, which remains a critical transition period for university students. Our goal is to increase university retention from 68% to 73%.
- Completion rates at CSU Pueblo are currently at 34% meaning that only 34% of students complete within six years. Our goal is to get completion to 40%. Completion will be accelerated with students completing the six credit hours in addition to the hours they complete during the fall and spring semester.

*Launching Advancement Initiative.* Since its inception in fall 2020, the Advancement Team has identified and capitalized upon existing strengths in order to accomplish early "wins," even as we continue to develop and expand a future advancement pipeline for long-term major gift opportunities in Denver and beyond. Please see the attached report in your Board documents.

## MAXIMIZING OPERATIONS

*COVID Management.* CSU Pueblo has reported 101 COVID cases, through April 15, since our 2021 on-campus return in January 2021. As a comparison, during a similar time period in fall 2020, we had 236 cases. Nevertheless, even at a reduced in-person capacity, we have had seven identified outbreaks and will be fully remote beginning April 16, as we move to a delayed spring break and a virtual end to the semester. With the support of the CSU System, CSU Pueblo was able to stand-up a fully-functional medical facility and begin widespread surveillance testing beginning January 4, 2021. Since January, CSU Pueblo, with the support of Spartan Medical and NTT Data, has been able to launch a daily online self-assessment, and has conducted over 20,000 tests, with a positivity of less than .5%. These tests have allowed an expanded in-person learning model; athletics has increased practices, competitions, and safe work outs; nursing students and teacher education students have been able to attend clinicals and, at no cost to the students, fulfill the requirements of these off-site locals. In total, we have run 16,953 rapid antigen tests and 3,036 PCR tests, for a total, as of April 14, of 19,989 tests.

On April 15, 2021, with less than 24 hours' notice, CSU Pueblo was able to run a COVID-19 clinic for our students, employees, and families. In collaboration with FEMA and CDPHE, CSU Pueblo nursing students, under the direction of faculty and staff, successfully administered 271 vaccines. CSU Pueblo will host a 2<sup>nd</sup> dose vaccination clinic on May 6, 2021. Read more here, via MSN: <https://www.msn.com/en-us/autos/news/csu-pueblo-nursing-students-get-hands-on-experience-administering-vaccines/vp-BB1fHGfZ?ocid=hplocalnews>

*Internal Audit Management.* The Office of the President is overseeing eight active internal audits with 92 recommendations and completed four additional audits with 43 recommendations. To date, 120 of the 135 recommendations are completed; 11 recommendations will be completed by December 31, 2021 and four 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.

*Banner Implementation.* As we move toward fully implementing Banner this fall 2021, CSU Pueblo would like to thank President McConnell for sharing close to 50 of her staff members who partnered



with 37 CSU Pueblo employees on the Banner project. CSU Pueblo would also like to thank the CSU System and Dr. Pat Burns for their support of this project. We remain grateful to this team who has supported the student information system project at CSU Pueblo.

**Calendar Alignment.** In February 2021, I appointed a cross-functional Presidential Task Force (PTF) to address academic calendar alignment with CSU Ft. Collins made up of key stakeholders and constituency group representatives. The committee was charged to evaluate the operational implications of a 16-week calendar as well as potential positive and negative impacts on students and their learning. The Provost’s Office worked with the Faculty Senate to develop four 16-week calendar proposals. Faculty Senate reviewed and provided feedback on the four options and then they were forwarded to the Executive Leadership teams. The PTF received the four proposals and developed evaluation criteria. The PTF met and discussed possible negative implications for students and any operational concerns or challenges within their respective areas. After those discussions occurred, the PTF gave a “thumbs up” to proceed with one revised calendar option that best fit the above criteria and had the least negative impact for students and operations. A smaller sub-committee was charged with developing the student survey and launching it by March 7. Institutional research administered the survey and summarized the results. The PTF committee convened again on Friday, March 26 to discuss the student survey results. After reviewing the information and discussion, the committee agreed to recommend the final 16-week calendar to Faculty Senate, G6, and Cabinet. President Mottet also committed to keeping the Winter Break as is with campus being closed from December 24 – January 1 and working with Human Resources on next steps with staff and annual leave usage. The committee believes that the 16-week calendar will not adversely affect students and will have minimal to no operational impacts for the University.

CALENDAR OPTION 2: Convocation during 1st week of classes, 1-day fall break				
	105-day Summer Break	8-week courses		
Fall 2022	Monday, August 22, 2022	Classes Begin*	22-Aug	Fall A Begins
	Friday, August 26, 2022	Convocation Day (classes still meet)		
	Monday, September 5, 2022	LABOR DAY Holiday (campus closed)		
	Friday, October 14, 2022	Fall Break (no classes, campus open)	14-Oct	Fall A Ends
	Monday, November 21, 2022	Start THANKSGIVING BREAK (no classes M-F, campus closed Th-F)	27-Oct	Fall B Begins
	Monday, November 28, 2022	Classes Resume		
	Friday, December 9, 2022	Classes End		
	Monday, December 12, 2022	Finals Begins		
	Friday, December 16, 2022	Finals End	16-Dec	Fall B Ends
	Number Fall Class Days=73	8-wk term=38/40 days		
Spring 2023	Monday, January 16, 2023	MLK DAY Holiday (campus closed)		
	Tuesday, January 17, 2023	Classes Begin*	17-Jan	Spr A Begins
	Friday, January 20, 2023	Convocation Day (classes still meet)		
	Monday, March 20, 2023	START SPRING BREAK (no classes, campus open)	10-Mar	Spr A Ends
	Monday, March 27, 2023	Classes Resume	13-Mar	Spr B Begins
	Friday, May 5, 2023	Classes End		
	Monday, May 8, 2023	Finals Begin		
	Friday, May 12, 2023	Finals End		
	Saturday, May 13, 2023	Commencement	12-May	Spr B Ends
	Number Spring Class Days=74	8-wk term=39/40 days		
Summer 2023	Monday, May 15, 2023	Classes Begin (4wk, 6wk, 12wk)		
	Monday, May 29, 2023	Memorial Day Holiday (campus closed)		
	Monday, June 12, 2023	Classes Begin (8wk)		
	Tuesday, July 4, 2023	Independence Day (campus closed)		
	Friday, August 4, 2023	Classes End		
	Number Summer Class Days=46 (M-Th)			

\* Advising day Friday before semester; handled by chairs, Pack Center, faculty mentor volunteers.

Schedule to include TuTh 4-5pm NO CLASS hour for Convocation type activities...  
for example:  
23-Aug 25-Aug  
30-Aug 1-Sept  
6-Sep 8-Sep  
13-Sep 15-Sep  
20-Sep 22-Sep  
27-Sep 29-Sep

Schedule will adjust to 50 min MWF course meetings in place of current 55 min.

Meets HLC and federal requirements for course/contact hours.

2/26/21 President's Task Force

**HLC Comprehensive Report.** Academic Affairs led the institutional efforts in preparing for the 2020 HLC comprehensive accreditation visit. Our efforts on mission, integrity, teaching, learning, and effectiveness with resources and planning along with our assessments of academic excellence,

responsive student support, campus operations, and fiscal sustainability informed our 2020 HLC comprehensive report. The associated virtual site visit review in November 2020 resulted in a team report that confirmed that CSU Pueblo meets 100% of the HLC accreditation criteria. In March 2021, the visiting team report has been accepted by the Institutional Actions Council for the Higher Learning Commission. The action can be viewed at the following link: <https://www.hlcommission.org/Student-Resources/march-2021-actions.html>. This shows a significant improvement in meeting accreditation criteria over the previous visit in 2016 and reflects the institutional progress, driven in large part by the efforts associated with preparing for and implementing the various initiatives of Vision 2028 and the support of the CSU system.

*Developing our People.* During the past year while working remote, we encouraged our employees to use any available time for professional development and to give our people access to new ideas, new skills, and new ways of managing and leading our institution and community through the pandemic... and beyond. We leveraged Title V grant monies already allocated to professional development in order to make this opportunity possible. Over 60 employees took advantage of the opportunity completing 170 different training programs. In the months ahead, all employees will have the opportunity to complete programming designed to cultivate cultural competencies and all supervisors will have an opportunity to complete training programs from the Franklin Covey group.

### **CSU Pueblo in the News**

*School of Nursing.* U.S. News & World Report ranks CSU Pueblo School of Nursing graduate programs at 122 up from 137 (2019) and 162 (2017).

*Colorado State University Pueblo Celebrated the Legacy of Martin Luther King Jr.* CSU 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 Announced 2021 Distinguished University Professor Award.* CSU Pueblo announced the 2021 recipient of the Distinguished University Professor award, Dr. Alegria Ribadeneira, professor of Spanish and director of world languages at CSU Pueblo. Ribadeneira is the second recipient of this award and the honor was announced Monday, January 11 at spring convocation.

*Colorado State University Pueblo Professor Receives Joy of Effort Award.* 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.

*Colorado State University Pueblo Offering New Scholarships Courtesy of Pueblo County Commissioners.* CSU Pueblo, on behalf of the CSU Pueblo Foundation, was awarded one-time funding in January 2021 from Pueblo County for the Marijuana Excise Tax Scholarship Funds. These scholarship dollars allow for assistance with new student support, Pueblo County adult return to earn, retention for current students, and GED or transfer initiatives.

*Colorado State University Pueblo Celebrated Black History Month with Accessible Programming.* CSU Pueblo celebrated Black History Month in an online format throughout February with programming accessible to the general public. Black History Month events highlighted work in the Pueblo community, the efforts of students on campus, and presented an opportunity for learning and dialogue.

*Colorado State University Pueblo Celebrated National TRIO Day with Service Project.* CSU Pueblo joined the National TRIO Day celebration on February 26, 2021. CSU Pueblo offers five federally-funded programs to provide college access and success opportunities to adults and high school students, providing assistance to first-generation, active military, and students with disabilities.



*Colorado State University Pueblo Celebrated Women's History month with Professional Development, Dialogue, and Delicacies.* CSU Pueblo celebrated Women's History Month (WHM) throughout the month of March with accessible programming for students, faculty, staff and community members. WHM events at CSU Pueblo highlighted prominent women of the Pueblo community, the efforts of students on campus, and presented the opportunity for learning and dialogue.

*Colorado State University Pueblo Celebrated the Third book of Accomplished Alumna.* CSU Pueblo alumna Dana Perino, A94 mass communication, released her book "Everything Will Be Okay: Life Lessons for Young Women (from a Former Young Woman)" on March 9. Perino also sat down to talk about her book with former roommate and fellow mass communication alumna, Andrea Aragon, A94.

*Colorado State University Pueblo Launches Discovery Scholars Program.* CSU Pueblo has announced the launching of its new Discovery Scholars Program, which will be available to first year students in the fall of 2021. The Discovery Scholars will provide first year students with the opportunity to dive right into their area of interest with experiential learning. Instead of waiting until their junior or senior year, students will get hands-on experience from the moment they step on campus.

*Colorado State University Pueblo Students Directly Received \$1.9 Million in CARES Act Funding.* CSU Pueblo distributed \$1.9 million in Coronavirus Aid, Relief and Economic Security (CARES) Act funding from the recent stimulus bill to students enrolled in spring 2021 courses. This is the second direct disbursement for CSU Pueblo students since the pandemic began last year.

*Colorado State University Pueblo Celebrated Holocaust Day of Remembrance Virtually on April 8.* CSU Pueblo hosted a virtual event to commemorate Holocaust Day of Remembrance on Thursday, April 8. All activities took place online via the CSU Pueblo Facebook page. The United States Congress established Days of Remembrance as an annual commemoration in the U.S. for the Holocaust. Each year CSU Pueblo joins in observing this day in their own collaborative events as a memorial for all the lives lost.



COLORADO STATE UNIVERSITY

**PUEBLO**



**Pueblo**

Community College

NORTH SIDE

DOWNTOWN

Pueblo

REGENCY

Salt Creek

Stem Beach

ONE  
**IMPACT.**

A HIGHER EDUCATION & WORKFORCE DEVELOPMENT REPORT FOR SOUTHERN COLORADO



**W**elcome to IMPACT, a report that details how Pueblo higher education impacts workforce development in Pueblo and Southern Colorado.

Although both Colorado State University Pueblo (CSU Pueblo) and Pueblo Community College (PCC) are working together to strategically develop a 21st-century workforce that impacts the economic development of our community and region, we are also impacted by new industries and corporations that relocate to Pueblo and have specific workforce and talent development needs. Whether the need is for welders, physical therapy assistants, nurses, communication designers, accountants, chemists, or engineers, the higher education community in Pueblo stands ready to meet the need.

CSU Pueblo, which is part of the Colorado State University System, enrolls more than 3,700 students, mostly undergraduates, and many first-generation. With 33 percent of its students identifying as Hispanic, CSU Pueblo is federally designated as a Hispanic-Serving Institution. The university has additional teaching sites in Colorado Springs, Castle Rock, and Todos Santos, Mexico. CSU Pueblo offers baccalaureate, master, and doctoral degrees in over 40 programs.

Pueblo Community College (PCC) enrolls more than 6,000 students in four locations in addition to Pueblo, including campuses in Cañon City, Mancos, Durango, and Bayfield. PCC is a comprehensive community college that includes career and technical education, customized workforce development, concurrent enrollment with local high schools, and transfer pathways to universities. With over 40 programs, PCC offers certificates, associates, and baccalaureate degrees.

We're excited to be partners in the economic development of our region through workforce development.

For higher education in Pueblo,

Dr. Timothy Mottet

President, Colorado State University Pueblo

Dr. Patty Erjavec

President, Pueblo Community College

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# Executive Summary

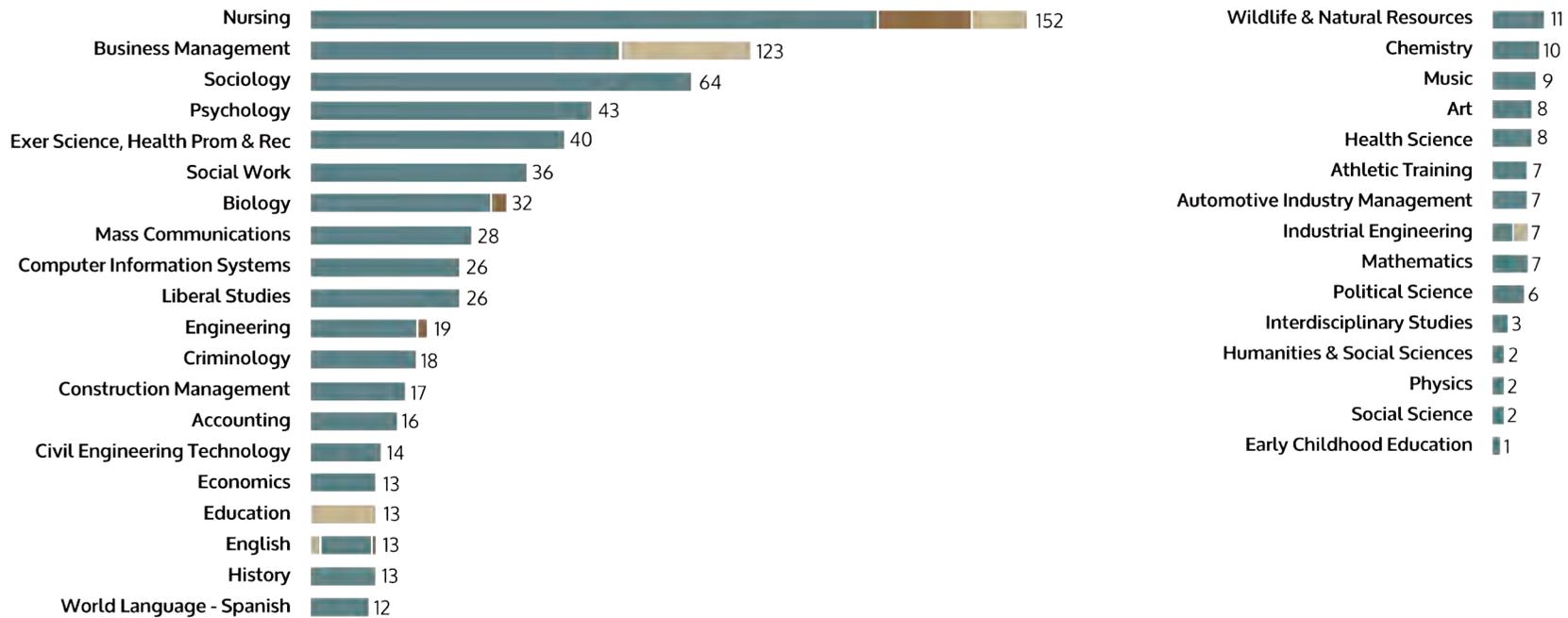
- ▶ Higher education in Pueblo offers over 110 academic programs to students, preparing them for all types of jobs and professions ranging from the skilled trades to entry-level service positions, to management and professional fields.
- ▶ Higher education institutions in Pueblo awarded 3,615 credentials in Academic Year 2020: two doctoral degrees, 104 master's degrees, 694 bachelor's degrees, 741 associate degrees, and 2,074 certificates.
- ▶ On average, students pay \$12,116 per year (including tuition, living costs, fees, books, minus financial aid), graduate with \$10,750-\$21,850 of college debt, and earn from \$21,232-\$61,139 six months after completing their respective degree.
- ▶ Top 10 occupations for a CSU Pueblo alum: general or operations manager, chief executive, registered nurse, sales manager, post-secondary educator, customer service representative, supervisor, elementary school teacher, administrative assistant, and manager.
- ▶ Top 10 occupations for a PCC alum: business/office automation technician, computer and information sciences generalist, cooking and related culinary arts and hospitality associates, machine shop technician assistant, fire protection and other related public servants, registered nurse, medical office management administrator, criminal justice and police science, dental hygienist, digital communication and media specialist.
- ▶ In terms of employment status, 76% of students, on average, are employed in their respective degree field or are enrolled in advanced degree programs six months after completing their credential.
- ▶ Almost 80% of students completing a credential at PCC remain in Pueblo, while 40% of those earning a credential from CSU Pueblo remain in Pueblo.
- ▶ Both institutions of higher education have 1,303 employees with a payroll of \$71.8 million, primarily spent in Pueblo County.



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**PUEBLO**

## Degrees Earned 2019 - 2020

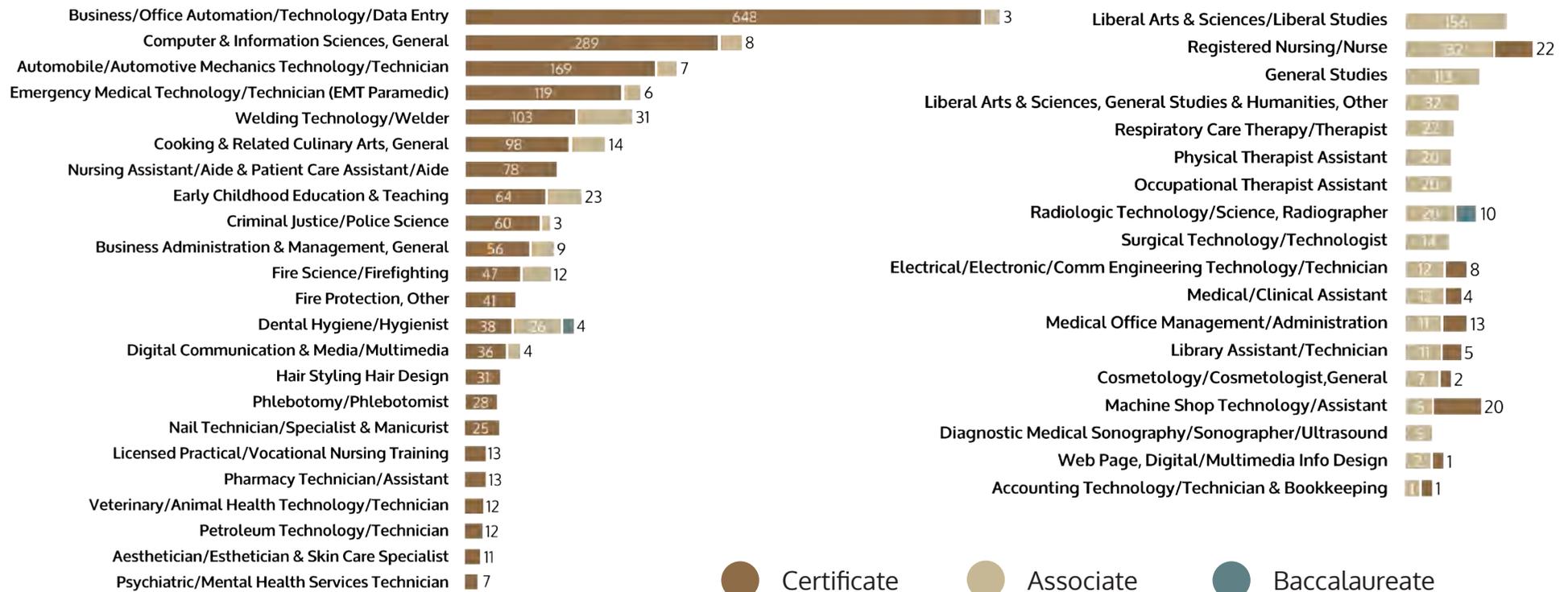
This figure lists the types of degrees by content area earned by CSU Pueblo students during the 2019-2020 academic year.



● Baccalaureate ● Certificate ● Masters

# Degrees Earned 2019 - 2020

This figure lists the types of degrees by content area earned by PCC students during the 2019-2020 academic year.



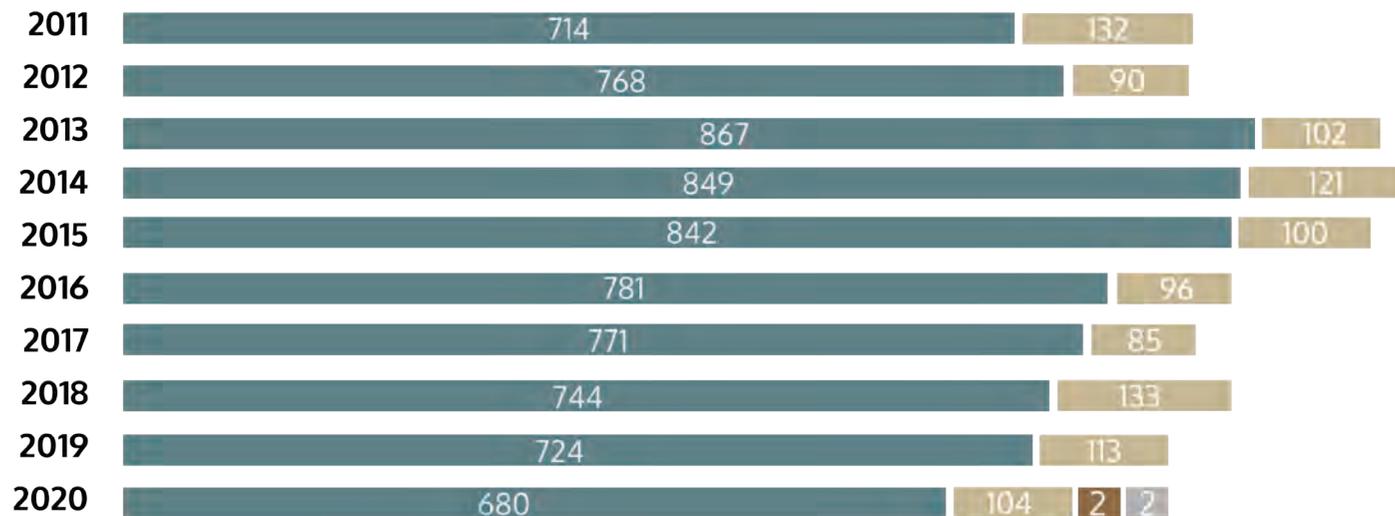
Certificate
  Associate
  Baccalaureate



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**PUEBLO**

## Graduates by Year

This figure lists the number of graduates by credential type from CSU Pueblo for years 2011-2020.



Baccalaureate



Masters



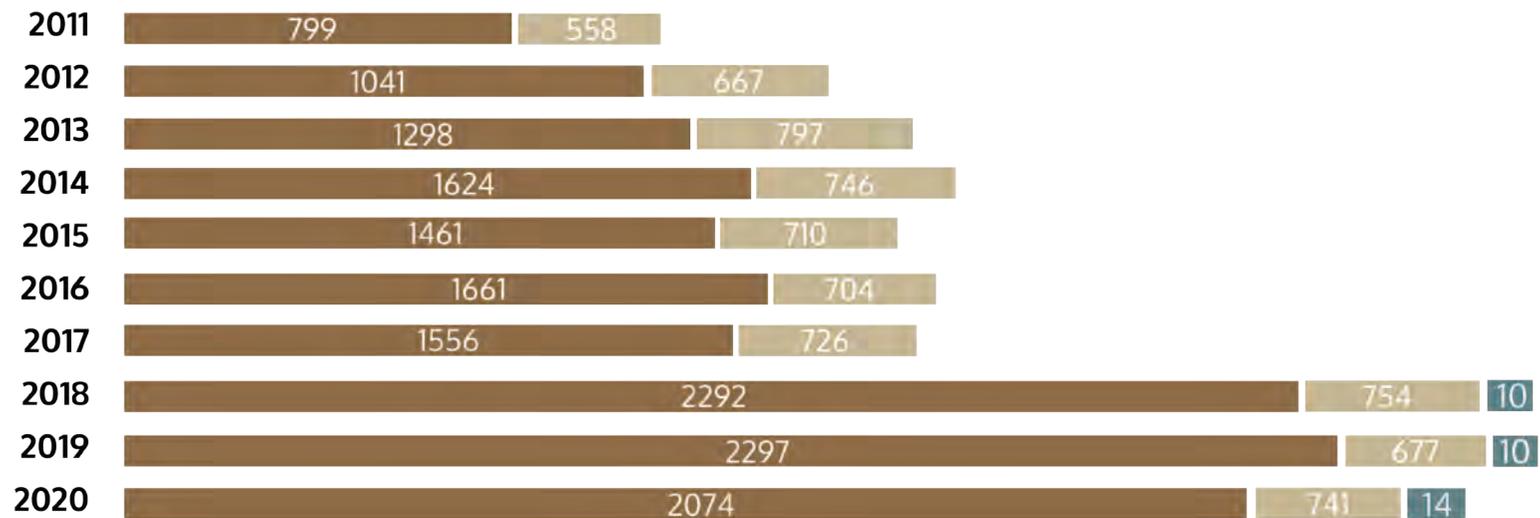
Certificate



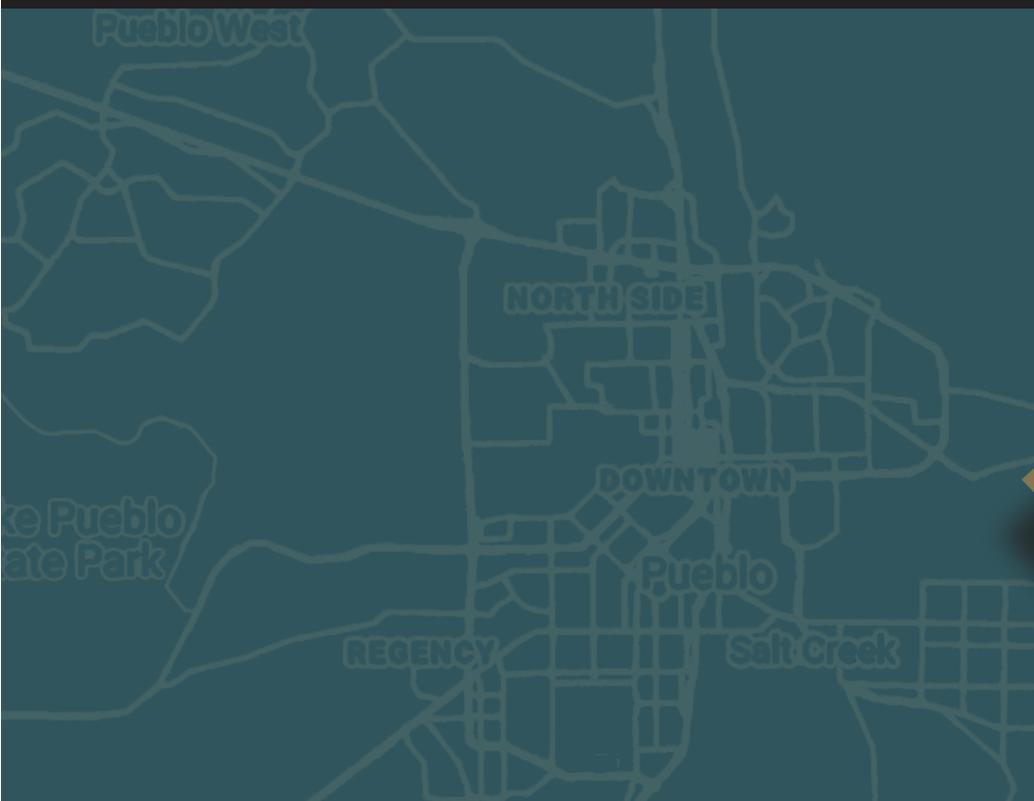
Doctorate

## Graduates by Year

This figure lists the number of graduates by credential type from PCC for years 2011-2020.



Certificate
  Associate
  Baccalaureate



## Online Workforce Development Opportunities and Customized Training Programs

**Alan Pence**  
PCC Automotive Service Technology  
Class of 2016  
Parts Manager at Vidmar Honda Pueblo, CO



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**PUEBLO**

**M**any of our online programs use a prior learning assessment process that provides students with credit for their ability to demonstrate competencies through the knowledge and skills acquired on the job. This process expedites degree completion and reduces the cost of a degree program. CSU Pueblo also offers 40 degree programs in hybrid, online, and in-person modalities.

### **Undergraduate Online Degree Programs:**

- Bachelor of Applied Science in Health Science and Administration
- Bachelor of Applied Science in Management and Leadership
- Bachelor of Science in Interdisciplinary Studies
- Bachelor of Science in Construction Management
- Bachelor of Science in Nursing

### **Graduate Online Degree Programs:**

- Master of Science in Nursing Management and Leadership
- Master of Science in Nursing Education
- Master of Business Administration
- Master of Education

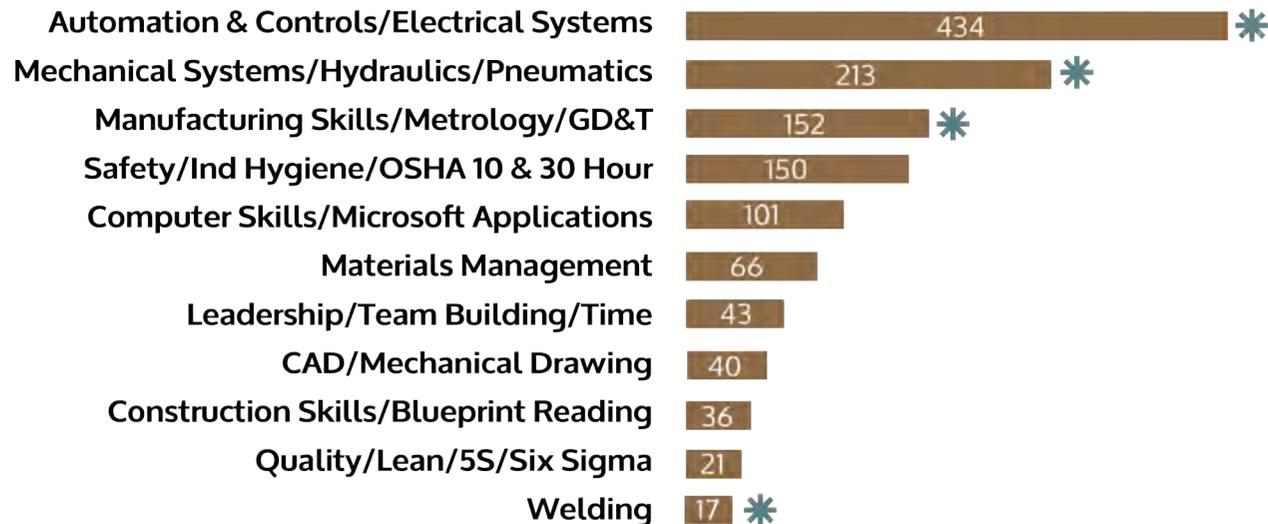
### **Online Community Courses for Non-Credit and Credit:**

- Bilingual Education for First Responders
- Bilingual Education for Food Services Workers
- Certifications affiliated with the Department of Homeland Security



## Customized Workforce Development Training

The figure below lists the types of customized workforce development training programs and the number of students completing each program in 2018-2019.

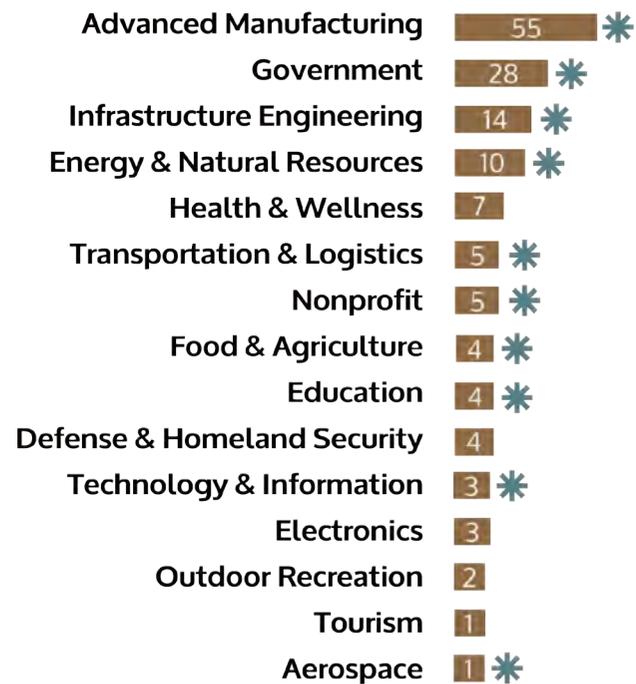


● Number of Training Participants

✱ Portion of training provided in Mobile Learning Lab

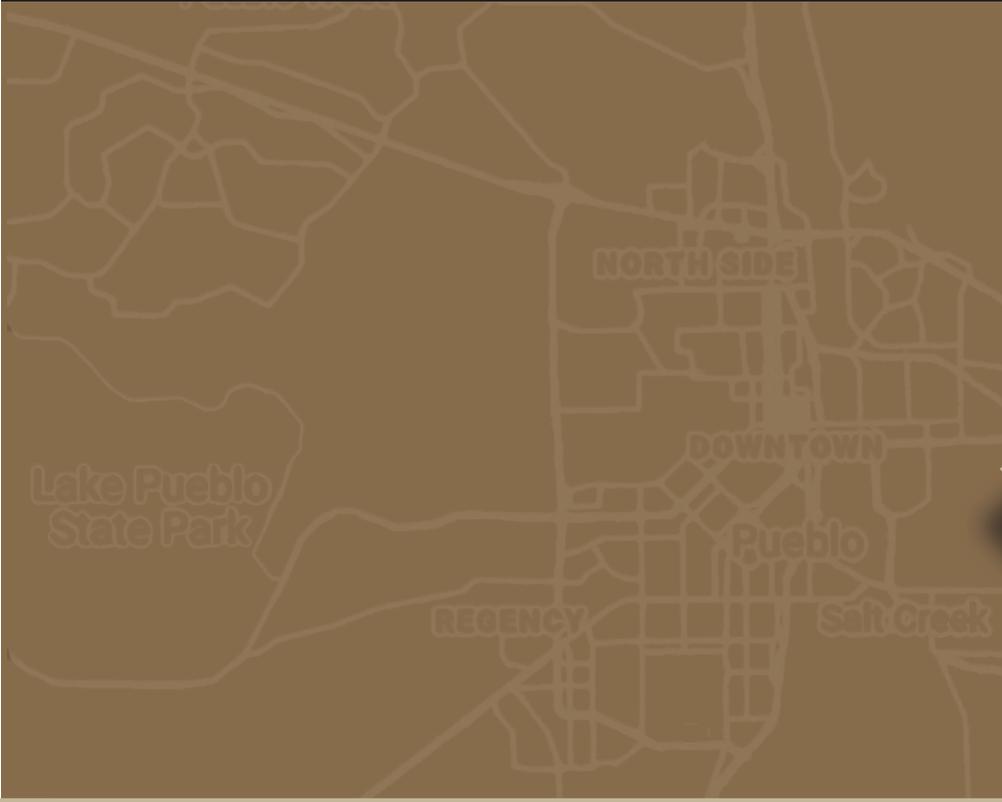
## Customized Workforce Development Training.

The figure below lists the number of employers served by industry since 2007.



 Number of Training Participants

 Portion of training provided in Mobile Learning Lab



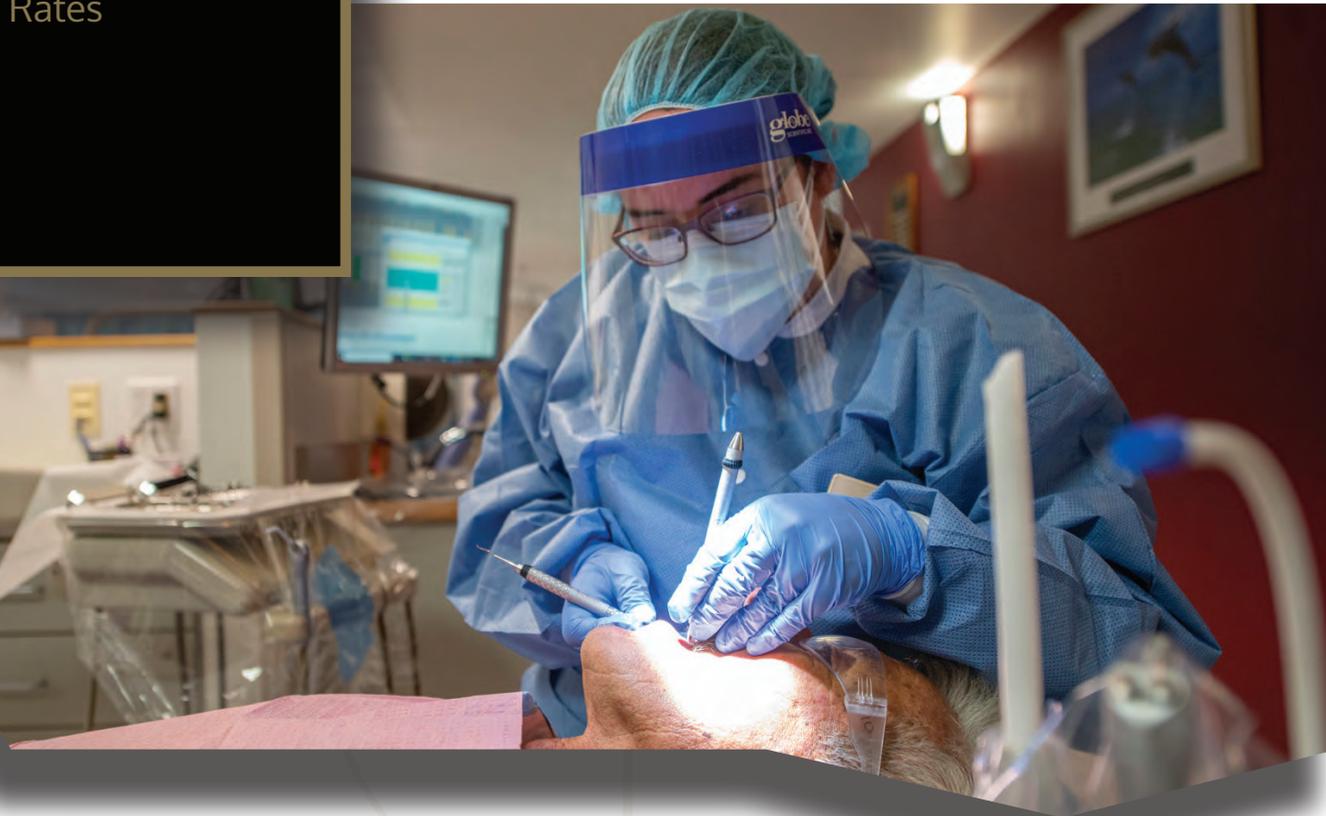
# Alumni Analysis



**Lindsey Schwalm**  
CSU Pueblo BSN in Nursing  
Class of 2010  
RN/Structural Heart Coordinator at  
Pueblo Cardiology Associates

**IN THIS SECTION:**

- Undergraduate Alumni Debt
- Undergraduate Alumni Job Placement Rates
- Alumni by Occupation
- Alumni by Location





U.S. DEPARTMENT OF EDUCATION

## College Scorecard

# Undergraduate Debt and Salaries

This information was provided by the U.S. Department of Education College Scorecard as of February 19, 2021 and reflects average annual cost, graduation rates, median total debt after graduation, and salary ranges of alumni six months upon completing credentials.

### Average Annual Cost

Cost includes tuition, room & board, books, & fees, minus the average grants & scholarships for federal financial aid recipients.

#### 4 - YEAR SCHOOLS

Colorado State University Pueblo

\$12,556

#### CERTIFICATE SCHOOLS

Pueblo Community College

\$11,677

### Graduation Rate

Graduation rates show 4-year and 2-year completion rates.

#### 4 - YEAR SCHOOLS

Colorado State University Pueblo

39%

#### CERTIFICATE SCHOOLS

Pueblo Community College

20%



**Median Total Debt After Graduation**

4 - YEAR SCHOOLS

**Colorado State University Pueblo**



CERTIFICATE SCHOOLS

**Pueblo Community College**



**Starting Salary Ranges by Field of Study**

4 - YEAR SCHOOLS

**Colorado State University Pueblo**



CERTIFICATE SCHOOLS

**Pueblo Community College**





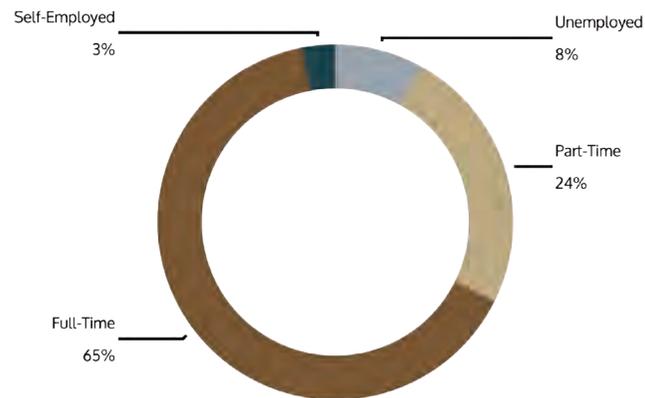
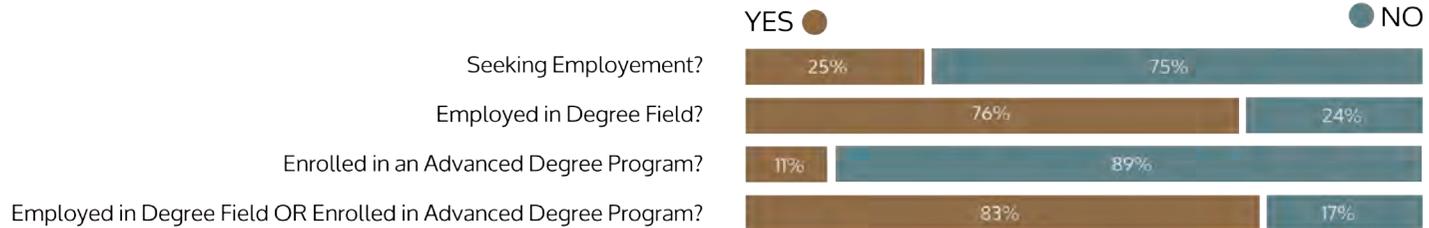
COLORADO STATE UNIVERSITY  
**PUEBLO**

## Undergraduate Job Placements

This information provides undergraduate job placement rates of graduates from the class of 2019 six months upon earning a degree.

### 2018-2019 Placement Rates

Data from graduates who disclosed their employment & advanced degree enrollment is shown below.



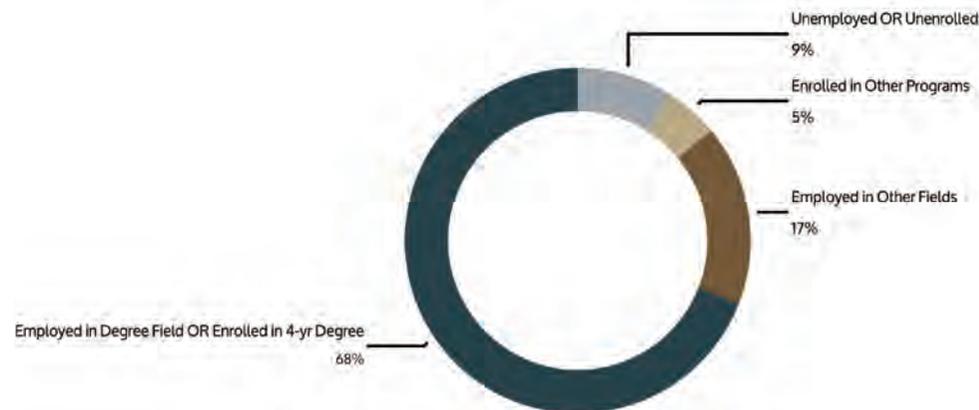
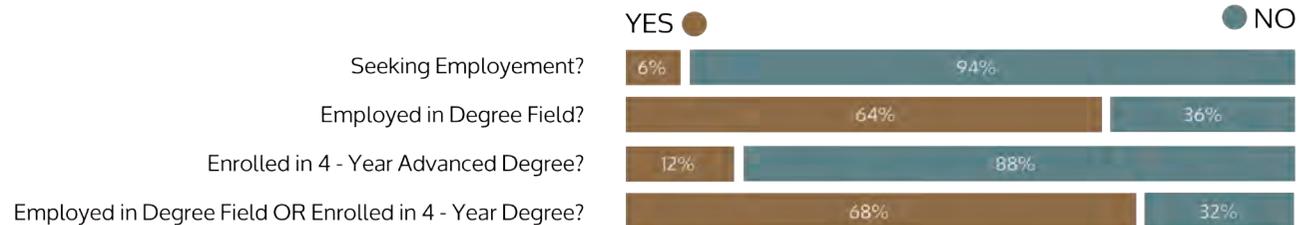
# Undergraduate Job Placements



The below information provides job placement rates of graduates from the class of 2019 six months upon earning degree.

