

BOARD OF GOVERNORS
October 5-6, 2017
Iris & Michael Smith Alumni Center, Seminar Room, On-Campus Stadium
Colorado State University

THURSDAY, OCTOBER 5, 2017

Board of Governors Breakfast, *CSU Alumni Center* 8:30 a.m. – 9:00 a.m.

COMMENCE BOARD MEETING – CALL TO ORDER 9:00 a.m.

1. PUBLIC COMMENT 9:00 a.m. – 9:15 a.m.

2. BOARD CHAIR’S AGENDA 9:15 a.m. – 9:20 a.m.

3. STRATEGIC MAPPING UPDATE 9:20 a.m. – 10:05 a.m.

- System Update
- CSU Strategic Plan Update

4. COLORADO STATE UNIVERSITY REPORTS 10:05 a.m. – 10:55 a.m.

- Student Representative’s Report – Presented by Josh Silva
- Faculty Representative’s Report – Presented by Margarita Lenk
- President’s Report – Presented by Tony Frank
 - ♦ The Conversation and AP Partnership
 - ♦ Presidential Sustainability Commission
 - ♦ Stadium Update on Initial Games Held at the New Multi-purpose Stadium

5. CSU-GLOBAL CAMPUS REPORTS 10:55 a.m. – 11:25 a.m.

- Student Representative’s Report – Presented by Keith Knies
- Faculty Representative’s Report – Presented by Tony Vrba
- President’s Report – Presented by Becky Takeda Tinker

LUNCH 11:30 a.m. – 12:30 p.m.

6. ACADEMIC AND STUDENT AFFAIRS COMMITTEE 12:30 p.m. – 2:00 p.m.

Dennis Flores, Chair

- New Degree Programs
 - ♦ CSU: Ph.D. in Watershed Science
 - ♦ CSU-Pueblo: Master of Social Work
 - ♦ CSU-Pueblo: Doctor of Nursing Practice
- CSU-Pueblo Faculty Handbook Revision – Appendix B
- Action on: CSU-Pueblo Student Code of Conduct
- Campus Reports
 - ♦ Technology Enhanced Learning Environments

BREAK

7. REAL ESTATE/FACILITIES COMMITTEE 2:15 p.m. – 2:35 p.m.

Bill Mosher, Chair

- Action on: Program Plans
 - ♦ Anatomy/Zoology East Revitalization
 - ♦ Chemistry B & C Wings Revitalization

- Hughes Property Update
- Action on: Hughes Stadium Deconstruction
- Executive Session

- 8. EXECUTIVE SESSION** 2:35 p.m. – 3:20 p.m.
- 9. EVALUATION COMMITTEE** (*executive session*) 3:20 p.m. – 3:35 p.m.
- TOUR OF NEW CAMPUS BUILDINGS** 3:35 p.m. – 5:20 p.m.
Collaborative for Student Achievement (CSA), Health and Medical Center, Chemistry Building, Biology Building
- BOARD OF GOVERNORS DINNER**, 6th Floor Club, New On-Campus Multi-Purpose Stadium (*Social*) 6:00 p.m.

FRIDAY, OCTOBER 6, 2017

- Optional Swap Training 8:30 a.m. – 9:00 a.m.
- Board of Governors Breakfast 8:30 a.m. – 9:00 a.m.

RECONVENE BOARD MEETING **9:00 a.m.**

- 10. ANNUAL RESEARCH REPORTS** 9:00 a.m. – 9:40 a.m.
- CSU Annual Research Report
 - CSU-Pueblo Annual Research Report

- 11. AUDIT AND FINANCE COMMITTEE** 9:40 a.m. – 11:10 a.m.

Jane Robbe Rhodes, Chair

Audit Items

- Status of FY 2017-2018 Audit Plan
- Past Due Audit Recommendations
- Action on: Audit Policies
 - ♦ Revised Audit Charter and CSUS Policy 111
 - ♦ New CSUS Policy 209: Competition with Private Enterprise
 - ♦ New CSUS Policy 210: Financial Fraud

Finance Items

- State Budget Update/Higher Education Funding Model
- Campus Budget Presentations with Tuition Discussion
- Optional Retirement Plan (ORP) Report – CSU, CSU-Pueblo
- CSU System Treasury Update
 - ♦ Update on Series 2017 A & B
- Overview of Interest Rate Swaps
 - ♦ Action on: Interest Rate Exchange Agreement Regarding Variable Rate System Enterprise Revenue Bonds

BREAK

- 12. CHANCELLOR'S REPORT** 11:20 a.m. – 11:35 a.m.
- Government Relations Update
 - ♦ Broadband Initiative
 - CCHE Strategic Plan Update

13. CSU-PUEBLO REPORTS 11:35 a.m. – 12:05 p.m.

- Student Representative’s Report - Presented by Jake Harmon
- Faculty Representative’s Report – Presented by David Volk
- President’s Report – Presented by Tim Mottet
 - ♦ Action on: Revised AP Handbook and FMLA Policy

LUNCH – EXECUTIVE SESSION (*continued*) 12:05 p.m. – 12:45 p.m.