## 2018-2019 Placement Rates

Data from graduates who disclosed their employment & continuing degree enrollment is shown below.





## Top 10 Occupations



COLORADO STATE UNIVERSITY

**PUEBLO**

1. Business/Office Automation Technician
2. Computer and Information Sciences Generalist
3. Cooking and Related Culinary Arts and Hospitality Associates
4. Machine Shop Technician Assistant
5. Fire Protection and Other Related Public Servants
6. Registered Nurse
7. Medical Office Management Administrator
8. Criminal Justice and Police Science
9. Dental Hygienist
10. Digital Communication and Media Specialist

1. General or Operations Manager
2. Chief Executive
3. Registered Nurse
4. Sales Manager
5. Post-Secondary Educator
6. Customer Service Representative
7. Supervisor
8. Elementary School Teacher
9. Administrative Assistant
10. Manager



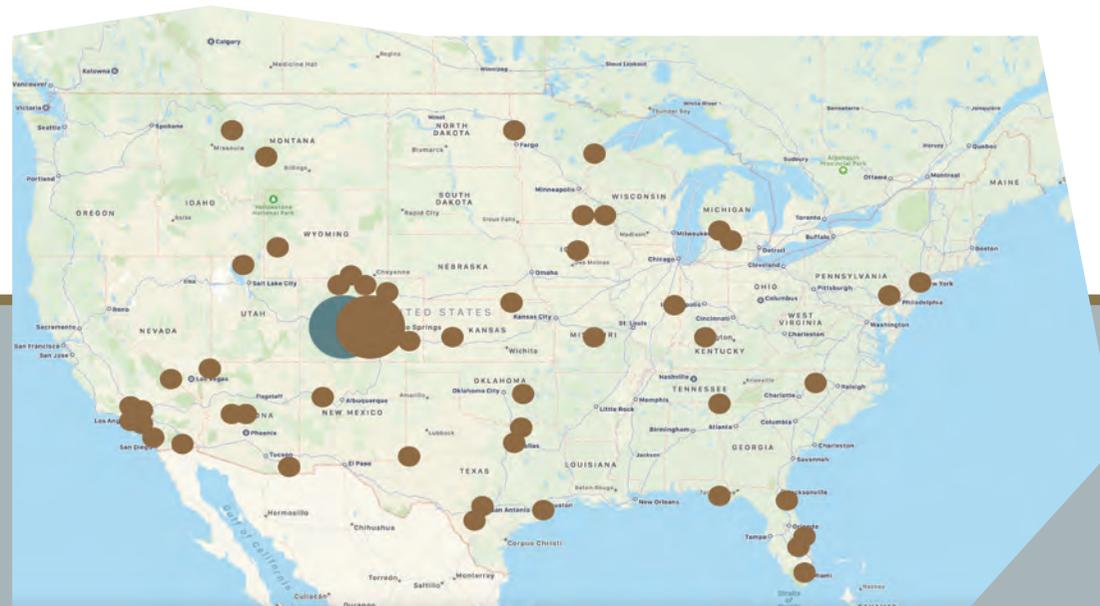
## Alumni by Location

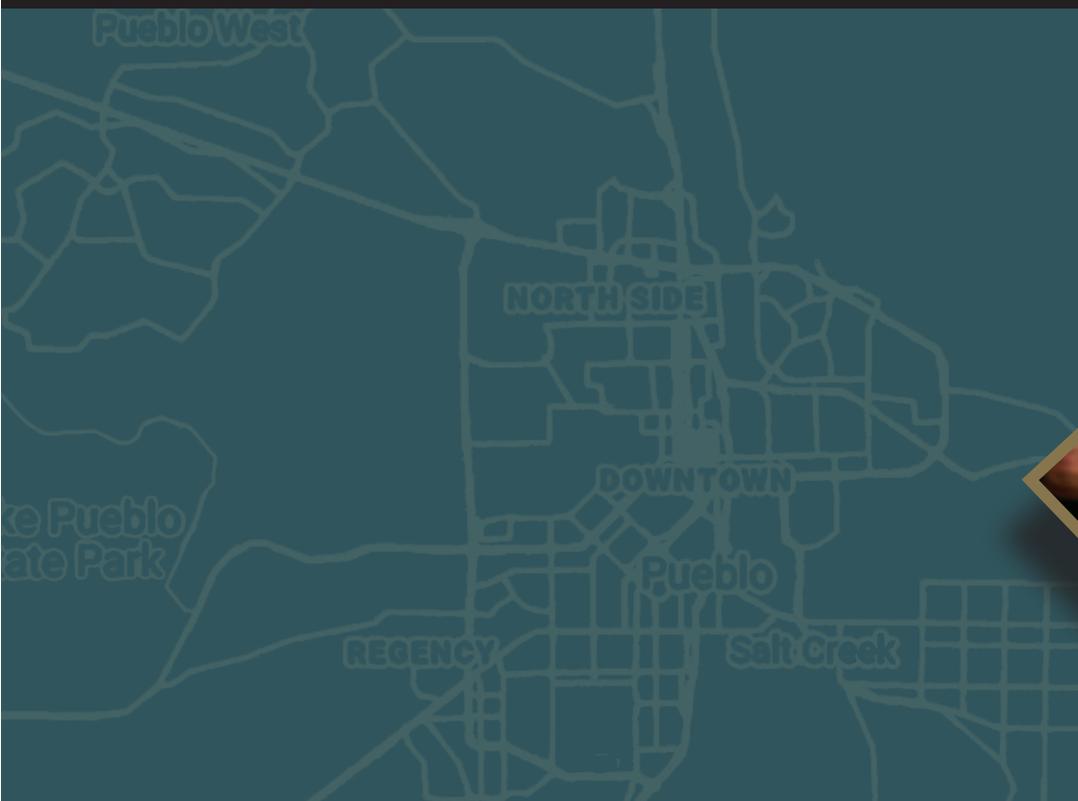


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- Over a six-year period, a little over 78% of PCC graduates remain in the Pueblo workforce with almost 25% transferring to a 4-year university.

- 40% of CSU Pueblo graduates from the class of 2019 are employed in Pueblo County, while the other 60% are employed along the front range of Colorado and throughout the United States.





# Higher Impact

**Eric Littlejohn**  
CSU Pueblo Business Management  
Class of 2013  
Owner: SoCo Fleet and Rental - Pueblo, CO



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**PUEBLO**

### Colorado State University Pueblo Economic Impact

- CSU Pueblo enrolls more than 3,700 students, mostly undergraduates, and many first-generation. With 33 percent of its students identifying as Hispanic, CSU Pueblo is federally designated as a Hispanic-Serving Institution. Looking back over 75 years, the institution has graduated more than 30,000 students, with nearly 20,000 alumni living in Colorado.
- The City of Pueblo receives about \$2.4 million in local sales-and-use tax revenues from economic activity related to CSU Pueblo's operations and student spending. Total direct and indirect city employment impacts are estimated at nearly 1,500 out of 43,500 total Pueblo jobs.
- CSU Pueblo directly employs 712 workers, with a payroll of \$42.5 million. After accounting for multiplier impacts, approximately 1,230 jobs are supported in the community. Related economic activity provides the city with approximately \$1.68 million in local sales-and-use tax revenues.
- In Pueblo, student spending for the 2019-20 academic year is estimated at \$61.43 million (excluding tuition). Of this, about \$30.53 million comes from students who would not otherwise have been contributing to the local economy in 2019-20. That means that "out-of-city" student spending supports 261 jobs and \$712,200 in local sales-and-use tax revenues for Pueblo.



### Pueblo Community College Economic Impact

- PCC and its students (current and alumni) added \$192.6 million in income to the school's service area economy (Pueblo, Cañon City, Mancos, and Durango). That annual total is the equivalent of 3,828 jobs and is equal to 1.9 percent of the region's gross regional product.
- PCC's payroll for 591 employees totaled \$29.3 million, much of which was spent in PCC's service area. In addition, PCC spent \$22.4 million on day-to-day operations. PCC spent \$437,800 on construction projects, providing a boost to the bottom line of multiple local businesses. For every dollar spent on their education, PCC students will earn four times that in future income – a return on investment of 14.8 percent.
- In comparison, the average 10-year return on the U.S. stock market is 7.2 percent. For every dollar spent to support the operation of PCC, taxpayers receive \$4.50 in added taxes and reduced demand for government-funded services. About 78 percent of PCC students stay in Colorado after completing their education, contributing to the local and state economies.



Lake Pueblo  
State Park

NORTH SIDE

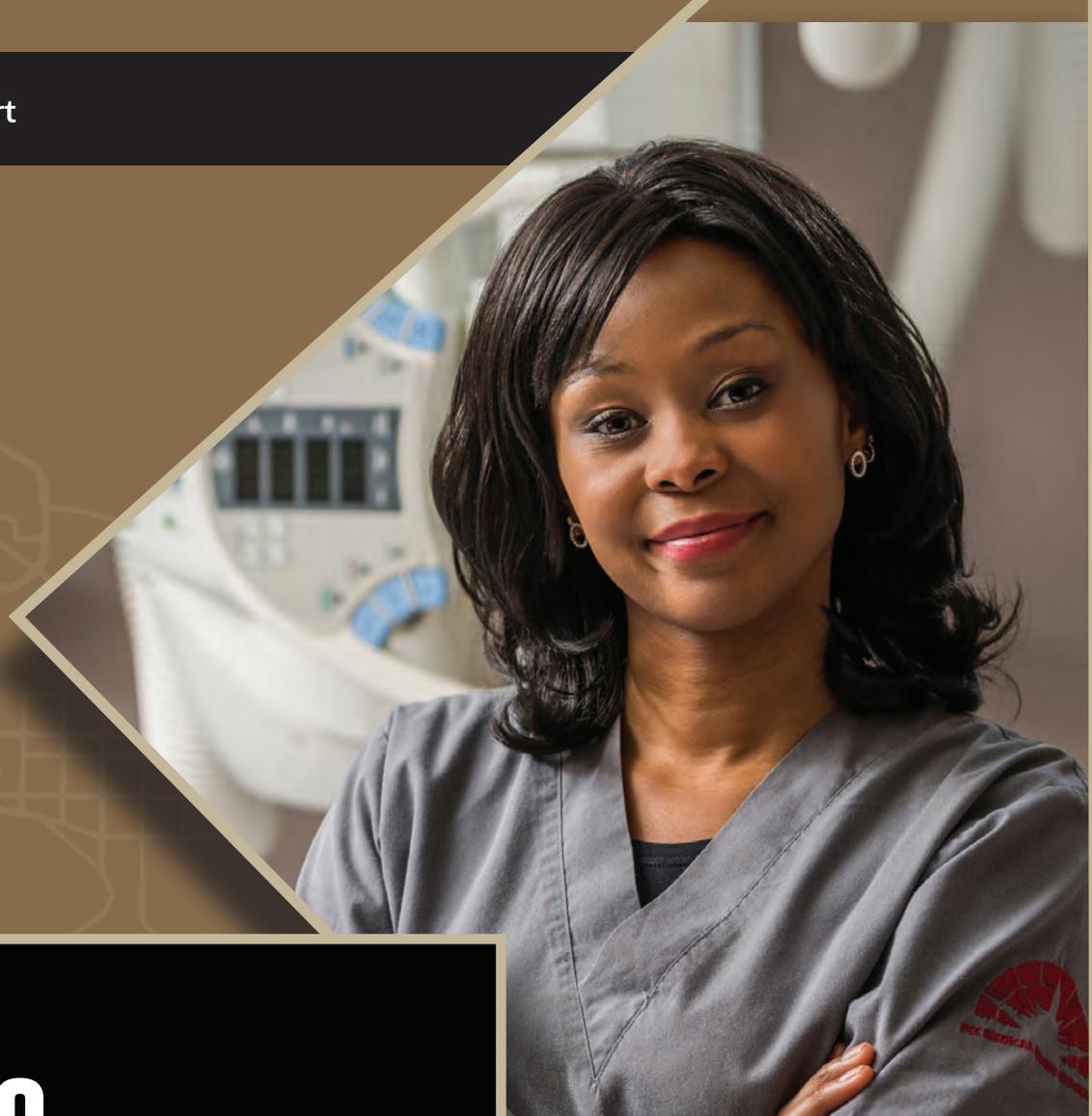
DOWNTOWN

Pueblo

REGENCY

Salt Creek

# One Pueblo



**Ivory Stewart**

PCC Radiologic Technology

Class of 2018

Works at Parkview Medical Center in Pueblo

**B**oth institutions of higher education in Pueblo are committed to the One Pueblo project, which is a strategic plan for Pueblo's economic development.

One Pueblo emerged after a six-month process that engaged numerous business leaders across diverse types of industries. One Pueblo includes a set of five strategic activities that will drive the economic development of our region:

1. Aligning all stakeholders and partners to the One Pueblo vision.
2. Mapping talent development to targeted industry needs and jobs of the future.
3. Developing community infrastructure that empowers residents to achieve economic achievement.
4. Attracting and recruiting targeted innovative and emerging industries to Pueblo.
5. Positioning the community as an innovative, forward-thinking place of choice for both business and talent.

Pueblo's vision is to become the dynamic and forward-thinking community of choice that allows all residents the opportunity to benefit from the economic development of the region.

In addition to developing engaged citizens who make significant contributions to their families, workplaces, and communities, both institutions of higher education are committed to helping Pueblo do the hard work to complete the strategic activities listed above and ensuring that Pueblo has the talent to drive innovation and change needed to ensure the vision comes to fruition.



COLORADO STATE UNIVERSITY  
**PUEBLO**

# Mission

CSU Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

# Vision

To establish Colorado State University Pueblo as the people's university of the Southwest United States by 2028.





# Mission

Pueblo Community College transforms lives, enriches communities, and strengthens the regional economy by empowering individual achievement through a continuum of education.

# Vision

Pueblo Community College is the first choice for success.





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Community College

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# **VISION 2028**

## **BUDGET AND IMPLEMENTATION PERFORMANCE: FY21**



# BUDGET PERFORMANCE

	VISION 2028 INITIATIVE*		REQUESTED BUDGET FY 20 and FY 21	ACTUAL FY 20 and ESTIMATED FY 21	ACTIVITIES COMPLETE	
	Project Management (2918002)	<b>LAGGING INDICATORS</b>  <b>Enhance Appeal of Campus</b>  <b>Increase Student Success</b>  <b>Develop Our People</b>	\$1,579,103	\$912,464	12/14	
<b>1</b>	New Financial Aid Model (2918003)		\$570,267	\$22,007	1/6	
<b>2</b>	Athletics (2918004)		\$1,989,294	\$1,871,224	6/6	
<b>3</b>	University Track Centers (2918005)		\$523,809	\$152,226	3/8	
<b>4</b>	Advising (2918006)		\$1,541,600	\$402,351	7/14	
<b>6</b>	Adult Learning (2918007)		\$586,200	\$115,863	4/8	
<b>7</b>	General Education and Capstone Redesign (2918008)		\$614,900	\$416,369	3/8	
<b>10</b>	CSU Pueblo Professional / MARKETING (2918009)		\$388,600	\$463,052	1/1	
<b>*</b>	VISION 2028 initiatives 5, 8, and 9 have been self-funded/grant-funded by the institution (CSU Pueblo at COS, Downtown Presence, and Professional Spaces)			<b>\$7,793,773</b>	<b>\$4,355,556</b>	<b>38/64</b>



# IMPLEMENTATION PERFORMANCE

VISION 2028 SCORECARD FOR FY22: YEAR 2 OF 10	WIG	Point Person(s)	Start	Complete	Percentage Complete as of 4-15-21 for FY22 Goals
Implement marketing and web-driven strategies and financial aid plans that support enrollment growth by student type and programs.	WIG 1: Expand Appeal	Mohamed, Chrissy, Alejandro	7/1/20	6/30/21	98%
Develop student experiential learning opportunities that differentiates the university.	WIG 1: Expand Appeal	Mohamed, Chrissy	7/1/20	6/30/21	93%
Develop enrollment and support processes that meet needs of graduate students.	WIG 1: Expand Appeal	Mohamed	7/1/20	6/30/21	75%
Develop plan and process for meeting students' flexible instructional needs.	WIG 1: Expand Appeal Success	Mohamed	7/1/20	6/30/21	95%
Implement PACK CENTER; new advising ecosystem with individualized student pathways	WIG 2: Enhance Student Success	Mohamed, Chrissy, Alejandro	7/1/20	6/30/21	97%
Develop expanded STARFISH structure for increased student notification and intervention	WIG 2: Enhance Student Success	Mohamed, Chrissy	7/1/20	6/30/21	93%
Prioritize early assessment in every course	WIG 2: Enhance Student Success	Mohamed	7/1/20	6/30/21	90%
Implement work flex policy	WIG 3: Develop People	Niki, Kat	7/1/20	6/30/21	100%
Develop a process to ensure that every employee has a professional development plan	WIG 3: Develop People	Donna, Kat	7/1/20	6/30/21	20%
Implement a new performance management system	WIG 3: Develop People	Niki, Kat	7/1/20	6/30/21	20%
Implement a compensation analysis for the Administrative Professional staff	WIG 3: Develop People	Niki, Kat	7/1/20	6/30/21	90%
Implement cultural competency development opportunities	WIG 3: Develop People	Donna, Kat	7/1/20	6/30/21	45%

# CSU COLORADO

THE PURPOSE, IMPACT, AND OPPORTUNITY AT COLORADO STATE UNIVERSITY PUEBLO TO STRENGTHEN COLORADO

Photo: Pueblo Reservoir





Once referred to as the “people’s universities,” today, regional comprehensives are America’s revered teaching institutions, award-winning business schools, high-tech training facilities, the Historically Black Colleges and Universities, and Hispanic Serving Institutions.

Regional comprehensives create opportunities for our graduates to make meaningful contributions to their families, their work, and to their communities. Yet, state and federal funding for higher education (specifically regionally-facing full-service, minority-serving institutions like CSU Pueblo) continues to decline. For more than a decade, mid-sized colleges and universities have been living in a world of constant financial crisis, and tuition increases cannot be carried by the students we serve.

Over the past year, the pandemic has frustrated, interrupted, and changed our work on a grand scale. Locally, the global crisis has also revealed systemic inequities even as it accelerated creativity and innovation. Indeed, well before the pandemic, CSU Pueblo committed to a strategic, new vision: to become the people’s university for Colorado and the Southwest United States.

Our campus has a meaningful charge: in order to become the “people’s university,” we must make bold decisions, serve our system and the state, and graduate students who are ready for work and life in a complex, modern world.

Dr. Timothy Mottet

President, Colorado State University Pueblo

# EXECUTIVE SUMMARY

CSU Pueblo serves the most ethnically diverse and economically impoverished region in the state: **Southeastern Colorado**. Our university makes an outsized impact strengthening Colorado from this strategic location, where the **opportunity to advance underserved populations through higher education is great.**

CSU Pueblo's commitment to economic mobility contributes to the Colorado Department of Education’s goal to reach 66% college attainment among adults over 25 by 2025. For Colorado to reach this milestone, special attention must be paid to students with the most to gain: students of color and low-income backgrounds.

CSU Pueblo excels in elevating just such students. **Among four-year colleges and universities in Colorado, CSU Pueblo has the highest mobility rate**, which is defined by Harvard University Economist Dr. Raj Chetty as the percentage of students from low-income households who earn in the top 20% by mid-career. **Serving our students requires enhanced support to overcome the challenges they face and achieve their educational and economic aspirations.**

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## CSU PUEBLO

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## OUR IMPACT

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A regional-serving campus and federally designated Hispanic-Serving Institution delivering on Colorado State University's land-grant mission, CSU Pueblo is reclaiming the historical reference to regional comprehensives as 'the people's university.' This phrase—more than any other—embodies our values, our mission, and aspirations. CSU Pueblo serves our region and acts as an economic driver in Southeastern Colorado. We are the people's university; we are inclusive, accessible, and affordable for anyone who wants to greatly expand their opportunities.

# CSU PUEBLO

ABOUT OUR UNIVERSITY



Photo: CSU Pueblo Fountain Plaza

# OUR COMMUNITY

Southeastern Colorado—the region in which CSU Pueblo is situated and serves—has four of the five most economically distressed counties in the state according to a 2018 Bell Policy Center report.

## CSU PUEBLO STUDENTS:



More than 90% of CSU Pueblo students receive financial assistance, and more than 60% of first-time freshmen are Pell-eligible



CSU Pueblo has the highest percentage of Pell grant recipients among all public, four-year universities in Colorado



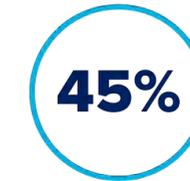
Many of our students and their families are new to the college experience; nearly 40% are first-generation college students



Over the past 75 years, our university has graduated more than 30,000 students; 20,000 of whom currently reside in Colorado



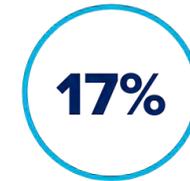
Compared to the nation, Pueblo residents live in poverty.



Our students experienced food insecurity in the prior 30 days



Our students were housing insecure during 2020



Our students were homeless during 2020



Students of color comprise nearly half our student body, 33% of whom are Latinx



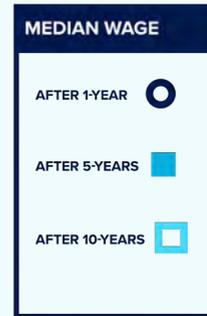
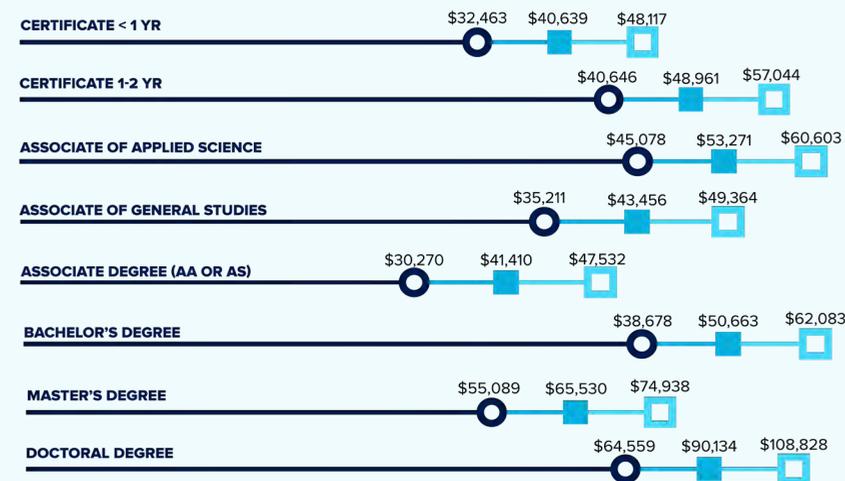
Come from within Colorado and the vast majority of these students remain within the state after graduation

# OUR IMPACT

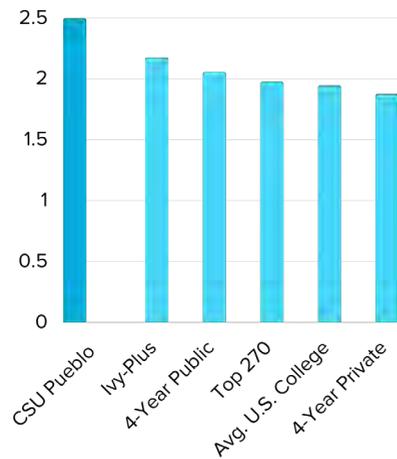
A CSU Pueblo degree is life changing. We provide pathways to economic advancement and professional accomplishment, bringing value not only to individual learners and their families, but to Colorado as a whole.

- Among four-year colleges and universities in Colorado, CSU Pueblo has the highest mobility rate, defined as the percentage of students from low-income households who earn in the top 20% by mid-career.
- On average, CSU Pueblo graduates earn \$6,304 more than their peers with a high school diploma.
- At CSU Pueblo, the average net price for students whose income was \$30,000 or less upon enrollment is \$10,276 per year (or \$41,104 to earn a bachelor's degree in four years)—the second lowest at four-year, public universities in the state.

## MEDIAN WAGE OF COLORADO GRADUATES



Source: Student Unit Record Data System (SURDS) data linked to Colorado Department of Labor and Employment. Unemployment Insurance (UI) Wage Records.



The mobility rate for CSU Pueblo compared with various school cohorts.

Data from "Mobility Report Cards: The Role of Colleges in Intergenerational Mobility," Dr. Raj Chetty.

The Colorado Department of Education has an audacious goal: that 66% of Colorado adults will attain a high-quality postsecondary credential by the year 2025. The largest and fastest-growing ethnic group in Colorado, Latinx, also has the lowest average educational attainment and the lowest rates of college enrollment in the state. Just 68% of Colorado's Latinx students will graduate from high school within four years. Less than half of these students go on to enroll in college. Educational attainment gaps, fueled by inequitable opportunities, also exist in Colorado for students from low-income households and those who are the first in their families to attend college.

These are the populations we must focus on to achieve the Colorado Department of Education's goal: Latinx, low-income, and first-generation students. **Importantly, this is precisely the population that CSU Pueblo knows how to serve well.**

# OUR PURPOSE

HOW CSU PUEBLO STRENGTHENS COLORADO



As CSU Pueblo works to address deeper systemic inequities, many that plague higher education writ large, we also know that our (re)action during the pandemic has set us on a courageous path as a campus community.

As part of our Vision 2028, we have established bold strategies that support our students and make our path as a leader in higher education clear. These strategies, designed to serve students during a global pandemic, have also served as a constant reminder of our bigger mission: to prepare our students to navigate work—and life—in a rapidly changing world.

CSU Pueblo's vision is designed to provide a "north star" for our campus. Our plan demands agility and responsiveness and a willingness to lift up our state by serving a complex and diverse student population. Growing student populations: including adult learners committed to "upskilling" or "reskilling," as well as traditional students who suffered inescapable learning loss during the pandemic, but who—even before the pandemic—were often not defined as "college ready."

Our charge at CSU Pueblo is to become a campus that is student ready—and offers programs and services that meet modern learners where they are in order to make a 4-year degree possible, as a method for driving our economies and create social mobility across the state.

Dr. Donna Souder Hodge

Chief Strategy Officer  
Executive Director, Organizational Development & Advancement  
Colorado State University Pueblo

# OUR VISION

In 2018, CSU Pueblo launched Vision 2028 with support from the CSU System Board of Governors. Vision 2028 has led to the expansion of experiences to complement core curriculum. These emphasize the development of “essential” skills and are informed by our students' needs, preparing them for an ever-changing business world.

**We invite you to partner with us on these four initiatives to enhance the educational attainment and career preparedness of our students, so they can realize their full potential and maximize their economic and societal contributions to Colorado.**



## CSU PUEBLO DISCOVERY

Provides our diverse student population with opportunities to engage in research and hands-on learning at an undergraduate level.

## CSU PUEBLO PATHWAYS

Encompasses robust academic and wraparound supports for students from first year through graduation, including a new Advising Model.

## CSU PUEBLO JOURNEY

Provides every student the opportunity for an accelerated journey to degree or time to study abroad, including at our CSU Todos Santos campus in Mexico.

## CSU PUEBLO WORKS

Addresses financial hardship for low-income students who work while earning academic credit.

# OUR CHALLENGES

It is no easy feat to provide a high-quality education and graduate students at high risk of stopping or dropping out. CSU Pueblo's student body reflects the demographics of our home community with a high proportion of low-income, minority, and first-generation students. Many have been told that they are not "college material." Many come to us academically underprepared, yet determined to earn a college degree. Every day we experience the challenges of serving students who require enhanced wraparound support to thrive in a university setting.

## TO DELIVER ON OUR COMMITMENT TO STUDENTS' SUCCESS, WE MUST:

- Provide structured and intensive student guidance in the form of **in-depth, ongoing advising**—both for degree completion and career preparedness.
- **Bridge the gaps** that commonly exist between our students' knowledge and skill base upon enrollment, and what they need to succeed academically.
- **Create learning experiences that are rigorous yet achievable for working students.** Many of our students have no option but to work while enrolled to make their degree financially feasible. This reality limits the amount of time and energy students can invest academically each term. As a result, our students take longer to complete their degrees and are at increased risk of stopping or dropping out.
- Provide **wrap-around services** in order to recruit, matriculate, and retain our diverse population of students.

# OUR OPPORTUNITIES



Twenty-five percent of adults in Pueblo (about 30,000 people) have some college but no degree. CSU Pueblo recently launched our Adult Learning-focused track called The Academy. This program is tailored to our adult learners who have some college credits, but have not yet completed a bachelor's degree. The Academy builds a hands-on, immersive pathway to enrollment and completion of four-year degrees.



CSU Pueblo Works addresses financial hardship for low-income students who must work while earning academic credit. It considers ways academic experiences can lead to meaningful long-term work and how paid work experiences greatly enhance pathways toward degree completion in two initiatives:

1. Student stipends for required but unpaid internships in Nursing & Teacher Education:
  - Supports key under-served student populations who often do not have high completion rates due to not being able to quit their external job to complete the required internship.
  - CSU Pueblo offers top-tier nursing and teacher education programs—two high-demand fields in our region. In both of these fields, nearly 100% of graduates are employed within six months of graduating.
2. Private sector job opportunities:
  - Partnering with organizations to create a salary-share plan for students in any major to be compensated for meaningful work while at CSU Pueblo.



## Dr. Derek Lopez

Executive Director of Hispanic  
Serving Institution Initiatives  
derek.lopez@csupueblo.edu  
719.549.2535



## Mallory Bustow

Regional Development Officer  
mallory.bustow@csupueblo.edu  
303.478.5788



## Alex Brady

Regional Development Officer  
alex.brady@csupueblo.edu  
770.842.1510



## Claire West

Donor Relations & Prospect  
Development Coordinator  
claire.west@csupueblo.edu  
907.738.2497



WE ARE COLORADO



COLORADO STATE UNIVERSITY PUEBLO

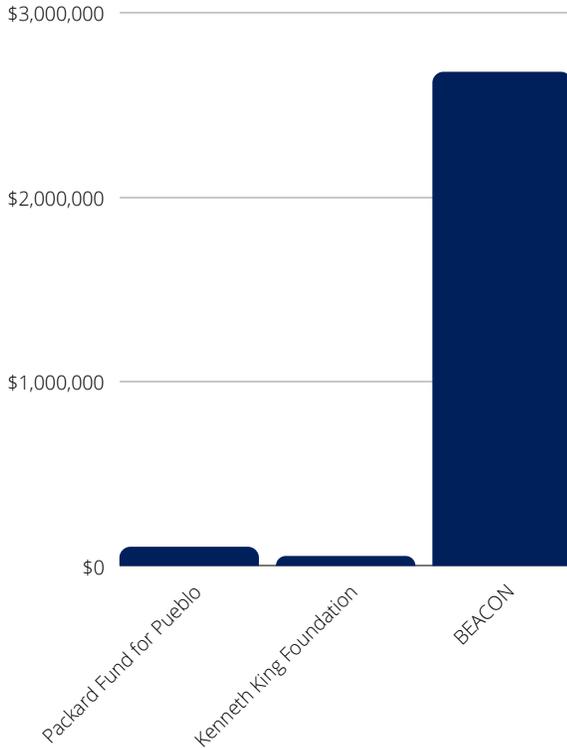
# ADVANCEMENT REPORT

APRIL 2021 | PREPARED BY CLAIRE WEST





Grant Proposals, Pending



April 2021

# WE'RE DEVELOPING OUR STRENGTHS

## Executive Summary

This report reflects the completed and ongoing work of the Advancement Team at Colorado State University Pueblo. The following pages introduce our team (bios pg. 5) and detail the connections we are making in order to expand the appeal of our university, enhance students' success, and develop our people.

Since its inception in Fall 2020, the Advancement Team has identified and capitalized upon existing strengths in order to accomplish early "wins," even as we continue to develop and expand a future advancement pipeline for long-term major gift opportunities in Denver and beyond.

Prospect	Project Title	Funding Requested	Status
Juan and Michelle Torres	Martina Guerrero Memorial Scholarship	\$4,000	Funding received
Packard Fund for Pueblo	CSU Pueblo Works Teacher Education Early Childhood Education	\$100,000	Site Visit on 3/29 Funding expected May 2021
Kenneth King Foundation	CSU Pueblo Works Nursing Program	\$50,000	Funding expected May 2021
State of Colorado	Building Engaged Access Community Open Networks (BEACON)	\$2,678,100	Submitted: Early March 2021
CSU System	COVID-19 Testing Site & Response Strategy Partner: Spartan Medical	\$2,100,000	Funding received
TIAA	CSU Spur Scholarship	\$10,000	\$10,000 Received from collaborative efforts from CSU System, CSU Pueblo, CSU Fort Collins staff

# Defining ADVANCEMENT

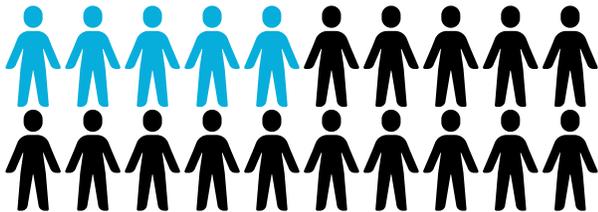
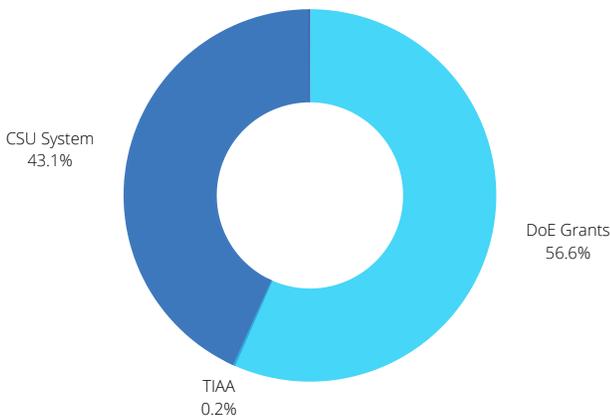
- 1 All endeavors to reposition CSU Pueblo in the higher education marketplace, build external partnerships, seek expertise, and radically rethink approaches to advancing CSU Pueblo in order to guarantee institutional resilience.
- 2 Foster unique collaborations, and support inclusion, access, and affordability to create new pathways and possibilities for student success; prepare students to navigate opportunities in a rapidly changing world.



**2021 GOAL Identify new and existing engagement opportunities for 10 prospects in pipeline development**

Engaged with multiple high-wealth individuals to gauge interest and cultivate pathways to meaningful philanthropic relationships.

**Received Funding Sources**



**2021 GOAL Identify and meet with 20 new influencers interested in CSU Pueblo in Denver**

Collaborated with high-profile Denver professionals to expand networking opportunities, develop resources, and elevate reputation.

**Overarching Goals, Completed:**

**Reputation & Denver Area Engagement**

- Engaged with new Metro Denver influencers and furthered existing relationship with passionate individuals interested in supporting CSU Pueblo to further resource development
- Wrote Op-Eds for national and Metro Denver publication
- Participated in civic community events representing CSU Pueblo

**Capacity-Building Grant Stewardship**

- Title V stewardship (La CALLE, PPOHA, La GENTE) of \$9.1 million grant activities, implementation, and all reporting to
- Close-out MAESTRO Grant (2021, Year 6 Extension)

**Fundraising Pipeline**

- Identified and engaged highly qualified Metro Denver prospects and influencers to serve in an advisory capacity
- Built new and expanded upon existing relationships with high net-worth individuals, companies, and foundations that have a cumulative value of over \$2B
- As a collaborative effort between CSU System, CSU Pueblo, CSU Fort Collins staff: secured \$10,000 gift commitment from TIAA's Denver Leadership Council for CSU Spur Scholarship
- Facilitated applications for capacity building and philanthropic grant opportunities (Packard, Kenneth King, BEACON, RISE)

**Infrastructure Building**

- Hired and completed initial onboarding of new DRPD Coordinator
- Conducted search for new Office Manager; onboarding to begin early in Q2 (anticipated April 12, 2021)

**Other**

- Advance and Steer Academy Project (StraighterLine partnership); hand-off for implementation
- Explore SHRM opportunities with Strategic Partnerships
- Oversee, communicate, and manage all COVID-19 Response and planning, including oversight of cross-functional team, reporting, campus dashboard, communications to system, state, and public health officials as required or requested
- Steer and complete 2021 strategic planning and all processes for campus involvement and protocols beginning AY 21-22
- Develop timeline and processes for next steps in Lumina and Strada partnerships
- Establish cultural competency plan for campus, in collaboration with Title V programming, the Diversity & Inclusion Committee on Equity, and Human Resources

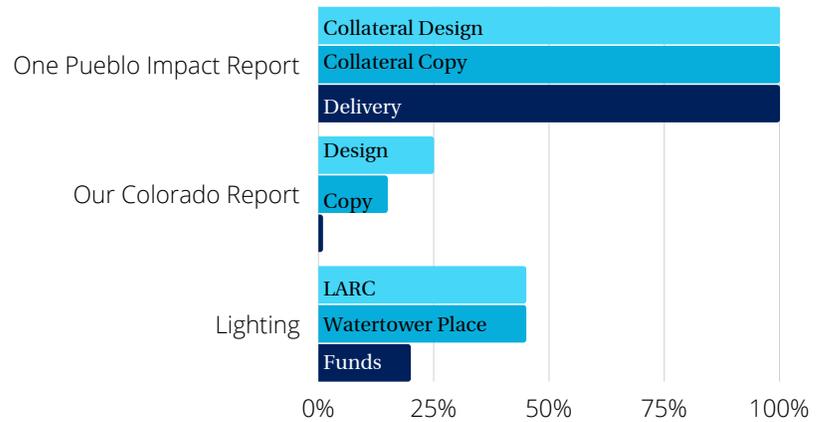
**Defining CAPACITY BUILDING**

- 1 The monies (including federal funding) that allow us to implement and drive Vision 2028 initiatives.
- 2 Efforts to expand opportunities for our campus—including students, staff, and the Pueblo community—particularly in terms of resource development and philanthropy.

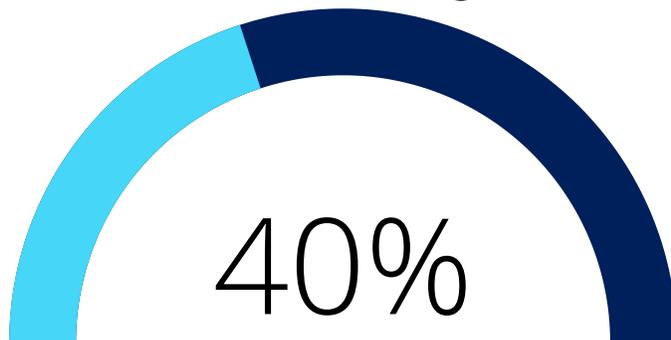
## Project Management

Infrastructure that oversees both programming and financial responsibilities of daily Advancement work. Includes our employees as well as our internal partners (HR, MCCR, etc.), collateral, IT resources, and business financial services.

## Ongoing Projects



## Year-to-Date Progress



Our team is on track to meet our 2021 charge.

## Collateral

Pieces and printables that illustrate—using visual information and written words—what our team is doing. This includes reports, grants, proposals, marketing materials, and campus communications.

For questions, please contact Claire West at [claire.west@csupueblo.edu](mailto:claire.west@csupueblo.edu).

# Defining PROSPECTS

- 1 The people, corporations, and foundations in the Metro-Denver area (and beyond) that we are creating relationships with to support Vision 2028 initiatives.



## Dr. Donna Souder Hodge

**Chief Strategy Officer | Advancement Lead**

Dr. Souder Hodge is the Chief Strategy Officer for CSU Pueblo and is the Executive Director for Organizational Development. In 2018, she became the architect of CSU Pueblo's #VISION2028 strategic plan, a five-year, \$34 million system investment. She has a Ph.D. in Rhetoric (2008) and, in 2017, she completed the MIT Sloan School of Management's Executive Program in Business Process Design Strategic Management. In 2019, she was accepted into the American Association of State Colleges and Universities (AASCU) Executive Leadership Program as an AALI Fellow. In 2021, she joined a cohort of higher education leaders in Harvard's Institute of Education Management, a year-long program from the Harvard Graduate School of Education. Over the past 20 years, she has authored, co-authored, and directed millions of dollars of grant funds from non-profit, state, and federal entities.



## Dr. Derek Lopez

**Executive Director of Hispanic Serving Institution Initiatives**

Dr. Derek Lopez has secured and implemented over \$22 million dollars in grant funds that have improved the capacity of higher education institutions to serve students and develop faculty and staff. Dr. Lopez serves on the national council of the Alliance of Hispanic Serving Institution Educators (AHSIE) and was selected as a Fellow to La Academia de Liderazgo's inaugural executive leadership program, developed by the Hispanic Association for Colleges and Universities (HACU). Dr. Lopez completed a Ph.D. in Educational Psychology from Stanford University in 2002. Today, his research and practice is focused on developing the capacity of Hispanic Serving Institutions to facilitate positive outcomes for students and the communities in which they reside.



## Alex Brady

**Regional Development Officer**

Alex Brady is a seasoned fundraising professional with over 11 years of experience supporting under-represented populations. He was the Regional Director in Colorado for Kimbal Musk's national nonprofit, Big Green, where he oversaw a staff of seven that implemented health programming for 30,000 K-12 students and was responsible for raising \$1M annually. Prior to Big Green, Alex managed the Development & Alumni department at the Denver campus of Johnson & Wales University. Alex was also a Metro Denver Chamber Leadership Foundation's Impact Denver Class of 2019, has served on several nonprofit boards, and earned a bachelor's degree in business administration from the University of Vermont.



## Mallory Bustow, MBA

**Regional Development Officer**

Mallory Bustow is an accomplished fundraiser who has grown philanthropic investment in Colorado-based education organizations for over a decade. She has developed relationships resulting in seven-figure gifts, most recently at Engineers Without Borders USA and earlier at the University of Colorado Boulder's Leeds School of Business. At Leeds, Mallory oversaw a successful 100% giving campaign for GOLD (Graduates of the Last Decade) board members. A Boettcher Scholar and graduate of the Institute for Leaders in Development, Mallory earned an MBA and a BSBA in Finance, summa cum laude, from the University of Denver.



## Claire West

**Donor Relations and Prospect Development Coordinator**

Claire West left Harvard's Advancement Office to join CSU Pueblo. While at Harvard, Claire worked on stewardship reports for donors whose philanthropy exceeded \$10M, coordinated engagement events for world leaders, and collaborated across Schools to unify fundraising priorities. Claire's primary role for the CSU Pueblo Advancement team will be to facilitate collaboration, drive collateral creation, and focus advancement priorities for a wider audience. She will also serve as a prospect researcher to inform conversations and collateral for prospective donors and engagement partners. She is a graduate of Fort Lewis College and has completed continuing education at Columbia University, Tufts, and Harvard.

Board of Governors of the Colorado State University System  
Meeting Date: May 5-6, 2021  
Report Item

REPORT ITEM:

Report of Colorado State University-Pueblo Accreditation Schedule for AY 2021-2022. Report Item. No action necessary.

EXPLANATION:

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

REPORT ON ACCREDITATION SCHEDULE FOR AY 2021-2022

The following program-level accreditations will undergo site visits during the upcoming 2021-2022 academic year:

**Within the College of Humanities, Arts and Social Sciences:**

- The new Master of Social Work program is in candidacy status with the Council on Social Work Education (CSWE) and will have a site visit occurring in fall 2021.

**Within the College of Health, Education, and Nursing:**

- The Doctor of Nursing Practice (DNP) program is in candidacy status with the Accreditation Commission for Education in Nursing (ACEN) and will have a site visit occurring in fall 2021.
- The Master of Science in Athletic Training program is in candidacy status with the Commission on Accreditation of Athletic Training Education (CAATE) and will have a site visit occurring in 2021-2022.

# Section 7

## *CSU-Global Campus 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  
May 6, 2021  
Student's Report

## **My Final Report**

I'd like to thank the board for the unforgettable two years that I have served as the CSU-Global student representative. After graduating from CSU-Pueblo in 2017 and going from several involvements to zero involvements, I was searching for a way to be involved with my graduate school and this was the perfect opportunity. Being the student representative for two years was an honor and the experience was incredible. Thank you for allowing me to serve on the CSU-System board of governors.

Although 2020 and the beginning of 2021 have not been "normal", it has been such a delight to have been able to continue working with the board and still having our meetings and interactions. In a time of such uncertainty it was helpful to have the board meetings to look forward to. There are so many things that I will be taking away from this experience. I am sad that I never got to see everyone in person for our meetings in my second year and that I did not get to visit the campuses once more. I hope in the future to visit all three campuses and to see everyone again. I loved learning about all the ins and outs of the universities and being able to work with some of the funniest and most amazing people in Colorado.

I feel honored to have been able to serve especially during the pandemic. I got to see first-hand how our leadership cares so deeply about faculty, staff, students and the Colorado community. This experience has made me an even prouder CSU-Pueblo alumna and soon-to-be CSU-Global alumna. I know our community is in the best hands with the leadership we have here.

Thank you again for this opportunity to serve and to work with all of you. This has been one of my proudest titles I have held and truly will cherish this experience.

Thank you,

*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  
May 6, 2021**

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**Spring 2021 Commencement**

Commencement will again be held as a virtual ceremony on Saturday, June 5, 2021, 10 a.m. to 12 p.m. MT.

**Faculty Updates**

CSU Global Provost **Dr. Paul Savory** was interviewed by EdScoop about what it means to be student-centered in an online environment and the differences between real online learning and remote learning. In another piece with EdScoop, Dr. Savory discussed new higher education affordability measures proposed by the Biden Administration.

**Dr. Mary Dereshiwsy** authored two book chapters in Enhancing Higher Education Accessibility Through Open Education and Prior Learning: “Resilience and Its Importance to Online Students” and “Fostering Effective Learning in the Online Classroom.”

**Dr. Ashraf Esmail** presented Curriculum Challenge: Do We Still Need Social Studies? at the Research Association for Minority Professors Conference on Feb. 5.

**Dr. Arlene Goodman** is a reviewer for the Transnational Journal of Business under the ACBSP.

**Dr. Teresa Lao’s** article, Leadership Styles & Their Impact on Church Growth in Alexandria and Springfield, was published in Accountability and Ethics.

**Dr. William McClain** completed the Resilience-Building Leadership Professional™ Trainer (RBLP-T) certification in January. The RBLP-T attests competency in supporting organizational learning, facilitating team learning, creating a positive climate, developing cohesion, and providing purpose in the workplace.

**Dr. John Johnson and Dr. Melanie Shaw** will present research on the doctoral dissertation faculty experience at the Distance Learning Administration Conference in July.

**Elizabeth Palmer** is now board certified in Police and Public Safety Psychology by the American Board of Professional Psychologists.

**Dr. Paul Savory** is part of a team giving a presentation, Reflections on Academic Program Prioritization: Adapting for a New Reality, at the upcoming 2021 Higher Learning Commission Annual Conference.

**Dr. Ronald Spicer** completed training and induction to The National Society of Leadership and Success.

**Dr. Sara Sutler-Cohen’s** presentation, Tear Up the Mic: Metal Women Deejays and the Persistence of Presence, has been accepted for presentation at the now-virtual June 2021 Popular Culture and American Culture Annual National Meetings.

**Mary Kay Taylor** earned the Global Talent Management Leader (GTML) credential from the Talent Management Institute.

**Dr. Lisa Witzig**, PhD, MA, MIM, MS, presented a paper at the MBAA International Conference, March 24-26, entitled Major Traditional Universities Selling Online Programs via Social Media: Is Agenda Setting Afoot?

**Dr. Augustine Amenyah's** article "Does the Duration of the Undergraduate Liberal Arts Degree Matter?" was published on GhanaWeb.

**Dr. Danielle Camacho and Dr. Jill Legare** published: Camacho, Danielle J. & Legare, Jill. M. (2021). Pivoting to Online Learning: The Future of Learning & Work in The Journal of Competency-Based Education.

**Dr. Mary Dereshiwsky's** article titled Adult Pedagogy and Technology Use has been published in the Oxford Encyclopedia of Educational Administration 2020/2021.

**Dr. Diahanna Fuller** has been selected by the American Public Health Association to be an abstract reviewer for the October 2021 conference.

**Dr. Karina Kasztelnik** has been named Deputy Editor-in-Chief for Cabell's Index - Journal of Leadership and Management. In addition, her article was selected as a book chapter in Leadership and Management: Emerging, Contemporary, and Unorthodox Perspectives – Cambridge University Press – ISBN: 978-1-61305-012-5. Dr. Kasztelnik also published: Kasztelnik, K. & Delany, N. (2020). Data Analytics and Social Media as the Innovative Business Decision Model with Natural Language Processing. Journal of Business and Accounting, Vol 13, No 1; Fall 2020.

**Dr. Murthy Rallapalli** was awarded a patent titled System and Method for Enterprise Privacy Information Compliance, patent number: 10891393.

**Dr. Audra Spicer** will present her paper, "Arthur Symons's Confessions and Oscar Wilde's Artifice: The Construction of Self During the Victorian Fin de Siècle" at the Rocky Mountain Modern Language Association Convention to be held in Boulder, Colo., Oct. 14-16, 2021.

**Susan Weese** completed a three month action research project using appreciative inquiry methods for the Tri-Lakes Women's Club in Monument, Colo. This project was a required step in Susan's final year of doctoral studies at Colorado Technical University.



## COLORADO STATE UNIVERSITY — GLOBAL —

### **Accreditation Update**

In January 2021, CSU Global received reaffirmation of our accreditation by the Higher Learning Commission (HLC). Due to challenges and issues presented by COVID-19 and the virtual visit, the HLC will conduct a focused visit by November 2023 to review faculty and staff qualifications, as well as to assess shared governance and organizational effectiveness. CSU Global is on the HLC's standard pathway, and the university's next reaffirmation of accreditation will be in 2025-2026.

Additionally, an HLC Campus Evaluation Visit was conducted in February 2021 to assess and review our campus building in Aurora, Colorado, which we occupied in August 2019. The reviewer had no concerns and the report was positive; it will be acted on by the HLC's Institutional Actions Council during its May 3-4, 2021, meeting.

### **CSU System Strategic Goal: Student Success and Satisfaction**

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

- CSU Global is proud to announce its partnership with AdvanceEDU, the Denver-based hybrid college providing innovative pathways to degree completion through student support services and access to online degree programs. The partnership will expand affordable certificate and degree options in business, healthcare, technology, and human services by providing students with access to CSU Global's degree programs, while also receiving wrap-around support services from the non-profit.



- CSU Global President Pamela Toney participated in a Times Higher Education "THE Live" event panel titled "Against education as usual: Aligning curricula with workforce news." In an environment where 75% of hiring managers see little connection between the institution someone attended and their job performance, President Toney highlighted that CSU Global is focused on workforce-relevant skills by tracking and measuring employer's reports of how their

CSU Global employee performs in the workplace in terms of their ability to collaborate, use technology effectively, communicate, think critically, analyze and solve problems, and work with diverse student populations. In fact, data show that less than 40% of their college-educated employees fare well on these indicators, while 86% or more of CSU Global-educated employees perform well or extremely well on all of these measures as evaluated by their employers.

- CSU Global Provost Dr. Savory discussed what it means to be student-centered in an online environment and the differences between *real* online learning and “remote learning” in an interview with EdScoop: <https://edscoop.com/colorado-state-university-global-paul-savory-online-education/>
- For the third year, CSU Global will offer the Golden Eagle Scholarship to eligible Aurora Public School students. This award will cover four years of undergraduate tuition and books at CSU Global. Each scholarship recipient will receive a minimum of \$7,500 per year, and may receive more depending on a student’s unmet need after other financial aid. Based on need, most scholarship recipients will be able to attend college for free! The scholarship is administered by The Denver Foundation.



## CSU System Goal: Transform Colorado’s Future

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



- Community college partnerships are just one way that CSU Global streamlines the transfer process for our incoming students. We're pleased to announce a new partner, Colby Community College, and to welcome their A.S. in Business Administration/Accounting alumni, who can now begin a CSU Global B.S. in Business Management program quickly and affordably.

## CSU System Goals: Expand Statewide Presence

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

- New CSU Global representatives for CSU Board:
  - Faculty Representative: Dr. Karlie Peterson

Dr. Peterson currently serves as the Program Director for B.S. in Business Management and M.S. in Management. Dr. Peterson has held positions as Program Chair for M.S. in Management and Master’s in International Management, Department Chair of Business

Administration, and the Director of the Center for Entrepreneurship and received the Chickasaw Endowed Professorship. She has served as Coordinator of Institutional Research and Planning and has presented at various international, domestic, and regional conferences, where she presented original, cross-disciplinary research on topics such as Team Development, Angel Investors, Strategic Planning, Case Studies, and Generational Diversity.

A graduate of Moorhead State University with a Bachelor of Science in Accounting, Dr. Peterson holds several advanced degrees, including a Master of Science in Business Administration from Central Michigan University, a Master of Science in Accounting from East Central University, and a Ph.D. in Organization Management from Capella University. She is a Babson College Fellow.

Currently, Dr. Peterson is the Program Director for the undergraduate and graduate Business Management programs at CSU Global, where she has held positions of leadership with since 2013.

- Student Representative: Paige Martinez

Paige Martinez is currently enrolled in the Master of Science in Military and Emergency Responder Psychology program at CSU Global. She obtained a bachelor's degree in Accounting from Fort Lewis College in Durango, CO, and a master's degree in Criminology from Regis University in Denver. She has worked at Comcast for the past five years in both their finance and physical security departments. She is pursuing her graduate degree to help her obtain her career goal of becoming a psychologist.

- Given the significant role that remote work will play in our evolving workforce, the Colorado Workforce Development Council (CWDC), Office of the Future of Work in the Colorado Department of Labor and Employment (CDLE), and Office of Economic Development and International Trade (OEDIT), and Economic Development Council of Colorado (EDCC) have enlisted the online expertise of CSU Global to help prepare workers and employers to thrive in a virtual team environment. Two online certificate programs have been designed—one for supervisors/leaders and one for employees—to help all levels of workforce to succeed in a remote work environment. Learn more: <https://csuglobal.edu/remote-work-certificate-programs>



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- CSU Global Marketing Program Director Dr. Lee Ann Walker launched a virtual speaker series that kicked off with James Gregson, Director and Head of Social Studio for The LEGO Group’s internal creative agency. Gregson spoke to

students and community members about how LEGO has developed a global and evocative social media content strategy across audiences and platforms, in addition to sharing insights from his personal career journey. Kathleen Hill, Marketing Strategy Manager at Walt Disney World, also delivered an engaging talk about her Disney career journey, as well as her lessons learned through her marketing career overall. This will be a monthly virtual conversation to share stories of success and perseverance with students and community members.

- In February, CSU Global joined Comitis Crisis Center to collect much-needed socks for individuals and families who are experiencing homelessness in Aurora, CO. The effort resulted in a box full of socks, as well as warm jackets.



- CSU Global Criminal Justice Program Director Dr. Michael Skiba—aka Dr. Fraud—continues to appear on NBC KOAA5 as a financial crimes/fraud expert. Dr. Skiba was recently interviewed on the uptick in identity theft and other scams that stem from people posting photos of their vaccination card. Read more: <https://csuglobal.edu/blog/vaccination-card-selfies-are-giving-scammers-personal-info>

- **Recent Rankings:**

- #1 Online Information Systems Security School 2021 by CyberDegrees.org
- #3 Best Online Accounting degree by Intelligent.com
- #4 Online Bachelor’s Degree Programs in Management in Information Systems 2022 by TheEdAdvocate.org
- #5 Online Project Management Degree by BachelorsDegreeCenter.org

# Section 8

*Academic and Student Affairs  
Committee*

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA  
May 6, 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

- Graduate Certificates:
  - Urban Agriculture
  - Human-Centered Design Thinking
  - Social Aspects of Human-Animal Interaction
  - Public Policy Analysis
  - Applied Positive Psychology
  - Aerospace Engineering
  - Advanced Manufacturing
  - Microbiome Science and Engineering

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- none

II. Miscellaneous Items

Colorado State University

- Faculty Manual Changes
  - Section C.2.5 – C.2.7
  - Section E.10.5.1
  - Section E.12
  - Section E.13.2
  - Section E.14
- Sabbatical Reports
- Emeritus Report

Colorado State University-Global Campus

- Academic Calendar

Colorado State University-Pueblo

- Sabbatical Reports
- Emeritus Reports
- Academic Calendar Revision
- Academic Programs Review

III. Campus Reports

- National Association of System Heads (NASHE) Leadership Academy

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

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

Urban Agriculture

Human-Centered Design Thinking

Social Aspects of Human-Animal Interaction

Public Policy Analysis

Applied Positive Psychology

Aerospace Engineering

Advanced Manufacturing

Microbiome Science and Engineering

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

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

## **Graduate Certificates:**

### **College of Agricultural Sciences**

#### **Urban Agriculture – 9 credits**

Interest in growing food in urban and peri-urban environments to increase food security and resilience has been on the rise globally. Growing food under conditions of limited space, logistical constraints and unique microclimates all present challenges that make growing food in urban spaces more challenging. Understanding key practices of food production in urban spaces, on rooftops and the interaction with human health all support the educational foundation of urban agriculture.

### **College of Health and Human Sciences**

#### **Human-Centered Design Thinking – 9 credits**

The Graduate Certificate in Human-Centered Design Thinking brings together learners from diverse disciplines who aspire to improve personal creativity and/or initiate and lead change in their respective fields. Courses prepare students with theories, strategies, and methods pertaining to the entire innovations process - from stakeholder research and problem finding through prototyping, user testing, and beyond.

#### **Social Aspects of Human-Animal Interaction – 9 credits**

The Graduate Certificate in Social Aspects of Human-Animal Interaction will address contemporary issues in the field of human-animal interactions including competencies and practice techniques specific to animal-assisted therapy and providing knowledge, values and skills related to incorporating the human-animal bond in treatment and occupational settings.

### **College of Liberal Arts**

#### **Public Policy Analysis – 12 credits**

The graduate certificate in public policy analysis will provide students with a foundation in public policy analysis. This certificate is designed to provide students with expertise in public policy and the method of analysis applied to policy problems. This certificate can complement work in another degree and help students understand public policy. The certificate provides both content knowledge on public policy as well as analytical skills needed to begin to analyze public policy.

## **College of Natural Sciences**

### Applied Positive Psychology – 12 credits

The Certificate in Applied Positive Psychology provides foundational knowledge about the scientific study of human excellence, performance, and well-being, while also helping professionals gain skills to understand, develop, and use science-grounded practices and interventions in more specialized areas. The knowledge and skills learned in this certificate may be applied to students' own lives or to professional topics in leadership, work and organizations, education, sports, and psychotherapy.

## **Walter Scott, Jr. College of Engineering**

### Aerospace Engineering – 9 credits

The Graduate Certificate in Aerospace Engineering provides an introduction to aerospace engineering disciplines, including fluid flow, propulsion, and structures. A Graduate Certificate requires complete of 9 credits of 500-level and above graduate work. Students may apply for and complete just the certificate or may apply for both the certificate and a degree program. This allows students to start with the certificate and continue to a more advanced degree. Students may apply for and complete just the certificate or may apply for both the certificate and a degree program. This allows students to start with the certificate and continue to a more advanced degree.

### Advanced Manufacturing – 9 credits

The Graduate Certificate in Advanced Manufacturing will provide you with the basic competencies, skills, and experience you will need to advance your career in a manufacturing industry. A Graduate Certificate requires completion of 9 credits of 500-level and above graduate work.

## **Intra-University**

### Microbiome Science and Engineering – 12 credits

The Graduate Certificate in Microbiome Science and Engineering will focus on providing students with an understanding of the functional and structural basis of microbiomes and their relevance and potential use in human, animal and plant biology, and environmental systems. Students will gain an understanding of how microbiomes affect human, animal, and plant health that could lead to new strategies for diagnosing, treating and preventing existing and emerging diseases.

Board of Governors of the Colorado State University System

Meeting Date: May 6, 2021  
Consent Item

MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.5 – C.2.7 Evaluation of Performance of Faculty

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.2.5 – C.2.7 Evaluation of Performance of Faculty

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

The proposed changes result from the extensive efforts of the DEI/RBEI Task Force of Faculty Council to demonstrate the support and commitment of faculty for diversity, equity and inclusion and to further promote the University's principles of community, including inclusion and respect for all people. Toward this end, the proposed changes add "work toward achieving the University's diversity, equity and inclusion goals" to the responsibilities of both deans and department heads. They also add "evidence of substantial, demonstrable leadership in meeting diversity, equity and inclusion goals" to the evaluation of all administrative officers of the University.

Meeting Date: May 6, 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.2.5 Evaluation of Performance of Faculty** (*last revised ~~August 12, 2009~~xxx*)

- a. Each department code shall include procedures for conducting performance reviews of faculty members as required in Section E.14.
- b. The evaluation of faculty members shall be based on qualitative and quantitative assessments of the faculty member's fulfillment of responsibilities to the University during the period of evaluation. This evaluation shall be based upon criteria for teaching and advising, research and other creative activity, and service and/or outreach ~~enunciated~~ clearly articulated in departmental codes. Although there are some reasonable expectations for performance that cut across disciplines, performance criteria may vary among disciplines within the University according to the mission of the department and standards for the field. Assessment of the quality of a faculty member's performance requires careful and critical review, necessarily involving judgments, and should never be reduced to purely quantitative measures.
- c. If the faculty member has significant duties outside of the faculty member's home department (e.g., a joint appointment with another department or significant service at the college or university level), then a written performance evaluation shall be requested from the supervisor for each of these duties. These external evaluations shall be taken into consideration for the performance review and when making decisions involving tenure, promotion, and merit salary increases.
- d. The department head shall hold an annual conference with each member of the departmental faculty as part of the evaluation. The faculty member shall be fully advised concerning the methods and criteria used in the evaluation, the results of the evaluation, and how the results will be utilized.
- e. The evaluation shall be in writing. The faculty member shall be given the opportunity to append written comments to the evaluation. The evaluation shall be signed by the department head and by the faculty member, and the faculty member shall receive a copy of the evaluation.
- f. Grievances between a faculty member and the department head that may arise from evaluation of performance or other personnel matters shall be acted upon in accordance with Section K.

Meeting Date: May 6, 2021

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g. Each department head shall develop procedures to solicit formal input from the tenured faculty members (or their duly elected committee) as the annual evaluation of non-tenured faculty members is prepared and prior to making recommendations for reappointments.

## **C.2.6 Duties of Officers**

### **C.2.6.1 Deans of the Colleges**

The dean of a college is the principal administrative and academic officer of that college. Department heads with their staffs are responsible to the dean. The dean serves as chairperson of meetings of the department heads and/or faculty members of the college.

The dean of a college has the following principal and specific responsibilities:

- a. Review and approval of budgets for all departments of the college.
- b. General, but not detailed, supervision of and maintenance of adherence to determined departmental budgets and coordination and attention to equity in salaries and other fiscal matters within the framework of academic instruction in the college.
- c. Development and strengthening of the faculty members, facilities, undergraduate and graduate teaching, research and extension programs, and prestige of the college in the interest of the entire University.
- d. Consideration and approval of recommendations for appointments, advancement, and tenure of college staff members.
- e. Development and coordination of curricula to meet changing educational and vocational needs of students together with maintenance of acceptable standards for admission and retention of students majoring in the college.
- f. Analysis of teaching loads and related staff responsibilities to promote the best interests of students and maximum effectiveness of the faculty member as well as their individual professional development and accomplishment.
- g. Coordination of all academic and instructional matters within the college and with other colleges and departments.
- h. Counseling of both faculty members and students in need of direction or advice.

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- i. Objective evaluation of programs within the dean's college.
- j. ~~Contribute to achievement of~~ Work toward achieving the University's diversity, equity and inclusion and equal opportunity goals.

Recommendations for appointment of department heads are the responsibility of the dean. The dean shall provide for appointment of a departmental committee to advise the dean and shall make available to members of the committee written instructions concerning procedures to be followed, minimum qualifications acceptable for the position, and specific responsibility of an advisory committee.

The dean shall receive and analyze annual and semiannual departmental reports in their respective colleges and shall transmit these, together with their college reports, through the Provost to the President for transmittal to the Board.

#### **C.2.6.2 Department Heads** *(last revised August 12, 2009~~xxx~~)*

The department head is the administrative and academic officer in the department and is the initial person in the administrative chain to the President. Members of the department staff are responsible to the department head. The department head has the general responsibility for any staff activities which may affect the professional status of the department or the best interests of the University.

Specific responsibilities of the department head are:

- a. Preparation of the departmental budget.
- b. Administration of and adherence to the departmental budget.
- c. Evaluation of each departmental faculty member in accordance with the University Code.
- d. Initiation of recommendations for appointments, advancement, tenure, and dismissal of staff members, including incorporation of input from students and faculty members' relating to the teaching and advising effectiveness of faculty members being recommended for reappointment, promotion, tenure, dismissal, and salary increase.
- e. Management of academic and financial matters within the department to promote student achievement, equity in travel and professional opportunities for staff members, and adjustment of faculty members' loads and salaries consistent with experience, competence, capacity, productivity, and aptitude of individual staff members.

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f. Preparation of reports called for by higher authorities or by agencies of the institution charged with coordinating the general program of the University. Additional responsibilities of the department head, together with the departmental staff, are: development and strengthening of undergraduate and graduate teaching, research, extension programs, and faculty members' competence within the department; construction of sound curricula to meet educational needs of students; cooperation with and assistance to other departments in matters affecting the University in its undergraduate and graduate teaching, research, and extension programs; effective staff recruitment; development and maintenance of departmental morale; and ~~advance and strengthen achievement of the University's equal opportunity goals~~ work toward achieving the University's diversity, equity and inclusion goals.

**C.2.7 Evaluation of Performance of Officers**

a. The performance of each department head shall be evaluated annually by the dean of the appropriate college. In making the evaluation, the dean shall solicit and utilize information obtained from all faculty members in the respective department.

b. The performance of each dean shall be evaluated annually by the Provost. When evaluating a college dean, the Provost shall solicit and utilize information from the faculty members of the dean's college obtained in accordance with that college's procedures.

c. The performance of each vice president shall be evaluated annually by the President. In making the evaluation, the President shall solicit and utilize information obtained from all deans and directors reporting to the respective vice president.

d. The performance of the President is evaluated by the Board. In its evaluation, the Board solicits opinions from faculty members which are provided by the Faculty Council and its Executive Committee through the Faculty Council Representative to the Board.

e. ~~Effectiveness~~ Evidence of substantial, demonstrable leadership in meeting diversity, equity and inclusion goals ~~and providing equal opportunity to all persons~~ shall be included in evaluations of all administrative officers.

Board of Governors of the Colorado State University System

Meeting Date: May 6, 2021  
Consent Item

MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.10.5.1 Origin and Processing of Tenure Recommendations

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.10.5.1 Origin and Processing of Tenure Recommendations

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

The changes in E.10.5.1 **Origin and Processing of Tenure Recommendations** are made to achieve the goal of ensuring that all eligible faculty are able to vote for tenure recommendations.

Meeting Date: May 6, 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

**E.10.5.1 Origin and Processing of Tenure Recommendations** (*last revised ~~June 21,~~  
~~2011~~ May 6, 2021*)

The head of the department shall initiate the process leading to a recommendation for the granting or denial of tenure not later than the beginning of the final year of the probationary period of the faculty member. The department head should consult with the tenure committee before initiating this process. The department head should also consult the website of the Office of the Provost for information and forms regarding applications for tenure.

Because the recommendation for the granting or denial of tenure is primarily a faculty responsibility, the department head shall ask the members of the tenure committee, to vote by ballot for or against granting of tenure to the faculty member being considered. A tenure recommendation shall be by a majority vote of the tenure committee. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President.

All reviews are to be exercised expeditiously at each level. After each review, the reviewing administrator shall make a recommendation in writing and send copies to the faculty member, the tenure committee, and all administrators who have previously reviewed the recommendation.

The tenure committee must have at least three (3) members and shall consist of all eligible department faculty members, ~~or, if so specified in the department code, a duly elected committee thereof.~~ The department head, college dean, Provost, and President are not eligible to serve on the tenure committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.12.a) of more than half time is not eligible to serve on the tenure committee, unless the department code specifies otherwise. If a faculty member holding an administrative appointment does

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision  
Section E.10.5.1 Origin and Processing of Tenure Recommendations

## Board of Governors of the Colorado State University System

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serve on the tenure committee, it is expected that he or she will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict

of interest is expected to recuse himself or herself. The eligible department faculty are all other tenured department faculty. If a committee of at least three (3) tenured faculty within the department cannot be constituted, then additional tenured faculty members shall be selected from other departments within the University so as to produce a committee of three (3) members. A department may specify in its code a procedure for narrowing the pool of eligible additional members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all tenured faculty members on the tenure committees from all departments within the college. The department head shall draw the additional members of the tenure committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the tenure committee.

Board of Governors of the Colorado State University System

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Consent Item

MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.12 Performance Expectations for Tenure, Promotion, and Merit Salary  
Increases

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

These changes to the tenure and annual review processes invite faculty members to document how their efforts address diversity, equity, and inclusion as valued features of research and artistry, teaching, and service. Broadly speaking, these changes address the need for greater awareness of equity as both a topic for research and as a matter of practical consequence to faculty work.

Meeting Date: May 6, 2021  
Consent Item

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

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

**E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases**  
(last revised ~~February 7, 2020~~ May 6, 2021)

All faculty members being considered for tenure and/or promotion must demonstrate a level of excellence appropriate to the rank under consideration and consistent with the standards of their discipline, their unit's institutional mission, CSU's Principles of Community, and the faculty member's individual effort distribution in teaching and advising/mentoring, research and other creative activity, and service. Outreach and engagement efforts (as described in Section E.12.4) should be integrated into the faculty member's teaching, research, and/or service responsibilities, as appropriate. Additionally, efforts related to inclusivity and equity as practice or theory may be included by the faculty member into their teaching, research, and/or service responsibilities, as appropriate.

Annual and periodic comprehensive reviews of a faculty member's performance are addressed in Sections C.2.5, E.12, and E.14, and the expectations articulated in this section are applicable to those reviews. The basis for annual and periodic comprehensive reviews shall be the set of criteria in place at the beginning of the review period. A faculty member shall provide evidence, consistent with their stated effort distribution, of teaching and advising/mentoring competence, and/or sustained research and other creative activity, and/or service (see Section E.9.1) for annual and periodic comprehensive reviews, as well as for tenure and promotion. The department code shall establish clearly articulated criteria and standards for evaluation in these areas. Performance expectations may take into consideration the current rank of the faculty member.

**E.12.1 Teaching and Advising** (last revised ~~October 4, 2019~~ May 6, 2021)

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, create an inclusive learning environment, advise and facilitate student academic and professional development.

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Teaching includes, but is not limited to, classroom and/or laboratory instruction; on-line instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; supervision of field trips; teaching abroad; service learning; outreach/engagement; organization, coordination, marketing, and promotion of official university educational activities; and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching and should be included in portfolio materials and be considered as part of the evidence of teaching effectiveness. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach and engagement activities as specified by the department/unit, are important to CSU as a land-grant institution and should be integrated into teaching efforts, as appropriate (see Section E.12.4). This includes teaching efforts of faculty members with Extension appointments. Examples of engaged teaching include service-learning and conducting workshops, seminars and consultations, and the preparation of educational materials for those purposes. Other examples can be found in the "Continuum of Engaged Scholarship". Activities that enhance diversity and inclusion at CSU and align with CSU's Principles of Community are important to CSU's land-grant mission and should be integrated into teaching efforts.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; formation of interrelationships among fields of knowledge; creation of inclusive learning environments, energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; use of clear grading criteria; and respectful responses to student questions and ideas.

**E.12.2 Research and Other Creative Activity** (*last revised February 7, 2020 May 6, 2021*)

Research is the discovery and development of knowledge; other creative activity is original or imaginative accomplishment. Research and other creative activity include, but are not limited to, publications (including scholarly articles, conference proceedings, invited reviews, book chapters, textbooks, and other monographs); exhibitions, presentations or performances; copyrighted, patented, or licensed works and inventions;

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supervision of or assistance with graduate student theses/dissertations and undergraduate research; and both effort and success in generating funding to support research and other

creative activities; emergent forms of scholarship and research such as digital scholarship, translational scholarship that brings academic ideas into public service and community engagement; and narrative, feminist, and anti-racist scholarship. Scholarly activities that advance the effectiveness of teaching and education, including advancing the diversity and inclusion of our learning, engagement, and research environments, should ~~could~~ also be considered research/creative activity. Scholarly activities with a research/creative artistry component that include reciprocal engagement with external partners (local, state, national, and international) are encouraged and should be considered research and creative activity (see Section E.12.4). Examples include applied research, community-based participatory research, and collaboratively-created new artistic or literary performances. Other examples can be found in the “Continuum of Engaged Scholarship”.

#### **E.12.3.1 University Service** *(last revised ~~October 4, 2019~~ May 6, 2021)*

In academic institutions the faculty members share in the formulation of University policies and in making and carrying out decisions affecting the educational and scholarly life of the University. University service can occur at the department, college, campus, and system-wide levels, as well as outside of the university system. Faculty are expected to participate in the governance and the common good of their department, the campus, and the advancement of their profession. University service includes but is not limited to contributions to the governance and leadership of the University through participation in the formulation and implementation of department/college/university policies via membership on committees, councils, and advisory groups and participation in administrative activities. University service also includes advising student organizations, and working to enhance the diversity and inclusion of CSU’s community, and community outreach and engagement.

#### **E.12.3.2 Professional Service** *(last revised ~~October 4, 2019~~ May 6, 2021)*

Service in local, state, national, or international professional organizations enhances the University’s scholarly and academic reputations. Service in professional organizations includes but is not limited to editorial activities for professional publications; service as an officer or committee member of a professional society; participating in or organizing research conferences, workshops or professional meetings; reviewing grant proposals; working to enhance the diversity and inclusion of the professional community; and service on academic review or accreditation boards. Service rendered in one’s

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professional capacity as a citizen of the community is commendable and may be evaluated as an appropriate faculty activity.

**E.12.3.4 Service with External Partners and Communities** (*New section October 4, 2019 Last revised May 6, 2021*)

As a land-grant institution, the University is committed to engagement efforts that work with external partners to serve current and future needs of local, state, national and international communities (see Section E.12.4). Therefore, departments and units should encourage and support faculty efforts that are focused on such engagement. Examples of engaged service include technical assistance, consulting, and policy analysis, and working to enhance the diversity and inclusion of the community. Other examples can be found in the “Continuum of Engaged Scholarship”.

**E.12.4 Outreach and Engagement** (*New section October 4, 2019 last revised May 6, 2021*)

Outreach and engagement are fundamental components of the University’s land-grant mission, described as “the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (*Committee on Institutional Cooperation, 2003*). CSU applies this definition across a spectrum of scholarship-based outreach and engagement activities conducted in all areas of the university’s mission: teaching, research, service, and extension (as described in the table “Continuum of Engaged Scholarship”).

Examples of engagement include community-based participatory research; service-learning; managed learning environments such as museums, libraries and gardens; and work with defined communities such as producer groups, industries and businesses, teachers, and civic-minded non-profit entities, and community service groups.

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MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.13.2 Promotion Committee

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the  
Colorado State University Academic Faculty and Administrative Professional  
Manual, Section E.13.2 Promotion Committee

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

The changes in E.13.2 **Promotion Committee** are made to achieve the goal of ensuring that all eligible faculty of higher level are able to vote on promotion recommendations. Additionally the language has been changed to further clarify the process for non-tenure-track faculty promotions.

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NOTE: Revisions are noted in the following manner:

Additions - underlined Deletions - ~~overseored~~

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

**E.13.2 Promotion Committee** (*last revised xxx*)

This section describes the membership of the promotion committee and which members of the committee are voting members. ~~Department codes may specify additional requirements beyond those specified in this section.~~

The department head, college dean, Provost, and President are not eligible to serve on the promotion committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.11.2) of more than half time (0.5) is not eligible to serve on the promotion committee unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the promotion committee, it is expected that they will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse oneself. ~~The eligible department faculty members are all other department faculty members of higher level than the faculty member under consideration who meet any additional eligibility requirements specified in the department code.~~

For promotion of a tenured or tenure-track faculty member, ~~only tenured committee members are voting members~~ the eligible department faculty members are all other tenured faculty members of higher level than the faculty member under consideration. For promotion of a non-tenure-track faculty member, ~~this restriction to tenured faculty members does not apply, but Aa~~ department may specify in its code additional requirements for voting members.

The promotion committee shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof, unless this leads to a committee with fewer than three (3) voting members. If a the committee has fewer than three (3) eligible voting faculty members then additional eligible voting faculty members shall be selected from other departments within the University so as to produce a committee with three (3) voting members. A department may specify in its code a procedure for narrowing the pool of additional eligible voting members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all eligible voting  
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Section E.13.2 Promotion Committee

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faculty members on the promotion committees from all departments within the college. The department head shall draw the additional members of the promotion committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the promotion committee.

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MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.14 Performance Reviews

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.14 Performance Reviews

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

These changes to the tenure performance review process underscore the need for departmental codes to clearly define effort distribution for faculty. The changes further provide a mechanism for evaluating files in light of documented evidence of discriminatory actions in research, teaching, or service.

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

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

**E.14 Performance Reviews** (*last revised ~~August 2, 2013~~ May 6, 2021*)

All faculty members, including department heads and deans, are subject to performance reviews. These reviews include annual reviews, comprehensive reviews of tenure-track faculty members, and comprehensive reviews of tenured faculty members. Annual reviews and comprehensive reviews of tenured faculty members shall be conducted by the academic supervisor for the faculty member's academic unit. For a faculty member who is not a department head, a dean, an associate dean or an assistant dean, the academic unit is their home department, and the academic supervisor is the department head. For a department head, an associate dean, or an assistant dean, the academic unit is the college, and the academic supervisor is the dean of that college. For a dean, the academic unit is the University, and the academic supervisor is the Provost.

Nothing contained in this section shall be construed to affect the at-will status of administrative appointments. The evaluation of an individual's performance as an administrator and fit within a specific administrative organizational structure is separate from the review processes described in this section.

Performance reviews are intended to facilitate continued professional development, to refocus professional efforts when appropriate, to assure that faculty members are meeting their obligations to the University, and to assist faculty in achieving tenure or promotion. These reviews must be conducted in such a way that they are consistent with academic freedom, due process, the tenure system, and other protected rights. It is also appropriate for performance reviews to document problems with behavior (see Section D.9 and also Section E.15).

A performance review must take into account the individual faculty member's effort distribution (see Section E.9.1) and the individual faculty member's workload (see Section E.9.2), and it must consider each area of responsibility. Expectations for each area of responsibility should be laid out clearly in departmental codes. Furthermore, effort distributions should be established so as to best utilize the individual talents of all tenured faculty members, because having similar assignments for all faculty members in a department often is not the most effective use of resources. Faculty members should have the opportunity to work with the academic supervisor to adjust their professional

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responsibilities throughout their careers in a way that permits them to meet both institutional and individual goals.

For each performance review, a written report shall be prepared by the academic supervisor, and this report shall identify strengths and any deficiencies in the faculty member's performance. The faculty member shall be given a copy of this report, and they shall then have ten (10) working days to prepare a written response to this report if ~~he or she~~ they desires to do so. The report and any written response on the part of the faculty member shall be forwarded to the dean and the provost, and a copy shall be maintained in the faculty member's official Personnel File.

**E.14.3.1 Phase I Comprehensive Performance Reviews** (*last revised ~~June 22, 2006~~  
May 6, 2021*)

Phase I Comprehensive Performance Reviews of all tenured faculty members, except those on transitional appointments of fewer than five (5) years, shall be conducted at five (5) year intervals, beginning in the fifth (5th) year after the granting of tenure. If a tenured faculty member receives a promotion in rank, this alters the schedule for Phase I Reviews, with the next review being conducted in the fifth (5th) year after the promotion. If a tenured faculty member becomes a department head, this alters the schedule for Phase I Reviews as described in Section C.2.4.2.2.c. The schedule for Phase I Reviews may be shifted by up to two (2) years in order to accommodate a sabbatical leave, a major health issue, having too many faculty members scheduled for review in the same year, or some other compelling reason. However, such a shift requires the consent of both the faculty member and the academic supervisor. If two (2) annual reviews since the last Phase I Review have identified deficiencies of sufficient magnitude to warrant a Phase I Review, then the schedule for Phase I Reviews will be altered, with the next review occurring immediately.

A Phase I Review shall be based upon a summary of all annual reviews since the last comprehensive review or the acquisition of tenure or promotion; an updated curriculum vitae; a self-analysis by the faculty member, including both strengths and weaknesses; and a statement by the faculty member of professional goals and objectives. The academic supervisor shall provide an overall assessment of the faculty member's performance, including evidence of discriminatory actions as determined by the Office of Equal Opportunity, and the faculty member shall be given a copy of this evaluation. The evaluation must be based upon the faculty member's performance in each area of responsibility (see Section E.12), and it must take into account the individual faculty member's effort distribution (see Section E.9.1) and the individual faculty member's

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workload (see Section E.9.2). As part of the overall assessment of the faculty member's performance, the academic supervisor must select one (1) of the following three (3) outcomes:

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REPORT ITEM:

Report: Sabbatical Revisions Approved - Academic Year 2020-2021

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

The recommendations for changes to sabbatical leaves previously approved for 2020-2021 are listed below. These revisions are reviewed at the Department, College, and University levels and have received approval at each level. The requests have been evaluated and judged appropriate with strict adherence to CCHE guidelines.

**Colorado State University**  
**Sabbatical Leave Revisions Academic Year 2020-2021**

College of Agricultural Sciences

Kelly Curl	Horticulture & Landscape Architecture	Change Spring 2020 to Fall 2022
Raj Khosla	Soil & Crop Sciences	Cancel Sabbatical
John McKay	Agricultural Biology	Change AY21-22 to Calendar Year 2022
Dale Manning	Agricultural & Resource Economics	Change Fall 2020 to Fall 2022
Jordan Suter	Agricultural & Resource Economics	Change Fall 2020 to Fall 2021

College of Health and Human Sciences

Laura Bellows	Food Science and Human Nutrition	Cancel Sabbatical
Allison Bielak	Human Development and Family Studies	Change Spring 2020 to Fall 2021
Vivian Li	Design & Merchandising	Change AY20-21 to AY21-22

College of Liberal Arts

Katie Abrams	Journalism & Media Communication	Change Fall 2020 to Spring 2021
Katie Abrams	Journalism & Media Communication	Change Spring 2021 to Fall 2021
Gamze Cavdar	Political Science	Change AY20-21 to Fall 2020
Greg Dickinson	Communication Studies	Change Fall 2020 to Fall 2021
Doreen Martinez	Ethnic Studies	Change Fall 2020 to Spring 2021
David Mushinski	Economics	Change Spring 2021 to Spring 2022

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Joshua Sbicca	Sociology	Change AY20-21 to Spring 2021
Joshua Sbicca	Sociology	Change Spring 2021 to Calendar Year 2021
Martin Shields	Economics	Change Spring 2021 to Spring 2022
Gayathri Sivakumar	Journalism & Media Communications	Change Fall 2020 to Fall 2021

College of Natural Sciences

Kristen Buchanan	Physics	Change Spring 2021 to Spring 2022
Norman Buchanan	Physics	Change Spring 2021 to Spring 2022
Silvia Canetto	Psychology	Change Fall 2020 to Fall 2021
Daniel Graham	Psychology	Change AY20-21 to Calendar Year 2021
Rick Miranda	Mathematics	Change Spring 2021 to Fall 2021
Dhruba Naug	Biology	Change Fall 2020 to Spring 2021
Dhruba Naug	Biology	Change Spring 2021 to Spring 2022
LeRoy Poff	Biology	Change Spring 2020 to Spring 2022
Carol Seger	Psychology	Change Calendar Year 2021 to AY 2021- 2022
Patrick Shipman	Mathematics	Change Fall 2020 to Spring 2021
Patrick Shipman	Mathematics	Change Spring 2021 to Fall 2021
Clayton Shonkwiler	Mathematics	Change AY20-21 to Fall 2020
Darrell Whitley	Computer Science	Change Spring 2020 to Spring 2022

Walter Scott, Jr. College of Engineering

Susan De Long	Civil & Environmental Engineering	Change AY21-22 to AY22-23
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Paul Heyliger	Civil & Environmental Engineering	Cancel Fall 2020
Tony Maciejewski	Electrical and Computer Engineering	Change Spring 2020 to Spring 2022
Ali Pezeshki	Electrical and Computer Engineering	Change Spring 2020 to Spring 2022
John Volckens	Mechanical Engineering	Change Spring 2020 to Spring 2022

Warner College of Natural Resources

Rebecca Gruby	Human Dimensions in Natural Resources	Change AY21-22 to Calendar Year 2022
Kelly Jones	Human Dimensions in Natural Resources	Change AY20-21 to Calendar Year 2021
Sara Rathburn	Geosciences	Change AY20-21 to Calendar Year 2021

College of Veterinary Medicine and Biomedical Sciences

Greg Ebel	Microbiology, Immunology & Pathology	Change AY20-21 to AY21-22
Christine Olver	Microbiology, Immunology & Pathology	Change start date from 9/1/2021 to 1/1/2022
Sue VandeWoude	Microbiology, Immunology Immunology	Change two months of Spring 2020 to either Fall 2021 or Fall 2022

REPORT ITEM:

Report: Emeritus Rank Designations Approved for Academic Year 2020-2021

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

The faculty members and administrative professionals approved for emeritus status have met the qualifications to be awarded the status of Emeritus as set forth in the CSU Academic Faculty and Administrative Professional Manual.

These recommendations have been reviewed at the Department, College, and University levels and have received approval at each level. As delegated by the Board of Governors, Joyce McConnell, President, has approved all of these emeritus designations.

**Colorado State University**  
**Emeritus Rank Designations Approved in Academic Year 2020-2021**

College of Agricultural Sciences

Jerry Black, Associate Professor – Animal Sciences  
Jason Bruemmer, Professor – Animal Sciences  
Whitney Cranshaw, Professor – Agricultural Biology  
Scott Haley, Professor – Soil and Crop Sciences  
Elizabeth Hobbs, Associate Professor – Horticulture and Landscape Architecture  
Steven Newman, Professor – Horticulture and Landscape Architecture  
Frank Peairs, Professor – Agricultural Biology  
Edgar Peyronnin, Management II – College of Agricultural Sciences  
Cynthia Walker, Extension Specialist – Agricultural Biology

College of Business

Mac Danford, Master Instructor – Finance and Real Estate  
Timothy Gallagher, Professor – Finance and Real Estate  
Don Samelson, Associate Professor – Accounting

College of Health and Human Sciences

Stephanie Clemons, Professor – Design and Merchandising  
Carol Engel-Enright, Instructor and Internship Coordinator – Design and Merchandising  
Mary Harris, Professor – Food Science and Human Nutrition  
Pat Sample, Professor – Occupational Therapy  
Scott Shuler, Associate Professor – Construction Management  
Diane Sparks, Professor – Design and Merchandising  
William Timpson, Professor – School of Education

College of Liberal Arts

Ruth Alexander, Professor and Department Chair – History  
Natalie Barnes, Senior Instructor – Art and Art History  
Leslee Becker, Professor – English  
Patrick Fahey, Associate Professor and Department Chair – Art and Art History  
Nancy Jianakoplos, Professor – Economics  
Elizabeth Jones, Professor - History  
Elizabeth Lechleitner, Senior Instructor – English  
Roger Lipker, Senior Instructor – Journalism and Media Communication  
Thomas Lundberg, Professor – Art and Art History  
Patrick McKee, Professor and Department Chair – Philosophy  
Eric Prince, Professor – School of Music, Theatre, and Dance  
Bernard Rollin, Professor, University Distinguished Professor – Philosophy  
Linda Rollin, Assistant Professor – Philosophy

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College of Natural Sciences

George Barisas, Professor – Chemistry

Debbie Bartlett, Assistant Director for Advising and Mentoring – Computer Sciences

Patricia Bedinger, Professor – Biology

Daniel Bush, Professor – Biology; Vice Provost for Faculty Affairs

Donald Estep, Professor – Statistics

Ellen Fisher, Professor and Department Head - Chemistry

Jennifer Nyborg, Professor – Biochemistry and Molecular Biology

Cheryl Peregoy, Business Officer

Marinus Pilon, Professor – Biology

Elizabeth Pilon-Smits, Professor – Biology

Christopher Rithner, Director - Central Instrument Facility

Lois Samer, Administrative Professional - Mathematics

Steven Strauss, Professor – Chemistry

College of Veterinary Medicine and Biomedical Sciences

Lora Ballweber, Professor – Microbiology, Immunology, and Pathology

Gerald Callahan, Professor – Microbiology, Immunology, and Pathology

Robert Ellis, Professor – Microbiology, Immunology, and Pathology

Dwayne Hamar, Associate Professor – Environmental and Radiological Health Sciences

Wayne McIlwraith, Professor – Clinical Sciences

Rod Rosychuk, Professor – Clinical Sciences

Dan Smeak, Professor – Clinical Sciences

David Twedt, Professor – Clinical Sciences

Walter Scott, Jr. College of Engineering

Allan Kirkpatrick, Professor and Department Head – Mechanical Engineering

Ronald Segal, Professor – Systems Engineering

Warner College of Natural Resources

Nicholas Hobbs, Professor – Natural Resources Ecology Lab

Melinda Laituri, Professor – Ecosystem Science and Sustainability

Kenneth Wilson, Professor and Department Head – Fish, Wildlife, and Conservation  
Biology

University Libraries

Naomi Lederer, Professor

Allison Level, Professor

Office of the Provost and Executive Vice President

James Cooney, Vice Provost for International Affairs

Office of the Vice President for Diversity

Mary Ontiveros, Vice President for Diversity

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Office of the Vice President for Student Affairs

Anne Hudgens, Executive Director – CSU Health Network

Rosemary Kreston, Director – Student Disability Center

CSU Athletics

Douglas Max, Senior Associate Athletics Director/Facilities and Event Management

CSU Extension

Assefa Gebre-Amlak, Extension Specialist

James Robb, Director of the Livestock Marketing Information Center

CSU Honors Program

Diane Burton, Assistant Director

**Emeritus Rank Justifications  
Academic Year 2020-2021**

**College of Agricultural Sciences**

**Jerry Black, Associate Professor – Animal Sciences**

Dr. Jerry Black is a 1971 graduate of the veterinary medicine program at Colorado State University. He served as Director of the Equine Sciences program in the College of Agricultural Sciences, Director of the Equine Reproduction Laboratory and is the holder of the Wagonhound Land and Livestock Chair. He was an Associate Professor in the Departments of Clinical Sciences and Animal Sciences.