14. ANNUAL SAFETY REPORTS 12:45 p.m. – 1:25 p.m.

15. APPROVAL OF CONSENT AGENDA 1:25 p.m. – 1:30 p.m.

- A. Colorado State University System
 - ♦ Minutes of the August 1-2, 2017 Board and Committee Meetings
- B. Colorado State University
 - ♦ CSU: Ph.D. in Watershed Science
- C. Colorado State University-Pueblo
 - ♦ CSU-Pueblo: Master of Social Work
 - ♦ CSU-Pueblo: Doctor of Nursing Practice
 - ♦ CSU-Pueblo Faculty Handbook Revision – Appendix B

BOARD MEETING EVALUATION 1:30 p.m. – 1:35 p.m.

ADJOURNMENT **1:35 p.m.**

Next Board of Governors Board Meeting: November 30 – December 1, 2017, CSU System, Denver

APPENDICES

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

Section 1

Public Comment

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Section 2

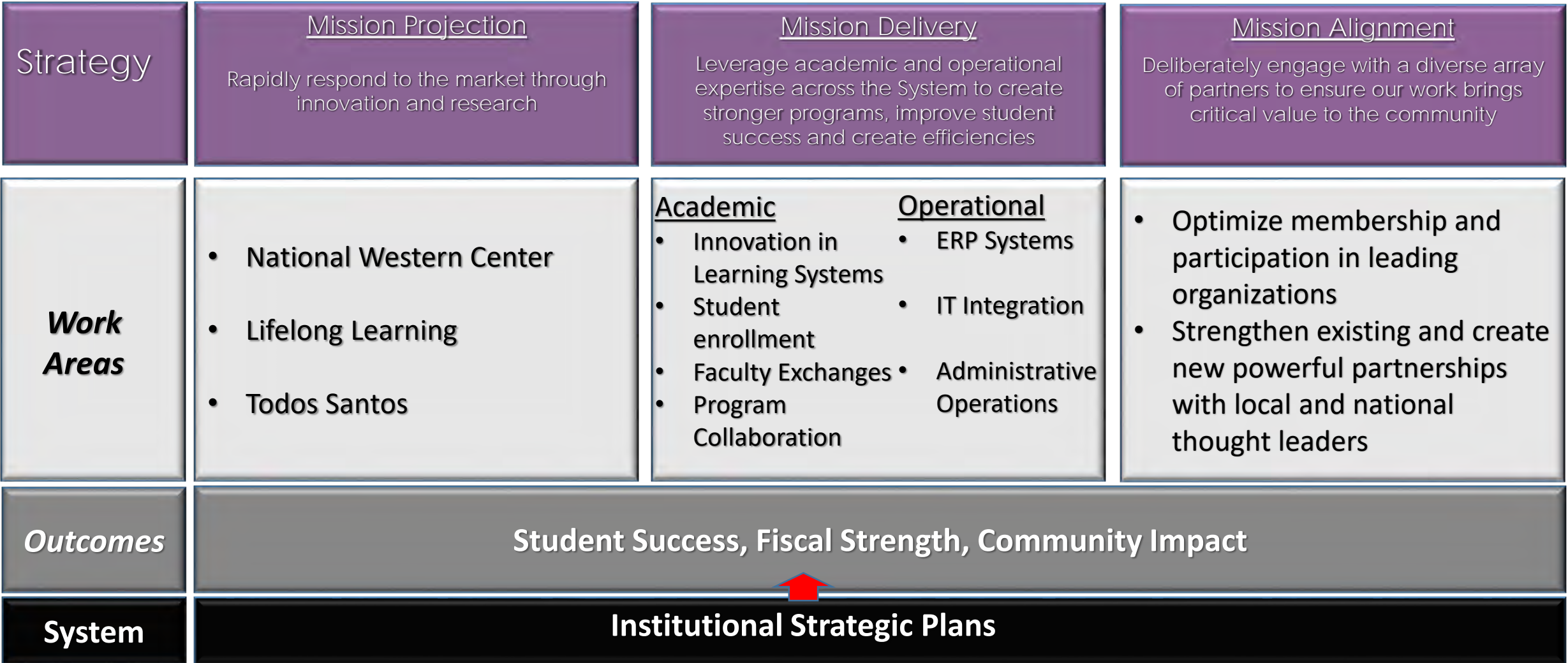
Board Chair's Agenda

Section 3

Strategic Mapping

System Mission

Operate as a dynamic whole to produce access to excellence across all three institutions, delivering human and economic advances throughout Colorado and the world.