Dr. Black is a past president of the American Association of Equine Practitioners and a past president of the Pacific Coast Cutting Horse Association. He continues to be involved in the horse industry by serving as the chairman of the Board of Trustees of the American Horse Council, as a Director of the AQHA, and on the AQHA Animal Welfare Commission. Dr. Black serves as the immediate past chairman of the AAEP's Welfare and Public Policy Counsel and is the Chair of the Medication Review Committee for the National Cutting Horse Association.

Dr. Black has received the distinguished alumnus award from Colorado State University, College of Veterinary Medicine and Biomedical Sciences and is an American Association of Equine Practitioners Distinguished Life Member. He enjoys mentoring young people to see new possibilities. It's important to him to help develop the next generation of leadership in the equine industry.

Upon retirement, Dr. Black intends to remain active in Equine Sciences teaching and research programs. He plans to continue his substantial efforts to develop external funding streams for Equine Sciences activities.

**Jason Bruemmer, Professor – Animal Sciences**

Dr. Jason Bruemmer was hired as an Assistant Professor in 1996. He was promoted to Associate Professor and then to Professor over his career. He has also served as Associate Director of the Equine Sciences Program.

Over his career at CSU, Dr. Bruemmer served as primary instructor in over 95 sections of at least 20 different courses at all levels from introductory to graduate. He both developed and redesigned several courses. He chaired 25 graduate student committees and served as a committee member on dozens more. Dr. Bruemmer holds patents for rapid progesterone testing in mares and hysteroscopic insemination of mares with sex sorted semen. He has developed several other licensed laboratory equipment items and techniques to preserve stallion semen and

equine embryos. He most recently developed a long term immunocontraceptive for use in wild equids.

Dr. Bruemmer has published over 60 peer-reviewed journal articles, 90 abstracts, and authored or co-authored 6 book chapters. He has presented more than 70 seminars to the scientific community and equine industry locally, regionally, nationally, and internationally. He has taught and coordinated dozens of equine reproduction short courses in the U.S., Canada, Mexico, Argentina, Uruguay, Switzerland, and Germany. His collaborative efforts have resulted in the procurement of over 30 grants totaling close to \$3M.

He has served on dozens of committees, many as chair, at the section, department, college, and university levels. Dr. Bruemmer has also served on dozens of review panels for granting agencies and scientific journals and many scientific organizations, including service as President of the Equine Science Society.

#### **Whitney Cranshaw, Professor - Agricultural Biology**

Dr. Cranshaw has played an important role in increasing entomological literacy in the United States and has led important efforts in insect management and extension in horticultural crops. Dr. Cranshaw began his career at CSU in 1983 and made important contributions in all areas of his appointment over the course of his career. He is one of the very few people who has won research, teaching, and extension awards.

Dr. Cranshaw's research focused on integrated pest management of insect pests of horticultural crops, including ornamental plants, urban trees, a wide variety of vegetable crops, and hemp. His contributions to Colorado State University and the public-at-large are remarkable in their scope and relevance. He has a national and international reputation as a prolific and highly valued extension entomologist giving between 40 and 60 presentations each year and publishing more than 220 peer reviewed articles. He is an expert who routinely offers impactful entomological science to the most current of insect problems including vegetable crop pests and the first comprehensive review of insects associated with hemp production. More importantly, he has educated, inspired, and mentored thousands of students and stakeholders in his nearly 40 years of service. He is a generous colleague and departmental citizen. The impact of his selfless and influential service continues to benefit us all.

#### **Scott Haley, Professor - Soil and Crop Sciences**

Since joining Colorado State University in 1999, Dr. Haley has led a wheat breeding program focusing on hard red and hard white winter wheat cultivar and germplasm development for eastern Colorado and the High Plains region. The production of these varieties supports Colorado's commitment to securing the world's food supply and has generated positive economic spillover for wheat farmers and rural communities.

In 27 years as a public wheat breeder, Dr. Haley has led the development and release of 41 winter wheat cultivars and 2 novel germplasm lines. He has served as major professor for 13 M.S. and 9 Ph.D. students and as graduate committee member for an additional 10 M.S. and 15 Ph.D. students. He has provided many invited presentations including 330 field day or grower meeting talks and 54 presentations to scientific or industry audiences. He has also been active in undergraduate student mentoring and service for the wheat industry in Colorado, nationally, and internationally. He has published 3 book chapters, 113 refereed journal articles, 136 abstracts and proceedings, 59 Extension/Experiment Station Bulletins, and 40 non-technical/popular press papers. Since 2010, Dr. Haley has received nearly \$7 million in grant funds as PI or co-PI and numerous awards for his work and his service. He has an extensive service record in professional societies, industry, and his department and college.

### **Elizabeth Hobbs, Associate Professor – Horticulture and Landscape Architecture**

Professor Hobbs has been teaching in the Landscape Design and Contracting concentration in the Department of Horticulture and Landscape Architecture for over 30 years. She is known to be a very dedicated, enthusiastic, and well-organized teacher who creates a welcoming learning environment through her patience and good humor. She works hard to engage students with all learning styles in her classroom, and she facilitates discussion and group learning so that a true learning community is formed where students learn not only from the professor, but from each other. Dr. Hobbs provides desk critiques in her studio courses, and her critiques are described as thorough, constructive, and encouraging. Students are pushed to think outside of the box and to grow into the design profession over the course of the program.

In addition, Professor Hobbs has advised the SOLDAC club (Students of Landscape Design and Contracting) and coached the CSU team that competes annually in the National Association of Landscape Professionals competition. The CSU team consistently ranks in the top five among all universities in the nation. Overall, Professor Hobbs' passion for teaching and genuine care for students' success set her apart as an amazing teacher. She inspires students to get involved and to network with industry professionals and consistently goes above and beyond to place students in internships and jobs where they can be successful and achieve their goals. Above all, Professor Hobbs is a dedicated teacher, inspiring role model, and caring mentor for students.

### **Steve Newman, Professor and Extension Specialist – Horticulture and Landscape Architecture**

Dr. Newman came to CSU as Assistant Professor and Extension Specialist in 1994 and worked his way up through the ranks. Dr. Newman has been a leader in the Horticulture and Landscape Architecture teaching program, especially in regard to use of technology. He converted his courses to an online format in 1999. In 2013, he envisioned and directed the development of a fully online degree program in Horticulture with CSU Online. That program has grown rapidly and currently has 145 majors, the second largest degree program at CSU Online. Dr. Newman has also played an important role in the Study Abroad program at Lincoln University in New Zealand by serving as Faculty-in-Residence twice.

Dr. Newman has had a diverse research program in greenhouse production systems and has worked internationally in Guatemala, Afghanistan, and Pakistan. His research has resulted in 3 book chapters and 22 journal articles. He is also co-author of the widely used textbook, The Commercial Greenhouse. Dr. Newman has been CSU's Extension Floriculture Specialist since his arrival at CSU. He has been a leader in the use of technology in outreach and is highly collaborative. This is demonstrated in his being awarded the F.A. Anderson Distinguished Service Award (2016) and many other Extension awards, including receiving the Extension Team Award three times for three different teams.

In addition to his teaching, research, and outreach programs, Dr. Newman has served in several important leadership roles. He is currently the Associate Department Head, the Director of the CSU Horticulture Center, and the Co-Coordinator of the Colorado Sustainable Agriculture Research and Education Program. He established a collaboration with Housing and Dining in 2016, leading to a student intern growing hydroponic lettuce in the Horticulture Center for use in the CSU Dining Halls.

#### **Frank Peairs, Professor - Agricultural Biology**

Dr. Peairs has had a distinguished career at CSU and has helped lead important efforts in insect management, extension, and education. He started his career at CSU in 1983 and has made several important contributions in all areas of his appointment over the course of his career. He has received numerous awards for extension, service, and research that recognize his many contributions. He taught multiple courses, including Integrated Pest Management, Advanced Integrated Pest Management, Understanding Pesticides, Agricultural Insects, and Livestock Entomology. These classes contribute to multiple majors and, in particular, the IPM classes are important for students interested in understanding agricultural systems. Recently, he served on a committee to help the department develop an undergraduate major, which was another major contribution to the department.

Dr. Peairs worked primarily in integrated pest management of insect pests of field crops, including wheat, corn, and alfalfa. He is considered one of the global authorities on Russian wheat aphid and he has travelled widely and provided extension and scientific presentations in multiple countries because of this. More recently, he has made significant contributions to management of wheat stem sawfly, which is a major biological threat to wheat production in Colorado. Overall, his work shows that he focused his research on the major insect issues faced by Colorado Farmers and developed work that resulted in improved management. His balanced approach, clear understanding of complex issues, and guidance in important decisions contributed greatly to his department.

#### **Edgar Peyronnin, Management II – College of Agricultural Sciences and Agricultural Experiment Station**

Dr. Peyronnin has been associated with CSU since his hire in 1993. He most recently served as the Director of Operations and Information Technology in the College of Agricultural Sciences

(CAS) and for the Agricultural Experiment Station (AES). During his decades of service to CSU, Dr. Peyronnin has been adept at advancing the technological infrastructure of CAS and AES, adaptively managed complex and changing systems, and has done so with few resources. A remarkable strength of Dr. Peyronnin's leadership has been his ability to partner, share, innovate, and acquire new resources to the benefit of students, faculty, and staff. At times with fewer than four employees (including himself), he was able to meet the needs of more than 2,500 students and 300 employees spread across the State of Colorado.

Dr. Peyronnin has been a key collaborator and leader in the efforts to expand technology infrastructure at CSU, provided the initial foray of CAS (and ultimately CSU) with Digital Measures, and has helped to map the international impact of CSU activities throughout the world. He is a consummate volunteer for CSU as well often serving the students, faculty, and staff as a volunteer and contributor. Simply, if he sees a challenge, he is among the first to offer assistance and encourage others to do the same. His role as a mentor and leader is notable. He has invested in the career trajectory and professional development of all of his peers ranging from an assistant director of IT (now Director) to his student hourly employees. Dr. Peyronnin is a fair-minded supervisor who enjoys seeing the employees he supervises grow to their potential. He is always seeking and encouraging the professional development of others.

### **Cynthia (Thia) Walker, Extension Specialist – Agricultural Biology**

Ms. Walker earned her M.S. degree at CSU. She then worked as a research associate, starting in 1988. In 2010, she accepted the significant responsibility of serving as the Pesticide Educator for Colorado State and she has performed admirably in this position.

As pesticide educator, Ms. Walker provided required training to pesticide applicators throughout Colorado, updated manuals and other documents, and provided expertise to many throughout Colorado. She also taught as a guest lecturer in BSPM 310 and AGRI 510. As a research associate, she contributed work described in multiple publications. Recently, she was recognized with the Golden Gun Award by the Colorado Arborists and Lawn Care Professionals organization.

### **College of Business**

#### **Mac Danford, Master Instructor - Finance and Real Estate**

Mac Danford has retired after 15 years of service to Colorado State University. He earned his JD in 1989 and had a long career in the legal field. He served on the Colorado Court of Appeals and the Colorado Supreme Court. During his time at CSU, Mr. Danford taught courses in the area of business law and ethics. He was respected and admired by his students and touched many lives during his career. He was recognized almost annually for his accomplishments in the classroom. These include six nominations for the Colorado State University Alumni Association Best Teacher Award.

### **Timothy Gallagher, Professor - Finance and Real Estate**

Dr. Gallagher is retiring with 39 years of service to Colorado State University. He has provided service to the Department, College, and the University. Most recently, he served as Chair of the Faculty Council and as a member of the President's Executive Leadership Team. In addition, he served as the Department Chair of Finance and Real Estate for 10 years. Prior to his Faculty Council Chair duties, he was a long-time member of Faculty Council and served on the Committee on Responsibilities and Standing of Academic Faculty (CORSAF) including time as chair of that committee. He also served as Vice Chair of the Faculty Council and Faculty Representative to the Board of Governors of the Colorado State University System.

During his career, Dr. Gallagher taught many different courses, mainly in the area of financial management at all levels from introductory to graduate courses. Dr. Gallagher has published several articles in mainstream finance outlets such as Journal of Money, Credit and Banking; Financial Management; Financial Review; and the Journal of Portfolio Management. Dr. Gallagher has also written a textbook, Financial Management: Principles and Practice. His book is in its eighth edition.

### **Donald Samelson, Associate Professor - Accounting**

Dr. Samelson has 22 years of service to Colorado State University. Dr. Samelson served as the Interim Chair of the Department Accounting from 2001-2003 and served as Director of Graduate Studies within the department for 15 years. At the University level, he has served on CoSRGE for many years and as the College's representative on the University Curriculum Committee. He is a true scholar with many publications to his credit. His focus on practical tax issues was relevant for both academics and practitioners. Dr. Samelson took great pride in mentoring graduate students. He served as Director of the Master of Accountancy program for over 15 years, over which time he converted it to a professional degree (from a Master of Science in Accounting).

Dr. Samelson has positively influenced the lives of thousands of CSU students via his teaching at both the undergraduate and graduate levels. He was selected as the Beta Gamma Sigma Professor of the Year in 2006, 2007, 2009, and 2013.

### **College of Health and Human Sciences**

#### **Stephanie Clemons, Professor - Design and Merchandising**

Dr. Clemons has been a faculty member in Design and Merchandising (DM) for over thirty years and, during her tenure in the department, she has contributed to the advancement of the Interior Architecture and Design Program (IAD) in many valuable ways. She has provided leadership in ensuring program excellence through various service roles and responsibilities, including as DM representative to the CHHS Curriculum Committee, as IAD Undergraduate Program Coordinator, and as the chair of the DM committee for the Council for Interior Design

Accreditation. Her dedication to excellence in teaching is evidenced by her engagement in University initiatives to improve students' learning experience, such as the *First Four Weeks* program and by her multiple teaching awards. In 2014, she was named a Colorado State University *Distinguished Teaching Scholar* and she is a recipient of the Colorado State University *Board of Governors Excellence in Undergraduate Teaching* award.

Dr. Clemons' dedication to teaching is demonstrated through her program of research, which has focused on the integration of design education into the K-12 curriculum. Her work in this area has been disseminated through academic journals, conference presentations/proceedings, and textbooks, and thus she has made a valuable contribution to the field of interior design education. She has provided significant leadership to design education and the profession in general by serving as Chair of the American Society of Interior Designers (ASID) National Board of Directors, President of the Interior Design Educators Council (IDEC) and Chair for the *Journal of Interior Design*. Dr. Clemons is nationally recognized for her contributions to the Department of Design and Merchandising and to the interior design discipline.

#### **Carol Engel-Enright, Instructor and Internship Coordinator - Design and Merchandising**

Over the past thirteen years while at CSU, Dr. Engel-Enright has continually worked to connect with stakeholders across Colorado and has built relationships with several companies. Her work spans multiple areas with an overall goal of enhancing student understanding through industry involvement.

Dr. Engel-Enright's approach to teaching has resulted in industry challenge-focused courses providing students with real world-class projects. Examples include instructor/advisor of the Senior Fashion Show for seven years, co-creation projects with Otterbox, sponsorship of students to the Las Vegas MAGIC Trade Show, and development of internship opportunities nationally and internationally. This degree of success placed CSU's program in an elevated national category of recognition among all US universities and colleges. She has assisted in curriculum development, played an important role in incorporating industrial process and manufacturing in courses, and helped in remodeling the design labs to bring in industrial equipment. She has helped launch startups with external partners. She traveled to work hand-in-hand with individuals in small communities in eastern and southeastern Colorado interested in establishing cut and sew facilities. Dr. Engel-Enright spearheaded the annual Colorado Apparel Manufacturing Summit designed to bring together individuals interested in building manufacturing in Colorado and the US. From her work as Co-PI on an NSF grant, CSU has generated four ITAA conference presentations, two Knowledge, Culture, Change, and Organization conference presentations, a Global Fashion Management Conference in Vienna, and two manuscripts under review.

Dr. Engel-Enright has assumed responsibility and leadership with the Fashion Group International of Denver. She helped launch a shared workspace fashion incubator in Denver that provides opportunities for CSU students and furthered connections with rural economic development officers who were seeking new opportunities for small businesses in their regions.

Her contacts with recognized outdoor apparel product developers has created the opportunity for two Colorado-based entrepreneurs to speak with the global membership of the International Textiles and Apparel Association at their annual conference. She also serves on several advisory boards and provides technical assistance where needed.

### **Mary Harris, Professor - Food Science and Human Nutrition**

Dr. Harris has a continuous, outstanding record of teaching, research, and service over her 35-year career at CSU. Her primary research interest focused on the role of omega-3 fatty acids in gestation and parturition. Her work in this area was among the first to identify important associations between omega-3 fatty acid intake, gestational length, and cognitive function. Dr. Harris' research program resulted in over 50 peer-reviewed publications, 3 book chapters, and over \$2M in federal funding.

Dr. Harris served as the Program Director of the undergraduate didactic program in dietetics for over 30 years. Her efforts as Program Director have included maintenance of the accreditation, modifications in the program based on national requirements, and key advisement duties for the majority of students focusing on dietetics options (~200 students per year). Dr. Harris also developed and directed the online Great Plains Idea (GPIdea) MS dietetics program, provided oversight for the resident instruction coordinated MS program in dietetics, developed three online courses that focus on Gerontology Nutrition and Medical Nutrition Therapy, and directed student laboratory experiences in the Medical Nutrition Therapy Laboratory.

Dr. Harris' service record has been outstanding. She served as chair of the Department Curriculum Committee and was a member of the College Curriculum Committee. Dr. Harris' service to curriculum development in the department has included a major effort that was transformational to the development of the new Fermentation Science and Technology undergraduate program. At the national level, she has served as a member of the Nutrition Advisory Board of the National Genetic Alliance and the National Healthy Mothers Healthy Babies Nutrition Consortium. She also served as the Chair of the National Career Advancement Task Force since 2014.

### **Pat Sample, Professor - Occupational Therapy**

Dr. Sample is retiring with 33 years of service to Colorado State University. She is an extraordinary educator and colleague. Students routinely note her passion for teaching and her ability to make traditionally boring classes fun and interesting. In addition to classroom teaching, she served as a chair or committee member on countless thesis and dissertation committees. She is a member of two current doctoral committees and will continue to serve on those as an emeritus professor.

Dr. Sample is the author of 30 peer-reviewed publications. She has attained more than \$7M in grants. Dr. Sample is internationally known for her skills as a qualitative researcher. She geared much of her work toward school success for students with traumatic brain injury. One of her

many notable achievements was the development of the Brain Check Survey, an assessment that serves as the initial screening for brain injury. Brain Check contributes to students' eligibility for special education. Dr. Sample is very well known for a study she completed with survivors who sustained brain injury in the Oklahoma City Bombing in April 1995. She is currently engaged in a study of COVID-19 survivors.

For many years, Dr. Sample chaired the department's T & P committee, curriculum committee, and numerous faculty search committees. She also served the College of Health and Human Sciences and the University in numerous capacities. Although not an occupational therapist, Dr. Sample serves the profession as a reviewer of journal manuscripts, grant proposals, and promotion dossiers. In 2018, in recognition of her accomplishments and contributions, the Department of Occupational Therapy named Dr. Sample an honorary occupational therapist.

### **Scott Shuler, Associate Professor – Construction Management**

Dr. Scott Shuler was a faculty member at CSU for 17 years. His career has spanned 49 years focusing on research in asphalt pavement design, construction and preservation, working for both academic and industry organizations. Dr. Shuler is a professional registered engineer for the states of Colorado, New Mexico, Texas, Arizona, and Florida. He has served as the Director of Research for the Asphalt Institute, Lexington, KY, and as the Executive Director of the Colorado Asphalt & Paving Association in Englewood, CO. Following a stellar career in these two organizations, Dr. Shuler realized the need to spread the asphalt word to a new generation. That opportunity presented itself in 2002 when he began a tenure track position that came with a space in the Industrial Sciences Building for constructing an asphalt laboratory. The job entailed developing courses and bringing in research funds.

During his time in the department, Shuler taught several courses including Asphalt Pavement Materials and Construction, Introduction to Road Construction, Construction Equipment and Methods, and Soils Engineering for Construction Managers. He also served for several years as the faculty coach of the Heavy Civil competition team and as faculty advisor to the Colorado Contractors Association student chapter.

Shuler is the author or co-author of over two hundred refereed journal and conference scholarly papers presented at conferences in eight countries. Sponsors of his research include the National Academies of Sciences, Federal Highway Administration, American Association of State Highway and Transportation Officials, and the Departments of Transportation of Colorado, Texas, New Mexico, and Arizona. At the national level, he has served on committees of the Transportation Research Board.

### **Diane Sparks, Professor - Design and Merchandising**

Dr. Sparks has been a faculty member in Design and Merchandising for over thirty years. She has provided significant leadership to the Apparel Design and Production curriculum with emphasis on the integration of technology, to ensure that course content and standards for

excellence align with best practices in higher education and in the global industry. Her leadership includes a successful effort to establish an educational partnership with Lectra, one of the industry's leaders in providing state-of-the-art technology for apparel product design and development solutions. She also led the development of AM 130 - Awareness and Appreciation of Design; and the development of upper division courses to foster student learning, including AM 342 – Computer Aided Textile Design and AM 346 - Apparel Line Concept Development. In addition, she has played a valuable role in the development and remodeling of department facilities such as the apparel construction labs and the Gustafson Gallery of the Avenir Museum, which have greatly enhanced student-learning experiences and provided opportunities for students to publicly share their creative scholarship. In 2018-2019, Dr. Sparks made a valued contribution to the Apparel and Merchandising Program's proposal for accreditation from the Textile and Apparel Program Accreditation Council. Her contributions to this successful effort were recognized in the spring of 2019 when Apparel and Merchandising was named the first accredited program in the nation.

One of Dr. Sparks' lasting contributions to the department and the discipline was realized through her collaborative work with leaders in the field to establish a definition and standard for creative scholarship in apparel design, which was adopted for the evaluation of creative scholarship by the International Textile and Apparel Association (ITAA). Her personal commitment to creative scholarship is reflected in her own apparel design work for which she has received numerous awards thereby demonstrating her expertise and skill in the discipline and establishing her reputation for excellence in apparel design. Most notably, she is a recipient of the Lectra Outstanding Faculty Award for Apparel Design and she was awarded the designation of ITAA Fellow in 2010.

### **William Timpson, Professor - School of Education**

Dr. Timpson steadfastly served the School of Education for 40 years. Dr. Timpson is a pioneer in the fields of Sustainability and Peace Studies, having authored, edited, or co-edited approximately 20 books, in addition to a wide array of other publications, related to these fields of study. Dr. Timpson's expertise has been recognized, both nationally and internationally, as evidenced by his service as Fulbright Scholar to Africa, and his ongoing work with Rotary International. In addition to scholarship, Dr. Timpson has been active in service-related activities within and beyond CSU. He has also served as a mentor and advisor to undergraduate and graduate students across the university.

### **College of Liberal Arts**

### **Ruth Alexander, Professor and Department Chair - History**

Dr. Alexander taught in the Department of History for over thirty years. Hired while she was finishing her Ph.D. at Cornell, Dr. Alexander was the first female faculty member in the Department of History. She quickly established herself as a fine teacher. She has taught at least a dozen different classes at CSU, primarily in Women's History, Environmental History, recent

United States History, and Historiography. She was named an Outstanding Professor by the students of Mortar Board. Most recently, she developed a class for the CSU study-abroad program in Todos Santos, Mexico.

Dr. Alexander is also an excellent scholar with concentrations in Women's History, Environmental History, and Public History. She published her first book in 1995 and has another one under contract with the University of Oklahoma Press. In between, she has published six refereed articles or book chapters, been part of about fifty panels at professional conferences, and has been the Principal Investigator on a dozen different projects. *Choice* named her book as an outstanding academic title and one of her articles won the Judith Lee Ridge prize. The breadth and quality of her writing have earned her the respect of her peers.

Even though she is a wonderful teacher and excellent scholar, Dr. Alexander might be most remembered for her service to the department, the college, the university and the historical profession. She served as Department Chair from 1999 to 2006, but she also served on seven different search committees as well as multiple committees within the department. Her college and university service is too extensive to document in detail, but suffice it to say that she was twice nominated for the John Stern Distinguished Faculty Award. Dr. Alexander has been a manuscript referee forty-two times.

#### **Natalie Barnes, Senior Instructor - Art and Art History**

Natalie Barnes has been a faithful supporter of students since 2003. She began her relationship with CSU as an instructor in the Art Education program and has made significant contributions to the gtPathways/AUCC course ART 100: Introduction to the Visual Arts. Natalie's approach to this course is emblematic of her student-centered philosophy of education; every decision she makes about course design and delivery is based on supporting students' success and fostering their curiosity and growth. Through the years, she has exhibited her artwork in group exhibitions locally and nationally. She has remained active in the field of art education through conference presentations and has published on art pedagogy, in SoTL venues, and on the status of contingent faculty. Her leadership on behalf of non-tenure track faculty has been enduring. In addition to her contributions to the Department of Art and Art History as an instructor, Natalie has also served the students as Key Advisor for over a decade. The students have greatly benefitted from the care and insight she brings to her advising role. She has a gift for keeping the big picture as well as the specific details in balance in her contributions to curriculum-related service work within the department. She has been an asset to the program and a highly regarded colleague of the department.

#### **Leslee Becker, Professor - English**

Professor Leslee Becker has taught creative writing at CSU since 1990 and made significant contributions to the department and the profession. Over her career, she received College of Liberal Arts and university awards for teaching, advising, creative artistry, and service. These include a nomination for Best Teacher (2019), the Jack Cermak Graduate Advising Award

(2016), the John N. Stern Distinguished Professor Award (2014-2015), and the Pennock Award for Outstanding Service (2000).

Professor Becker specializes in prose fiction, particularly short stories. She is a dynamic professor who coaches and inspires students to write and publish. She annually received high ratings for her teaching and advising, based on student responses, variety of teaching methods, new course development, and dedication to helping students achieve personal and professional goals. Over her career at CSU, Professor Becker published 30 short stories and a book of collected stories. She has given 25 readings in a variety of venues and 9 presentations at meetings and workshops. Other indications of professional status are the regional and national fellowships she received to advance her writing and many other national prizes, designations as a finalist, and 28 first-place awards.

Professor Becker's university, college, and department service was extensive. Professor Becker's willingness and ability to serve stands in the top 5% of department faculty. Her outgoing personality, her sense of humor and of the absurd, her generosity of spirit, and her ability to offer constructive criticism with compassion have made her a vital contributor to the department's culture and accomplishments.

#### **Patrick Fahey, Associate Professor and Department Chair - Art and Art History**

Dr. Fahey has been a cornerstone of the Art Education program since 1995. He has been an inspirational teacher for his students, as evidenced by the teaching awards he has received. He has deftly shaped the undergraduate program in Art Education and has been a major driver of recruitment for the whole department through his contacts across the state in the K-12 sector. He is currently preparing the program proposal for a low-residency Masters in Art Education, which will become a major revenue generator for the department once it is implemented. He has remained active in his scholarship, publishing chapters, articles and pedagogical tracts as well as presenting regularly at the National Art Education Association and the Colorado Art Education Association and numerous other conferences and symposia. In addition, he shaped the Bringing Arts Integration to Youth program (BRAINY) for the Allicar Museum and has served as education curator for the museum. On top of this significant profile as a teacher and researcher, Dr. Fahey is esteemed by his colleagues as a powerhouse of service to the institution. He served as chair of the department from 2003 until 2008, and before that was assistant chair for three years. He has always approached his various service roles with a can-do attitude and is invaluable as a carrier of institutional knowledge.

#### **Nancy Jianakoplos, Professor - Economics**

Dr. Jianakoplos is retiring after 30 years of exemplary service, including the last 10 years as the Department's Undergraduate Program Director. Since 1990, she has taught over 6,000 students in twelve different courses ranging from large introductory principles of macroeconomics classes to smaller senior capstone seminars in sports economics and graduate classes in monetary economics. Her enthusiastic, impactful, and caring teaching efforts have been recognized as she

garnered the student nominated Best Teacher Award from the CSU Alumni Association, Honors Professor Award from the CSU Honors Program, the Eddy Teacher Award, and the Keller Faculty Award for Excellence in Undergraduate Teaching. Her research addresses important economic issues of household financial well-being, particularly for an economy with an aging population.

Dr. Jianakoplos has published 14 journal articles, 4 book chapters, and 9 research reports. Since 1990, she has made 25 conference presentations, been an invited participant in 6 conferences and given 5 invited seminar presentations.

### **Elizabeth Jones, Professor – History**

During her twenty years in the Department of History, Dr. Jones has been an award-winning teacher, a well-respected and productive scholar, and a valuable colleague.

A specialist in the social history of modern Germany, Dr. Jones earned her Ph.D. at the University of Minnesota in 2000 and began teaching at CSU shortly thereafter. She has taught a number of valuable classes for the Department of History, including Germany from Napoleon to World War I, Modern Germany 1914-1989, European Society in the Industrial Age, and Modern European History 1815-present. Her courses on Germany were always popular with students and Dr. Jones earned a reputation as a skilled and caring teacher. She won Phi Alpha Theta's Outstanding History Professor Award, a notable accomplishment because students in the local Phi Alpha Theta chapter select the recipient.

Dr. Jones' record of scholarly achievement is outstanding. Her monograph, *Gender and Rural Modernity: Farm Women and the Politics of Labor in Germany, 1871-1933*, was published in 2009. She has published twelve peer-reviewed articles or book chapters and the venues for these achievements are the top publishers in her field, including *Central European History* and *German History*. Besides giving presentations at academic conferences in the United States, Germany, Austria, Spain, the United Kingdom, the Netherlands, and Scotland, Dr. Jones was the keynote speaker at the 2014 Midwest German History Workshop. She has also won several notable research fellowships and currently serves on the editorial board of the *EuropeNow* journal.

Dr. Jones rendered faithful service to the Department of History during her career. She was a member of seven search committees, chairing one in 2012-2013. Dr. Jones was also on the Executive, Graduate Assessment, Graduate Studies, and Tenure and Promotion Committees and was a consistent contributor to the Department's intellectual life.

### **Elizabeth Lechleitner, Senior Instructor - English**

Elizabeth Lechleitner began teaching in the Department of English in 2003. She specialized in teaching first-year and upper-division composition, along with an occasional Introduction to Literature course. She also served as an upper-division composition instructor, a competitive

assignment. She was selected for three three-year terms to lead professional development opportunities for instructors of the 300-level courses and participated in curriculum design. By her count, she taught 3,264 students over 17 years. In addition to providing professional development for colleagues, she maintained a steady record of participation in professional development herself. She took advantage of TILT courses on campus and attended national conferences in her discipline. Grading Advanced Placement exams for six years gave her experience in large-scale assessment of writing. She is a published poet, with pieces in several local publication venues. She has given a number of readings in Fort Collins and Loveland and participated in museum and arts events.

Ms. Lechleitner actively served the department on several standing and ad hoc committees. Her membership on three creative committees positively affected department culture.

### **Roger Lipker, Senior Instructor – Journalism and Media Communications**

For two decades, Roger Lipker has been active in teaching a wide variety of courses on campus, including Professional and Technical Writing, Advertising, Advertising Creativity and Copywriting, Public Relations, Public Relations Campaigns, Public Relations Cases, Media and Society, and Newswriting to name a few. Roger also ran the department's internship program for a number of years, and helped to create LB300, Specialized Professional Writing for on-campus delivery. In addition to Roger's on-campus teaching, he taught dozens of sections of Advertising and Professional and Technical Writing online, and he taught for two different professionally-oriented graduate programs that the department offered in Denver.

Students and fellow faculty members praise his dedication to his teaching, his friendly, but firm approach with students, his ease in working with colleagues, and his kind, friendly manner. When someone else was assigned to teach a course that Roger taught in the past, he would immediately provide his full set of teaching materials, and as much advice as needed. Although not required for his position, Roger was active in department service, attending meetings, retreats, advising honors theses, helping with committee work, and generally demonstrating the work ethic and professionalism that made him an advertising executive for McDonalds, Anschutz Entertainment, and Coors Brewing prior to starting his teaching career.

### **Thomas Lundberg, Professor - Art and Art History**

Professor Lundberg has been on the faculty at CSU since 1979 and until August 2020 was the sole faculty member carrying the fibers area in the Department of Art and Art History. He has become known among his peers as a model of mentorship and support for his students. His ability to foster intellectual curiosity and technical aptitude in his students is remarkable. His own artistic practice is a model for both students and peers. While facilitating the entire Fibers curriculum, he has maintained an active national and international exhibition record and has regularly shown his work at high profile venues. This has earned him a solid reputation nationally as one of the cornerstones of education in contemporary craft. In the domain of service, Professor Lundberg has been a model citizen who is always ready to contribute his

efforts, cheerfully and effectively serving on committees with heavier workloads. He has fulfilled important leadership roles within the department, such as promotion committee chair, graduate committee chair, and as senior member of the Advisory Council, among others. He is the epitome of the active full professor who is productive in his creative research, dedicated to his students' learning and growth, and committed to the institution.

### **Patrick McKee, Professor and Department Chair - Philosophy**

Dr. McKee taught in the Department of Philosophy for 56 years and served as Department Chair from 1980 – 1987. In that time, he developed a remarkable record of scholarship, teaching, and service. His main area of research is in historical and contemporary epistemology, or the theory of knowledge. He has published in some of the most prestigious journals in the field on issues of knowledge, perception, and the history of philosophy. In addition, he has made specialized and innovative contributions to the philosophy of art and the psychology of late life cognitive development, and has published numerous scholarly books and essays integrating those areas. Of special note is Dr. McKee's book *Philosophical Foundations of Gerontology*, which is a central text in the emerging field of the philosophy of gerontology. He continues work on Plato's theory of late life cognitive development and the theory of "late style" in art.

Dr. McKee has taught a wide range of undergraduate and graduate courses over the years and has earned a well-deserved reputation as a thoughtful and engaging teacher. He mentored many graduate students over the years, some of whom went on to have their own prominent careers in the field. In addition to his remarkable record of scholarship, teaching, and service to the university and the profession, Dr. McKee is an accomplished painter. He has won a number of juried prizes for his art and has given presentations on the philosophy of painting in both scholarly and community settings.

### **Eric Prince, Professor – School of Music, Theatre, and Dance**

Dr. Prince has provided CSU with outstanding teaching, scholarship, service, and leadership for 21 years, including serving as the Director of the Department of Music, Theatre, and Dance for two years from 1999 to 2001. Dr. Prince was an outstanding stage director and classroom teacher, focusing on a classical approach to theatre that balanced his affinity for the avant garde work of Beckett. Dr. Prince established the CSU Center for Studies in Beckett and Performance, establishing CSU as an international center for the study of the work of Samuel Beckett. He is an established and internationally recognized Beckett scholar with published articles and essays through the Samuel Beckett Society, the Northwest Drama Society, Tel Aviv University Press, and Florida State University Press, among others. He served on the CSU Faculty Council from 2012 to 2017 and was the Chair of the Committee for University Programs during that time.

### **Bernard Rollin, Professor and University Distinguished Professor - Philosophy**

Dr. Rollin has taught in the Department of Philosophy for 51 years. He joined the department in 1969, while completing his Ph.D. at Columbia University. He has earned the rank of Professor

in Philosophy, Animal Sciences, and Biomedical Sciences. Moreover, he is both a University Distinguished Professor and the University Bioethicist. His primary scholarship is in ethics, including bioethics, animal ethics, and medical ethics. He has built an international reputation as one of the founders and leading experts in animal ethics. He has written or edited 23 books, 800 articles, and given talks in 28 countries. Of particular note are his books, *Animal Rights and Human Morality* and *The Unheeded Cry: Animal Consciousness, Animal Pain and Scientific Change*, both of which are landmark works in the field. He remains an active and influential scholar, with multiple research projects in progress.

Dr. Rollin developed the very first veterinary medical ethics course in 1978 and he has continued to teach in the area ever since. He has taught a very wide range of undergraduate and graduate courses in philosophy, veterinary medicine, and biomedical and animal sciences. In addition, he has taught in the honors program for many years. He is a beloved and dedicated teacher who truly enjoys working with students at all levels. Furthermore, Dr. Rollin has mentored hundreds of graduate students from CSU and other institutions, many of whom have gone on to their own prominent careers in the field.

Dr. Rollin has won numerous awards for his scholarship and advocacy, including the Animal Welfare Foundation of Canada Brownlee Award, Henry Spira Award in Animal Welfare, American Veterinary Medical Association Humane Award, and Rocky Mountain Farmers Union Lifetime Achievement Award. However, more than this, through his scholarship, teaching, engagement, and advocacy, Dr. Rollin has changed the world. Our understanding of animals and our obligations to them in multiple domains – agriculture, science, medicine, companionship, and entertainment – have been transformed by Dr. Rollin’s efforts.

### **Linda Rollin, Assistant Professor - Philosophy**

Dr. Rollin has taught at CSU for 40 years. She joined the faculty in 1980 as an Assistant Professor of Mathematics. She taught in the Department of Mathematics until 1986. She joined the Philosophy faculty in 1988. Drawing on her background in education and mathematics, Dr. Rollin developed an innovative course in logic and critical thinking. It has since become an AUCC course and an integral part of the Philosophy curriculum. Dr. Rollin developed a mentoring program for graduate teaching assistants assigned to teach the logic and critical thinking course. Building on those successes, she built the Core Curriculum Logic Program (CCLP) and served as its director. Over the years, she has mentored scores of students, many of whom went on to teach logic and critical thinking in both higher education and K-12 contexts. Over the course of her career, Dr. Rollin has displayed a tireless commitment to her undergraduate students, her GTAs, the CCLP, and the department. Another reflection of her strength as a teacher is her successful well-regarded Honors seminar in critical thinking.

## **College of Natural Sciences**

### **George Barisas, Professor – Chemistry**

During his 38+ year career at CSU, Professor Barisas made significant contributions in the area of bioanalytical chemistry. The overarching theme of Dr. Barisas' research is the use of biophysical methods to characterize the dynamics and organization of molecules involved in biological signaling, such as immune response initiation by cell surface molecules and receptors for peptide hormones.

Dr. Barisas was one of the first investigators worldwide to use fluorescence recovery after photobleaching (FRAP) techniques to evaluate the motions and distributions of specific molecules on living cell surfaces. Since then, he has developed many new techniques for examining lateral diffusion, rotational motion, and intermolecular separation of molecules, including single molecules, on cell surfaces. He is the author of some 135 research publications and has served on the Editorial Boards of the *Biophysical Journal* and the *Journal of Fluorescence*. He has received at least 55 competitive grants or awards in support of his research, including awards from NIH, NSF, the Alexander von Humboldt Foundation, and the Fulbright Commission.

Throughout his career, Dr. Barisas has faithfully served the department and university in varied capacities to help ensure progress in all areas of teaching, research, and service. George has played key roles in several departmental committees, most importantly serving on the standing committee for promotion and tenure. During his tenure, Dr. Barisas served as the Associate Dean for the College of Natural Sciences for a time.

Dr. Barisas' research and teaching has been recognized through many University awards, including the Pennock Award for Distinguished Service, the Cermak Award for excellence in advising, and most recently, the Office of the Vice President for Research's Interdisciplinary Scholarship Award. George's accomplishments were also recognized by NIH when it pursued him as Director (with tenure) of the NIH Laboratory of Bioengineering and Physical Science, a position he declined to remain at CSU.

### **Debbie Bartlett, Assistant Director for Advising and Mentoring - Computer Science**

Ms. Bartlett joined CSU in 2007. She coordinates the advising activities for the Department of Computer Science, is lead advisor for student athletes, and collects data to inform and guide decision making in the department. She is central to the department's efforts to increase the number of women and underrepresented students in computer science programs. She has made significant contributions to the department through her passion for supporting students and her efforts to improve gender diversity in the Computer Science programs.

Ms. Bartlett wrote a successful application to the Anita Borg Organization, through which Computer Science was named a Building, Recruiting, and Inclusion for Diversity (BRAID)

affiliate. CSU is the only institution in Colorado to receive this award. As part of the BRAID program, the Computer Science department's goal is to increase women majors in computer science significantly over a five-year period. She has been involved in implementing efforts to modify curriculum and admission practices as the first steps in achieving this goal. Ms. Bartlett was also instrumental in co-writing a successful application for funding from the Northeastern Center for Inclusive Computing and Pivotal Ventures. Through this grant, Computer Science received \$600,000 to fund efforts to enhance diversity programs. CSU is one of five schools nationally to receive this award.

### **Pat Bedinger, Professor - Biology**

Dr. Bedinger joined the faculty at CSU in 1994. She has established herself as a distinguished faculty member in all areas of teaching, research, and service. As evidenced by multiple awards and recognitions for teaching at CSU, Professor Bedinger is an outstanding educator, teaching a range of courses in Biology. She has taught LIFE 102 each year since 1999, as well as two upper division courses each spring. Her commitment to student education extends outside of the classroom, with her mentorship of 6 M.S., 2 Ph.D., and 39 undergraduate researchers.

Professor Bedinger has an outstanding record of service, serving on several department and college committees, including the Thornton-Massa Lecture Committee, the Undergraduate Research and Creativity Symposium Committee, the CNS Teaching Awards Committee, the Master Teacher series, faculty search, and tenure and promotion committees. She has served her field as an ad hoc manuscript reviewer for 21 scientific journals, as an ad hoc proposal reviewer for NSF and the USDA, and serving on 11 national grant panels.

Professor Bedinger continues to be a strong contributor to research at Colorado State University, and will retain lab space in Biology until August 1, 2021 to finish her current project on wild tomato evolution. She has received \$9.8M in external funding during the last ten years, and has been an invited speaker and given numerous talks during her career. She has published 28 articles while at CSU, with another 3 in press or submission, and anticipates publishing an additional 3 articles in 2021. In recognition of her scholarly accomplishments, she has received multiple awards, including an NSF Career Award, Fulbright Scholar, Distinguished Fellow of the Institute for Advanced Studies at La Trobe University, and the College of Natural Sciences Professor Laureate.

### **Daniel Bush, Professor - Biology and Vice Provost for Faculty Affairs**

Dr. Bush joined CSU in 2003. During his 17 year tenure, he made significant contributions not only to Biology as an outstanding researcher and teacher as well as department chair, but also to the university as Vice Provost for Faculty Affairs, a position he has held since 2012. Professor Bush is an internationally recognized scholar in plant physiology, and is a Fellow of the American Society of Plant Biologists and a Fellow of the American Association for the Advancement of Science. His scholarly record includes invited presentations at 44 national and international meetings as well as 88 seminars. His work has led to 60 peer-reviewed articles,

book chapters, and an overview for Proceeding of the National Academy of Sciences. His research has been supported by over \$8 million in grants from NSF, DOE, USDA-ARS and USDA-AFRI. He has continued to be active in his field, holding positions on several professional societies and committees as well as a serving as a reviewer for several grants and journals, including *Science* and *Nature*. He has taught a range of Biology courses, including honors courses and a Biology seminar series, and led the creation of the program in physiological and molecular plant biology.

Dr. Bush is not only an outstanding scholar and educator, his meritorious service during his career at CSU was noticeably impactful. As department chair, he helped grow the department's faculty and reputation as leaders in research at CSU. While in the role of Vice Provost for Faculty Affairs, he was instrumental in several initiatives including development of workshops for new department chairs, new faculty orientation, annual feedback for pre-tenure faculty during their career development, and working with faculty and other administrators to transform non-tenure track faculty appointments, improving equity and creating career pathways.

#### **Donald Estep, Professor - Statistics**

Dr. Estep joined CSU in 2000. Over the past two decades, he was a Professor of Mathematics and a Professor of Statistics, and he served as the Associate Chair of the Mathematics Department and the Chair of the Statistics Department. He has been a University Distinguished Professor since 2017. Professor Estep has contributed to CSU in all aspects, including research, teaching, and service at a very high standard.

Dr. Estep is a leading researcher nationally and internationally with a long list of publications, including 74 peer-reviewed research articles, 13 conference papers, 1 research monograph, and 7 academic books or book chapters. Since 2008, he has been a University Interdisciplinary Research Scholar. In 2014, he became a Fellow of the Society for Industrial and Applied Mathematics. He was invited to give 7 short courses or mini-tutorials, and present at over 50 conferences and workshops. In addition, he presented over 100 seminars. During his career Professor Estep submitted more than 100 grant proposals, which yielded more than 40 funded projects. He received \$45 million as PI or co-PI with over \$18 million as the CSU share. Professor Estep was an excellent teacher and mentor to graduate students, postdocs, and junior faculty. In 2005, he was named the Outstanding Professor in Graduate Instruction in Mathematics, and in 2007 he received the Excellence in Teaching Award for Graduate Education and Mentoring in the College of Natural Sciences.