System Mission

Operate as a dynamic whole to produce access to excellence across all three institutions, delivering human and economic advances throughout Colorado and the world.

Strategy

Mission Projection

Rapidly respond to the market through innovation and research

***Work
Areas***

- National Western Center
- Lifelong Learning
- Todos Santos



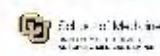


- GLOBEVILLE, ELYRIA-SWANSEA NEIGHBORHOODS -

9 A.M. TO 4 P.M.
SATURDAY, OCT. 14, 2017
FOCUS POINTS
COMMUNITY CENTER
 2501 E. 48th Avenue, Denver, Colo.

All services **FREE** of charge
 Spanish translators on site

- Appointments are needed for vaccines and spay/neuter services
- To schedule, call Focus Points, (303) 292-0770, ext. 154
- Clinica Tepayac and UC Denver Health will be on site providing health screening for humans.
- During your pet's physical exam, you may discuss concerns and ask questions about your pet's health and medical history with a veterinarian or veterinary technician.
- Rabies and distemper vaccines will be provided for dogs and cats.





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PROGRAM REPORT

2016 - 2017



Colorado State University

TODOS SANTOS CENTER

BAJA CALIFORNIA SUR, MÉXICO





THE COLORADO STATE UNIVERSITY TODOS SANTOS CENTER has been open for nearly two years now, serving the students and faculty of Colorado State, the Todos Santos community, and the greater Baja California Sur region. It is with great pride that we take this opportunity to reflect on the impact of the programs offered through our Todos Santos Center. Colorado State has strived to create global citizens by allowing our students to have a meaningful international experience in Baja California Sur, as well as to create bridges of cultural understanding by bringing educational and wellness opportunities to the people of Todos Santos, who have embraced our University's efforts in creating this center.

We are proud to report a 60 percent increase of Colorado State students participating in trips to Todos Santos, and 94 visits from Colorado State faculty and staff in conjunction with 52 educational programs and research trips to the center. More exceptional is the level of engagement we have experienced with the people of Todos Santos and the greater Baja California Sur region. More than 4,000 people from the local community have attended Colorado State workshops and events, and more than 1,000 animals have been helped through vaccinations and spay/neuter clinics staffed by Colorado State veterinary students.

These numbers demonstrate the academic and community efforts that have taken place through the Colorado State Todos Santos Center, but we know the impact is much greater. Todos Santos visitors have gained profound and lasting experiences, whether through studying wildlife in an ecosystem far from Colorado, participating in a Kids Do It All theatre production, or sharing innovative composting techniques while learning agricultural methods refined through generations of family farming. The beauty and environment of Todos Santos inspire unforgettable learning opportunities for all involved.

We are grateful to the community of Todos Santos for partnering with us, and we look forward to deepening our connection in the coming years through expanded programming and enhanced interactions among learners.

Sincerely,

Dr. Tony Frank
President, Colorado State University

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FISH, WILDLIFE & CONSERVATION BIOLOGY WINTER BREAK PROGRAM
FISH, WILDLIFE & CONSERVATION BIOLOGY BIDBLITZ | 4

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ANATOMY AND PHYSIOLOGY, LOCAL ENGLISH CLASSES, ONE HEALTH IN THE AMERICAS WORKSHOP,
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FAMILY ADVENTURE WEEK, YOUTH AND FAMILY LEADERSHIP,
WATER RESEARCH, ENGINEERING - WASTE MANAGEMENT | 13

FY 17

JULY 1, 2016 - JUNE 30, 2017

4,166

PEOPLE FROM THE LOCAL
COMMUNITY ATTEND CSU
WORKSHOPS AND EVENTS

138

STUDENT
VISITS

52

PROGRAMS AND
RESEARCH VISITS

94

FACULTY AND
STAFF VISITS

1,127

ANIMALS HELPED
THROUGH VACCINATIONS,
SPAY/NEUTER, ETC.

50+

COMMUNITY
PARTNERS

2,300+

K-12 STUDENTS
ENGAGED

430

STUDENT
CREDIT HOURS

864

HOURS OF ENGLISH
INSTRUCTION

System Mission

Operate as a dynamic whole to produce access to excellence across all three institutions, delivering human and economic advances throughout Colorado and the world.

Strategy

Mission Delivery

Leverage academic and operational expertise across the System to create stronger programs, improve student success and create efficiencies

Work Areas

Academic

- Innovation in Learning Systems
- Student enrollment
- Faculty Exchanges
- Program Collaboration

Operational

- ERP Systems
- IT Integration
- Administrative Operations

System Mission

Operate as a dynamic whole to produce access to excellence across all three institutions, delivering human and economic advances throughout Colorado and the world.

Strategy

Mission Alignment

Deliberately engage with a diverse array of partners to ensure our work brings critical value to the community

*Work
Areas*

- Optimize membership and participation in leading organizations
- Strengthen existing and create new powerful partnerships with local and national thought leaders



Zoom In: The Centennial State in 100 Objects

CSU has partnered with History Colorado as the presenting sponsor for a new exhibition this fall. A brand-new gallery space, named for CSU Alumnus Tim Schultz of the Boettcher Foundation, has been created on the Museum's third floor to house the innovative 3,700 square foot experience, Zoom In.

PROGRAM REPORT

2016 - 2017



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TODOS SANTOS CENTER

BAJA CALIFORNIA SUR, MÉXICO



FALL 2017



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864

HOURS OF ENGLISH
INSTRUCTION

CSU AND CSURF ADVISORY MEMBERS, FACULTY, AND PROGRAM LEADERS

OUR TEAM

Dr. Denise Apodaca
 Dr. Larissa Bailey
 Donna Baily
 Dr. Chris Bareither
 Dr. Kevin Bestgen
 Julie Birdsall
 Dr. Daniel Bowan
 Kayla Brown
 McKenzie Campbell
 Dr. Will Clements
 Dr. Jim Cooney
 Dr. Paul Doherty
 Dr. Lisa Dysleski
 Dr. Melissa Edwards
 Dr. Addy Elliott
 Scott Farley
 Dr. Oscar Felix
 Sheila Ferguson
 Mark Gill
 Mariana Gonzalez Guzman
 Thom Hadley
 Kathleen Henry
 Dr. Kim Hoke
 Nancy Hurt
 Dr. Kate Huyvaert
 Jason Johnson
 Zach Johnson
 Aimee Jones
 Dr. Brian Jones
 Dr. Shane Kanatous
 Kim Kita
 Dr. Jen Krafchick
 Dr. Suellen Melzer
 Dr. C.W. Miller
 Tom Milligan
 Dr. Cody Minor
 Dr. Rick Miranda
 Teresa Egea Molines
 Dr. Tai Montgomery
 Tiana Nelson
 Gabriela Ocadiz
 Amy Parsons
 Dr. Graham Peers
 Aines Castro Prieto
 Dr. James Pritchett
 Dr. Andrea Purdy
 Ann Randall
 Amy Rex
 Dr. William Sanford
 Dr. Julie Savidge
 Dr. Daniel Sloan
 Dr. Bruno Sobral
 Dr. Danielle Straatmann
 Laura Thornes
 Anne Van Arsdall
 Seth Webb
 Dr. Dana Winkelman
 Dr. Grace Wright

THE CSU TODOS SANTOS CENTER is truly a collaborative effort, bridging cultures and inspiring the cultivation of generations of global citizens and thriving communities through collaboration, experience, and exchange of knowledge.

Thank you to our faculty partners, whose programs you will read about in the upcoming pages; to all of the students from the United States and Mexico who participate in courses and research; to the administrators and leaders; and to the growing network of Baja California Sur community partners.

The three legal entities of Colorado State University, Colorado State University Research Foundation, and Colorado State University Research Foundation Mexico Civil Association partner to deliver the programs at the CSU Todos Santos Center. Through the legal structure of the CSURF Mexico AC, CSU answers the call of the 21st-century land-grant university by leveraging high-impact practices in education and creating meaningful long-term opportunities and relationships across borders to address global challenges. The CSURF Mexico AC is a Mexican non-profit social assistance organization with an educational focus, hosts programs and research from CSU, functions as a hub for community engagement in Todos Santos, and features various local workshops and events for Baja California Sur residents. The CSU Todos Santos Center's growing success is attributed to the efforts, advising, guidance, and participation of the following:

The CSU Board of Governors, the CSURF Board of Directors, Joint CSU-CSURF Steering Committee, CSU Education Abroad, college deans, the Office of International Programs, and Baja California Sur partners and advisers.

The CSURF Mexico AC is proud to be recognized by Mexico's Secretary of Government as an exemplary employer.