#### **Ellen Fisher, Professor and Department Chair - Chemistry**

Dr. Fisher joined CSU as an assistant professor in 1993 and during her 27-year career has made significant contributions to the University, the department of Chemistry, and to her field. An outstanding and dedicated educator, Professor Fisher has taught a range of courses at CSU, not only in Chemistry, but also in Materials Science and Engineering, Women's Studies, and Responsible Conduct of Research. Her passion for student experiences and learning is evident

through her involvement in student education such as NSF Research Experience for Undergraduates and the many workshops, presentations and professional development talks she has held. Her commitment to students and colleagues is further evidenced through initiatives she has spearheaded, such as co-founding CNS Women in Natural Sciences, creation of the Graduate Fellows Program sponsored through the VP for Research and as a founding director of the School for Advanced Materials Discovery. She has mentored over 50 undergraduates and 13 postdocs, and was faculty advisor to 21 Ph.D. and 8 M.S. students.

Dr. Fisher is an internationally recognized researcher, with over 160 peer-reviewed papers, 100 invited talks, 10 invention disclosures and patent applications, and has brought in \$7M in funding over the course of her career. She is a Fellow of the American Association for the Advancement of Science, the American Chemical Society, and the American Vacuum Society. She has received several awards for her contributions to research, teaching, and service including the Camille Dreyfus Teacher-Scholar Award, NSF Career Award, CSU's Pennock Award for Distinguished Service, Jack E. Cermak Outstanding Graduate Advisor Award, Scholarship Impact Award, and CNS Professor Laureate. In 2020, Dr. Fisher was awarded the Plasma Prize from the American Vacuum Society in the Plasma Science and Technology Division, the second woman to receive this honor in the history of the award.

In addition to her many accomplishments in teaching and research, Professor Fisher has had a notable career at CSU for her service as an administrator. She served as department chair, helping grow the department of Chemistry through several initiatives, including hiring several faculty, directing the establishment of BS/MS and Plan B Master's programs in Chemistry, and co-founding the School of Advanced Materials Discovery. Following her term as chair she was the Senior Faculty Advisor to the Vice President for Research for three years, and was then named Assistant Vice President for Strategic Initiatives with the Office of the Vice President for Research. Her contributions to research in these roles includes service as the University Research Integrity Officer, leading research safety initiatives across the university to include creation of a new Research Safety Culture Coordinator, a university chemical distribution center and Biosafety Office.

### **Jennifer Nyborg, Professor - Biochemistry and Molecular Biology**

Professor Nyborg joined CSU in 1990, the first female tenure-track hire and first female full professor in the department. During her 30-year tenure at CSU, she not only served as a role model for future female faculty in the department, but also as an esteemed researcher, educator, and colleague. Professor Nyborg's research, which focused on Human T-cell Leukemia virus (HTLV-1), was funded by over \$18M in grants, produced over 60 publications in top journals, and resulted in numerous talks and presentations. She has mentored 14 Ph.D. and 13 M.S. students, and engaged many undergraduates in her research lab through the years.

Professor Nyborg has taught numerous courses, both at the undergraduate and graduate levels. BC467 Biochemistry of Disease was co-developed and taught by Professor Nyborg, and continues each semester to include lectures that are relevant and timely, addressing current

infectious disease outbreaks including COVID-19. In addition to her teaching, she is committed to providing an outstanding educational experience for students. She led the department's accreditation process with the American Society for Biochemistry and Molecular Biology (ASBMB), which recognizes the excellence in the department's undergraduate degree program.

Professor Nyborg's contributions have been recognized by many awards including the Oliver P. Pennock Distinguished Service Award, College of Natural Sciences (CNS) Professor Laureate, CNS Excellence in Graduate Education and Mentoring, CNS Outstanding Undergraduate Mentoring and the American Cancer Society Junior Faculty Research Award. Her service is outstanding, serving on many departmental committees, including safety and graduate curriculum committees and as department representative to the Faculty Council. University service includes membership on the Student Appeals Hearing Committee, the Grievance Committee, the University Bioethics Committee, the Radiation Safety Committee, and the Standing Committee on the Status of Women Faculty.

### **Cheryl Peregoy, Business Officer**

Cheryl began her career at CSU in 1968 when she took a position as an intermediate clerk stenographer in the College of Agricultural Sciences. She quickly found that finance and accounting were her strong suit and moved into a few different positions around CSU. In 1983, Cheryl found her home at CSU in the College of Natural Sciences Dean's Office where she has spent the last 37 years as the college's Business Officer.

During her tenure at CSU, Cheryl has led the college through financial challenges as well as periods of growth, providing guidance to three deans and numerous department chairs. She is a valued mentor and colleague, leading accounting staff in the eight departments through changes in accounting systems, rules, and processes. She has been called upon for guidance from staff in CNS and across campus with her truly remarkable depth of knowledge in accounting, procurement, and human resources.

### **Marinus Pilon, Professor - Biology**

Dr. Pilon has been a faculty member at CSU for 22 years. He is an internationally recognized researcher in plant cell biology, with research focused on trace metal cofactor homeostasis and the assembly of the photosynthetic machinery in plants. Dr. Pilon has published 79 articles in peer-reviewed journals and 11 peer reviewed book chapters. His research garnered grant support from multiple sources with multiple awards received from the National Science Foundation and the United States Department of Agriculture. He has been invited to present at numerous meetings, university seminars and plenary lectures, both nationally and internationally. His contributions extend beyond these accomplishments to include service on 16 university committees, annual service as a judge at CMB, Biology, and CSU undergraduate symposiums for more than 20 years and serving as chair/co-chair of the Western Photosynthesis Conference. He has also served as a peer reviewer on more than 18 scientific journals and for research proposals for a variety of government agencies and universities.

In addition to his scholarly achievements, Dr. Pilon is an outstanding educator and leader. He has mentored 11 graduate students and 36 undergraduate researchers. He has taught numerous courses, both at the graduate level and introductory level. His efforts in designing lab exercises led to funding for equipment through technology fees. His colleagues in Biology have recognized him for his efforts in teaching and mentoring, having selected him for a departmental award for excellence in undergraduate teaching and mentoring on three separate occasions.

He has served on many department committees, including search and graduate program committees as well as the executive committee.

### **Elizabeth Pilon-Smits, Professor - Biology**

Dr. Pilon-Smits joined CSU in 1998. She is an outstanding and committed educator, mentoring 18 graduate students, 7 postdoctoral fellows, and 75 graduate students during her tenure at CSU. She has developed and taught four undergraduate courses that are offered each year, as well as graduate courses, including a new course in Hemp Biology.

Dr. Pilon-Smits' research spans many disciplines, and focuses on selenium (Se), which is an essential element with anticarcinogenic and antiviral properties, but also a toxin and environmental pollutant. Her work has led to collaborations across the world, numerous invited talks, seminars and lectures, and a strong record of publication, with 160 articles published in peer-reviewed journals. Her research is supported through funds from numerous agencies, including the EPA, NSF, and USDA. She is an internationally recognized scholar, receiving an Early Career Award from the National Science Foundation, the Outstanding Science Mentor Award from the College of Natural Sciences, a sabbatical visiting professor grant from the Dutch Organization for Scientific Research, and multiple teaching, mentoring, and advising awards in the Department of Biology.

Professor Pilon-Smits has served her field as grant referee, editorial board member for three journals, associate editor for the Journal of Environmental Quality, manuscript referee for 104 scientific journals, and panel member for NSF graduate student fellowships. She has served on numerous department committees, including Curriculum, Search, and Tenure and Promotion as well as serving as the graduate student ombudsperson in Biology. She has served on multiple college and university committees as well, including Sabbatical Committee, Biosafety Committee, University Grievance Committee, and Faculty Council.

### **Christopher Rithner, Director of the Central Instrument Facility - Chemistry**

Mr. Rithner joined CSU in 1988 as Director of the Central Instrument Facility (CIF) in the Department of Chemistry. In 2020, he was named Interim Executive Director of the VPR's Analytical Resources Core (ARC), created through a merger of the Central instrument Facility with other cores at CSU – the Proteomics and Metabolomics Facility and the Microscope Imaging Network. Through his leadership, the CIF grew to a staff of 8 FTE with 45 lab instruments to support research of faculty across the campus. His expertise and contributions to

research efforts have resulted in 72 publications, invited talks, and successful funding for new instrumentation in the facility.

Mr. Rithner has been central to undergraduate and graduate student education, providing students critical skills through hands-on training in lab instruments. He and his staff have developed and hosted workshops for graduate students and workers from CSU and the nation, and created an undergraduate internship program to give students real-world skills in order to prepare them for their careers after graduation. He has been a valued member of the Chemistry leadership team, serving on the department's management team and as building proctor for many years. He was recognized for his many contributions in 2012, receiving the Distinguished Administrative Professional Award.

### **Lois Samer, Administrative Professional – Mathematics**

Lois Samer served as a director for the Mathematics Department's pre-calculus math program for 38 academic years. During this time, she oversaw the development and implementation of two major technological revisions for this program, and the associated "business rule" changes affecting the students. Over her career, she has witnessed many computing advances that greatly expanded our instructional capabilities during each of the three distinct phases since the program's inception in 1975. Given the volume of students served and the critical role in the University's instructional mission, Lois has reported in excess of a quarter of a million grades to the Registrar's Office.

Lois has been honored by nominations for the Distinguished Administrative Professional Award and recognition by the Department of Athletics with the Waterpik Award for Excellence in Education. The Mathematics Department also bestowed a special award to gratefully acknowledge her valuable service for the successful implementation of the current PACE Program, the most recent of the three distinct phases of the pre-calculus program. She served on many distinguished University committees, as well as several search committees within the department.

### **Steven Strauss, Professor - Chemistry**

Professor Strauss joined CSU in 1981 and during his 39-year tenure has established himself as a distinguished faculty member in all areas of teaching, research, and service. Professor Strauss has mentored 5 M.S. and 39 Ph.D. students, taught a range of courses from general chemistry to undergraduate and graduate courses in inorganic chemistry, and revised and taught an upper level inorganic chemistry course for many years.

Professor Strauss has an outstanding record of service, serving on many key departmental committees along with service as associate chair for four years. His service to the college and the University includes the University Curriculum Committee, Scientific Misconduct Investigation Committee, Sabbatical Leave Committee, and Marshal for dozens of College of

Natural Science Commencement ceremonies. He is also active in K-12 outreach, the American Chemical Society, and volunteering for the Rocky Mountain Raptor Program.

In the area of research, Dr. Strauss contributions can only be described as exemplary. He has made many significant contributions to his field, with his discoveries aiding colleagues from several other disciplines to advance their research. He has authored over 240 research publications, and is principal investigator for 12 patents and patent applications. His contributions have been recognized by many awards, including the prestigious American Chemical Society Award for Creative Work in Fluorine Chemistry, Fellow of the American Chemical Society, and Alfred P. Sloan Fellowship. He has received several College and university awards in honor of his excellence in teaching, research, and service, namely the CNS Professor Laureate award, CSURF Researcher of the Year, and CSU Eddy Teacher Award.

### **College of Veterinary Medicine and Biomedical Sciences**

#### **Lora Ballweber, Professor - Microbiology, Immunology, and Pathology**

In her 14 year career as a faculty member in the College of Veterinary Medicine and Biomedical Sciences, Dr. Ballweber has excelled in her teaching, research, and service in the discipline of Parasitology. Dr. Ballweber served as the Parasitology Section Head for 10 years in the Veterinary Diagnostic Laboratory where she established a reputation of delivering high quality, reliable results to veterinarians and clients across Colorado and the nation. She is a renowned expert who is willing to share her knowledge and provide consultations in the purest sense of the land grant mission.

Throughout her career, Dr. Ballweber taught extensively in the professional veterinary medical curriculum. She set a high bar of excellence for students just as she set a high bar for herself with her instruction. She is a leader in her field. She established her reputation by performing relevant and impactful research. She served extensively in professional organizations and was the driving force behind the inclusion of parasitology as a subspecialty in the American College of Veterinary Microbiologists. Dr. Ballweber has 34 peer-reviewed publications, 43 book chapters, 4 technical reports, 62 scientific abstracts, 15 professional presentations, and 70 extension/other presentations. She was elected Fellow of the Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine and President of the American Association of Veterinary Parasitologists.

#### **Gerald Callahan, Professor - Immunology, and Pathology**

Dr. Callahan was scheduled to retire from CSU on August 31, 2020, but passed away on August 6, 2020. This request is being submitted posthumously. Dr. Callahan was recruited to CSU in 1984 where he rose through the academic ranks. Dr. Callahan's expertise was cancer immunology but he developed his interest and talent in science communication and published many literary works to convey science to the lay public.

Dr. Callahan was passionate about his teaching and carried a large undergraduate teaching load. He was unique in holding appointments in both the Department of English and the Department of Microbiology, Immunology, and Pathology and as a teacher and scholar working at the interface of science with society, popular culture, and people. His teaching and scholarly work accessibly links science, art, and human nature to explore who we are and how we work. Since 1994, Dr. Callahan independently developed and taught unique, demanding, and highly rated undergraduate courses that asked his students to think independently and integrate information to understand how seemingly arcane subjects such as immunology and microbiology are integral to who we are. In these ways, he provided a unique instructional and mentoring experience to students at CSU.

Dr. Callahan received numerous awards and recognitions for his scientific research, writing, and teaching, including three National Research Service Awards, designation as a Leukemia Society of America Scholar, a Colorado Council on the Arts Fellowship for creative nonfiction, a Pulitzer Prize nomination, the Willard O. Eddy Award for excellence in interdisciplinary teaching, an Outstanding Science Faculty Award, Honors Professor of the Year Award, and the CVMBS Teaching Award.

### **Robert Ellis, Professor – Microbiology, Immunology, and Pathology**

Dr. Robert Ellis made many contributions to the Department, College, and University throughout his nearly 43 year tenure as Professor. He excelled in his teaching, research, and service particularly with regard to biosafety. Dr. Ellis has served as the Biosafety Director at CSU since 1997. During this time he has shown exceptional commitment and leadership. He has overseen the policies, procedures, and approvals for research using a vast array of biological agents. With his guidance, the number of investigators and programs working with infectious agents has grown significantly and includes the multiple facility additions at the Infectious Disease Research Center, main campus, and south campus. This includes a very large footprint of BSL3 laboratories and a Select Agent program that was approved by the CDC in 2008.

Throughout his career, Dr. Ellis taught extensively in the graduate and professional veterinary medical curricula. He has trained hundreds of students through his course, MIP540, Biosafety in Research Laboratories. He secured more than \$4M in extramural research funding as PI or co-PI. He has served on several key institutional and regional committees related to research compliance including the Radiation Safety Committee, Institutional Animal Care and Use Committee, and the Advisory Committee for the High Plains Intermountain Center for Agricultural Health and Safety.

Additionally, Dr. Ellis has worked at the national level as a biosafety specialist with the National Wildlife Research Laboratory, the National Renewable Energy Laboratory, and the American Biological Safety Association, serving as president in 2008-2009. Dr. Ellis has been an effective advocate for biosafety locally, regionally, and nationally. He has served as an expert for international efforts as well.

**Dwayne Hamar, Associate Professor - Environmental and Radiological Health Sciences**

Dr. Hamar has served the College of Veterinary Medicine and Biomedical Sciences at Colorado State University for 57 years. He was hired in 1963 as an instructor of biochemistry and chemical pathology. He was appointed to the faculty as an Assistant Professor in 1965 and promoted to Associate Professor with tenure in 1970. His scholarly interests are related to biochemical pathology and metabolic and nutritional diseases. His expertise in analytical toxicology has been applied in the Diagnostic Laboratory supporting veterinary medical practitioners at CSU and in the community. Dr. Hamar has published 89 peer-reviewed manuscripts and book chapters and given 55 oral presentations. Dr. Hamar has developed one of the largest databases on copper levels in canine livers and potential disorders, which he will continue to analyze in retirement.

Dr. Hamar has significantly contributed to the education mission of the college over the years by teaching various courses in biochemistry, toxicology, and animal metabolism to graduate students and students in the professional veterinary medicine program. He has supported the student experience as a Pre-Veterinary Program advisor and received an award for Outstanding Advisor in CVMBS. Dr. Hamar served on the CVMBS Admission Committee for twelve years, the Commencement Committee for four years, and was a faculty advisor to the CSU Riding Club and the CSU Polo Club. He has been consistently active in supporting the field of veterinary toxicology as a Fellow of the American Institute of Chemists and member of the American Association of Veterinary Laboratory Diagnosticians and a Councilor of the American Academy of Veterinary and Comparative Toxicology.

**Wayne McIlwraith, Professor – Clinical Sciences**

Dr. McIlwraith began his CSU career in 1979. In addition to serving as Assistant Professor, Associate Professor, and Professor, he has been the Director of the Equine Science Teaching and Research Program, Founding Director of the Orthopedic Research Center, Barbara Cox Anthony University Endowed Chair, and Director of the Musculoskeletal Research Program. He was named a University Distinguished Professor in 2009.

Over his career, Dr. McIlwraith has taught and lectured in multiple veterinary medicine courses, multiple graduate courses, and numerous labs. He has been the PI or co-PI on 188 extramurally funded research grants totaling over \$25M. He was the major advisor for 14 M.S. students and 14 Ph.D. students and a committee member for 19 M.S. students and 11 Ph.D. students. Additionally, he supervised 20 ACVS surgery residents between 1979 and 2000 and 7 ACVSMR Equine Sports Medicine Residents from 2010 – 2019. He has authored 6 textbooks (multiple editions in all but 1), 88 textbook chapters, 8 monographs, and 400 scientific journal publications. Dr. McIlwraith has presented over 700 seminars and workshops nationally and internationally to equine practitioners and veterinary specialty groups and human orthopedic meetings.

His list of honors and awards is extensive. He has received honorary doctoral degrees from five universities. Awards received include the Schering-Plough Award for equine research for his contributions to orthopedic research by the World Equine Veterinary Association, the Frank Milne Lecture (Lifetime Contribution Award from the American Association of Equine Practitioners), induction into the international Equine Research Hall of Fame, the Founders Award for Lifetime Achievement from the American College of Veterinary Surgery, the John Hickman Award for Equine Orthopaedics from the British Equine Veterinary Association, the Markowitz Award from the Academy of Surgical Research, the Marshall R. Urist Award for Excellence in Tissue Regeneration Research from the Orthopaedic Research Society, Honorary Fellow of the International Cartilage Research Society, American Association of Equine Practitioners Research Award, AVMA Lifetime Excellence in Research Award, ACVS Foundation Legends Award, and the CSU Spirit of Philanthropy Award.

In addition to his contributions to multiple department, college, and university committees, he has served on a number of outside review committees, multiple research evaluation committees, and editorial boards. He is the past president of ACVS, AAEP, and VOS. In New Zealand, he is the chair of the NZ equine Trust, and Trustee of Massey University Foundation.

### **Rod Rosychuk, Professor - Clinical Sciences**

Dr. Rosychuk began his career at CSU in 1983 as an Assistant Professor. In addition to didactic lectures, teaching graduate courses and laboratory courses, he has provided 26-30 weeks of Clinical Teaching each year. He has served as major or co-major advisor for an average of two residents and two MS students each year. His research projects have generally been clinical in nature and involved new and novel therapies in Veterinary Dermatology.

Dr. Rosychuk has 50 publications in peer-reviewed journals and 20 book chapters. He has given a number of continuing education presentations concerning various topics in Veterinary Dermatology and Otology at national and international veterinary meetings each year. Dr. Rosychuk contributed to the design of a video otoscope that is now considered standard for the performance of video otoscopy in small animal veterinary medicine. He also contributed to the design of a silicone ear model that is now used routinely in teaching Otology to Veterinary students in the senior practicum. In 2008, Dr. Rosychuk received the CVMBS Faculty of the Year Award in recognition of quality teaching within the CVMBS and service provided to the Veterinarians of Colorado.

In terms of service, Dr. Rosychuk served as Head of the Dermatology and Otology Service since 1988 and 20 years as Head of Specialty Services, as well as serving on the VTH Hospital Board and Department Advisory/Leadership Committee. He has given over 16 years of service to the American Academy of Veterinary Dermatology, the annual North American Dermatology Forum, and the World Veterinary Dermatology Association. He facilitated the donation of over one million dollars to VTH for equipment for the Dermatology and Otology Service and, most recently for the complete renovation of the Dermatology and Otology Facilities within the Veterinary Teaching Hospital.

### **Dan Smeak, Professor - Clinical Sciences**

Dr. Smeak began his career in 2007 as Director of the James L. Voss Veterinary Teaching Hospital. After he stepped down from the Director role, he served as Professor and Section Chief of the Small Animal Surgery Section. He is a founding fellow of the Teaching Academy, Consortium of Western Veterinary Colleges. He has been involved in curriculum development and the creation of a new surgery laboratory for the Junior Practicum. Dr. Smeak has been involved in numerous research projects and studies while at CSU. He has published 48 peer-reviewed manuscripts, 38 textbook chapters, and served as co-editor of one textbook and editor of another. He has given numerous state, regional, national and international presentations and received 47 national meeting invitations.

Dr. Smeak received an Honorary Doctoral Degree from the University of Helsinki, Finland. In 2012, he was named CVMBS Outstanding Academic Advisor for the Professional Veterinary Medicine Program. He was named a Teaching Academy Fellow of the Consortium of Western Region Colleges of Veterinary Medicine in 2013. He has served on a number of department, college, and university committees.

### **David Twedt, Professor – Clinical Sciences**

Dr. Twedt joined the faculty at CSU in 1978. Over his career he has taught in 2 to 3 major PVM courses averaging 30 -35 hours of didactic lectures per year and spent 20 – 50% of his time teaching in clinical rotations. He has taught over 4,000 PVM students, mentored over 200 small animal interns, and served as major advisor or committee member for 51 M.S. students and 17 Ph.D. students.

Dr. Twedt has been either PI or co-PI on over 80 research projects generating approximately two million dollars in research support. He holds one scientific patent and has designed three scientific endoscopic instruments. He has authored or co-authored over 150 scientific refereed publications. Three of those were recognized as best or most downloaded paper of the year. He has been an editor for three scientific textbooks and sole author of one text. He has authored 120 book chapters, 40 non-refereed papers, and was author or co-author on 110 scientific abstracts. Dr. Twedt has lectured in over 500 invited scientific meetings or continuing education seminars teaching graduate veterinarians nationally and internationally. Additionally, he has developed and taught over 50 continuing education courses in veterinary endoscopy offered through the Department of Clinical Sciences. He has received numerous awards over his career including the Norden-Pfizer Distinguished Teacher Award, ACVIM Distinguished Service Award, Veterinary Society Pioneer in Endoscopy Award, ACVIM Robert W. Kirk Award for Professional Excellence, and the World Small Animal Veterinary Medical Association International Scientific Achievement Award.

In terms of service, Dr. Twedt has served on over 30 university, college, or departmental committees including Faculty Council, Faculty Evaluation Committee, Continuing Education

Committee and the Translational Medicine Institute Advisory Board. He was the small animal medicine Section Chief for many years and serve on the VTH Advisory Board. Dr. Twedt was also very involved in the planning for the Translational Medicine Institute. He served as President in the Specialty of Internal Medicine in the American College of Veterinary Internal Medicine as well as President and Chairman of the Board for the ACVIM. He was President of the Comparative Gastroenterology Society, co-founder the Veterinary Endoscopy Society, and founding member of the Comparative Hematology Society and served on the Board of Directors.

### **Walter Scott, Jr. College of Engineering**

#### **Allan Kirkpatrick, Professor and Department Head – Mechanical Engineering**

Dr. Kirkpatrick has had a long, distinguished career (approximately 40 years at CSU) that has elevated the reputation of not only the Department of Mechanical Engineering, but CSU as a whole. Dr. Kirkpatrick served as the Department Head of Mechanical Engineering at CSU for 10 years. He is widely recognized around the globe as a leader in engineering education and combustion research. Dr. Kirkpatrick authored the leading text on internal combustion engines, with its latest edition being published this year. Finally, Dr. Kirkpatrick continues to make important contributions to mechanical engineering by serving as a program evaluator for Accreditation Board for Engineering and Technology (ABET), both within the U.S. and internationally.

#### **Ronald Sega, Professor - Systems Engineering**

Dr. Sega began his career at CSU in 2007 as Woodward Professor and Founder and Director of the systems engineering program. He has also served as Vice President for Energy, Environment and Applied Research at the CSU Research Foundation and Vice President and Enterprise Executive for Energy and the Environment in a joint appointment with Ohio State University.

Dr. Sega served as advisor for 5 Ph.D. students. He has been awarded \$7.7M in grants over the course of his career including NASA flight programs. He is the author of 156 publications and holds 1 patent. Dr. Sega has given hundreds of technical presentations to audiences around the world. He has received numerous awards from such prestigious groups as the United States Space Foundation, the Institute of Electrical and Electronics Engineers, the Department of the Army, the Department of the Air Force, and the Department of Defense. He was part of the Inaugural Inductee Class of the Colorado Space Heroes Hall of Fame. Dr. Sega also serves on the Boards of numerous non-profit organizations.

### **Warner College of Natural Resources**

#### **Nicholas “Tom” Hobbs, Professor – Natural Resources Ecology Laboratory**

During his tenure at CSU, Dr. Hobbs has served with distinction. Since 1999, he has served in many capacities beginning as a Scientist at the Natural Resources Ecology Laboratory (NREL);

Professor and Head of the Department of Forest, Rangeland, and Watershed Stewardship; Professor in the Graduate Degree Program in Ecology; and as an Affiliate Professor in Ecosystem Science and Sustainability (ESS). He has served on numerous review panels for NSF, NIH, NOAA, and the BLM and as a program officer for the Ecology program at the NSF. He formally retired in 2009 and has since maintained his affiliate status in ESS and his Senior Scientist position at the Natural Resource Ecology Laboratory.

Dr. Hobbs' guidance and input during the founding of ESS were significant in shaping the curriculum and culture. His course in ecological modeling is one of the most sought after classes in the Graduate Degree Program in Ecology and is a cornerstone for graduate degrees in Ecosystem Sustainability. He has provided leadership to a number of major innovative activities in the area of wildlife ecology and ecology of infectious disease. Having published 3 books and 121 papers in peer-reviewed journals, he ranks among the more highly cited scholars at CSU. His grantsmanship has been stellar, with over \$9M in funding. His mentoring of undergraduates, graduate students, and young professionals has been exemplary.

#### **Melinda Laituri, Professor, Department of Ecosystem Science and Sustainability**

During her tenure at CSU, Dr. Laituri has served with distinction in her several roles. She has been a faculty member since 1995, first in what is now the Department of Forest, Rangeland, and Watershed Stewardship, and then as a founding faculty member in the Department of Ecosystem Science and Sustainability. In her role as Director for the Geospatial Centroid, Dr. Laituri has supported geospatial research and education across campus. She established an international reputation for her work, serving as a Fulbright Scholar, as a Rachel Carbon Fellow, and most recently as a Jefferson Science Fellow for the US Department of State. She continues to serve the Department of State as a principle investigator for the Second Cities Initiative, including the recent Cities' COVID Mapping and Mitigation Program.

Dr. Laituri's calm, experienced voice and counsel have been significant in shaping the Ecosystem Science and Sustainability curriculum and culture. She created and coordinated the Water Resources Certificate in partnership with CSU Online, serving several remote students every year. She has provided leadership to a number of major innovative activities in the area of geospatial analysis and water sustainability, having published dozens of papers in peer-reviewed journals. Her commitment to students has been stellar, ranging from mentoring undergraduates, to creating online programs and advising those students, to advising graduate students and young professionals and practitioners.

#### **Kenneth Wilson, Professor, Department of Fish, Wildlife, and Conservation Biology**

Dr. Wilson has been a faculty member at CSU for more than 29 years. Over his career, he taught seven regular courses ranging from freshman to graduate level. In addition, he taught a number of one credit courses and seminars. His research focused on wildlife management, conservation biology and ecology specifically related to impacts of human activities on wildlife, population ecology especially of small mammals, and understanding patterns of species richness and our

ability to predict species distributions across the landscape. He and his students used state-of-the-art computer software and modeling in their work with the ultimate goal of improving the management and conservation of wild species. He directly mentored 18 M.S. and 4 Ph.D. students along with Postdoctoral Fellows and Undergraduate Students.

Dr. Wilson published 51 peer-reviewed journal articles and book chapters. He presented more than 70 seminars, invited talks and posters at regional, national, and international meetings and venues. He generated over \$5M in research funding as a PI or co-PI and an additional \$4.5M as research coordinator. He has received a number of awards including the Harry E. Troxell Distinguished Service-to-Students Award, 2002-2004 Favorite Faculty in the Department of Fishery and Wildlife Biology, and the 2003 Jack E. Cermak Outstanding Advisor Award. Dr. Wilson is proud of his service to the department, the college, and the university. Two important roles included serving for four years as chair of the wildlife biology undergraduate major and for 12 years as Department Head.

### **University Libraries**

#### **Naomi Lederer, Professor**

Naomi Lederer began her career in 1996 as an Assistant Professor. She was subsequently promoted to Associate Professor in 2002 and Professor in 2009. She has been a particularly effective contributor to the Libraries, CSU community, and wider-library community.

Over the last 24 years, Naomi has carefully crafted user-focused collections that meet the diverse information needs of the CSU community. In particular, Naomi has played a lead role in collecting government documents and curriculum materials. Additionally, she collects monographs and electronic resources for the departments of History, English Literature, Interdisciplinary Liberal Arts, and Art. Naomi has developed a large number of research guides that help students, faculty, and staff navigate subject specific resources and research methods. Naomi's guides have garnered over one million hits. Her "how to conduct library research" is among the top three results in Google. Throughout her tenure at CSU Libraries, Naomi has continually played an important role in Libraries Faculty Council. In addition to chairing the committee, Naomi has served on numerous committees and continually makes positive contributions. She has also served in leadership roles at a national level professional organization, American Library Association.

#### **Allison Level, Professor**

Professor Level is an exceptionally accomplished and respected librarian and has been an extremely productive contributor to the success of the CSU Libraries, the university, and the library profession. Professor Level served the College of Agricultural Sciences and the Warner College of Natural Resources. She is very active professionally in these areas with regular regional and national recognition, exemplified by being awarded the 2016 United States Agricultural Information Network "Service to the Profession" award.

Professor Level is one of the most productive authors in recent history from the CSU Libraries. Her research has focused on science librarianship, information-seeking behavior and collection development. She has published over 25 scholarly articles and book chapters including several in some of the journals with the highest impact of any in the field of library science such as *Portal: Libraries and the Academy*. She has served on several journal editorial boards and has given innumerable presentations, many by request.

Professor Level went above and beyond any expectations in service. She has served on many campus groups such as the Faculty Council Committee on Teaching and Learning and the Committee on Scholarship, Research, and Graduate Education. She also served in responsible roles nationally such as president of the United States Agriculture Information Network. Every year she serves on many different levels on several professional committees.

### **Office of the Provost and Executive Vice President**

#### **James Cooney – Vice Provost for International Affairs**

Dr. James Cooney served as Vice Provost for International Affairs from January 2006 until September 2018. He then served as Special Advisor to the Provost until his retirement in November 2019. During his time as Vice Provost, CSU looked at campus internationalization from every angle ranging from enrollment to study abroad to research links to strategic partnerships to involvement with China. CSU became known nationally for its innovative, creative strategies in the international arena. Under Dr. Cooney's leadership, CSU has been able to offer new opportunities in every area, including student scholarships, faculty travel and research grants, a new International Colloquium for the entire campus, a Presidential Fellows Program for graduate fellows, and new strategic partnerships around the world, particularly in China. Our success with China led CSU to explore a major "joint college" dual degree program in Qingdao with Qingdao University.

During Dr. Cooney's term as Vice Provost, CSU was acknowledged for the important work by receiving several prestigious awards in international education including the *NAFSA Senator Paul Simon Spotlight Award* for accomplishments in international research and the *NAFSA Senator Paul Simon Award for Comprehensive Campus Internationalization*. CSU also received awards from the International Institute for Education, the American Council on Education, and the Diversity in Study Abroad organization. In a ten year period, international student enrollment soared by nearly 150% and education abroad enrollment essentially tripled.

Dr. Cooney was awarded the Oliver Pennock *Distinguished Service Award* and the University's *Ram Pride* award. He was the first recipient of the State of Colorado's award for outstanding international educator in 2018. At the national and international levels, Dr. Cooney chaired both the Commission on International Programs for the Association of Public and Land Grant Universities and the AFC International Board of Trustees. He was a member of the Board of Directors for *NAFSA: The Association of International Educators*. He was the lead author for

APLU's national report *Pervasive Internationalization: A Call for Renewed Leadership* working with a 24-member task force which he also chaired.

### **Office of the Vice President for Diversity**

#### **Mary Ontiveros, Vice President for Diversity**

Vice President Mary Ontiveros has been a member of the Colorado State University family for 46 years. She has held several key positions including Executive Director of Admissions. She was chosen as the first Vice President for Diversity in 2010. Recognized for her work in College Admissions and the Colorado Association of Diversity Officers in Higher Education (CoADAHE), Vice President Ontiveros is seen as a champion of Diversity and Inclusion. In her role as Vice President for Diversity, she implemented several Diversity and Inclusion Initiatives such as enhancing the Diversity Symposium, establishing the Principles of Community, and establishing the Center for Inclusive Excellence Program that provides Training for Faculty and Staff.

Vice President Ontiveros has made extraordinary contributions to historically underserved populations by implementing various programs for pre-collegiate students. These include the Lorenzo de Zavala Legislative Session in partnership with the National Hispanic Institute, the Black Issues Forum, and the Native American Forum. Mary is also the Architect of the CSU Alliance Partnership, serving ten underserved Colorado High Schools whose mission is to create a college going culture. Her work has resulted in a transformational difference in the area of Diversity and Inclusion that has provided significant contributions to the fulfillment of our Land Grant Mission. Mary's support for student success has received public recognition of her remarkable accomplishments and leadership that has made a lasting positive impact on this university. Vice President Ontiveros is well known for her willingness to meet directly with faculty, staff, and students. Following her retirement, Vice President Ontiveros will continue to offer her time and assistance to Colorado State University.

### **Office of the Vice President for Student Affairs**

#### **Anne Hudgens, Executive Director – CSU Health Network**

In her 30+ years of service to Colorado State University, Anne Hudgens has held various roles, all within the realm of student support, retention, success, and graduation. Beginning in 1984 in her interim role as Director of Residence Life, her many years as a faculty member and advisor with the Student Affairs in Higher Education (SAHE) graduate program, her positions as Director of Judicial Affairs, Executive Director of Campus Life, Dean of Students, and ultimately her Executive Director role with the CSU Health Network (CSUHN) in 2011, Anne led with authenticity, professionalism, innovation, and compassion.

Anne is a visionary and utilized that strength to create, in collaboration with others, the CSUHN health services integration model of serving students in a caring, comprehensive, and efficient

manner by integrating both physical and mental health services in one medical center. This is a model that is held in high esteem and has been adopted by other universities across the nation.

There are few individuals at Colorado State whose contributions in serving students in a variety of roles, have been as compelling and student-centered as Anne's. Her contributions to our campus community have been significant! The institution is a far better place for the students from all backgrounds and experiences to learn and grow as a direct result of Anne's efforts.

### **Rosemary Kreston, Director – Student Disability Center**

In her 40 years of service to Colorado State University, Rose has dedicated her entire career to ensuring that our students with disabilities (mobility, visual, hearing, learning, physical, and mental health conditions) are provided with the support and services they need in order to be successful and graduate. For the Spring 2020 semester, the Student Disability Center provided these services to 3,200 self-identified students with disabilities. Rose was instrumental in the development of this critical unit on our campus since her arrival on campus in 1980.

In addition to her role as Director of the Student Disability Center, Rose has taught various courses in the Occupational Therapy Department since 1985. She serves on numerous university advisory committees including the campus-wide Physical Development committee since 1992, and the First-Generation Award Committee since 1984. Rose has also served as Advisor to the Delta Alpha Pi Honor Society, recognizing students with disabilities who are high academic achievers.

At the heart of her work as Director of the Student Disability Center for the past 40 years, Rose has continually been a strong advocate, ally, and champion for our students with disabilities. Her passion was very clear in being a voice for this student population and to ensure they were provided with the essential tools they needed to learn, grow, flourish, and graduate.

### **Athletics**

#### **Douglas Max, Senior Associate Athletics Director/Facilities and Event Management**

Doug Max served CSU for 44 years as a student-athlete, coach, and administrator. Doug provided extraordinary leadership while fulfilling several roles for Colorado State Athletics during his tenure, including once as Interim Director of Athletics. His career was punctuated by selfless dedication to our student-athletes and always maintaining a servant leader's mindset. He exemplifies the principles and values we all cherish – inclusion, integrity, respect, service, and social justice.

As a head coach, Doug coached 15 All American Track and Field Athletes and trained current CSU Head Track Coach Brian Bedard as a student athlete and assistant coach. For these achievements, he was inducted into the Colorado State University Athletic Hall of Fame in 2003.

As an administrator, Doug is the only CSU employee involved with the demolition of two football stadiums on the campus. As a student, Doug worked on a crew that demolished Colorado Field, and in 2018 he was directly involved with the demolition of Hughes Stadium. He has truly left a legendary mark on the campus and those whose lives he has touched along the way.

Max was responsible for the management of all athletic facilities, including the McGraw Athletic Center, Moby Arena, the new on-campus stadium, and the Jack Christiansen Track. He supervised the university's concessions, game management staffs, the athletic video office, and coordinated football team travel.

### **CSU Extension**

#### **Assefa Gebre-Amlak, Extension Specialist**

Assefa has been with CSU since July 1999, first as an Area Extension Entomologist and then as Extension Specialist, Pest Management. In his first role, he identified Insect Pest Management educational and research needs in Northeastern Colorado, conducted applied Sunflower Insect Pest Management research, coordinated and led the Insect Pest Management/Pest Survey Extension Program, organized IPM Extension meetings and seminars, and developed IPM educational materials for crop growers, agribusiness, and consultants. He also served on a graduate committee and supervised an M.S. student. In 2006, his position evolved to Specialist, Pest Management. In this role, he continued his research and educational work with IPM, initiated and led a School IPM Program, and taught an advanced IPM course.

In addition to his work in IPM, he initiated a partnership with Ethiopian universities, the Ministry of Science and Higher Education, and introduced University-community engagement. He also served as a member of the Advisory Council for Ethiopian higher education. He has been presenting regularly at webinars, conferences, workshops, and annual meetings since 1996.

Assefa has received an EPA Grant for his Sunflower Insect Management and several others from the National Sunflower Association. He has published in various refereed journals, technical bulletins, handbooks, book chapters, newsletters, and local and regional newspapers. He has served CSU through research, extension, and teaching, representing CSU locally and internationally at different forums for more than 21 years. He has developed management strategies and education for major insect pests in partnership with other entomologists for Colorado residents. He introduced an IPM program into schools and developed a website to reduce pesticide applications in schools and exposure to pesticide. His contributions have been of incredible value to Colorado and Ethiopia.

#### **James Robb, Director – Livestock Marketing Information Center**

James Robb has been with CSU since 1991 as Agricultural Economist at the Livestock Marketing Information Center with an Extension Specialist appointment at Colorado State

University. In 1993 he became the Director of the LMIC and retained that role through June 2010 where he expanded the Center efforts through enhancing the website, creating new newsletters, and more than doubling the number of partner states and USDA agencies. He helped the LMIC become a North American Virtual Center of Excellence through the addition of members from Canada and conducting cooperative projects with Mexico. As Senior Economist, James was the lead analyst for cattle/beef, hogs/pork, sheep/lamb, and feedstuffs. During this time, Center Programs were expanded to include dairy and poultry, and James added new partner institutions from the US and Canada.

James has served on numerous foundations and committees, including the Foundation of Livestock and Grain Marketing as President and Co-Founder; the State of Colorado Business Economic Outlook Committee; and the AAEA Economics, Statistics and Information Resources Committee where he was appointed chair in 2017. He has received awards such as the Industry Outlook Award in 2018, the National Agricultural Statistics Recognition for Service to USDA in 2010, and the Livestock Marketing Information Center Superior Service Award in 2010. Over a 12-year period he received and managed special grants and projects in excess of three million dollars. He has participated in speaking engagements both nationally and internationally, and has been interviewed often by agriculture and food publications.

### **University Honors Program**

#### **Diane Burton, Assistant Director**

Ms. Burton has been employed at CSU since 2001 and has served as the University Honors Program Assistant Director since August 2005. During her time with the Honors Program, she has been responsible for advising which involved meeting with students to discuss academic requirements and four-year plans and write recommendation letters. She was responsible for monitoring student progress including tracking information in both the ARIES system and the honors database. She was in charge of the Honors Program summer orientation and recruitment for the program. In the recruitment role, she served on the Admissions Advisory Committee, attended Boettcher Scholar meetings and events, and served on the Monfort Scholar selection committee. She also served on the Faculty Honors Council (*ex officio*), Health Pro Net, and the Professional Advising Network.

Board of Governors of the Colorado State University System  
Meeting Date: May 6, 2021  
Report Item

REPORT ITEM:

Emeritus Rank Designation. Report Item. No action necessary.

EXPLANATION:

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

The faculty members approved for emeritus status have met the qualifications to be awarded the status of Emeritus as set forth in the CSU Pueblo Faculty Handbook. These recommendations have been reviewed at the Department, College, and University levels and have received approval at each level. As delegated by the Board of Governors, President Timothy Mottet has reviewed and approved all of these emeritus designations. The faculty members listed below have met the qualifications to be awarded the status of Professor Emeritus as set forth in the *CSU-Pueblo Faculty Handbook*:

**College of Humanities, Arts, and Social Sciences**

Dr. William Folkestad, Dean of CHASS, Department of Art  
Dr. Jacob Chi, Department of Music  
Dr. Samuel Ebersole, Department of Media Communication  
Dr. Ian Gomme, Department of Sociology, Criminology, & Anthropology  
Dr. Carol Langer, Department of Social Work  
Dr. Sam Lovato, Department of Media Communication

**College of Science, Technology, Engineering, & Mathematics**

Dr. Sandra Bonetti, Department of Chemistry  
Dr. Melvin Druelinger, Department of Chemistry

**Hasan School of Business**

Dr. Scott Erickson, Department of Accounting

## CSU Global FY23 8-Week Academic Calendar

7/1/2022 - 6/30/2023

### Burgundy Track 2022-2023

Term	Start Date	End Date
Fall-A	Monday, July 18, 2022	Sunday, September 11, 2022
Fall-B	Monday, August 15, 2022	Sunday, October 9, 2022
Fall-C	Monday, September 12, 2022	Sunday, November 6, 2022
<b>Winter-A*</b>	Monday, November 14, 2022	Sunday, January 15, 2023
<b>Winter-B*</b>	Monday, December 12, 2022	Sunday, February 12, 2023
Winter-C	Monday, January 16, 2023	Sunday, March 12, 2023
Spring-A	Monday, March 20, 2023	Sunday, May 14, 2023
Spring-B	Monday, April 17, 2023	Sunday, June 11, 2023
Spring-C	Monday, May 15, 2023	Sunday, July 9, 2023

### Gold Track 2022-2023

Term	Start Date	End Date
Fall-B	Monday, August 15, 2022	Sunday, October 9, 2022
Fall-C	Monday, September 12, 2022	Sunday, November 6, 2022
Fall-D	Monday, October 10, 2022	Sunday, December 4, 2022
<b>Winter-B*</b>	Monday, December 12, 2022	Sunday, February 12, 2023
Winter-C	Monday, January 16, 2023	Sunday, March 12, 2023
Winter-D	Monday, February 13, 2023	Sunday, April 9, 2023
Spring-B	Monday, April 17, 2023	Sunday, June 11, 2023
Spring-C	Monday, May 15, 2023	Sunday, July 9, 2023
Spring-D	Monday, June 12, 2023	Sunday, August 6, 2023

\* 1 week holiday break (12/19 - 12/25)

**CSU Global FY24 8-Week Academic Calendar**

7/1/2023 - 6/30/2024

**Burgundy Track 2023-2024**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
Fall-A	Monday, July 17, 2023	Sunday, September 10, 2023
Fall-B	Monday, August 14, 2023	Sunday, October 8, 2023
Fall-C	Monday, September 11, 2023	Sunday, November 5, 2023
<b>Winter-A*</b>	Monday, November 13, 2023	Sunday, January 14, 2024
<b>Winter-B*</b>	Monday, December 11, 2023	Sunday, February 11, 2024
Winter-C	Monday, January 15, 2024	Sunday, March 10, 2024
Spring-A	Monday, March 18, 2024	Sunday, May 12, 2024
Spring-B	Monday, April 15, 2024	Sunday, June 9, 2024
Spring-C	Monday, May 13, 2024	Sunday, July 7, 2024

**Gold Track 2023-2024**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
Fall-B	Monday, August 14, 2023	Sunday, October 8, 2023
Fall-C	Monday, September 11, 2023	Sunday, November 5, 2023
Fall-D	Monday, October 9, 2023	Sunday, December 3, 2023
<b>Winter-B*</b>	Monday, December 11, 2023	Sunday, February 11, 2024
Winter-C	Monday, January 15, 2024	Sunday, March 10, 2024
Winter-D	Monday, February 12, 2024	Sunday, April 7, 2024
Spring-B	Monday, April 15, 2024	Sunday, June 9, 2024
Spring-C	Monday, May 13, 2024	Sunday, July 7, 2024
Spring-D	Monday, June 10, 2024	Sunday, August 4, 2024

\* 1 week holiday break (12/25 - 12/31)

## CSU Global FY25 8-Week Academic Calendar

7/1/2024 - 6/30/2025

### Burgundy Track 2024-2025

Term	Start Date	End Date
Fall-A	Monday, July 15, 2024	Sunday, September 8, 2024
Fall-B	Monday, August 12, 2024	Sunday, October 6, 2024
Fall-C	Monday, September 9, 2024	Sunday, November 3, 2024
<b>Winter-A*</b>	Monday, November 11, 2024	Sunday, January 12, 2025
<b>Winter-B*</b>	Monday, December 9, 2024	Sunday, February 9, 2025
Winter-C	Monday, January 13, 2025	Sunday, March 9, 2025
Spring-A	Monday, March 17, 2025	Sunday, May 11, 2025
Spring-B	Monday, April 14, 2025	Sunday, June 8, 2025
Spring-C	Monday, May 12, 2025	Sunday, July 6, 2025

### Gold Track 2024-2025

Term	Start Date	End Date
Fall-B	Monday, August 12, 2024	Sunday, October 6, 2024
Fall-C	Monday, September 9, 2024	Sunday, November 3, 2024
Fall-D	Monday, October 7, 2024	Sunday, December 1, 2024
<b>Winter-B*</b>	Monday, December 9, 2024	Sunday, February 9, 2025
Winter-C	Monday, January 13, 2025	Sunday, March 9, 2025
Winter-D	Monday, February 10, 2025	Sunday, April 6, 2025
Spring-B	Monday, April 14, 2025	Sunday, June 8, 2025
Spring-C	Monday, May 12, 2025	Sunday, July 6, 2025
Spring-D	Monday, June 9, 2025	Sunday, August 3, 2025

\* 1 week holiday break (12/23 - 12/29)

**CSU Global FY26 8-Week Academic Calendar**

7/1/2025 - 6/30/2026

**Burgundy Track 2025-2026**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
Fall-A	Monday, July 14, 2025	Sunday, September 7, 2025
Fall-B	Monday, August 11, 2025	Sunday, October 5, 2025
Fall-C	Monday, September 8, 2025	Sunday, November 2, 2025
<b>Winter-A*</b>	Monday, November 10, 2025	Sunday, January 11, 2026
<b>Winter-B*</b>	Monday, December 8, 2025	Sunday, February 8, 2026
Winter-C	Monday, January 12, 2026	Sunday, March 8, 2026
Spring-A	Monday, March 16, 2026	Sunday, May 10, 2026
Spring-B	Monday, April 13, 2026	Sunday, June 7, 2026
Spring-C	Monday, May 11, 2026	Sunday, July 5, 2026

**Gold Track 2025-2026**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
Fall-B	Monday, August 11, 2025	Sunday, October 5, 2025
Fall-C	Monday, September 8, 2025	Sunday, November 2, 2025
Fall-D	Monday, October 6, 2025	Sunday, November 30, 2025
<b>Winter-B*</b>	Monday, December 8, 2025	Sunday, February 8, 2026
Winter-C	Monday, January 12, 2026	Sunday, March 8, 2026
Winter-D	Monday, February 9, 2026	Sunday, April 5, 2026
Spring-B	Monday, April 13, 2026	Sunday, June 7, 2026
Spring-C	Monday, May 11, 2026	Sunday, July 5, 2026
Spring-D	Monday, June 8, 2026	Sunday, August 2, 2026

\* 1 week holiday break (12/22 - 12/28)



Board of Governors of the Colorado State University System  
May 6, 2021  
Consent Item

MATTERS FOR ACTION:

Colorado State University-Pueblo – AY2021-2022 & AY2022-2023 & AY2023-2024.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2021-2022 & AY2022-2023 & AY2023-2024.