THANK YOU TO OUR LOCAL PARTNERS

Activities at the CSU Todos Santos Center are made possible through partnership and participation from a growing network in Baja California Sur, including universities, government agencies, nonprofit organizations, public and private schools, citizen advisers, and others. Thank you to all program partners and participating members of the regional community:

Agricole
 Centro Cultural de Todos Santos
 Centro de Estudios Científicos y Tecnológicos (CECyT)
 Centro de Investigación Científica y de Educación Superior de Ensenada (CICESE)
 Centro de Investigaciones Biológicas del Noreste (CIBNOR)
 Centro de Salud Todos Santos
 Centro Interdisciplinario de Ciencias Marinas (CICIMAR)
 Centro Municipal de Atención Canino (CEMAC)
 Comisión Nacional del Agua (CONAGUA)
 Community Members of BCS
 Delegación Todos Santos
 Ejido El Pescadero
 Ejido Todos Santos
 Escuela Pacífica
 Gobierno de Baja California Sur
 Instituto Tecnológico de La Paz (ITLP)
 Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
 Internado
 Jazamango
 Jóvenes Líderes de Baja California Sur
 Livestock Association
 Los Cabos Humane Society
 Me Interesa Ayudar A Un Gatito (MIAU Gatito)
 Other K-12 Public Schools
 La Palapa Society
 El Pescadero School
 Ponguinguola
 Pueblo Mágico Committee
 Punto Verde
 Salas Family
 Hotel San Cristóbal
 Secretaría de Turismo del Estado de Baja California Sur
 Secretaría de Medio Ambiente y Recursos Naturales (SEMARNAT)
 Sierra School
 Sistema Nacional para el Desarrollo Integral de la Familia (DIF)
 Sistemas Naturales y Desarrollo (SINADES)
 Subdelegación del El Pescadero
 Todos Educando
 Todos Santos Eco Adventures (TOSEA)
 Todos Santos Fishermen Cooperativa
 Todos Santos Private Transportation
 Tres Santos
 Todos Santos Montessori Learning Center
 Universidad Autónoma de Baja California (UABC)
 Universidad Autónoma de Baja California Sur (UABCS)
 Universidad Autónoma de Yucatán (UADY)
 Universidad Mundial
 Universidad Pedagógica Nacional (UPN)
 University of Utah



FIELD MARINE BIOLOGY

Field Marine Biology exposed CSU students to the incredible diversity of marine life found around Todos Santos and the Peninsula of Baja California Sur. Seven CSU students spent 2.5 weeks exploring a range of organisms in the ocean, from plankton to sea lions. Students also had the opportunity to learn from Todos Santos fishermen and interact with and host workshops for local students.



FISH, WILDLIFE & CONSERVATION BIOLOGY WINTER BREAK PROGRAM

The annual two-week Fish, Wildlife, and Conservation Biology program included excursions and experiential learning opportunities in Todos Santos and La Paz, and along the beaches and deserts of the region. Twenty-two students and three faculty members visited the diverse ecosystems of the Pacific Ocean, Sea of Cortez, estuaries, deserts, and mountains to learn about the natural history of fish and wildlife species, understand wildlife management and conservation history, and identify common and contrasting wildlife management practices.



FISH, WILDLIFE & CONSERVATION BIOLOGY BIOBLITZ

Colorado State University students in the Fish, Wildlife, and Conservation Biology semester education abroad program at the CSU Todos Santos Center hosted the program's first BioBlitz for students within the local community. The BioBlitz – a race to identify as many species of plants, animals, and other organisms as possible in a short time period – allowed an interactive educational opportunity for the more than 500 local student participants, ranging from elementary to high school. Fifteen CSU students crafted experiential learning activities and hosted the event with students from PACE, a science education outreach program at CIBNOR, one of CSU's educational partners in Mexico.



FISH, WILDLIFE & CONSERVATION BIOLOGY SEMESTER PROGRAM

Sixteen fish, wildlife, and conservation biology students lived and learned together at CSU's Todos Santos Center over the course of the spring semester. Classroom-based lectures focused on the theory and approaches used to study fish and wildlife populations and the marine and desert ecosystems they inhabit in and around Todos Santos, Baja California Sur, Mexico. Field excursions, hands-on learning in the field, and students' own research projects provided high-impact learning opportunities that promoted integration of principles in conservation biology and fish and wildlife ecology across the curriculum, ultimately leading to better mastery of learning objectives.



COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES STUDENT EXTERNSHIP PROGRAM

The Veterinary Student Externship Program engages fourth-year CSU veterinary students in two-week educational and cultural exchange opportunities in Baja California Sur. Throughout the year, eight teams of CSU students provided surgical and medical support to local shelters, participated in spay/neuter campaigns, and observed clinical cases at the UABCS Veterinary Teaching Hospital. The teams participated in nine community spay/neuter campaigns, providing more than 700 free surgeries to the public. In addition, CSU supports and organizes a biannual and collaborative spay/neuter campaign with veterinarians and veterinary students from Todos Santos, La Paz, and the United States. Two veterinary students from UABCS also spent two months learning at the CSU James L. Voss Veterinary Teaching Hospital in Fort Collins.

COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES RESEARCH PROGRAMS

The College of Veterinary Medicine and Biomedical Sciences conducts two animal-based research projects in Todos Santos. One is a multiyear research study in collaboration with public health officials and veterinarians to determine the prevalence of tick-borne disease among pets in the region. The 2016 research provided a case study in understanding and interrupting cycles of zoonotic diseases, which infect people and animals. In a second study during the Spring 2017 semester, seven CSU teams of veterinary students visited local ranch families and carried out a survey to understand the needs and challenges of subsistence ranching in the region. At the end of the semester, CSU hosted an International Conference of Health and Nutrition of Livestock, for local ranchers, with speakers from CSU, UABCS, and UADY.

COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES OUTREACH PROGRAMS

The Veterinary Student Externship Program introduced two outreach programs focusing on information exchange with the community. The first project was an after-school education program for youth interested in animal care and well-being. Twenty high school students attended weekly lectures from professionals, learning about the many ways one can work with animals, from dogs and cats, to cattle, sea lions, and seabirds. At the completion of the semester, several student groups presented animal conservation projects to their families and the public. The veterinary team also participated in the creation of a support and educational network for animal rescue organizations within Baja California Sur. These biweekly lectures shared information on best practices for health and care of dogs and cats in rescue and adoption settings.



© Dr. Cody Minor





ANATOMY AND PHYSIOLOGY

The CSU Anatomy and Physiology program took eight students to teach basic anatomical and physiological concepts to K-6 students in Todos Santos and El Pescadero. More than 880 local students and community members engaged in workshops about circulatory, respiratory, vestibular, visual, musculoskeletal, gastrointestinal, hormonal, and nervous systems. The CSU team partnered with faculty and undergraduate students from Universidad Pedagógica Nacional in La Paz.



LOCAL ENGLISH CLASSES

In response to a need identified in the 2015 Community Needs Assessment, and with support from donor funding, CSU began offering English classes to residents in the summer of 2016. The CSU Todos Santos Center English courses were held both at the CSU Todos Santos Center (for adult learners), and also in the nearby city of El Pescadero for students of all ages. More than 95 people from the Baja California Sur region enrolled in the first cohort of classes, and the program has continued to a second year.



ONE HEALTH IN THE AMERICAS WORKSHOP

In November 2016, researchers traveled from around the United States and the countries of the Americas to Todos Santos to share best practices and discuss the formation of a One Health in the Americas Network. The conference brought together key researchers from CSU, La Paz, and around the Americas to begin to foster research connections and ideations. This led to publication of an article titled "International Partnerships Contribute to a One Healthier Community in Baja California Sur, Mexico" in the *International Journal of Health, Wellness, and Society*. The co-authors will be guest presenters at the second annual One Health in the Americas workshop in Cuba.



SUMMER RESEARCH COURSE

CSU students and faculty from the Department of Clinical Sciences collaborated with the Centro de Investigaciones Biológicas del Noroeste S.C. in La Paz. The CSU research team was designing inhibitors against several enzymes for the clinical management of: colorectal, hepatocellular, and breast carcinomas; B-cell leukemias; and Zika virus. In addition to scientific data experiments, team members worked on their Spanish language skills, embraced the cultural immersion offered by an extended stay at the Todos Santos Center, and presented a final report in Spanish to CIBNOR. This course was funded by a National Science Foundation grant.



COMPUTATIONAL BIOLOGY AND GENOMICS

The CSU Department of Biology conducted a second one-week workshop on computational biology and genomics. A dozen participants came to the CSU Todos Santos Center from local research institutions for the workshop, which focused on training in the core computational tools necessary for analyzing genomic data in the modern biological sciences.

SUSTAINABLE AGRICULTURE

In sustainable agriculture, cultural and service opportunities with the local community and youth allowed students to gain experience in a cross-cultural setting. Seven CSU students and 20 faculty from CSU partner institution Universidad Autónoma de Baja California Sur, worked together to tackle the next steps in developing a demonstration and education farm at the CSU Todos Santos Farm, while incorporating technical knowledge gained through ever-expanding local, regional, national, and international resources. A CSU graduate student also hosted a food preservation workshop for the local community, where attendees learned about food safety facts related to canning, pickling, and quick pickling.





LITTLE SHOP OF PHYSICS

In January, the Little Shop of Physics, a program of the College of Natural Sciences, traveled to the Colorado State University Todos Santos Center to spread enthusiasm for science. The group landed in Mexico with seven people – and eight trunks that held more than 60 hands-on science experiments developed in their campus lab. In just four days, the group worked with more than 1,000 students from a dozen schools in Todos Santos and the nearby town of Pescadero as well as members of the local community at two public events.



KIDS DO IT ALL

Since 2014, CSU's School of Music, Theatre, and Dance has hosted a Kids Do It All theatre camp in Todos Santos for children from Colorado and from the local community. The annual CSU student-led effort in Todos Santos is an adaptation of a long-standing and popular music-theatre program, and the Todos Santos version of the program creates a bilingual and bicultural experience for kids ages 7-12. More than 50 children participate in the camp, and the students conclude the week by performing a play for the community.



CSU-PUEBLO ECOTOURISM

Colorado State University – Pueblo students enjoyed their spring break immersed in an ecotourism course in Baja Mexico. Highlights included a stay at the CSU Todos Santos Center, cultural exchange with alternative tourism students at the Autonomous University of Baja California Sur, a three-day sea-kayaking trip to Espiritu Santo Island, surfing at El Cerritos Beach, and a visit with students of the Todos Educando Elementary School.



FAMILY ADVENTURE WEEK

A group of CSU employees and their family members traveled to Todos Santos for the inaugural Family Adventure Week. Adventures included swimming with whale sharks and sea lions, sea kayaking, paddle boarding, snorkeling, fishing, surfing, and camping on an island in the Sea of Cortez. Cultural and educational activities included a lesson on wildlife conservation issues in Baja California Sur, a history tour of Todos Santos, and a visit to the foothills of the Sierra de la Laguna Mountains to learn about local ranch family livelihoods.



YOUTH AND FAMILY LEADERSHIP

During two weeks in the summer, 14 CSU Health and Human Sciences students engaged with 200 youth and families in conjunction with the CSU Todos Santos Center. Programming focused on opportunities for youth and family engagement, identified by the 2015 Community Needs Assessment. Activities included cultural and language orientation and immersion, reflection of service experience, and collaboration with local professionals. CSU students participated in dialogues and other assessment activities, as well as developed and delivered interactive programming on topics relevant to students in local schools.



WATER RESEARCH

Water research conducted by Dr. Bill Sanford and a CSU graduate student will result in the development of a numerical model of the Todos Santos aquifer system. This model will be capable of predicting how increases in water demands will affect the supply of fresh water. Dr. Sanford is working in collaboration with the Mexican government's National Commission on Water (Comisión Nacional del Agua), the Monterrey Institute of Technology and Higher Education (Instituto Tecnológico y de Estudios Superiores de Monterrey), and students from CSU, UABCS, Tecnológico de Monterrey: Inicio, and Universidad Mundial.



WASTE MANAGEMENT

A Community Needs Assessment conducted by Colorado State University in June 2015 highlighted the lack of integrated solid waste management in Todos Santos. To better understand the current situation and what could feasibly be achieved to improve it, a three-person waste management team embarked on an initial assessment trip, meeting with Alex Miró of Punto Verde recycling, the Secretary General of Todos Santos, and several professors and solid waste professionals in La Paz.

THE COLORADO STATE UNIVERSITY TODOS SANTOS CENTER

is proud to work with the Baja California Sur community and serve as an extension for University education and outreach. The center will continue to bring new programming, including Interior Design, Service Learning, Oceanography, and a Student Leadership Exchange. CSU will also continue to expand opportunities with CSU Pueblo, other universities, and educationally focused user groups. For the latest information on programs and events at the CSU Todos Santos Center, please visit todossantos.colostate.edu.

.....

VISION: To cultivate generations of global citizens and thriving communities through collaboration, experience, and exchange of knowledge.

VISIÓN: cultivar generaciones de ciudadanos globales y comunidades prósperas a través de la colaboración, las experiencias, y el intercambio de conocimientos.

STATE YOUR PURPOSE

· THE CAMPAIGN FOR COLORADO STATE UNIVERSITY ·

For more information, visit: todossantos.colostate.edu.



Amy Parsons, Executive Vice Chancellor, CSU System | amy.parsons@colostate.edu

Kim Kita, Director of Special Projects and Partnerships | kim.kita@colostate.edu

An equal-access and equal-opportunity University

Vilsack announces annual international water symposium in Denver during Biennial panel

Drought, floods, and climate triggers to recent natural disasters will be among the key topics when global water experts convene in Denver in April to explore solutions to the world's most pressing water challenges.

Former Secretary of Agriculture Tom Vilsack, now special advisor to Colorado State University, announced the launch of the new international water symposium – a joint effort of CSU and Denver Water.

“We want this to be a robust conversation, we want this to be a collaborative conversation,” Vilsack said, as he announced the plan for the symposium and emphasized its importance on Friday.

The inaugural symposium will be held April 26 and 27 at the McNichols Civic Center Building in downtown Denver, and will provide an introduction to the issues expected to be tackled in the future CSU Water Resources Center in partnership with Denver Water. The CSU Water Resources Center is tentatively scheduled to break ground in 2019 as the first new building at the National Western Center, a 250-acre revitalization project in North Denver.