EXPLANATION:

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

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. Calendars follow on next page.

## UNIVERSITY CALENDAR 2021-2022

### **Fall 2021**

Registration Begins	March 8 (of 2021)
Classes Begin	August 23
End Add Period (Full-Term Courses)	August 27
End Drop Period (Full-Term Courses)	September 8
Fall Graduation Contract Deadline	September 17
End Withdrawal Period (Full-Term Courses)	October 22
Fall Break	November 22-26
Classes End	December 3
Final Exams	December 6-10

### **Spring 2022**

Registration Begins	October 18 (of 2021)
Classes Begin	January 17
End Add Period (Full-Term Courses)	January 21
End Drop Period (Full-Term Courses)	February 2
Spring Graduation Contract Deadline	February 11
End Withdrawal Period (Full-Term Courses)	March 18
Spring Break	March 21-25
Classes End	April 29
Final Exams	May 2-6
Commencement	May 7

### **Summer 2022**

Registration Begins	March 7 (of 2022)
<b><u>First 4, 6, 12-Week Sessions</u></b>	
Classes Begin	May 16
<i>Memorial Day (University Closed)</i>	May 30
Summer Graduation Contract Deadline	June 3
Classes End	
First 4-Week Session	June 9
First 6-Week Session	June 23
12- Week Session	August 4
<b><u>Second 4-Week Session</u></b>	
Classes Begin	June 13
<i>Independence Day (University Closed)</i>	July 4
Classes End	July 7
<b><u>Second 6-Week Session</u></b>	
Classes Begin	June 27
<i>Independence Day (University Closed)</i>	July 4
Classes End	August 4
<b><u>Third 4-Week Session</u></b>	
Classes Begin	July 11
Classes End	August 4

## UNIVERSITY CALENDAR 2022-2023

### Fall 2022

Registration Begins	March 7 (of 2022)
Classes Begin	August 22
End Add Period (Full-Term Courses)	August 26
<i>Labor Day (University Closed)</i>	September 5
End Drop Period (Full-Term Courses)	September 7
Fall Graduation Contract Deadline	September 16
Mid-fall Break (no classes)	October 14
End Withdrawal Period (Full-Term Courses)	October 24
Fall Break	November 21-25
Classes End	December 9
Final Exams	December 12-16
Grades Due	December 20

### Spring 2023

Registration Begins	October 17 (of 2022)
<i>Martin Luther King Day (University Closed)</i>	January 16
Classes Begin	January 17
End Add Period (Full-Term Courses)	January 20
End Drop Period (Full-Term Courses)	February 1
Spring Graduation Contract Deadline	February 10
End Withdrawal Period (Full-Term Courses)	March 20
Spring Break	March 20-24
Classes End	May 5
Final Exams	May 8-12
Commencement	May 13
Grades Due	May 16

### Summer 2023

Registration Begins	March 13 (of 2023)
First 4, 6, 12-Week Sessions Begin	May 15
<i>Memorial Day (University Closed)</i>	May 29
Summer Graduation Contract Due	June 2
First 4-Week Session End	June 9
Second 4-Week and 8-week Sessions Begin	June 12
First 6-Week Session End	June 23
Second 6-Week Session Begin	June 26
<i>Independence Day (University Closed)</i>	July 4
Second 4-Week Session End	July 7
Third 4-Week Session Begin	July 10
Third 4-Week, Second 6-Week, 8-week and 12-Week Sessions End	August 4

**SUMMER WITHDRAWAL PERIOD:** Summer classes have different time periods, the last day a student can withdrawal from a course with “W” entered on the transcript is 10 days into the session for a 4-week course, 20 days into the session for an 8-week course, 15 days into the session for a 6-week course, and 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s Office.

## UNIVERSITY CALENDAR 2023-2024

### **Fall 2023**

Registration Begins	March 13 (of 2023)
Classes Begin	August 21
End Add Period (Full-Term Courses)	August 25
<i>Labor Day (University Closed)</i>	September 4
End Drop Period (Full-Term Courses)	September 6
Fall Graduation Contract Deadline	September 15
Mid-fall Break (no classes)	October 13
End Withdrawal Period (Full-Term Courses)	October 23
Fall Break (no classes)	November 20-24
Classes End	December 8
Final Exams	December 11-15
Grades Due	December 19

### **Spring 2024**

Registration Begins	October 16 (of 2023)
<i>Martin Luther King Day (University Closed)</i>	January 15
Classes Begin	January 16
End Add Period (Full-Term Courses)	January 19
End Drop Period (Full-Term Courses)	January 31
Spring Graduation Contract Deadline	February 9
End Withdrawal Period (Full-Term Courses)	March 18
Spring Break (no classes)	March 25-29
Classes End	May 3
Final Exams	May 6-10
Commencement	May 11
Grades Due	May 14

### **Summer 2024**

Registration Begins	March 11 (of 2024)
First 4, 6, 12-Week Sessions Begin	May 13
<i>Memorial Day (University Closed)</i>	May 27
Summer Graduation Contract Due	June 7
First 4-Week Session End	June 7
Second 4-Week and 8-Week Sessions Begin	June 10
First 6-Week Session End	June 21
Second 6-Week Session Begin	June 24
<i>Independence Day (University Closed)</i>	July 4
Second 4-Week Session End	July 5
Third 4-Week Session Begin	July 8
Third 4-Week, Second, 6-Week, 8-Week, 12-Week Sessions End	August 2

SUMMER WITHDRAWAL PERIOD: Summer classes have different time periods, the last day a student can withdrawal from a course with “W” entered on the transcript is 10 days into the session for a 4-week course20 days into the session for an 8-week course, 15 days into the session for a 6-week course, and 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s Office.

*\*Note: These calendars are planned in advance and are subject to change. Unless otherwise stated, Colorado State University-Pueblo will be open and classes will be held as scheduled.*

Board of Governors of the Colorado State University System  
Meeting Date: May 5-6, 2021  
Report Item

REPORT ITEM:

Report of Colorado State University-Pueblo Accreditation Schedule for AY 2021-2022. Report Item. No action necessary.

EXPLANATION:

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

REPORT ON ACCREDITATION SCHEDULE FOR AY 2021-2022

The following program-level accreditations will undergo site visits during the upcoming 2021-2022 academic year:

**Within the College of Humanities, Arts and Social Sciences:**

- The new Master of Social Work program is in candidacy status with the Council on Social Work Education (CSWE) and will have a site visit occurring in fall 2021.

**Within the College of Health, Education, and Nursing:**

- The Doctor of Nursing Practice (DNP) program is in candidacy status with the Accreditation Commission for Education in Nursing (ACEN) and will have a site visit occurring in fall 2021.
- The Master of Science in Athletic Training program is in candidacy status with the Commission on Accreditation of Athletic Training Education (CAATE) and will have a site visit occurring in 2021-2022.

# Section 9

*Real Estate and Facilities  
Committee*

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
May 6, 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**

- |   |                        |  |
|---|------------------------|--|
| 1. Timberline Property – Land Exchange  | (Brett Anderson)       | Action Item (5 min)                        |
| 2. Timberline Property – Land Sale to Tetrad Property Group   | (Brett Anderson)       | Action Item (5 min)                        |
| 3. Program Plan for CIRA \$2.5 M  | (Lynn Johnson)         |  |
| 4. Program Plan for Foothills Chilled Water Plant   | (Lynn Johnson)         |  |
| 5. CSU Preliminary approval of planned capital and maintenance projects for Prevailing Wage Exemption               | (Lynn Johnson)         | Action Item (5 min)                        |
| 6. CSU Pueblo Preliminary approval of 5 year planned capital and maintenance projects for Prevailing Wage Exemption | (Alejandro Rojas-Sosa) | Action Item (5 min)<br>Action Item (5 min) |

**The Board of Governors of the Colorado State University System**  
**Meeting Date: May 6, 2021**  
**Action Item**

**MATTERS FOR ACTION:**

Land: Exchange approximately 4.5 acres of Board owned land, known as the Timberline-Rigden Farm property, for approximately 9-10 acres of adjacent Timberline Church owned land, both located in Fort Collins, CO.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve a land exchange with the adjacent land owner, Timberline Church, that would exchange approximately 4.5 acres of to-be-vacant Board owned land located on the east side of South Timberline Road and south of East Drake Road (and identified in the attached Exhibit B as “CSU Land”) for approximately 9-10 acres of adjacent Timberline Church land that surrounds the church parking lot at 2908 South Timberline Road (and identified in the attached Exhibit B as “Timberline Church Land”), both in Fort Collins, Colorado, on the terms discussed by the Board in its executive session and in accordance with the parameters outlined in such discussion.

**FURTHER MOVED**, that the President or Vice President for University Operations of Colorado State University is hereby authorized to sign implementing contracts and other documents necessary and appropriate to consummate the transaction with modifications made in consultation with General Counsel.

**EXPLANATION:**

Presented by Brett Anderson, Special Assistant to the Chancellor of the Colorado State University System.

Timberline Church has shown interest in the Timberline-Rigden Farm property for many years (See Exhibit A - Land Location Map). Timberline Church and the University have contemplated a land exchange knowing the University is evaluating sites for an affordable/attainable housing project for its workforce, and the church’s desire to utilize the Timberline-Rigden Farm Property (See Exhibit B - Land Exchange Aerial Map). This “land exchange” concept would allow the University to double the size of its land, thus allowing for a larger housing project. In 2018, both parcels of land were appraised and valued at approximately \$2.1M each, assuming the improvements on the Timberline-Rigden property

would be abated, demolished and remediated into a clean site and the Timberline Church property would be rezoned to a higher density (LMN to MMN) in order to make an affordable/attainable multi-family housing project viable. Concurrent with working these land-swap issues, the Colorado State University Research Foundation Real Estate team issued a Request for Qualifications in 2019 to assist the University with identifying a private developer partner for an affordable/attainable housing project. In early 2020, Tetrad Property Group LLC was selected as the University's development partner and has submitted an approximate 180-unit attainable multi-family housing project to the City of Fort Collins for review and approval.

This land exchange between CSU and Timberline Church is a critical step in the University's affordable/attainable housing project at the Timberline site. In addition, this Action Item is a companion to the proposed Board Action Item approving the sale of the to-be-acquired Timberline Church Land to an affiliate of Tetrad Property Group LLC.

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Approved

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Denied

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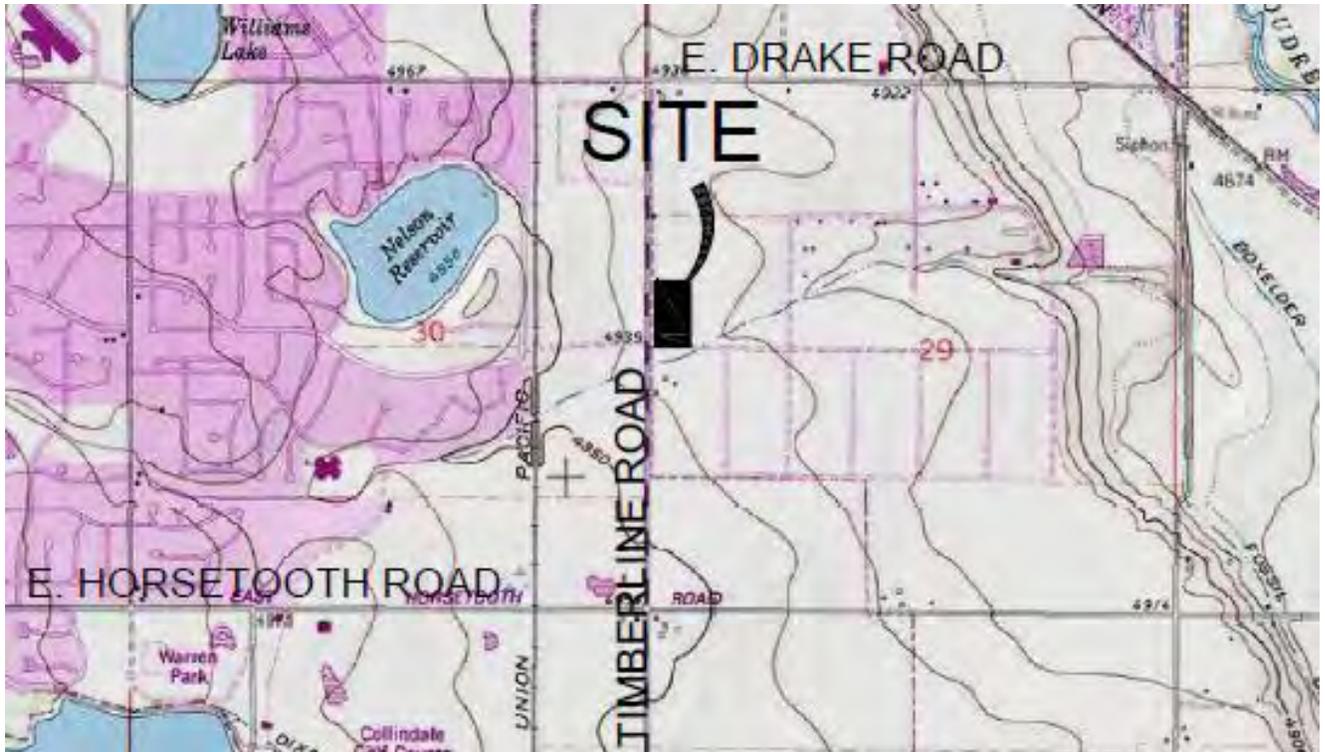
Board Secretary

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Date

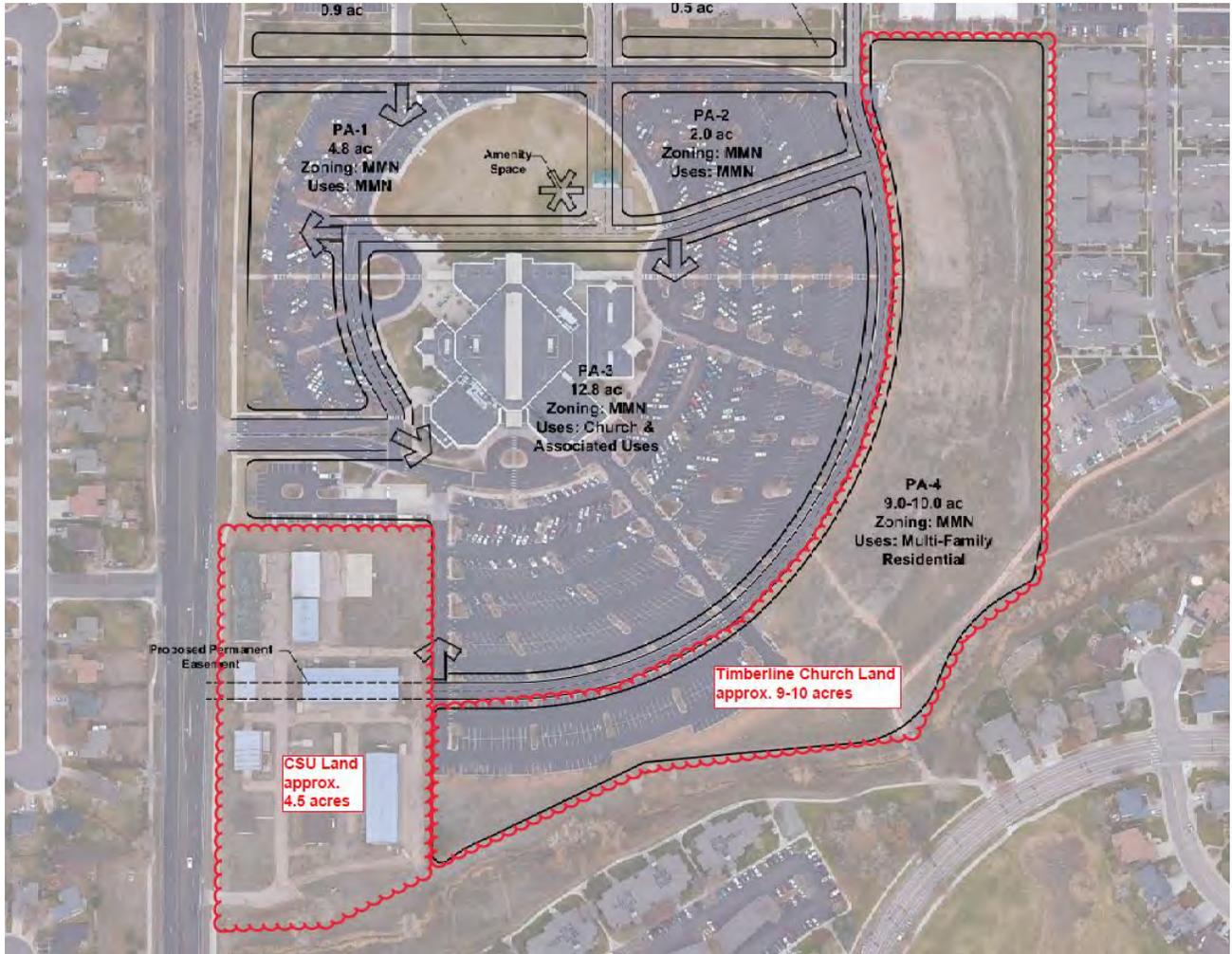
**EXHIBIT A**

**Timberline-Rigden Farm - Land Location Map**



# EXHIBIT B

## Land Exchange Aerial



**The Board of Governors of the Colorado State University System**  
**Meeting Date: May 6, 2021**  
**Action Item**

**MATTERS FOR ACTION:**

Land: Sale, under a contingent Real Estate Purchase Agreement, of approximately 9-10 acres of to-be-acquired land from the Timberline Church in Fort Collins, CO (as described in the companion land exchange Action Item) to Goldenrod Capital Advisors LLC, an affiliate of Tetrad Property Group LLC, for development of an attainable multi-family housing project.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve the sale, under a contingent Real Estate Purchase Agreement, of approximately 9-10 acres of to-be-owned Board land that would be acquired from the Timberline Church through a land exchange (and that property surrounds the church parking lot at 2908 South Timberline Road in Fort Collins, Colorado and is more specifically identified as the “Timberline Church Land” in the companion land exchange Action Item) to Goldenrod Capital Advisors LLC, an affiliate of Tetrad Property Group LLC, on the terms discussed by the Board in its executive session and in accordance with the parameters outlined in such discussion.

**FURTHER MOVED**, that the President or Vice President for University Operations of Colorado State University is hereby authorized to sign implementing contracts and other documents necessary and appropriate to consummate the transaction with modifications made in consultation with General Counsel.

**EXPLANATION:**

Presented by Brett Anderson, Special Assistant to the Chancellor of the Colorado State University System.

In 2019, the Colorado State University Research Foundation Real Estate team issued a Request for Qualifications to assist the University with identifying a private development partner for an affordable/attainable housing project. In early 2020, Tetrad Property Group LLC was selected as the University’s development partner and has submitted an approximate 180-unit attainable multi-family housing project to the City of Fort Collins for review and approval (the “Project”).

Simultaneously with the contemplated Timberline Church land exchange, the Board would sell the approximately 9-10 acres acquired from such land exchange (the "Property"), to Goldenrod Capital Advisors LLC, an affiliate of Tetrad Property Group LLC (the "Developer"), for a to-be-determined purchase price based on the cost to abate, demolish and remediate the approximate 4.5-acre Board owned property being swapped to the Timberline Church. This would be done using a contingent Real Estate Purchase Agreement on condition that the Developer constructs, operates and maintains the Project, and gives the University occupancy preference and discounted rent for a minimum of sixty (60) units within the contemplated Project for a minimum 20-year term (the "Term"). The University would also have a Right of First Refusal Agreement to purchase the Project and Property back from the Developer if they were to consider selling such within the Term.

The Developer is asking the University to enter into a License and Reimbursement Agreement to cover costs while performing certain due diligence, development and pre-construction services in conjunction with the Project in the event such Project is not approved and the subsequent land swap closing or the closing on the conveyance of the Property to the Developer does not occur.

See Exhibit A for the Project's conceptual site plan and Exhibit B for conceptual building elevations.

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Approved

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Denied

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Board Secretary

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Date

# EXHIBIT A

## Timberline Attainable Housing - Conceptual Site Plan



**EXHIBIT B**

**Timberline Attainable Housing - Conceptual Elevations**



**TIMBERLINE APARTMENTS**  
DATE: 03.14.2021

3D VIEW  
075  
BY ZIMMER



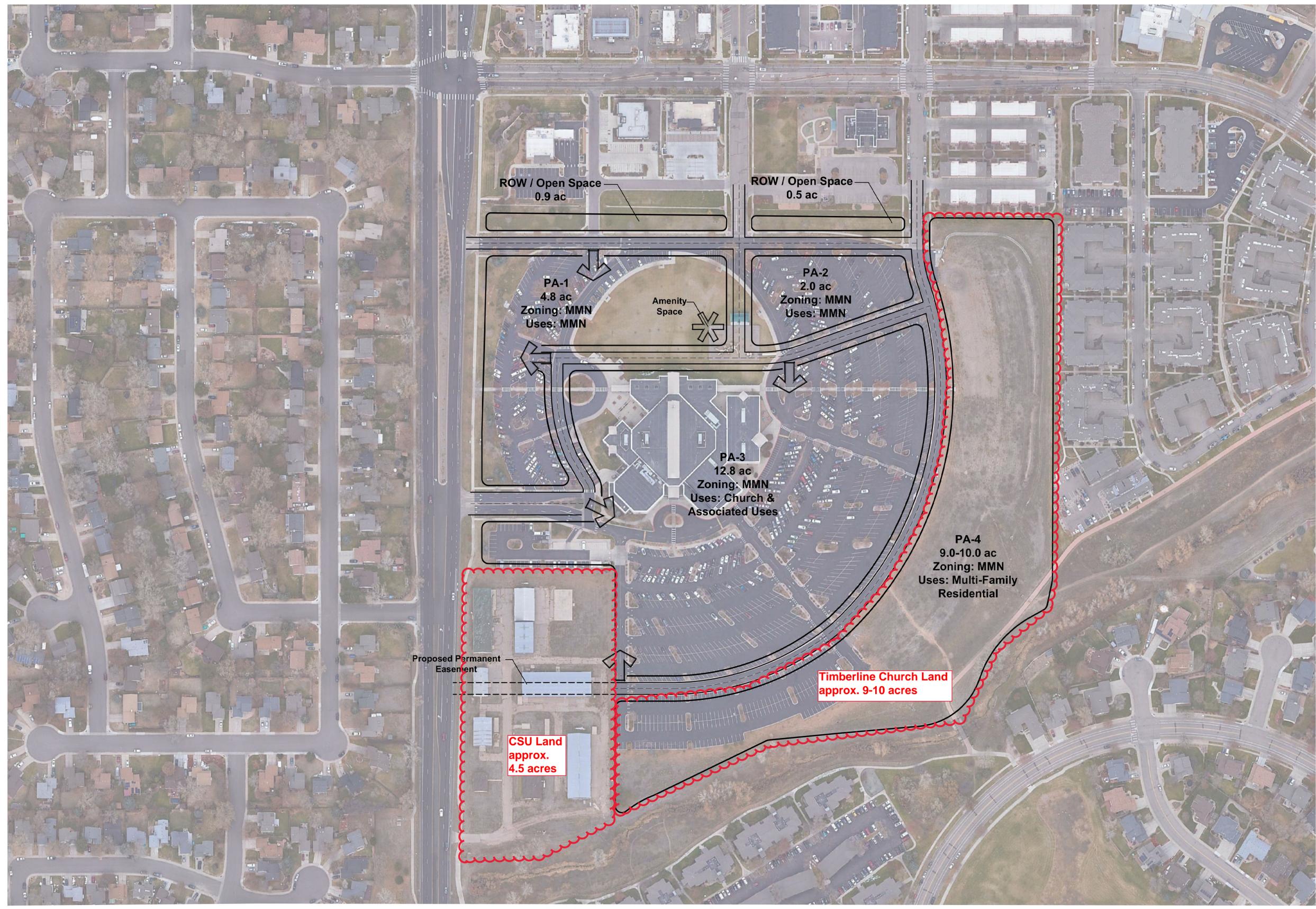
**TIMBERLINE CHURCH**  
 BUBBLE PLAN  
 FORT COLLINS, COLORADO

OWNER:  
 TIMBERLINE CHURCH  
 2908 TIMBERLINE RD  
 FORT COLLINS, CO 80525

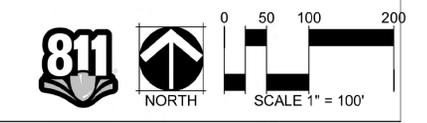
NOT FOR  
 CONSTRUCTION

DATE:  
 02/24/2021  
**DRAFT**

SHEET TITLE:  
 BUBBLE PLAN



CHECKED BY:  
 DRAWN BY:  
 XX  
 XX



**Overall Project Summary**

**Total # of Units**      180 Units  
**Parking Ratio**        1.74 Sp/Du

- Total On Site = 288 Spaces (1.60 Sp/Du)
- Church Guest Parking = 26 Spaces
- Combined Total = 314 Spaces (1.74)



Conceptual Site Plan

**TIMBERLINE APARTMENTS**

DATE: 03.14.2021

Site Plan

1" = 60'-0"

K# 220058



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# TIMBERLINE APARTMENTS

DATE: 03.14.2021

3D VIEW

NTS

K# 220058



COPYRIGHT © 2021



# TIMBERLINE APARTMENTS

DATE: 03.14.2021

3D VIEW

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K# 220058



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# TIMBERLINE APARTMENTS

DATE: 03.14.2021

3D VIEW

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**Board of Governors of the  
Colorado State University System  
Meeting Date: May 5-6, 2021  
Action Item**

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the CIRA Commons Building

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the CIRA Commons Building.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

Colorado State University is requesting approval of the program plan for the CIRA Commons Building. This project will construct a 5,000 gsf stand-alone building housing a 50-80-person classroom, seminar, pre-function space, and catering area. A separate project will allow for the remodel of the three 25-person meeting rooms currently in CIRA, converting them to offices to house the additional staff that has been hired over the last decade as funding becomes available.

The estimated budget is \$2.5M. The Office of the VP for University Operations committed \$2M from University resources as part of CIRA's successful 10-year Cooperative Institute competition. Additional funds will be from department resources.

The project has been designed and once necessary approvals are in place it is estimated to take 10 months to complete. CSU anticipates a design-bid-build delivery method for the core and shell, with tenant finish through in-house resources. Occupancy is expected in March 2022.

A more detailed project description can be found in the attached Summary of the Program Plan, and the full program plan is posted at [www.facilities.colostate.edu](http://www.facilities.colostate.edu).

**Board of Governors of the  
Colorado State University System  
Meeting Date: May 5-6, 2021  
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE CIRA COMMONS BUILDING**

The Cooperative Institute for Research in the Atmosphere (CIRA) serves as a nexus for multi-disciplinary cooperation between NOAA research scientists and Colorado State University research staff, faculty, and students, aligning NOAA-identified research theme areas with long-standing academic strengths of the University. CIRA began with a fundamental understanding that problems related to weather and climate benefited directly from the interaction between theoretical innovation associated with Academic Departments and the practical impetus that a NOAA Institute could provide. This was a visionary viewpoint at the time CIRA was founded in 1980 but it is a viewpoint that has held true for decades and is as true today as it was then. CIRA stands today, with manpower versed in weather, climate, data assimilation, and computational infrastructure, ready to realize future gains in Weather and Climate related research and application.

CIRA currently has 3 smaller conference spaces that cannot accommodate large meetings and conferences. As a well-funded research organization, CIRA is in a position to lead major research initiatives. Over the past 5 years, CIRA has had the opportunity to lead the science on a number of satellite, satellite instrument, and large weather and climate initiatives proposals. A memorable large group meeting space would allow the routine hosting of conferences and meetings, enhancing our visibility and stature. It could also serve the broader Foothills research community.

The estimated budget is \$2.5M. The Office of the VP for University Operations committed \$2M from University resources as part of CIRA's successful 10-year Cooperative Institute competition and the remainder of the funding will be from department resources. The project has been designed and once necessary approvals are in place it is estimated to take 10 months to complete. CSU anticipates a design-bid-build delivery method for the core and shell, with tenant finish through in-house resources. Occupancy is expected in March 2022.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

**Board of Governors of the  
Colorado State University System  
Meeting Date: May 5-6, 2021  
Action Item**

**MATTER FOR ACTION:**

Approval of the Colorado State University Program Plan for the Foothills Chilled Water Plant

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Foothills Chilled Water Plant.

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations.

Colorado State University is requesting approval of the program plan for the Foothills Chilled Water Plant. The project will construct an approximately 3500 gsf central chilled water plant to replace dispersed chillers at the Infectious Disease Research Center (IDRC) on Foothills Campus. There are currently twelve distributed chillers serving the IDRC complex and ARBL. Due to the nature of the research, all of this equipment is fully redundant (i.e. twice the number of chillers are installed than are needed for cooling). Much of this equipment is at end of life and the remainder will be so within ten years. With the construction of the new CVID building, the University had a choice to install more distributed equipment or transition to a central chilled water plant. Life cycle cost analysis showed that the most cost-effective solution was to make the transition to a central plant.

The estimated budget is \$6.4M. The project will be financed with funds from the CVID project (in lieu of a chiller/cooling tower for the building), and a loan to be paid back over a period of 5 years from energy savings and annual VPUO maintenance funding.

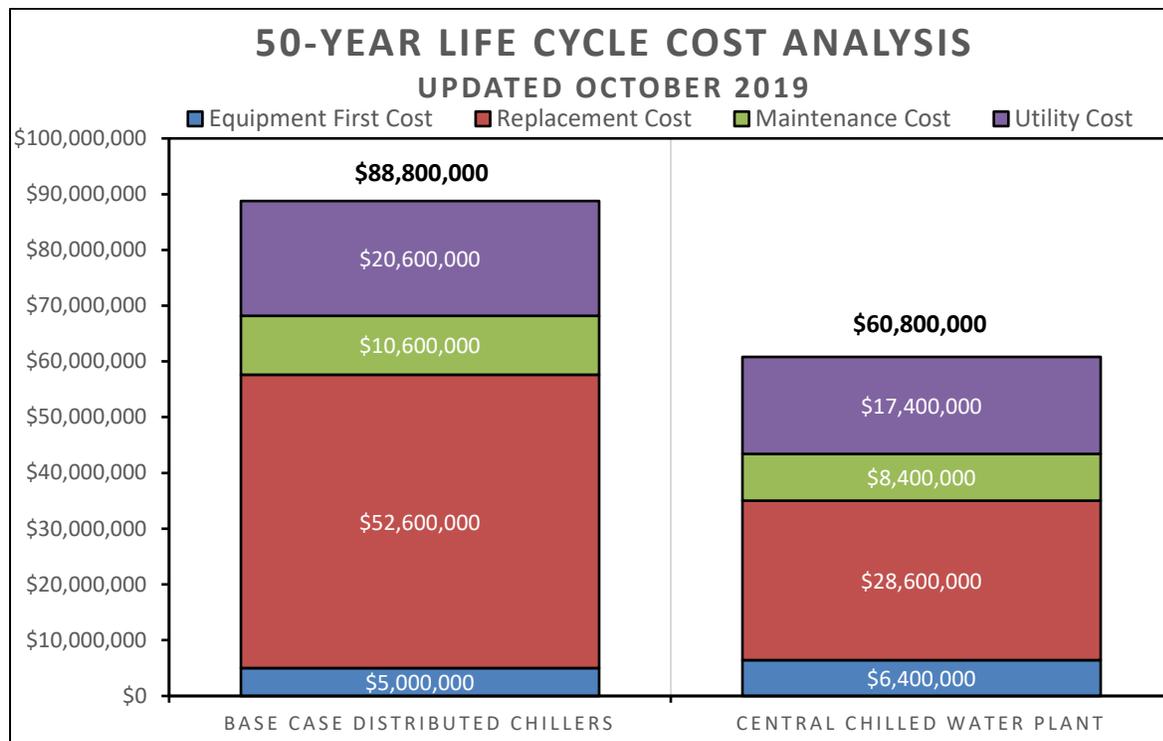
The project is designed and estimated to take 12 months to complete. CSU anticipates a multi-prime delivery method, with multiple bid packages.

A more detailed project description can be found in the attached Summary of the Program Plan, and the full program plan is posted at [www.facilities.colostate.edu](http://www.facilities.colostate.edu).

**Board of Governors of the  
Colorado State University System  
Meeting Date: May 5-6, 2021  
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE FOOTHILLS CHILLED WATER PLANT**

There are currently twelve distributed chillers serving the IDRC complex and ARBL. Due to the nature of the research, all of this equipment is fully redundant (i.e. twice the number of chillers are installed than are needed for cooling). The newest air-cooled equipment at IDRC is nearly halfway through its lifespan and in ten years all of it will need replacement. Estimates are that \$950K in CM funds will be necessary to replace the four oldest air-cooled chillers, one of which is currently at reduced capacity due to component failure. Utility Services recommends abandoning the distributed equipment paradigm for cooling at IDRC. Heating at the IDRC site already follows the central model with excellent results. Distributed equipment with life left in it can be sold to recoup some cost. Finally, retirement of the distributed inventory will allow existing Facilities personnel to maintain the central plant with no change in staffing. While the first-cost is greater for a central plant than for replacement of the existing distributed chiller inventory, the cost of ownership is dramatically smaller. The following graph illustrates order of magnitude comparisons for 50-year ownership cost.



The difference in ownership cost is primarily due to the significant reduction of installed equipment through centralized redundancy and a diversity of peak loads. Central equipment is of higher quality and has a longer useful life. Controlled Maintenance (replacements) over 50 years will be roughly half with a central plant. Centralized equipment requires more maintenance than distributed equipment on a unit by unit basis, however, the central plant has roughly a third of the

**Foothills Chilled Water Plant**

**Board of Governors of the  
Colorado State University System  
Meeting Date: May 5-6, 2021  
Action Item**

installed equipment, and thus maintenance dollars are roughly 20% less. There is a reduction in annual energy use (estimated at \$25k in today's dollars) due to higher efficiencies and less equipment.

In addition to the life cycle cost savings there are intangible benefits as well. Air-cooled chillers are noisy and central plants are quiet. There are neighbors very close to the south of IDRC, with an established history of complaints, including a current complaint being addressed from the Bella Vira development southeast of the IDRC complex. A central plant is more robust better able to respond to growth and load variation. It is simpler and cheaper to modify the central plant than it is distributed equipment. In many cases, growth can be absorbed into the existing central plant capacity due to inherent diversity. Finally, a central plant consolidates the cooling footprint, freeing space for other use and avoiding equipment sprawl. One desire at IDRC, for example, is to consolidate deliveries to the back side of RBL. Removal of chillers will enable that effort.

The estimated budget is \$6.4M. The project will be financed with funds from the CVID project (in lieu of a chiller/cooling tower for the building), and a loan to be paid back over a period of 5 years from energy savings and annual VPUO maintenance funding. The project is designed and estimated to take 12 months to complete. CSU anticipates a multi-prime delivery method, with multiple bid packages.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

**Board of Governors of the  
Colorado State University System  
Meeting Date: May 5-6, 2021  
Action Item**

**MATTER FOR ACTION:**

Approval of the Colorado State University 5-10 year Controlled Maintenance and Capital Project Lists.

**\_RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System approves the 5-10 year Maintenance and Capital Project Lists, for construction and maintenance projects over \$500K.

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations.

Recently passed legislation SB19-196 (CRS 24-92-201) requires prevailing wages to be paid on construction and maintenance projects over \$500,000 that are solicited after June 30, 2021. Facilities Management estimates that the new prevailing wage requirement could add 4% to the overall cost of a project, in the form of General Conditions associated with additional reporting requirements. However, SB19-196 provides an opportunity to obtain an exemption to prevailing wage requirements for all Higher Education projects that are approved by their Governing Board on or before July 1, 2021.

C.R.S. § 24-92-201, Prevailing Wage for Public Projects – An agency/institution shall specify in the solicitation for a public project in the amount of \$500,000 or more, the general prevailing rate of the regular, holiday and overtime wages paid and the payments on behalf of employees to the welfare, pension, vacation, apprentice training, and education funds existing in the geographic locality for each employee needed to execute the contract or work. **Higher education projects approved by their governing board on or before July 1, 2021 are exempted from Prevailing Wage.**

CSU Fort Collins has developed a list of capital construction and maintenance projects over \$500K that could be undertaken over the next 5-10 years. The additional cost due to SB19-196 is estimated at \$17.8M-\$20.9M if all the projects were completed without an exemption. BOG approval of the project lists is sufficient to obtain an exemption.

A list of capital and maintenance projects with budget ranges is provided on the following pages. Conceptual project summaries have been developed for additional information on the capital projects. This is similar to the process that the University of Colorado System instituted for their Board of Regents. Capital project summaries are posted at [www.facilities.colostate.edu](http://www.facilities.colostate.edu).

Board approval of program plan and financing plan will be required prior to initiation of any project over \$2M.

**Colorado State University 5-10 year Maintenance and Capital Project Lists**

**Board of Governors of the  
Colorado State University System  
Meeting Date: May 5-6, 2021  
Action Item**

**SUMMARY OF PROJECTS FOR PRELIMINARY BOARD OF GOVERNORS APPROVAL**

<b>Capital Projects-CSU Fort Collins</b>	<b>Budget-low</b>	<b>Budget-high</b>	<b>Prevailing wage impact-low</b>	<b>Prevailing wage impact-high</b>
Glover Redevelopment	\$80,000,000	\$85,000,000	\$3,200,000	\$3,400,000
Biomedical Discovery Center	\$70,000,000	\$75,000,000	\$2,800,000	\$3,000,000
Main Campus Heating Plant	\$40,000,000	\$50,000,000	\$1,600,000	\$2,000,000
Additions and Renovations to the VTH	\$175,000,000	\$215,000,000	\$7,000,000	\$8,600,000
Moby Pool Replacement	\$25,000,000	\$28,000,000	\$1,000,000	\$1,120,000
Biomarc Fill-Finish Facility	\$15,000,000	\$20,000,000	\$600,000	\$800,000
WCNR Tourism Building	\$7,000,000	\$10,000,000	\$280,000	\$400,000
SLVRC Potato Storage Barn	\$5,000,000	\$7,000,000	\$200,000	\$280,000
<b>Total Capital</b>	<b>\$417,000,000</b>	<b>\$490,000,000</b>	<b>\$16,680,000</b>	<b>\$19,600,000</b>

<b>Maintenance Projects</b>	<b>Budget-low</b>	<b>Budget-high</b>	<b>Prevailing wage impact-low</b>	<b>Prevailing wage impact-high</b>
Access Control Replacement Phase II (Honors, Aggie Village, Laurel Village, Braiden, Parmelee)	\$1,000,000	\$1,500,000	\$40,000	\$60,000
Roof Replacement - Aggie Village Family (17 Buildings)	\$650,000	\$800,000	\$26,000	\$32,000
Roof Replacement-University Village 1500 Complex	\$500,000	\$550,000	\$20,000	\$22,000
Westfall Window Replacements	\$3,200,000	\$3,700,000	\$128,000	\$148,000
Durward Hall Window Replacements	\$3,200,000	\$3,700,000	\$128,000	\$148,000
Roof Replacement - Durward	\$500,000	\$525,000	\$20,000	\$21,000
UV Attic Moisture Remediation	\$2,000,000	\$2,500,000	\$80,000	\$100,000
Summit Hall Fire Suppression Repairs	\$625,000	\$700,000	\$25,000	\$28,000
Braiden and Parmelee 4th Floor HVAC system Replacement	\$2,000,000	\$4,000,000	\$80,000	\$160,000
Roof Replacement - Newsom and Allison Halls	\$1,400,000	\$1,700,000	\$56,000	\$68,000
Apartment Parking Lot Maintenance: Lot #641, #643.1, #643.2	\$1,300,000	\$1,350,000	\$52,000	\$54,000
Summit Hall Flooring Repairs	\$500,000	\$650,000	\$20,000	\$26,000
Centennial Hall roof replacement	\$500,000	\$520,000	\$20,000	\$20,800

**Colorado State University 5-10 year Maintenance and Capital Project Lists**

**Board of Governors of the  
Colorado State University System  
Meeting Date: May 5-6, 2021  
Action Item**

Engineering B wing roof replacement	\$530,000	\$550,000	\$21,200	\$22,000
Plant Sciences Building-separate domestic and Industrial Plumbing Systems	\$510,000	\$530,000	\$20,400	\$21,200
ADA accessibility improvements-main campus	\$675,000	\$695,000	\$27,000	\$27,800
Libby Coy Way Domestic Water Line Replacement	\$500,000	\$520,000	\$20,000	\$20,800
Replace Sanitary Sewer C basin Outfall	\$510,000	\$530,000	\$20,400	\$21,200
ARDEC Wells Rehabilitation	\$1,000,000	\$1,200,000	\$40,000	\$48,000
Exterior lighting LED upgrade	\$580,000	\$600,000	\$23,200	\$24,000
Engineering A, D & E wing roof replacement	\$1,300,000	\$1,600,000	\$52,000	\$64,000
Mountain Loop Bike Way Improvements	\$1,050,000	\$1,520,000	\$42,000	\$60,800
Foothills underground electric-	\$1,800,000	\$1,950,000	\$72,000	\$78,000
Pitkin Switchgear replacement	\$1,400,000	\$1,600,000	\$56,000	\$64,000
Total maintenance	\$27,230,000	\$33,490,000	\$1,089,200	\$1,339,600

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

BOG assigns a total of 52 points with max of 20 per project

**Board of Governors of The CSU System  
FY 22-23 Combined Campus State Capital Construction Request**

Priority	BOG assigned points	Funding	Project Name	Prior Funding	FY 22-23	FY 23-24	FY 24-25	FY 25-26	FY 26-27	Total Project Cost
1		State CCF	Clark Building Renovation and Additions		\$39,714,926	\$35,978,382				\$130,693,308
		Cash			\$30,000,000	\$25,000,000				
2		State CCF	ARDEC Infrastructure		\$10,913,695	\$6,757,831				\$22,089,407
		Cash				\$4,417,881				
3		State CCF	Anatomy-Zoology Building Capital Renewal		\$16,311,241	\$13,160,036				\$36,801,043
		Cash				\$7,329,766				
		State CCF	NWC COP debt service	\$36,035,512	\$17,496,791	\$17,499,348	\$17,501,131	\$17,501,006	\$17,496,631	\$123,530,419
		Cash								
4		State CCF	CSU-Pueblo Technology Building Renovation & Addition							\$0
		Cash								
		State CCF	Glover Building Replacement Ph 1			\$41,265,000				\$84,000,000
		Cash				\$42,735,000				
		State CCF	Main Campus infrastructure upgrades				\$13,568,909			\$27,691,652
		Cash					\$14,122,743			
		State CCF	Biomedical Discover Center					\$36,252,000		\$74,200,000
		Cash						\$37,948,000		
		State CCF	Engineering Research Center Renovation						\$27,820,000	\$27,820,000
		Cash								
		State CCF	San Luis Valley Research Station				\$7,950,000			\$7,950,000
		Cash								
		State CCF	Education Building Revitalization						\$24,717,000	\$24,717,000
		Cash								
		State CCF	District Heating Plant #1 Replacement-2 phases				\$22,260,000	\$22,260,000		\$44,520,000
		Cash								
		<b>Total State CCF</b>		\$0	\$66,939,862	\$97,161,249	\$43,778,909	\$58,512,000	\$52,537,000	\$318,929,020
		<b>Total Cash</b>		\$0	\$30,000,000	\$79,482,647	\$14,122,743	\$37,948,000	\$0	\$161,553,390
		<b>Total NWC COP</b>		\$36,035,512	\$17,496,791	\$17,499,348	\$17,501,131	\$17,501,006	\$17,496,631	\$123,530,419
		<b>Total 5 year plan</b>								<b>\$604,012,829</b>

**Board of Governors of the  
Colorado State University System  
Meeting Date:  
Action Item**

**MATTER FOR ACTION:**

Approval of the Colorado State University 5-10 year Controlled Maintenance and Capital Project Lists.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System approves the 5-10 year Controlled Maintenance and Capital Project Lists, for construction and controlled maintenance projects over \$500K.

**EXPLANATION:**

Presented by Alejandro Rojas-Sosa, VP Finance and Administration

Recently passed legislation SB19-196 (CRS 24-92-201) requires prevailing wages to be paid on construction and maintenance projects over \$500,000 that are solicited after June 30, 2021. Facilities Management estimates that the new prevailing wage requirement could add 4%-5% to the overall cost of a project, in the form of General Conditions associated with additional reporting requirements. However, SB19-196 provides an opportunity to obtain an exemption to prevailing wage requirements for all Higher Education projects that are approved by their Governing Board on or before July 1, 2021.

[C.R.S. § 24-92-201, Prevailing Wage for Public Projects – An agency/institution shall specify in the solicitation for a public project in the amount of \\$500,000 or more, the general prevailing rate of the regular, holiday and overtime wages paid and the payments on behalf of employees to the welfare, pension, vacation, apprentice training, and education funds existing in the geographic locality for each employee needed to execute the contract or work. \*\*Higher education projects approved by their governing board on or before July 1, 2021 are exempted from Prevailing Wage.\*\*](#)

CSU Pueblo has developed a list of capital construction and maintenance projects over \$500K that could be undertaken over the next 5-10 years (attached). The additional cost due to SB19-196 is estimated at \$2.7-\$3.5M if all the projects were completed without an exemption. BOG approval of the project lists is sufficient to obtain an exemption.

In lieu of program plans, conceptual Project Summaries have been developed for Board review of the listed capital projects. This is similar to the process that the University of Colorado System instituted for their Board of Regents. Board approval of both a program plan and financing plan will be required prior to initiation of any project over \$2M.

**Board of Governors of the  
Colorado State University System  
Meeting Date:  
Action Item**

**SUMMARY OF CSU PUEBLO PROJECTS FOR PRELIMINARY BOARD OF GOVERNORS  
APPROVAL**

CAPITAL PROJECT	BUDGET RANGE	PREVAILING WAGE IMPACT @ 4%
Technology Building Renovation **	\$17M-\$23M	\$680K-\$920K
Art / Music Renovation	\$19M-\$25M	\$760K-\$1.0M
Administration Building Renovation	\$16M-\$21M	\$640K-\$840K
Facilities Planning and Management Renovation	\$15M-\$19.5M	\$600K-\$780K
<b>Total</b>	<b>\$67M-\$88.5M</b>	<b>\$2.7M-\$3.5M</b>

\*\* Anticipated to receive funding this fiscal year pending Long Bill approval.

CONTROLLED MAINTENANCE PROJECT	BUDGET RANGE	PREVAILING WAGE IMPACT @ 4%
Fire Alarm Equipment system upgrade (Three phases)	\$3.6M-\$4.7M	\$144K-\$188K
Elevator refurbishment	\$890K-\$1.2M	\$35.6K-\$46K
Water line system upgrades	\$2.8M-\$3.6M	\$112K-\$144K
Buell Center roof and structural***	\$600K-\$780K	\$24K-\$31.2K
Physical Plant, Heat Plant and Music Roof	\$1.2M-\$1.5M	\$48K-\$63K
Electrical Switch Gear replacement	\$1.4M-\$1.8M	\$56K-\$72K
Campus Interior Door re keying	\$600K-\$780K	\$24K-\$31K
Campus Exterior Caulking	\$800K-\$1.1M	\$32K-\$41K
Campus Exterior Signage	2M-2.6M	80K-104K
Campus Interior Carpet / Paint	2.6M-3.4M	104K-136K
Campus concrete	2.7M-3.5M	108K-140K
<b>Total</b>	<b>\$19.2M-\$25M</b>	<b>\$767K-\$996K</b>

\*\*\*Received emergency funding via transfer from successful savings from existing CM project.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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



Project Request - Five Year Plan		FY2022-23 to FY2026-27		(CCCR 5P)
(A)	(1) Agency: Colorado State University - Pueblo	(2) Principle Representative Signature:		Date:
(B)	(1) OSA Delegate Name: Craig Cason- AVP for Facilities Management	(2) Agency Revision Date:		Date:

	GRAND TOTALS	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27
(C)	Capital Constr Funds (CCF)	\$66,122,454	\$0	\$16,952,654	\$18,864,450	\$15,805,350	\$14,500,000	\$0
	Cash Funds (CF)	\$670,200	\$0	\$170,000	\$190,550	\$159,650	\$150,000	\$0
	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Funds (TF)</b>	<b>\$66,792,654</b>	<b>\$0</b>	<b>\$17,122,654</b>	<b>\$19,055,000</b>	<b>\$15,965,000</b>	<b>\$14,650,000</b>	<b>\$0</b>

(1)	(a) Project Title:	Technology Building Renovation					(b) Phase:	1 of 1	
(2)	Brief Description of Project:	The 57,000 square foot Technology Building was built in 1979. With the current technology inadequacies and poor building conditions it is difficult to accommodate the academic programatic needs without the building renovation							
(3)	Impacted Programs:								
(4)	(a) Priority Number:	1	(b) Project Type:	Capital Renewal (CR)		(c) Gross Square Feet:	57,000		
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27	
(6)	Capital Constr Funds (CCF)	\$16,952,654	\$0	\$16,952,654	\$0	\$0	\$0	\$0	
(7)	Cash Funds (CF)	\$170,000	\$0	\$170,000	\$0	\$0	\$0	\$0	
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(11)	<b>Total Funds (TF)</b>	<b>\$17,122,654</b>	<b>\$0</b>	<b>\$17,122,654</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

(1)	(a) Project Title:	Art / Music Building Renovation					(b) Phase:	1 of 1	
(2)	Brief Description of Project:	The 92000 square foot Art / Music Building was built in 1971. With the current technology inadequacies and poor building conditions it is difficult to accommodate the academic programatic needs without the building renovation.							
(3)	Impacted Programs:								
(4)	(a) Priority Number:	2	(b) Project Type:	Capital Renewal (CR)		(c) Gross Square Feet:	92,000		
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27	
(6)	Capital Constr Funds (CCF)	\$18,864,450	\$0	\$0	\$18,864,450	\$0	\$0	\$0	
(7)	Cash Funds (CF)	\$190,550	\$0	\$0	\$190,550	\$0	\$0	\$0	
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(11)	<b>Total Funds (TF)</b>	<b>\$19,055,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$19,055,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

(1)	(a) Project Title:	Administration Building Renovation					(b) Phase:	1 of 1	
(2)	Brief Description of Project:	The 54,000 square foot Administration Building was built in 1973. With the current technology inadequacies and poor building conditions it is difficult to accommodate the academic programatic needs without the building renovation.							
(3)	Impacted Programs:								
(4)	(a) Priority Number:	3	(b) Project Type:	Capital Renewal (CR)		(c) Gross Square Feet:	54,000		
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27	
(6)	Capital Constr Funds (CCF)	\$15,805,350	\$0	\$0	\$0	\$15,805,350	\$0	\$0	
(7)	Cash Funds (CF)	\$159,650	\$0	\$0	\$0	\$159,650	\$0	\$0	
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(11)	<b>Total Funds (TF)</b>	<b>\$15,965,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$15,965,000</b>	<b>\$0</b>	<b>\$0</b>	

(1)	(a) Project Title:	Facilities Management Building Renovation					(b) Phase:	1 of 1	
(2)	Brief Description of Project:	The 23,000 square foot Administration Building ws built in 1973. With the current technology inadequacies and poor building conditions it is difficult to accommodate the academic programatic needs without the building renovation.							
(3)	Impacted Programs:								
(4)	(a) Priority Number:	4	(b) Project Type:	Capital Renewal (CR)			(c) Gross Square Feet:	23,000	
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27	
(6)	Capital Constr Funds (CCF)	\$14,500,000	\$0	\$0	\$0	\$0	\$14,500,000	\$0	
(7)	Cash Funds (CF)	\$150,000	\$0	\$0	\$0	\$0	\$150,000	\$0	
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(11)	<b>Total Funds (TF)</b>	<b>\$14,650,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$14,650,000</b>	<b>\$0</b>	

(1)	(a) Project Title:						(b) Phase:		
(2)	Brief Description of Project:								
(3)	Impacted Programs:								
(4)	(a) Priority Number:		(b) Project Type:	-			(c) Gross Square Feet:		
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27	
(6)	Capital Constr Funds (CCF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(11)	<b>Total Funds (TF)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

(1)	(a) Project Title:						(b) Phase:		
(2)	Brief Description of Project:								
(3)	Impacted Programs:								
(4)	(a) Priority Number:		(b) Project Type:	-			(c) Gross Square Feet:		
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27	
(6)	Capital Constr Funds (CCF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(11)	<b>Total Funds (TF)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

(1)	(a) Project Title:						(b) Phase:		
(2)	Brief Description of Project:								
(3)	Impacted Programs:								
(4)	(a) Priority Number:		(b) Project Type:	-			(c) Gross Square Feet:		
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27	
(6)	Capital Constr Funds (CCF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
(11)	<b>Total Funds (TF)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

(1)	<b>(a) Project Title:</b>					<b>(b) Phase:</b>		
(2)	<b>Brief Description of Project:</b>							
(3)	<b>Impacted Programs:</b>							
(4)	<b>(a) Priority Number:</b>		<b>(b) Project Type:</b>		<b>(c) Gross Square Feet:</b>			
(5)	<b>(a) Funding Source</b>	<b>(b) Total Project Cost</b>	<b>(c) Total Prior Appropriation</b>	<b>(d) Current Year FY2022-23</b>	<b>(e) Year Two FY2023-24</b>	<b>(f) Year Three FY2024-25</b>	<b>(g) Year Four FY2025-26</b>	<b>(h) Year Five FY2026-27</b>
(6)	Capital Constr Funds (CCF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11)	<b>Total Funds (TF)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

(1)	<b>(a) Project Title:</b>					<b>(b) Phase:</b>		
(2)	<b>Brief Description of Project:</b>							
(3)	<b>Impacted Programs:</b>							
(4)	<b>(a) Priority Number:</b>		<b>(b) Project Type:</b>		<b>(c) Gross Square Feet:</b>			
(5)	<b>(a) Funding Source</b>	<b>(b) Total Project Cost</b>	<b>(c) Total Prior Appropriation</b>	<b>(d) Current Year FY2022-23</b>	<b>(e) Year Two FY2023-24</b>	<b>(f) Year Three FY2024-25</b>	<b>(g) Year Four FY2025-26</b>	<b>(h) Year Five FY2026-27</b>
(6)	Capital Constr Funds (CCF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11)	<b>Total Funds (TF)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

(1)	<b>(a) Project Title:</b>					<b>(b) Phase:</b>		
(2)	<b>Brief Description of Project:</b>							
(3)	<b>Impacted Programs:</b>							
(4)	<b>(a) Priority Number:</b>		<b>(b) Project Type:</b>		<b>(c) Gross Square Feet:</b>			
(5)	<b>(a) Funding Source</b>	<b>(b) Total Project Cost</b>	<b>(c) Total Prior Appropriation</b>	<b>(d) Current Year FY2022-23</b>	<b>(e) Year Two FY2023-24</b>	<b>(f) Year Three FY2024-25</b>	<b>(g) Year Four FY2025-26</b>	<b>(h) Year Five FY2026-27</b>
(6)	Capital Constr Funds (CCF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11)	<b>Total Funds (TF)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

(1)	<b>(a) Project Title:</b>					<b>(b) Phase:</b>		
(2)	<b>Brief Description of Project:</b>							
(3)	<b>Impacted Programs:</b>							
(4)	<b>(a) Priority Number:</b>		<b>(b) Project Type:</b>		<b>(c) Gross Square Feet:</b>			
(5)	<b>(a) Funding Source</b>	<b>(b) Total Project Cost</b>	<b>(c) Total Prior Appropriation</b>	<b>(d) Current Year FY2022-23</b>	<b>(e) Year Two FY2023-24</b>	<b>(f) Year Three FY2024-25</b>	<b>(g) Year Four FY2025-26</b>	<b>(h) Year Five FY2026-27</b>
(6)	Capital Constr Funds (CCF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11)	<b>Total Funds (TF)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

(1)	(a) Project Title:					(b) Phase:		
(2)	Brief Description of Project:							
(3)	Impacted Programs:							
(4)	(a) Priority Number:	(b) Project Type:	-			(c) Gross Square Feet:		
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27
(6)	Capital Constr Funds (CCF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11)	<b>Total Funds (TF)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

(1)	(a) Project Title:					(b) Phase:		
(2)	Brief Description of Project:							
(3)	Impacted Programs:							
(4)	(a) Priority Number:	(b) Project Type:	-			(c) Gross Square Feet:		
(5)	(a) Funding Source	(b) Total Project Cost	(c) Total Prior Appropriation	(d) Current Year FY2022-23	(e) Year Two FY2023-24	(f) Year Three FY2024-25	(g) Year Four FY2025-26	(h) Year Five FY2026-27
(6)	Capital Constr Funds (CCF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7)	Cash Funds (CF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(8)	Reappropriated Funds (RF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(9)	Federal Funds (FF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(10)	Highway Users (HUTF)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(11)	<b>Total Funds (TF)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

(1)	(a) Project Title:					(b) Phase:		
(2)	Brief Description of Project:							
(3)	Impacted Programs:							
(4)	(a) Priority Number:	(b) Project Type:	-			(c) Gross Square Feet:		
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**Art / Music Addition and renovation PROJECT SUMMARY**  
**FOR PRELIMINARY BOARD OF GOVERNOR'S APPROVAL**  
**JANUARY 2021**

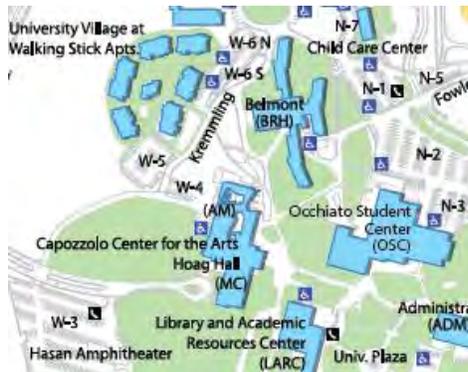
## Table of Contents

1. Existing Conditions
2. Opportunity
3. Impact
4. Space Needs
5. Cost

## 1. Existing conditions

The Capps Capozzolo Student Academic Center for the Arts and Hoag Recital Hall will transform into the School of Creativity and Practice. A large desire to extend an entrance on its east façade combined with a black box theater bring a much updated architecture that is based in sound academic programming.

Built in 1971 and then later remodeled in 1975, the facility beckons for a connection to the rest of campus.



*East façade does not allow access to campus*

*Existing East Elevation*

The complex reflects a facility condition index of 54% out of a possible 100% as reported by the last audit dated in August of 1999. Yet even after 22 years of service the building still serves as a resource for our art and music students. Much needed repairs can be noticed though out the facility. All systems need an update that include but not limited to HVAC, technology infrastructure, electrical, fire alarm and plumbing systems. New flooring and painting are required in existing offices, classrooms and choir spaces. New technology is needed to allow the latest in computer generated projects.

## 2. Opportunity

Combining the black box theater with the desire to have an entrance to the east provides an opportunity to update and “rebrand” the Capps Capozzolo Academic Center for the Arts into the School of Creativity and Practice.



In addition to the black box construction the “EXISTING,” currently covered orchestra pit at Hoag Recital Hall will be remodeled to be exposed. This will lead to encouraging drama students to attend CSUP along with their art and music friends.



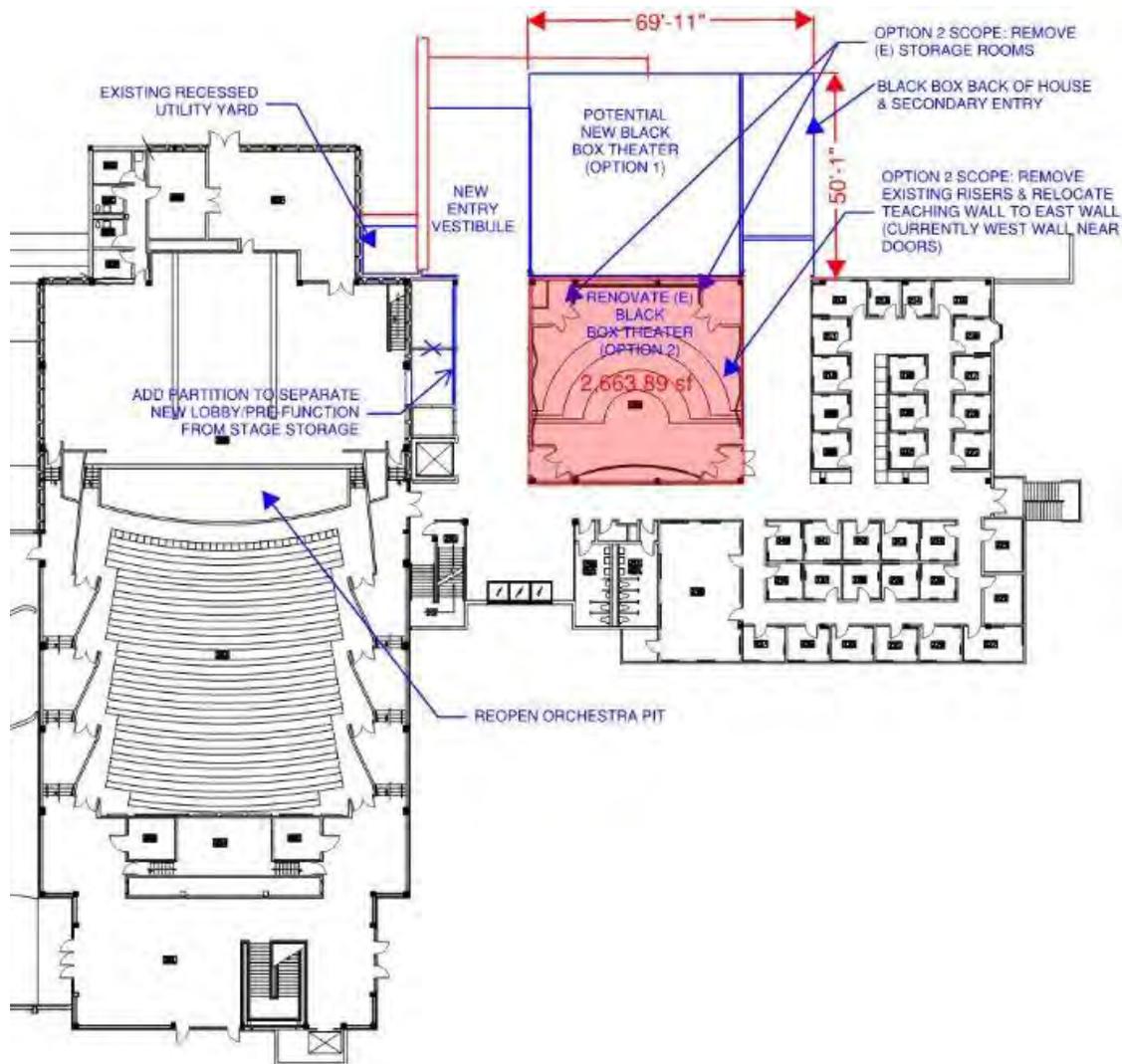
### 3. Impact



The new School of Creativity and Practice is a recognized venue not only for Colorado State University at Pueblo but for the City of Pueblo. This project meets the goals of Vision 2028 that has guiding principles of developing people, transforming learning and engaging place. The impact would result in empowering students, cultivating entrepreneurship and with that new built knowledge have a great impact on not only CSUP but the southwest society of the United States.

## 4. Space Needs

Conceptual design indicates a 5,000 gsf addition would be required to accommodate the desire of new black box recital theater and entrance.



## 5. Cost

Construction costs were estimated by Facilities Management at \$305-\$400/sf for 92,000 SF. The estimated cost for the addition and upgrade is \$19M-\$25M, depending on when the project receives final approval. Funding is anticipated to be from state funding, university resources and donors.



**Technology addition and renovation PROJECT SUMMARY  
FOR PRELIMINARY BOARD OF GOVERNOR'S APPROVAL  
JANUARY 2021**

## Table of Contents

1. Existing Conditions
2. Opportunity
3. Impact
4. Space Needs
5. Cost

## 1. Existing conditions

Stroll through the halls of the Technology Building and you will find venerable programs like, teaching education, engineering, civil engineering technology and automotive industry management. All of these programs offer exceptional hands-on experience for their students to prepare themselves for successful careers.

Built in 1979 and then later a minor HVAC remodel in 2014 the facility is in need or modernization to better provide resources to staff and students.



*Located between Hasan Business and Buell VC*



*Existing West Elevation*

The complex reflects a facility condition index of 60% out of a possible 100% as reported by the last audit dated in June of 2006. Yet even after 42 years of service the building still serves as a resource for our students and staff. Much needed repairs can be noticed though out the facility. All systems need an updated that include but not limited to HVAC, Technology, electrical, fire alarm and plumbing systems. New flooring and painting are required in existing offices, classrooms and lab spaces.

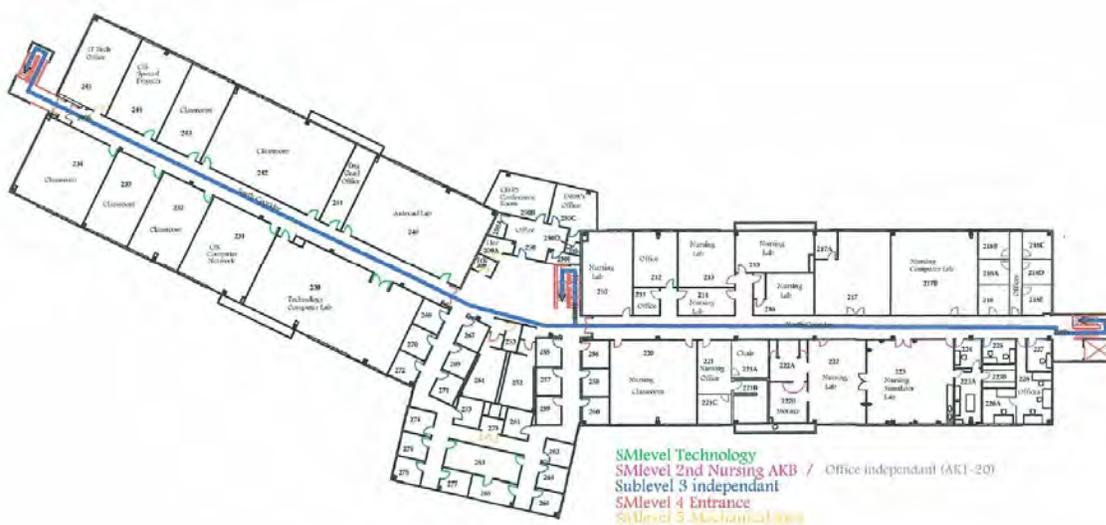
## 2. Opportunity

Due to the increase in Construction Management enrollment (up from 34 FTE in Fall 2013 to 108 in Fall 2018) and Civil Engineering Technology enrollment (up from 65 FTE in Fall 2013 in Fall 2018), the Technology Building renovation is CSU-Pueblo's number one priority.



### First Floor of Technology Building

Renovations will include an overall of all major systems and major space configurations to accommodate all current programs minus nursing. The construction of the new Nursing school in CIHHI has vacated the entire upstairs north wing. To explain, all the existing Technology programs mostly engineering and construction management had to consolidate for a time to allow for the nursing program in the building.



Second Floor of Technology Building. Note all of the nursing programs have been relocated to the new CIHHI building.

Now those programs can expand back into the vacated space. On the first floor the Automotive Industrial Management wing there becomes a need to expand as well. This will be accomplished with a minor addition.

### **3. Impact**

The impact of a renovated Technology Building will be that it will provide much needed new resources and organized space for our students and staff. These new resources are in line with the increase growth of the programs.

### **4. Space Needs**

The majority of the space needs will be accomplished by the renovation of all the entire building plus a minor additions at the AIM program and the front entrance. The purpose of the addition for the AIM program has multiple reasons. The additions will accomplish maintaining operation of the AIM program while modernizing AIM equipment in the new addition. This will eliminate the odors cause to the rest of the building and then after the remodel of the existing garage bays will be remodeled into new AIM labs for electronics. This provides for an efficient cost effective expansion. A minor addition will also be promoted at the west entrance for the purpose of providing a new ADA elevator and modern accessible stair entrance.



Revise the entrance to a modern look and have new stair and ADA elevator centrally located.



Existing bays are too narrow and fumes enter the rest of the academic space. A garage addition will maintain operation and provide much need safety separation. Also not enough storage for this program.

## 5. Cost

Construction costs were estimated by Facilities Management at \$300-\$332/sf for 57,161 SF. The estimated cost for the addition and upgrade is \$17M-\$19M, depending on when the project receives final approval. Funding is anticipated to be from state funding, university resources and donors.

# Section 10

## *Consent Agenda*

### Colorado State University System

Minutes of the February 5, 2021 Board Retreat

Minutes of the February 5, 2021 Board and Committee Meetings

Minutes of the January 28, 2021 Audit and Finance Committee Meeting

### Colorado State University

Graduate Certificates:

- Urban Agriculture
- Human-Centered Design Thinking
- Social Aspects of Human-Animal Interaction
- Public Policy Analysis
- Applied Positive Psychology
- Aerospace Engineering
- Advanced Manufacturing
- Microbiome Science and Engineering

Faculty Manual Changes:

- Section C.2.5 – C.2.7 – Evaluation of Performance of Faculty
- Section E.10.5.1 – Processing of Tenure Recommendations
- Section E.12 – Performance Expectations for Tenure, Promotion and Merit
- Section E.13.2 – Promotion Committee
- Section E.14 – Performance Review

### Colorado State University Pueblo

Academic Calendar Revision

### Colorado State University Global

Academic Calendar

## CERTIFICATION OF CONSENT AGENDA ITEMS

The undersigned Secretary of the Board of Governors for the Colorado State University System hereby certifies:

That with a unanimous affirmative vote of the voting members of the Board of Governors at a duly held meeting thereof on May 6, 2021, the consent agenda items listed below were referred for consideration of approval and were adopted:

A. Colorado State University System

Minutes of the February 5, 2021 Board Retreat  
Minutes of the February 5, 2021 Board and Committee Meetings  
Minutes of the January 28, 2021 Audit and Finance Committee Meeting

B. Colorado State University

Graduate Certificates:

- Urban Agriculture
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- Public Policy Analysis
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Faculty Manual Changes:

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- Section E.14 – Performance Review

C. Colorado State University Pueblo

Academic Calendar Revision

D. Colorado State University Global

Academic Calendar

The consent agenda items together with a record of the votes for the resolutions have been recorded and will be entered into the full minutes of the duly held May 6, 2021 meeting of the Board of Governors.

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Russell DeSalvo, Board Secretary

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Date

**THE BOARD OF GOVERNORS  
OF THE COLORADO STATE UNIVERSITY SYSTEM  
RETREAT MINUTES  
Conducted Remotely**

**THURSDAY, FEBRUARY 4, 2021**

Chair Tuor Convened the Board Retreat at 9:02 a.m.

**Setting the Stage for a Rural Colorado Initiative**

*Top priorities, threats and opportunities to rural Colorado from the perspective of:*

Chancellor Frank set the context for the retreat with the Board of Governors' areas of strategic priorities, one of which is rural Colorado. He introduced newly re-appointed Secretary of Agriculture Tom Vilsack to provide some framing comments. Secretary Vilsack discussed consolidation of land ownership and the impact on rural communities. He explained the need for a strategy of attracting small manufacturers which has been eroded, and communities haven't made the adjustments to adapt to the next economy. He noted that rural economies have tremendous opportunity with agriculture and to bring manufacturing back – including conversion of agricultural waste, adaptation to changing environmental needs, and growing local and regional food system. He added that this means branching out beyond traditional commodity-based approach to American agriculture and partnering with land-grant universities around improved use of technology and diversifying workforce. He explained that CSU's work with Together We Grow is a critical component to this noting a challenge will be to prioritize and fund these efforts. He stated that Land grant universities are efficient with their resources, so need to work collaboratively to further efforts and avoid duplication and noted that biosecurity and biodefense are part of this. The Pandemic has raised additional questions about infrastructure and no matter what happens post-COVID, there will be a need to make investments in broadband and water systems. Chancellor Frank thanked Secretary Vilsack for his exceptional service and leadership.

He then introduced Kathay Rennels, special advisor to the chancellor for rural-urban initiatives.

Ms. Rennels discussed the impetus for this discussion and the culture shifts that are happening as people are more able to move to and work from a world of communities which creates significant opportunities for Extension and county leadership. She introduced the guest presenters.

**Club 20**

Club 20 Board Chair Merrit Linke discussed some of the challenges of the urban-rural divide and producer-consumer divide, including questions related to water. He noted the need to get producers engaged in solutions. Phil Vaughan, Chair of the Club 20 Business Affairs Committee highlighted several areas for CSU to focus on including education; helping people understand differences in living in rural areas (right to farm). They discussed issues related to retaining teachers, and went on to say that students from rural communities no longer feeling the same attraction to/connection with CSU, even though they grow up in 4-H. They asked how do we make them feel more at home and connect them more with recent CSU alums. They also said that they feel Extension agents are spread thin and need a bigger presence in their area. The needs of 4-H and producers are different – industry has grown more quickly than Extension can respond so it is now more useful for hobby farmers. Discussed potential to get more CSU students off campus and out into Colorado.

Chair Tuor called for a break at 10:20 a.m. and the meeting resumed at 10:30 a.m.

## **Pro 15**

Cathy Shull, Executive Director of Pro 15 and Lea Ann Laybourn, Washington County Commissioner, District 3 provided insight into issues affecting the region Pro 15 represents, which is Northeastern Colorado. They discussed changing regional demographics and impacts to the community, including changing community dynamics. Costs of doing business increasing because of dynamics of urbanites moving next door to producers because they want “best” of rural life but not willing to do any adapting. Improving broadband leading to more people from urban areas moving into rural areas and working from home. They also discussed the need to continue to improve broadband access because without it virtual learning doesn’t happen and mental health access is also reliant on it.

They noted increasing suicide rates among school-age kids which is linked to the isolation brought on by COVID. Unemployment fraud and theft from outlying rural farms and ranches that are isolated from law enforcement were also up. They acknowledged that the rural areas they represent were not prepared for the pandemic, particularly in counties with very limited medical care and food banks. At the beginning of the pandemic many businesses didn’t have websites or Facebook pages and the health requirements seriously impacted social services and businesses and the county does not have the capacity to cover those costs. They shared their concerns regarding highway infrastructure in the State.

## **Action 22**

Sara Blackhurst, President & CEO, Mike Patterson, Chairman, and Brian McCain, COO, discussed Action 22’s vision of being a regional organization that saves southern Colorado. Doing “regional rapid restart” to remove economic borders. They discussed challenges to higher education in southern Colorado as well as opportunities with veterans. President Mottet asked what CSU Pueblo could do to help these counties and some of the ideas included: pivot to credentialing to update an individual's education opportunities, particularly veterans; intimate learning experience that CSU Pueblo is able to offer is appealing to rural students; and partnering with community colleges for 2 + 2 programs to help mitigate mobility obstacles some students may face.

## **Colorado Counties, Inc (CCI)**

John Swartout, Executive Director; Byron Pelton, VP for the Eastern Counties, discussed the lack of resources, particularly with serious regional drug problems (methamphetamine and opioids) in many counties. They highlighted the serious need for improved behavioral health problems. They would welcome stronger collaborative programs with CSU that will educate students and keep them in the community. They discussed the challenges brought on from people moving from the Front Range with a lack of respect or appreciation for agriculture. They shared concern that agriculture was becoming less a part of the mission of Extension and 4-H. They noted the Urban-Rural split is a perception, because all urban counties have rural areas within them. They noted that the changing energy landscape will have huge impact on rural Colorado. The discussion noted that Romer administration efforts had an impact, working with Rick Knight at CSU. Need to define what we’re for, not what we’re against, and make it clear we’re one state. They indicated CSU could help in the role of convening and sharing data noting that people are estranged from each other. They suggested some potential connections with CSU and incentives/challenges for retaining skilled workers and discussed the potential for cultural competency education.

Chair Tuor paused the meeting for lunch at 12:03 p.m. The meeting resumed at 12:31 p.m.

## **El Pomar Foundation**

Matt Carpenter, Executive VP and COO, and Maureen Lawrence, Senior VP/General Counsel and Director of Community Programs, discussed the work of El Pomar and opportunities to support community needs related to education and suicide prevention and how to better make parents aware of opportunities that exist. They discussed leveraging local expertise to “give them the gas they need” to go forward, noting Extension offices can be key in this area.

### **Boettcher Foundation**

Katie Kramer, President and CEO, shared Boettcher's goals and approach to its statewide work. She noted that their focus on rural communities has yielded several take-aways: the importance of trust and local buy-in; leaders don't always have formal titles in rural areas; and building a culture of leadership across an entire community is important. The Boettcher Foundation have developed a white paper with findings of their research. They are working to match resources to Colorado's greatest needs and invest in human capital.

### **CU Rural Medicine**

Mark Deutchman MD, Director, Rural Track, CU School of Medicine, discussed the impact of pandemic on rural communities and experiences that led to paper on a pathway for rural health. He noted that Rural supply lines are very fragile; and that remote schooling created workforce stress, which particularly impacts women. He referenced the Rural-Urban divide and culture clash growth over political, economic and social differences, even while urban to rural migration is increasing. He discussed how to produce rural healthcare workers, but noted that few academic health centers care enough about that approach. He explained that CU's Rural Track program focuses on preparing students for serving in rural areas and emphasized the importance of remote education, "grow your own programs," programs to improve communication across difference, and rural tracks in all types of professional areas.

### **Reeves Brown**

Reeves Brown discussed boom and bust nature of western Colorado's economy, current urban-rural migration boom, and noted that "broadband is the economic asphalt of the 21<sup>st</sup> century." Communities will either blend and adapt or continue to divide and live in conflict. He expressed the need to prevent economic chasms from growing further. In his opinion, the CSU and the CSU System can help communities adapt to the change that is inevitable.

Chair Tuor called for a break at 2:35 p.m. and the meeting resumed at 2:45 p.m.

### **Wrap Up Discussion**

Chair Tuor noted we are at our infancy in looking at rural initiatives. Board members shared observations including: a need to improve our presence and awareness in the agricultural community; strengthening our alumni network; supporting existing employers in adding new jobs rather than recruiting new employers; move nursing and mental health programs into rural communities; and supporting cultural competency training. They also discussed how students with conservative views increasingly feel unwelcome, some of which has to do with the growth of Fort Collins as much as with the campus.

Chancellor Frank noted that it was a good set of discussions and lots of opportunities for all three campuses to plug into needs and noted he was looking forward to working with the board on next steps.

### **ADJOURN**

With no further business, the meeting was adjourned at 3:23 p.m.

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

**Conducted Remotely**

**February 5, 2021**

**FRIDAY, FEBRUARY 5, 2021**

**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; Melinda Smith, 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; Wayne Hall, CSU IT Professional; Josh Pinsky, LSC IT Professional

**Staff and Guests present:** Dr. Alegria Ribadeneira, CSU Pueblo; 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; 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; Dr. Paul Savory, Provost, CSU Global.

**BOARD MEETING CALL TO ORDER**

Chair Tuor called the meeting of the Board of Governors of the Colorado State University System to order at 9:02 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.

**BOARD CHAIR'S AGENDA**

Chair Tuor provided an overview of the agenda, she then introduced Melinda Smith, the newly elected faculty representative for CSU Fort Collins and asked General Counsel Johnson to administer the oath of office. Dr. Smith took her oath of office and acknowledged her commitment to perform the duties as a member of the Board of Governors.

Chair Tuor then introduced Dr. Alegria Ribadeneira, recipient of the CSU Pueblo Excellence in Teaching Award. Provost Mohamed Abdelrahman provided background on Dr. Ribadeneira and highlighted some of the reasons she was selected for the Award. Dr. Ribadeneira thanked the Board for the recognition.

### **PUBLIC COMMENT**

Chair Tuor then discussed the customary Public Comment that occurs at every meeting. 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.

### **CHANCELLOR'S REPORT**

Chancellor Frank allowed the Chancellor's Report to stand as written and asked Jocelyn Hittle to provide an update on the CSU Spur campus. AVC Hittle provided an overview of the progress on Spur facilities and programming.

### **ANNUAL SAFETY/CLERY REPORTS**

General Counsel Johnson remarked on how campus safety is a priority for the Board, the CSUS, and the campuses. Annual safety reports are published by October 1<sup>st</sup> but due to the Pandemic the Federal Government had extended the annual reporting deadline. He provided an historical overview of the Clery Act and outlined the three primary requirements: policy disclosure to the campus, records retention and reporting, and campus alerts. Deputy General Counsel Jannine Mohr from CSUFC discussed campus safety at the Fort Collins campus. Deputy General Counsel Johnna Doyle provided an overview for the CSU Pueblo campus. General Counsel Johnson noted the Clery Act focuses on geography and physical campuses and, accordingly, there were no crime statistics or reports for CSU-Global.

### **AUDIT AND FINANCE COMMITTEE**

Governor Robbe Rhodes, Chair of the Audit and Finance Committee, convened the committee at 9:39 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 the Audit Plan. She reported on the financial reporting consultation with CSU Pueblo and on audits of supplemental pay at CSUFC; controlled unclassified information at CSUFC and the protection of sensitive research information; and the Energy Institute at CSUFC and its business processes and controls. She closed noting that overdue recommendations stood as submitted.

#### **Finance Items**

Governor Robbe Rhodes introduced CFO Sobanet to begin the Finance portion of the meeting.

#### *State Budget Update*

Senior Vice Chancellor Sobanet provided an update on the status of budget discussions and progress at the state level.

#### *FY 2021 2<sup>nd</sup> Quarter Financial Statements*

SVC Sobanet and Deputy CFO Lynn Johnson shared the latest financial statements.

#### *Campus Budget Updates and Tuition Discussion*

Senior Vice Chancellor Sobanet introduced the campus budget discussions.

CSU Fort Collins: President McConnell provided introductory context, and CFO Johnson shared the updated E&G budget schedules for the campus.

CSU Pueblo: President Mottet provided introductory context, and VP for Administration and Finance shared the updated E&G budget schedules for the campus.

CSU Global: CO Yvonne Harris-Lott reported there are no updates on the CSU Global budget.

Chancellor Frank provided context to inform overall budget discussions and set the stage for the May Board meeting. He began with an update on the current fiscal year, compared to the projections shared with the Board in June 2020. He reviewed estimated shortfalls for FY2022, and discussed what information the campuses will bring forward for decision-making later in the Spring. A number of expense reduction options remain available to the campuses, of varying degrees of impact, and there remains a high degree of uncertainty of what the Fall 2021 reopening will look like. He shared an update on the Scoop and Toss refinancing, Coronavirus Emergency Response Fund, Board Resources Available for FY22. He provided an update on use of the \$80M CERF. Chancellor Frank noted that all of the numbers shared are preliminary and will be updated for the next round of budget discussions. In May, when there will be an updated resource picture for FY22 and a near final picture for FY21, there will be more specific campus plans for addressing deficits and potential impacts. The Chancellor also noted he expects to be cheerier in May because of the arrival of baseball season.

Board members thanked the campuses and System for their work to date. Chair Tuor said the System has been disciplined, thoughtful, and wise in its approach, and should also be thinking about how to strengthen its competitive position going forward. Governor Valdez added that the Board has to discuss how to balance being aggressive and still prevent debt from being a drag on the System going forward. This sets the stage for strategic conversations at the Board's upcoming meetings. Chancellor Frank discussed the difficult choices and complex communications the campuses have to take on, related to any budget reductions, and he recognized the strong leadership of the campus presidents, CFOs, and faculty and staffs.

#### *Action on CSU Non-Resident Undergraduate Summer Tuition*

CSUFC CFO Johnson presented a proposal to reduce non-resident tuition and fees by 30% for summer session.

**Motion/Action:** Governor Valdez moved to approve the reduction in CSU Non-Resident Undergraduate Summer Tuition. Governor Jordan seconded the motion, and the motion carried unanimously. This action item is included in the Board materials.

#### *CSU System Treasury Update*

CFO Sobanet introduced Treasurer Margaret Henry. Ms. Henry reported on the CSU System Treasury performance, which went well both in the last quarter and last calendar year (10.72% return for Calendar Year 2020) realizing a \$46 M gain to the balance sheet from Tier II and III investments in the last quarter of 2020. She did note the expectation of some market volatility in the future. Ms. Henry highlighted that the portfolio is working well. She shared a draft operating portfolio report, required by legislation from 2008, that was prepared for submission to the State and for consideration by the Board. The report included an investment statement and a financial statement.

#### *Action on Twenty First Supplemental Resolution*

Ms. Henry explained that the CSU System has an opportunity to refinance its Scoop and Toss bonds at a three-year fixed rate with a two-year call option. The current loan was a variable rate (effective rate at 1.3%). The new rate would be a fixed rate of 0.75%. The refinancing would be a savings of about \$1.3

million. She noted that the Treasury received bids from three banks for both fixed rate and variable rate structures.

**Motion/Action:** Governor Gabel moved to approve the Twenty First Supplemental Resolution. Governor Jordan seconded the motion, and it passed unanimously. This action item is included in the Board materials.

## **COLORADO STATE UNIVERSITY REPORTS**

**Student Report** – Presented by Hannah Taylor

Governor Taylor reported on intern program, progress on You+2 discussions, and various projects to support students with COVID impacts. ASCSU is providing students with Lyft credits this year if they are impacted by COVID-related restrictions on Ram Ride. ASCSU has set up an executive website to share updates on projects.

**Faculty Report** – Presented by Melinda Smith

Report that was submitted by Sue Doe stood as submitted.

**President's Report** – Presented by Joyce McConnell

President McConnell's written report stood as submitted. She highlighted recent efforts focus on agriculture including meeting with local legislative delegation, participation in Sen. Kerry Donovan's agricultural roundtable, and meetings with AES faculty and Southern Rocky Mountain Agricultural Conference. She also noted that CSU will be moving forward on campus-level budget conversations. President McConnell provided an update on the ongoing Courageous Strategic Transformation Process; she explained the themes of focus are very aligned with the CSU System priorities and areas of emphasis at Spur campus. President McConnell also shared an update on Fall 2021 enrollment. The campus has been doing well, with an increase of about five percent (5%) in applications and transfer applications. She discussed the significance of enrollment declines among low-income students since Fall 2019, which are tracking with national trends (although CSU's declines are below national averages). CSU is working to close the gaps for low-income students in keeping with CSU's access and success missions. CSU has significantly increased COVID testing and is working toward maximum "face to face" learning in the fall. President McConnell credited the hard work of faculty and staff for their hard work. Governor Easley thanked President McConnell for the updates on enrollment and asked that this continue. Governor Gabel discussed challenges facing Livestock Judging participants and gratitude for support shown for those students.

Chair Tuor paused the meeting for lunch at 11:04 a.m. The meeting resumed at 11:34 a.m.

## **CSU PUEBLO REPORTS**

**Student Report** – presented by Hanna Douglass

Governor Douglass reported on projects, including recent student leadership retreat and noted that she is looking for opportunities to collaborate with student government at CSUFC. She highlighted that the ASG was working on ways to support students during COVID. Governor Douglass also reported that they had assembled goodie bags for distribution to local nursing homes.

**Faculty Report** – Presented by Neb Jaksic

Governor Jaksic reported on various discussions about CSU Pueblo's academic calendar. Separately, he noted that although the physical campus feels a bit deserted, CSUP cyberspace is crowded – and he appreciates that students now want to actually see their professors and their presence seems to mean something more.

**President's report** – Presented by Tim Mottet.

President Mottet's formal report stood as submitted. President Mottet discussed Spring 2020 enrollment, with new growth in areas where the campus has invested. He reviewed an assessment of FY21 performance related to Vision 2028.

### **CSU GLOBAL REPORTS**

**Student Report** – Presented by Nicole Hulet

Governor Hulet reported on the meeting of the Library Advisory Board, and she also wished everyone a happy tax season!

**Faculty Report** – Presented by Harriet Austin

Governor Austin noted that the faculty had a chance to meet with the new CSU Global Provost, Dr. Paul Savory. She highlighted that CSU Global Faculty is now up to 583, with 86% terminally degreed and about a third are underrepresented minority faculty.

**President's Report** – Presented by Pamela Toney

President Toney's formal report stood as submitted. President Toney said they are seeing impacts on undergraduate student enrollment, particularly among low-income students. CSU Global will have grant funds available, thanks to CARES Act funding, which they will be able to use to assist students who are struggling financially. She also reported that *US News and World Report* ranked CSU Global in the nation's Top 10 Best Online Bachelor's Degrees and Best Online Bachelor's Degrees for veterans – the only fully online institution ranked. Governor Robbe-Rhodes asked if the broadband concerns facing rural Colorado have impacted CSU Global. President Toney said they are going to be pulling relevant data to take a look at that issue and see how CSU Global can support those communities. Governor Valdez mentioned the potential for doing more to make devices available to students who need them. Governor Easley asked where enrollment has remained steady or is increasing, and also discussed with all three campuses whether they are seeing any difference among students who participate in pre-collegiate programs.

### **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Chair Gable convened the meeting of the Academic and Student Affairs Committee at 12:13 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 CSU Faculty Manual related to Elected members. He also noted that the Sabbatical Reports for CSU and CSU Pueblo stood as submitted and asked for any questions. He also shared updates from CSU Pueblo. CAO Miranda also highlighted that former Board of Governors faculty representatives, Clemons and Lenk, had sabbatical reports in the materials.

### **APPROVAL OF CONSENT AGENDA**

**Motion/Action to Approve Consent Agenda:** General Counsel Johnson presented the Consent Agenda to the Board of Governors for approval. Governor Baca moved for approval of the Consent Agenda. Governor Gabel seconded the motion, and the motion carried unanimously. The Consent Agenda included the following items:

- Minutes of the December 3, 2020 Board and Committee Meetings
- Minutes of the December 29, 2020 Executive Committee Meeting
- CSU Pueblo Administrative Professional Handbook revisions regarding Performance Evaluations
- 2020-2021 Academic Faculty and Administrative Professional Manual Revisions: Section C.2.1.3.1 Elected Members

### **REAL ESTATE/FACILITIES COMMITTEE**

Chair DeSalvo convened the meeting of the Real Estate and Facilities Committee at 12:18 p.m. and asked that the Board move into Executive Session for the Real Estate and Facilities Committee agenda, and for the general Executive Session matters. Following a motion, second and unanimous vote by the

Board of Governors, General Counsel Johnson moved them into Executive Session for the remainder of the meeting.

**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 Robbe-Rhodes and carried unanimously. General Counsel Johnson read the Board into Executive Session at 12:19 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, and to discuss specific legal questions related to the Hughes Stadium property and the CSU solar power project.
2. The Board also 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 facility at the CSU Fort Collins campus and awarding an honorary degree, 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 1:02 p.m.

**Motion/Action:** Governor Jordan moved to approve the proposed naming of a facility at CSU, as discussed in Executive Session. Governor Easley seconded the motion, and the motion carried unanimously. This action item is included in the Board materials.

**Motion/Action:** Governor Rhodes moved to approve the proposed honorary degree from the College of Liberal Arts, as discussed in Executive Session. Governor Easley seconded the motion, and the motion carried unanimously. This action item is included in the Board materials.

With no further business, the meeting was adjourned at 1:04 p.m.

**The Board of Governors of the Colorado State University System  
Audit and Finance Committee Meeting Minutes  
Conducted Remotely  
January 28, 2021**

**THURSDAY, JANUARY 28, 2021**

**Governors present:** Jane Robbe Rhodes, Treasurer (Chair); Russell DeSalvo; Armando Valdez; Nicole Hulet, CSU Global Student Representative

**Administrators and staff present:** Jason Johnson, General Counsel/Secretary to the BOG, CSU System; Henry Sobanet, Senior Vice Chancellor for Administration and Government Relations/Chief Financial Officer, CSU System; Lynn Johnson, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Margaret Henry, Treasurer, CSU System; Meg Brewer; Budget Director, CSU Pueblo; Alejandro Rojas-Sosa, VP Administration and Finance, CSU Pueblo; Yvonne Harris-Lot, CSU Global; Bridget Mullen, Director of Budgets and Finance, CSU System; Melanie Geary, Board Liaison.

**CALL TO ORDER**

Governor Robbe Rhodes, Chair of the Audit and Finance Committee, convened the committee at 11:01 a.m. and asked Internal Audit Director Susy Serrano to begin with audit items.

**Audit Items**

Internal Audit Director Serrano reviewed the Internal Auditing Dashboard and Status of the Audit Plan. She noted the likelihood of a dip in productivity due to staffing levels. She also noted that due to the pandemic a couple of projects were removed from the Audit plan for the year and one was added which was the Housing and Dining Services payroll processes focused on internal processes.

**Finance Items**

Governor Robbe Rhodes introduced CFO Sobanet to begin the Finance portion of the meeting.

**State Budget Update**

Senior Vice Chancellor Sobanet provided an update on the status of budget discussions and progress at the state level. He referenced the Federal stimulus funding that was available to the CSU System and the deployment of those funds. He went on to discuss Governor Polis' request to prepare for 2020 level funding and the concerted effort by Higher Ed CEOs in Colorado to ask for a little additional funding.

**FY 2021 2<sup>nd</sup> Quarter Financial Statements**

Deputy CFO Lynn Johnson let the stand as submitted and noted that Treasurer Margaret Henry would provide an update on the investment portfolio and noting CSU Global was below their targeted revenue goals but were managing costs.

**Campus Budget Updates and Tuition Discussion**

Senior Vice Chancellor Sobanet introduced the campus budget discussions. He noted that there were still gaps to fill and the Board's direction to allow 2-3 years to close that gap.

CSU Fort Collins: CFO Johnson shared the campus's updated E&G budget schedules. With the same budget scenarios as previously provided. She noted Governor Polis' increase to state classified employees (2.02 percent) and the impacts of increases in salaries to the overall budget explaining that a one (1%) percent increase in salaries across the board would equate to \$4.6 M increase to expenses.

CSU Pueblo: VP for Administration and Finance shared the campus's updated E&G budget schedules noting the state classified increase impact to their operating expenses. He then discussed a \$6.3 M gap and described the proactive approach to manage that gap over a few years.

CSU Global: CO Yvonne Harris-Lott reported no adjustments to the CSU Global budget. She noted they are looking at strategic methods for revenue growth and graduate student enrollment was higher than targeted but undergraduate was down.

#### **CSU Non-Resident Undergraduate Summer Tuition**

CSUFCA CFO Johnson discussed the proposed reduction to non-resident tuition and fees by thirty percent (30%) for the summer session commencing Summer 2021.

#### **CSU System Treasury Update**

Treasurer Margaret Henry reported on the CSU System Treasury performance, which went well both in the last quarter and last calendar year (10.72% return for Calendar Year 2020) realizing a \$46 M gain to the balance sheet from Tier II and III investments in the last quarter of 2020. She did note the expectation of some market volatility in the future. She highlighted that the portfolio is working well. She included a draft operating portfolio report, required by legislation from 2008, prepared for submission to the State, for consideration by the Board. That report included an investment statement and a financial statement.

#### **Twenty First Supplemental Resolution**

Treasurer Margaret Henry explained that the CSU System has an opportunity to refinance its Scoop and Toss bonds (\$229 M) at a three-year fixed rate with two-year call option; current loan is variable rate (effective rate at 1.3%) the new rate would be fixed at 0.75%. The refinancing would result in savings of about \$1 million. Received bids from three banks for both fixed rate and variable rate structures.

With no further business the meeting adjourned at 11:38 a.m.

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

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

Urban Agriculture

Human-Centered Design Thinking

Social Aspects of Human-Animal Interaction

Public Policy Analysis

Applied Positive Psychology

Aerospace Engineering

Advanced Manufacturing

Microbiome Science and Engineering

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

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

## **Graduate Certificates:**

### **College of Agricultural Sciences**

#### **Urban Agriculture – 9 credits**

Interest in growing food in urban and peri-urban environments to increase food security and resilience has been on the rise globally. Growing food under conditions of limited space, logistical constraints and unique microclimates all present challenges that make growing food in urban spaces more challenging. Understanding key practices of food production in urban spaces, on rooftops and the interaction with human health all support the educational foundation of urban agriculture.

### **College of Health and Human Sciences**

#### **Human-Centered Design Thinking – 9 credits**

The Graduate Certificate in Human-Centered Design Thinking brings together learners from diverse disciplines who aspire to improve personal creativity and/or initiate and lead change in their respective fields. Courses prepare students with theories, strategies, and methods pertaining to the entire innovations process - from stakeholder research and problem finding through prototyping, user testing, and beyond.

#### **Social Aspects of Human-Animal Interaction – 9 credits**

The Graduate Certificate in Social Aspects of Human-Animal Interaction will address contemporary issues in the field of human-animal interactions including competencies and practice techniques specific to animal-assisted therapy and providing knowledge, values and skills related to incorporating the human-animal bond in treatment and occupational settings.

### **College of Liberal Arts**

#### **Public Policy Analysis – 12 credits**

The graduate certificate in public policy analysis will provide students with a foundation in public policy analysis. This certificate is designed to provide students with expertise in public policy and the method of analysis applied to policy problems. This certificate can complement work in another degree and help students understand public policy. The certificate provides both content knowledge on public policy as well as analytical skills needed to begin to analyze public policy.

## **College of Natural Sciences**

### Applied Positive Psychology – 12 credits

The Certificate in Applied Positive Psychology provides foundational knowledge about the scientific study of human excellence, performance, and well-being, while also helping professionals gain skills to understand, develop, and use science-grounded practices and interventions in more specialized areas. The knowledge and skills learned in this certificate may be applied to students' own lives or to professional topics in leadership, work and organizations, education, sports, and psychotherapy.

## **Walter Scott, Jr. College of Engineering**

### Aerospace Engineering – 9 credits

The Graduate Certificate in Aerospace Engineering provides an introduction to aerospace engineering disciplines, including fluid flow, propulsion, and structures. A Graduate Certificate requires complete of 9 credits of 500-level and above graduate work. Students may apply for and complete just the certificate or may apply for both the certificate and a degree program. This allows students to start with the certificate and continue to a more advanced degree. Students may apply for and complete just the certificate or may apply for both the certificate and a degree program. This allows students to start with the certificate and continue to a more advanced degree.

### Advanced Manufacturing – 9 credits

The Graduate Certificate in Advanced Manufacturing will provide you with the basic competencies, skills, and experience you will need to advance your career in a manufacturing industry. A Graduate Certificate requires completion of 9 credits of 500-level and above graduate work.

## **Intra-University**

### Microbiome Science and Engineering – 12 credits

The Graduate Certificate in Microbiome Science and Engineering will focus on providing students with an understanding of the functional and structural basis of microbiomes and their relevance and potential use in human, animal and plant biology, and environmental systems. Students will gain an understanding of how microbiomes affect human, animal, and plant health that could lead to new strategies for diagnosing, treating and preventing existing and emerging diseases.

Board of Governors of the Colorado State University System

Meeting Date: May 6, 2021  
Consent Item

MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.5 – C.2.7 Evaluation of Performance of Faculty

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.2.5 – C.2.7 Evaluation of Performance of Faculty

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

The proposed changes result from the extensive efforts of the DEI/RBEI Task Force of Faculty Council to demonstrate the support and commitment of faculty for diversity, equity and inclusion and to further promote the University's principles of community, including inclusion and respect for all people. Toward this end, the proposed changes add "work toward achieving the University's diversity, equity and inclusion goals" to the responsibilities of both deans and department heads. They also add "evidence of substantial, demonstrable leadership in meeting diversity, equity and inclusion goals" to the evaluation of all administrative officers of the University.

Meeting Date: May 6, 2021  
Consent Item

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

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

**C.2.5 Evaluation of Performance of Faculty** (*last revised ~~August 12, 2009~~xxx*)

- a. Each department code shall include procedures for conducting performance reviews of faculty members as required in Section E.14.
- b. The evaluation of faculty members shall be based on qualitative and quantitative assessments of the faculty member's fulfillment of responsibilities to the University during the period of evaluation. This evaluation shall be based upon criteria for teaching and advising, research and other creative activity, and service and/or outreach ~~enunciated~~ clearly articulated in departmental codes. Although there are some reasonable expectations for performance that cut across disciplines, performance criteria may vary among disciplines within the University according to the mission of the department and standards for the field. Assessment of the quality of a faculty member's performance requires careful and critical review, necessarily involving judgments, and should never be reduced to purely quantitative measures.
- c. If the faculty member has significant duties outside of the faculty member's home department (e.g., a joint appointment with another department or significant service at the college or university level), then a written performance evaluation shall be requested from the supervisor for each of these duties. These external evaluations shall be taken into consideration for the performance review and when making decisions involving tenure, promotion, and merit salary increases.
- d. The department head shall hold an annual conference with each member of the departmental faculty as part of the evaluation. The faculty member shall be fully advised concerning the methods and criteria used in the evaluation, the results of the evaluation, and how the results will be utilized.
- e. The evaluation shall be in writing. The faculty member shall be given the opportunity to append written comments to the evaluation. The evaluation shall be signed by the department head and by the faculty member, and the faculty member shall receive a copy of the evaluation.
- f. Grievances between a faculty member and the department head that may arise from evaluation of performance or other personnel matters shall be acted upon in accordance with Section K.

Meeting Date: May 6, 2021

Consent Item

g. Each department head shall develop procedures to solicit formal input from the tenured faculty members (or their duly elected committee) as the annual evaluation of non-tenured faculty members is prepared and prior to making recommendations for reappointments.

## **C.2.6 Duties of Officers**

### **C.2.6.1 Deans of the Colleges**

The dean of a college is the principal administrative and academic officer of that college. Department heads with their staffs are responsible to the dean. The dean serves as chairperson of meetings of the department heads and/or faculty members of the college.

The dean of a college has the following principal and specific responsibilities:

- a. Review and approval of budgets for all departments of the college.
- b. General, but not detailed, supervision of and maintenance of adherence to determined departmental budgets and coordination and attention to equity in salaries and other fiscal matters within the framework of academic instruction in the college.
- c. Development and strengthening of the faculty members, facilities, undergraduate and graduate teaching, research and extension programs, and prestige of the college in the interest of the entire University.
- d. Consideration and approval of recommendations for appointments, advancement, and tenure of college staff members.
- e. Development and coordination of curricula to meet changing educational and vocational needs of students together with maintenance of acceptable standards for admission and retention of students majoring in the college.
- f. Analysis of teaching loads and related staff responsibilities to promote the best interests of students and maximum effectiveness of the faculty member as well as their individual professional development and accomplishment.
- g. Coordination of all academic and instructional matters within the college and with other colleges and departments.
- h. Counseling of both faculty members and students in need of direction or advice.

Meeting Date: May 6, 2021

Consent Item

- i. Objective evaluation of programs within the dean's college.
- j. ~~Contribute to achievement of~~ Work toward achieving the University's diversity, equity and inclusion and equal opportunity goals.

Recommendations for appointment of department heads are the responsibility of the dean. The dean shall provide for appointment of a departmental committee to advise the dean and shall make available to members of the committee written instructions concerning procedures to be followed, minimum qualifications acceptable for the position, and specific responsibility of an advisory committee.

The dean shall receive and analyze annual and semiannual departmental reports in their respective colleges and shall transmit these, together with their college reports, through the Provost to the President for transmittal to the Board.

#### **C.2.6.2 Department Heads** *(last revised August 12, 2009~~xxx~~)*

The department head is the administrative and academic officer in the department and is the initial person in the administrative chain to the President. Members of the department staff are responsible to the department head. The department head has the general responsibility for any staff activities which may affect the professional status of the department or the best interests of the University.

Specific responsibilities of the department head are:

- a. Preparation of the departmental budget.
- b. Administration of and adherence to the departmental budget.
- c. Evaluation of each departmental faculty member in accordance with the University Code.
- d. Initiation of recommendations for appointments, advancement, tenure, and dismissal of staff members, including incorporation of input from students and faculty members' relating to the teaching and advising effectiveness of faculty members being recommended for reappointment, promotion, tenure, dismissal, and salary increase.
- e. Management of academic and financial matters within the department to promote student achievement, equity in travel and professional opportunities for staff members, and adjustment of faculty members' loads and salaries consistent with experience, competence, capacity, productivity, and aptitude of individual staff members.

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f. Preparation of reports called for by higher authorities or by agencies of the institution charged with coordinating the general program of the University. Additional responsibilities of the department head, together with the departmental staff, are: development and strengthening of undergraduate and graduate teaching, research, extension programs, and faculty members' competence within the department; construction of sound curricula to meet educational needs of students; cooperation with and assistance to other departments in matters affecting the University in its undergraduate and graduate teaching, research, and extension programs; effective staff recruitment; development and maintenance of departmental morale; and ~~advance and strengthen achievement of the University's equal opportunity goals~~ work toward achieving the University's diversity, equity and inclusion goals.

**C.2.7 Evaluation of Performance of Officers**

a. The performance of each department head shall be evaluated annually by the dean of the appropriate college. In making the evaluation, the dean shall solicit and utilize information obtained from all faculty members in the respective department.

b. The performance of each dean shall be evaluated annually by the Provost. When evaluating a college dean, the Provost shall solicit and utilize information from the faculty members of the dean's college obtained in accordance with that college's procedures.

c. The performance of each vice president shall be evaluated annually by the President. In making the evaluation, the President shall solicit and utilize information obtained from all deans and directors reporting to the respective vice president.

d. The performance of the President is evaluated by the Board. In its evaluation, the Board solicits opinions from faculty members which are provided by the Faculty Council and its Executive Committee through the Faculty Council Representative to the Board.

e. ~~Effectiveness~~ Evidence of substantial, demonstrable leadership in meeting diversity, equity and inclusion goals ~~and providing equal opportunity to all persons~~ shall be included in evaluations of all administrative officers.

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MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.10.5.1 Origin and Processing of Tenure Recommendations

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.10.5.1 Origin and Processing of Tenure Recommendations

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

The changes in E.10.5.1 **Origin and Processing of Tenure Recommendations** are made to achieve the goal of ensuring that all eligible faculty are able to vote for tenure recommendations.

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NOTE: Revisions are noted in the following manner:

Additions - underlined Deletions - ~~overseored~~

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

**E.10.5.1 Origin and Processing of Tenure Recommendations** (*last revised ~~June 21,~~  
~~2011~~ May 6, 2021*)

The head of the department shall initiate the process leading to a recommendation for the granting or denial of tenure not later than the beginning of the final year of the probationary period of the faculty member. The department head should consult with the tenure committee before initiating this process. The department head should also consult the website of the Office of the Provost for information and forms regarding applications for tenure.

Because the recommendation for the granting or denial of tenure is primarily a faculty responsibility, the department head shall ask the members of the tenure committee, to vote by ballot for or against granting of tenure to the faculty member being considered. A tenure recommendation shall be by a majority vote of the tenure committee. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President.

All reviews are to be exercised expeditiously at each level. After each review, the reviewing administrator shall make a recommendation in writing and send copies to the faculty member, the tenure committee, and all administrators who have previously reviewed the recommendation.

The tenure committee must have at least three (3) members and shall consist of all eligible department faculty members, ~~or, if so specified in the department code, a duly elected committee thereof.~~ The department head, college dean, Provost, and President are not eligible to serve on the tenure committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.12.a) of more than half time is not eligible to serve on the tenure committee, unless the department code specifies otherwise. If a faculty member holding an administrative appointment does

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Section E.10.5.1 Origin and Processing of Tenure Recommendations

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serve on the tenure committee, it is expected that he or she will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict

of interest is expected to recuse himself or herself. The eligible department faculty are all other tenured department faculty. If a committee of at least three (3) tenured faculty within the department cannot be constituted, then additional tenured faculty members shall be selected from other departments within the University so as to produce a committee of three (3) members. A department may specify in its code a procedure for narrowing the pool of eligible additional members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all tenured faculty members on the tenure committees from all departments within the college. The department head shall draw the additional members of the tenure committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the tenure committee.

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MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.12 Performance Expectations for Tenure, Promotion, and Merit Salary  
Increases

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

These changes to the tenure and annual review processes invite faculty members to document how their efforts address diversity, equity, and inclusion as valued features of research and artistry, teaching, and service. Broadly speaking, these changes address the need for greater awareness of equity as both a topic for research and as a matter of practical consequence to faculty work.

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

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

**E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases**  
(last revised ~~February 7, 2020~~ May 6, 2021)

All faculty members being considered for tenure and/or promotion must demonstrate a level of excellence appropriate to the rank under consideration and consistent with the standards of their discipline, their unit's institutional mission, CSU's Principles of Community, and the faculty member's individual effort distribution in teaching and advising/mentoring, research and other creative activity, and service. Outreach and engagement efforts (as described in Section E.12.4) should be integrated into the faculty member's teaching, research, and/or service responsibilities, as appropriate. Additionally, efforts related to inclusivity and equity as practice or theory may be included by the faculty member into their teaching, research, and/or service responsibilities, as appropriate.

Annual and periodic comprehensive reviews of a faculty member's performance are addressed in Sections C.2.5, E.12, and E.14, and the expectations articulated in this section are applicable to those reviews. The basis for annual and periodic comprehensive reviews shall be the set of criteria in place at the beginning of the review period. A faculty member shall provide evidence, consistent with their stated effort distribution, of teaching and advising/mentoring competence, and/or sustained research and other creative activity, and/or service (see Section E.9.1) for annual and periodic comprehensive reviews, as well as for tenure and promotion. The department code shall establish clearly articulated criteria and standards for evaluation in these areas. Performance expectations may take into consideration the current rank of the faculty member.

**E.12.1 Teaching and Advising** (last revised ~~October 4, 2019~~ May 6, 2021)

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, create an inclusive learning environment, advise and facilitate student academic and professional development.

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Teaching includes, but is not limited to, classroom and/or laboratory instruction; on-line instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; supervision of field trips; teaching abroad; service learning; outreach/engagement; organization, coordination, marketing, and promotion of official university educational activities; and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching and should be included in portfolio materials and be considered as part of the evidence of teaching effectiveness. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach and engagement activities as specified by the department/unit, are important to CSU as a land-grant institution and should be integrated into teaching efforts, as appropriate (see Section E.12.4). This includes teaching efforts of faculty members with Extension appointments. Examples of engaged teaching include service-learning and conducting workshops, seminars and consultations, and the preparation of educational materials for those purposes. Other examples can be found in the "Continuum of Engaged Scholarship". Activities that enhance diversity and inclusion at CSU and align with CSU's Principles of Community are important to CSU's land-grant mission and should be integrated into teaching efforts.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; formation of interrelationships among fields of knowledge; creation of inclusive learning environments, energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; use of clear grading criteria; and respectful responses to student questions and ideas.

**E.12.2 Research and Other Creative Activity** (*last revised ~~February 7, 2020~~ May 6, 2021*)

Research is the discovery and development of knowledge; other creative activity is original or imaginative accomplishment. Research and other creative activity include, but are not limited to, publications (including scholarly articles, conference proceedings, invited reviews, book chapters, textbooks, and other monographs); exhibitions, presentations or performances; copyrighted, patented, or licensed works and inventions;

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supervision of or assistance with graduate student theses/dissertations and undergraduate research; and both effort and success in generating funding to support research and other

creative activities; emergent forms of scholarship and research such as digital scholarship, translational scholarship that brings academic ideas into public service and community engagement; and narrative, feminist, and anti-racist scholarship. Scholarly activities that advance the effectiveness of teaching and education, including advancing the diversity and inclusion of our learning, engagement, and research environments, should ~~could~~ also be considered research/creative activity. Scholarly activities with a research/creative artistry component that include reciprocal engagement with external partners (local, state, national, and international) are encouraged and should be considered research and creative activity (see Section E.12.4). Examples include applied research, community-based participatory research, and collaboratively-created new artistic or literary performances. Other examples can be found in the “Continuum of Engaged Scholarship”.

#### **E.12.3.1 University Service** *(last revised ~~October 4, 2019~~ May 6, 2021)*

In academic institutions the faculty members share in the formulation of University policies and in making and carrying out decisions affecting the educational and scholarly life of the University. University service can occur at the department, college, campus, and system-wide levels, as well as outside of the university system. Faculty are expected to participate in the governance and the common good of their department, the campus, and the advancement of their profession. University service includes but is not limited to contributions to the governance and leadership of the University through participation in the formulation and implementation of department/college/university policies via membership on committees, councils, and advisory groups and participation in administrative activities. University service also includes advising student organizations, and working to enhance the diversity and inclusion of CSU’s community, and community outreach and engagement.

#### **E.12.3.2 Professional Service** *(last revised ~~October 4, 2019~~ May 6, 2021)*

Service in local, state, national, or international professional organizations enhances the University’s scholarly and academic reputations. Service in professional organizations includes but is not limited to editorial activities for professional publications; service as an officer or committee member of a professional society; participating in or organizing research conferences, workshops or professional meetings; reviewing grant proposals; working to enhance the diversity and inclusion of the professional community; and service on academic review or accreditation boards. Service rendered in one’s

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professional capacity as a citizen of the community is commendable and may be evaluated as an appropriate faculty activity.

**E.12.3.4 Service with External Partners and Communities** (~~New section October 4, 2019~~ Last revised May 6, 2021)

As a land-grant institution, the University is committed to engagement efforts that work with external partners to serve current and future needs of local, state, national and international communities (see Section E.12.4). Therefore, departments and units should encourage and support faculty efforts that are focused on such engagement. Examples of engaged service include technical assistance, consulting, and policy analysis, and working to enhance the diversity and inclusion of the community. Other examples can be found in the “Continuum of Engaged Scholarship”.

**E.12.4 Outreach and Engagement** (~~New section October 4, 2019~~ last revised May 6, 2021)

Outreach and engagement are fundamental components of the University’s land-grant mission, described as “the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good (*Committee on Institutional Cooperation, 2003*). CSU applies this definition across a spectrum of scholarship-based outreach and engagement activities conducted in all areas of the university’s mission: teaching, research, service, and extension (as described in the table “Continuum of Engaged Scholarship”).

Examples of engagement include community-based participatory research; service-learning; managed learning environments such as museums, libraries and gardens; and work with defined communities such as producer groups, industries and businesses, teachers, and civic-minded non-profit entities, and community service groups.

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MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.13.2 Promotion Committee

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the  
Colorado State University Academic Faculty and Administrative Professional  
Manual, Section E.13.2 Promotion Committee

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

The changes in E.13.2 **Promotion Committee** are made to achieve the goal of ensuring that all eligible faculty of higher level are able to vote on promotion recommendations. Additionally the language has been changed to further clarify the process for non-tenure-track faculty promotions.

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NOTE: Revisions are noted in the following manner:

Additions - underlined Deletions - ~~overseored~~

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**E.13.2 Promotion Committee** (*last revised xxx*)

This section describes the membership of the promotion committee and which members of the committee are voting members. ~~Department codes may specify additional requirements beyond those specified in this section.~~

The department head, college dean, Provost, and President are not eligible to serve on the promotion committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.11.2) of more than half time (0.5) is not eligible to serve on the promotion committee unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the promotion committee, it is expected that they will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse oneself. ~~The eligible department faculty members are all other department faculty members of higher level than the faculty member under consideration who meet any additional eligibility requirements specified in the department code.~~

For promotion of a tenured or tenure-track faculty member, ~~only tenured committee members are voting members~~ the eligible department faculty members are all other tenured faculty members of higher level than the faculty member under consideration. For promotion of a non-tenure-track faculty member, ~~this restriction to tenured faculty members~~ does not apply, but Aa department may specify in its code additional requirements for voting members.

The promotion committee shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof, unless this leads to a committee with fewer than three (3) voting members. If a the committee has fewer than three (3) eligible voting faculty members then additional eligible voting faculty members shall be selected from other departments within the University so as to produce a committee with three (3) voting members. A department may specify in its code a procedure for narrowing the pool of additional eligible voting members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all eligible voting  
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Section E.13.2 Promotion Committee

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faculty members on the promotion committees from all departments within the college. The department head shall draw the additional members of the promotion committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the promotion committee.

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MATTERS FOR ACTION:

2020-2021 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.14 Performance Reviews

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.14 Performance Reviews

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

These changes to the tenure performance review process underscore the need for departmental codes to clearly define effort distribution for faculty. The changes further provide a mechanism for evaluating files in light of documented evidence of discriminatory actions in research, teaching, or service.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
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**E.14 Performance Reviews** (*last revised ~~August 2, 2013~~ May 6, 2021*)

All faculty members, including department heads and deans, are subject to performance reviews. These reviews include annual reviews, comprehensive reviews of tenure-track faculty members, and comprehensive reviews of tenured faculty members. Annual reviews and comprehensive reviews of tenured faculty members shall be conducted by the academic supervisor for the faculty member's academic unit. For a faculty member who is not a department head, a dean, an associate dean or an assistant dean, the academic unit is their home department, and the academic supervisor is the department head. For a department head, an associate dean, or an assistant dean, the academic unit is the college, and the academic supervisor is the dean of that college. For a dean, the academic unit is the University, and the academic supervisor is the Provost.

Nothing contained in this section shall be construed to affect the at-will status of administrative appointments. The evaluation of an individual's performance as an administrator and fit within a specific administrative organizational structure is separate from the review processes described in this section.

Performance reviews are intended to facilitate continued professional development, to refocus professional efforts when appropriate, to assure that faculty members are meeting their obligations to the University, and to assist faculty in achieving tenure or promotion. These reviews must be conducted in such a way that they are consistent with academic freedom, due process, the tenure system, and other protected rights. It is also appropriate for performance reviews to document problems with behavior (see Section D.9 and also Section E.15).

A performance review must take into account the individual faculty member's effort distribution (see Section E.9.1) and the individual faculty member's workload (see Section E.9.2), and it must consider each area of responsibility. Expectations for each area of responsibility should be laid out clearly in departmental codes. Furthermore, effort distributions should be established so as to best utilize the individual talents of all tenured faculty members, because having similar assignments for all faculty members in a department often is not the most effective use of resources. Faculty members should have the opportunity to work with the academic supervisor to adjust their professional

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responsibilities throughout their careers in a way that permits them to meet both institutional and individual goals.

For each performance review, a written report shall be prepared by the academic supervisor, and this report shall identify strengths and any deficiencies in the faculty member's performance. The faculty member shall be given a copy of this report, and they shall then have ten (10) working days to prepare a written response to this report if ~~he or she~~ they desires to do so. The report and any written response on the part of the faculty member shall be forwarded to the dean and the provost, and a copy shall be maintained in the faculty member's official Personnel File.

**E.14.3.1 Phase I Comprehensive Performance Reviews** (*last revised ~~June 22, 2006~~  
May 6, 2021*)

Phase I Comprehensive Performance Reviews of all tenured faculty members, except those on transitional appointments of fewer than five (5) years, shall be conducted at five (5) year intervals, beginning in the fifth (5th) year after the granting of tenure. If a tenured faculty member receives a promotion in rank, this alters the schedule for Phase I Reviews, with the next review being conducted in the fifth (5th) year after the promotion. If a tenured faculty member becomes a department head, this alters the schedule for Phase I Reviews as described in Section C.2.4.2.2.c. The schedule for Phase I Reviews may be shifted by up to two (2) years in order to accommodate a sabbatical leave, a major health issue, having too many faculty members scheduled for review in the same year, or some other compelling reason. However, such a shift requires the consent of both the faculty member and the academic supervisor. If two (2) annual reviews since the last Phase I Review have identified deficiencies of sufficient magnitude to warrant a Phase I Review, then the schedule for Phase I Reviews will be altered, with the next review occurring immediately.

A Phase I Review shall be based upon a summary of all annual reviews since the last comprehensive review or the acquisition of tenure or promotion; an updated curriculum vitae; a self-analysis by the faculty member, including both strengths and weaknesses; and a statement by the faculty member of professional goals and objectives. The academic supervisor shall provide an overall assessment of the faculty member's performance, including evidence of discriminatory actions as determined by the Office of Equal Opportunity, and the faculty member shall be given a copy of this evaluation. The evaluation must be based upon the faculty member's performance in each area of responsibility (see Section E.12), and it must take into account the individual faculty member's effort distribution (see Section E.9.1) and the individual faculty member's

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Section E.14 Performance Reviews

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workload (see Section E.9.2). As part of the overall assessment of the faculty member's performance, the academic supervisor must select one (1) of the following three (3) outcomes:

## CSU Global FY23 8-Week Academic Calendar

7/1/2022 - 6/30/2023

### Burgundy Track 2022-2023

Term	Start Date	End Date
Fall-A	Monday, July 18, 2022	Sunday, September 11, 2022
Fall-B	Monday, August 15, 2022	Sunday, October 9, 2022
Fall-C	Monday, September 12, 2022	Sunday, November 6, 2022
<b>Winter-A*</b>	Monday, November 14, 2022	Sunday, January 15, 2023
<b>Winter-B*</b>	Monday, December 12, 2022	Sunday, February 12, 2023
Winter-C	Monday, January 16, 2023	Sunday, March 12, 2023
Spring-A	Monday, March 20, 2023	Sunday, May 14, 2023
Spring-B	Monday, April 17, 2023	Sunday, June 11, 2023
Spring-C	Monday, May 15, 2023	Sunday, July 9, 2023

### Gold Track 2022-2023

Term	Start Date	End Date
Fall-B	Monday, August 15, 2022	Sunday, October 9, 2022
Fall-C	Monday, September 12, 2022	Sunday, November 6, 2022
Fall-D	Monday, October 10, 2022	Sunday, December 4, 2022
<b>Winter-B*</b>	Monday, December 12, 2022	Sunday, February 12, 2023
Winter-C	Monday, January 16, 2023	Sunday, March 12, 2023
Winter-D	Monday, February 13, 2023	Sunday, April 9, 2023
Spring-B	Monday, April 17, 2023	Sunday, June 11, 2023
Spring-C	Monday, May 15, 2023	Sunday, July 9, 2023
Spring-D	Monday, June 12, 2023	Sunday, August 6, 2023

\* 1 week holiday break (12/19 - 12/25)

**CSU Global FY24 8-Week Academic Calendar**

7/1/2023 - 6/30/2024

**Burgundy Track 2023-2024**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
Fall-A	Monday, July 17, 2023	Sunday, September 10, 2023
Fall-B	Monday, August 14, 2023	Sunday, October 8, 2023
Fall-C	Monday, September 11, 2023	Sunday, November 5, 2023
<b>Winter-A*</b>	Monday, November 13, 2023	Sunday, January 14, 2024
<b>Winter-B*</b>	Monday, December 11, 2023	Sunday, February 11, 2024
Winter-C	Monday, January 15, 2024	Sunday, March 10, 2024
Spring-A	Monday, March 18, 2024	Sunday, May 12, 2024
Spring-B	Monday, April 15, 2024	Sunday, June 9, 2024
Spring-C	Monday, May 13, 2024	Sunday, July 7, 2024

**Gold Track 2023-2024**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
Fall-B	Monday, August 14, 2023	Sunday, October 8, 2023
Fall-C	Monday, September 11, 2023	Sunday, November 5, 2023
Fall-D	Monday, October 9, 2023	Sunday, December 3, 2023
<b>Winter-B*</b>	Monday, December 11, 2023	Sunday, February 11, 2024
Winter-C	Monday, January 15, 2024	Sunday, March 10, 2024
Winter-D	Monday, February 12, 2024	Sunday, April 7, 2024
Spring-B	Monday, April 15, 2024	Sunday, June 9, 2024
Spring-C	Monday, May 13, 2024	Sunday, July 7, 2024
Spring-D	Monday, June 10, 2024	Sunday, August 4, 2024

\* 1 week holiday break (12/25 - 12/31)

## CSU Global FY25 8-Week Academic Calendar

7/1/2024 - 6/30/2025

### Burgundy Track 2024-2025

Term	Start Date	End Date
Fall-A	Monday, July 15, 2024	Sunday, September 8, 2024
Fall-B	Monday, August 12, 2024	Sunday, October 6, 2024
Fall-C	Monday, September 9, 2024	Sunday, November 3, 2024
<b>Winter-A*</b>	Monday, November 11, 2024	Sunday, January 12, 2025
<b>Winter-B*</b>	Monday, December 9, 2024	Sunday, February 9, 2025
Winter-C	Monday, January 13, 2025	Sunday, March 9, 2025
Spring-A	Monday, March 17, 2025	Sunday, May 11, 2025
Spring-B	Monday, April 14, 2025	Sunday, June 8, 2025
Spring-C	Monday, May 12, 2025	Sunday, July 6, 2025

### Gold Track 2024-2025

Term	Start Date	End Date
Fall-B	Monday, August 12, 2024	Sunday, October 6, 2024
Fall-C	Monday, September 9, 2024	Sunday, November 3, 2024
Fall-D	Monday, October 7, 2024	Sunday, December 1, 2024
<b>Winter-B*</b>	Monday, December 9, 2024	Sunday, February 9, 2025
Winter-C	Monday, January 13, 2025	Sunday, March 9, 2025
Winter-D	Monday, February 10, 2025	Sunday, April 6, 2025
Spring-B	Monday, April 14, 2025	Sunday, June 8, 2025
Spring-C	Monday, May 12, 2025	Sunday, July 6, 2025
Spring-D	Monday, June 9, 2025	Sunday, August 3, 2025

\* 1 week holiday break (12/23 - 12/29)

**CSU Global FY26 8-Week Academic Calendar**

7/1/2025 - 6/30/2026

**Burgundy Track 2025-2026**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
Fall-A	Monday, July 14, 2025	Sunday, September 7, 2025
Fall-B	Monday, August 11, 2025	Sunday, October 5, 2025
Fall-C	Monday, September 8, 2025	Sunday, November 2, 2025
<b>Winter-A*</b>	Monday, November 10, 2025	Sunday, January 11, 2026
<b>Winter-B*</b>	Monday, December 8, 2025	Sunday, February 8, 2026
Winter-C	Monday, January 12, 2026	Sunday, March 8, 2026
Spring-A	Monday, March 16, 2026	Sunday, May 10, 2026
Spring-B	Monday, April 13, 2026	Sunday, June 7, 2026
Spring-C	Monday, May 11, 2026	Sunday, July 5, 2026

**Gold Track 2025-2026**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>
Fall-B	Monday, August 11, 2025	Sunday, October 5, 2025
Fall-C	Monday, September 8, 2025	Sunday, November 2, 2025
Fall-D	Monday, October 6, 2025	Sunday, November 30, 2025
<b>Winter-B*</b>	Monday, December 8, 2025	Sunday, February 8, 2026
Winter-C	Monday, January 12, 2026	Sunday, March 8, 2026
Winter-D	Monday, February 9, 2026	Sunday, April 5, 2026
Spring-B	Monday, April 13, 2026	Sunday, June 7, 2026
Spring-C	Monday, May 11, 2026	Sunday, July 5, 2026
Spring-D	Monday, June 8, 2026	Sunday, August 2, 2026

\* 1 week holiday break (12/22 - 12/28)



Board of Governors of the Colorado State University System  
May 6, 2021  
Consent Item

MATTERS FOR ACTION:

Colorado State University-Pueblo – AY2021-2022 & AY2022-2023 & AY2023-2024.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2021-2022 & AY2022-2023 & AY2023-2024.

EXPLANATION:

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

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. Calendars follow on next page.

## UNIVERSITY CALENDAR 2021-2022

### **Fall 2021**

Registration Begins	March 8 (of 2021)
Classes Begin	August 23
End Add Period (Full-Term Courses)	August 27
End Drop Period (Full-Term Courses)	September 8
Fall Graduation Contract Deadline	September 17
End Withdrawal Period (Full-Term Courses)	October 22
Fall Break	November 22-26
Classes End	December 3
Final Exams	December 6-10

### **Spring 2022**

Registration Begins	October 18 (of 2021)
Classes Begin	January 17
End Add Period (Full-Term Courses)	January 21
End Drop Period (Full-Term Courses)	February 2
Spring Graduation Contract Deadline	February 11
End Withdrawal Period (Full-Term Courses)	March 18
Spring Break	March 21-25
Classes End	April 29
Final Exams	May 2-6
Commencement	May 7

### **Summer 2022**

Registration Begins	March 7 (of 2022)
<b><u>First 4, 6, 12-Week Sessions</u></b>	
Classes Begin	May 16
<i>Memorial Day (University Closed)</i>	May 30
Summer Graduation Contract Deadline	June 3
Classes End	
First 4-Week Session	June 9
First 6-Week Session	June 23
12- Week Session	August 4
<b><u>Second 4-Week Session</u></b>	
Classes Begin	June 13
<i>Independence Day (University Closed)</i>	July 4
Classes End	July 7
<b><u>Second 6-Week Session</u></b>	
Classes Begin	June 27
<i>Independence Day (University Closed)</i>	July 4
Classes End	August 4
<b><u>Third 4-Week Session</u></b>	
Classes Begin	July 11
Classes End	August 4

## UNIVERSITY CALENDAR 2022-2023

### Fall 2022

Registration Begins	March 7 (of 2022)
Classes Begin	August 22
End Add Period (Full-Term Courses)	August 26
<i>Labor Day (University Closed)</i>	September 5
End Drop Period (Full-Term Courses)	September 7
Fall Graduation Contract Deadline	September 16
Mid-fall Break (no classes)	October 14
End Withdrawal Period (Full-Term Courses)	October 24
Fall Break	November 21-25
Classes End	December 9
Final Exams	December 12-16
Grades Due	December 20

### Spring 2023

Registration Begins	October 17 (of 2022)
<i>Martin Luther King Day (University Closed)</i>	January 16
Classes Begin	January 17
End Add Period (Full-Term Courses)	January 20
End Drop Period (Full-Term Courses)	February 1
Spring Graduation Contract Deadline	February 10
End Withdrawal Period (Full-Term Courses)	March 20
Spring Break	March 20-24
Classes End	May 5
Final Exams	May 8-12
Commencement	May 13
Grades Due	May 16

### Summer 2023

Registration Begins	March 13 (of 2023)
First 4, 6, 12-Week Sessions Begin	May 15
<i>Memorial Day (University Closed)</i>	May 29
Summer Graduation Contract Due	June 2
First 4-Week Session End	June 9
Second 4-Week and 8-week Sessions Begin	June 12
First 6-Week Session End	June 23
Second 6-Week Session Begin	June 26
<i>Independence Day (University Closed)</i>	July 4
Second 4-Week Session End	July 7
Third 4-Week Session Begin	July 10
Third 4-Week, Second 6-Week, 8-week and 12-Week Sessions End	August 4

**SUMMER WITHDRAWAL PERIOD:** Summer classes have different time periods, the last day a student can withdrawal from a course with “W” entered on the transcript is 10 days into the session for a 4-week course, 20 days into the session for an 8-week course, 15 days into the session for a 6-week course, and 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s Office.

## UNIVERSITY CALENDAR 2023-2024

### Fall 2023

Registration Begins	March 13 (of 2023)
Classes Begin	August 21
End Add Period (Full-Term Courses)	August 25
<i>Labor Day (University Closed)</i>	September 4
End Drop Period (Full-Term Courses)	September 6
Fall Graduation Contract Deadline	September 15
Mid-fall Break (no classes)	October 13
End Withdrawal Period (Full-Term Courses)	October 23
Fall Break (no classes)	November 20-24
Classes End	December 8
Final Exams	December 11-15
Grades Due	December 19

### Spring 2024

Registration Begins	October 16 (of 2023)
<i>Martin Luther King Day (University Closed)</i>	January 15
Classes Begin	January 16
End Add Period (Full-Term Courses)	January 19
End Drop Period (Full-Term Courses)	January 31
Spring Graduation Contract Deadline	February 9
End Withdrawal Period (Full-Term Courses)	March 18
Spring Break (no classes)	March 25-29
Classes End	May 3
Final Exams	May 6-10
Commencement	May 11
Grades Due	May 14

### Summer 2024

Registration Begins	March 11 (of 2024)
First 4, 6, 12-Week Sessions Begin	May 13
<i>Memorial Day (University Closed)</i>	May 27
Summer Graduation Contract Due	June 7
First 4-Week Session End	June 7
Second 4-Week and 8-Week Sessions Begin	June 10
First 6-Week Session End	June 21
Second 6-Week Session Begin	June 24
<i>Independence Day (University Closed)</i>	July 4
Second 4-Week Session End	July 5
Third 4-Week Session Begin	July 8
Third 4-Week, Second, 6-Week, 8-Week, 12-Week Sessions End	August 2

SUMMER WITHDRAWAL PERIOD: Summer classes have different time periods, the last day a student can withdrawal from a course with “W” entered on the transcript is 10 days into the session for a 4-week course20 days into the session for an 8-week course, 15 days into the session for a 6-week course, and 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s Office.

*\*Note: These calendars are planned in advance and are subject to change. Unless otherwise stated, Colorado State University-Pueblo will be open and classes will be held as scheduled.*

# Section 11

## *Board Chair's Agenda*

# Section 12

## *Election of Officers*

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# Section 13

## *Executive Session*

This section intentionally left blank

# Section 14

## *Evaluation Committee*

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