“We hope it to be the place where we really begin to foster solutions to these problems,” Vilsack said. “It’s not just a Denver challenge or a Colorado challenge, it’s a U.S. challenge, it’s a global challenge.”

CSU President and CSU System Chancellor Tony Frank, expanded upon the importance of the joint effort.

“This symposium will provide a great foundation for the collaboration, research, and outcomes – focused on important global issues – that are at the heart of the new Water Resources Center and the National Western Center,” Frank said Friday. “I can’t imagine a better place than here, in a state where seven major rivers originate, to spearhead this conversation.”

Vilsack made the announcement while moderating a panel of water experts from public, private, and non-profit sectors at the Biennial of the Americas conference held in Denver last week. Panelists included Jim Lochhead, CEO of Denver Water; Bruce Karas, VP of Environment and Sustainability at Coca-Cola; Brad Udall, senior water and climate scientist at the Colorado Water Institute and scholar at CSU; Andrea Erickson Quiroz, Managing Director of Water Security at The Nature Conservancy; and Tom Halverson, President and CEO of CoBank.

During the panel, Jim Lochhead called out that the glasses of water sitting on the tables are made up of water from the South Platte River basin and the Colorado River basin. The Colorado River is the lifeline for 30 million people, so Denver Water’s charge to address current and future water issues runs parallel to that of CSU, Lochhead said.

Water research, innovation, education, and policy – which form the foundation for the collaborative work at the Water Resources Center – will come together in a unique model of holistic and integrated management for water, Lochhead said.

Panelist Brad Udall echoed the need for systemic change in the approach to water. Climate change has created implications to the water cycle that have triggered recent natural disasters such as floods and mega-droughts. Hurricane Harvey is estimated as a once in 25,000-year event, he noted.

“This is a challenge to humanity – the likes of which we have never faced,” Udall said. “Part of the business of water now is how to adapt to this changing cycle. We’re not doing enough right now; we are not addressing this problem with the rigor that it requires.”

Vilsack brought the conversation full-circle, painting the Water Resources Center at the National Western Center as a state of the art laboratory with a focus on educating the public on the importance of water, critical thinking around water issues and policies, and public empowerment.

“We will begin the process of educating folks more specifically on water, and a look at the future based on status quo, and the future based on change,” Vilsack said. “Status quo is not acceptable ... we need to get serious, and we need to get serious quickly about change.”

Colorado State University Strategic Plan

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Our Framework

For the past 12+ years, the CSU Strategic Plan has focused on five main sections:

- Teaching/Learning
- Research/Discovery
- Engagement with our Stakeholders
- Commitments to our Community
 - with special focus on Faculty as our foundation
- Sustainability (fiscal, facilities, infrastructure, etc.)

The plan is a living document; our last major revision culminated in 2015. We have sought to have such revisions every 3-4 years.

BOARD OF GOVERNORS *of the*
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Goals/Metrics/Initiatives

Each of the five major sections has a number of highest-level goals, trying to be as specific as possible. These evolve at somewhat low frequency – e.g. goals around retention and graduation rates, external research funding, faculty compensation levels relative to peers, etc.

Toward each of these goals there are developed a set of metrics and action items, usually longer-term projects that we believe will capture our activity toward accomplishing the goal.

Shorter-term initiatives also appear each year, that speak to one or more of the goals, or the major sections.

The next major revision is scheduled for publishing in 2019.

Process

Strategic Planning Area Review Committees (SPARCs) were constituted, one for each Goal. Each SPARC was chaired by a Cabinet member (e.g. VP of Research for Research SPARC) and they developed the final statement of the Goal, the subgoals, and the metrics.

Goals are also incorporated into our Program Review process via the Campus Labs software system used to retain unit-level contributions toward the strategic plan.

Responsible parties are identified for each subgoal, with supporting Planning and Effectiveness Groups to monitor/implement activities.

The Five Current Sections

- We will champion student success.
- We will make a global impact and translate discoveries into products of knowledge, creative artistry, and innovation.
- We will engage with people and communities to solve problems, share knowledge, and support progress.
- We will be a rewarding, inspiring, productive, and inclusive community for all employees – and enhance faculty as our foundation.
- We will be accountable, sustainable, and responsible.

The Eleven Goals

1. Inclusive Access
2. High-quality Academic and Co-Curricular Programs
3. Student Learning Success
4. **Research and Discovery**
5. Engagement
6. Public Interaction / Strategic Partnerships
7. **Excellence in Hiring, Prof Development, Employee Engagement**
8. **Diversity, Equity, Campus Climate**
9. Financial Resources
10. Physical Resources
11. Information Management

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



General Organization

Student Success	Goal 1 Goal 2 Goal 3	Subgoals/Metrics 1.1-1.11 Subgoals 2.1-2.6 Subgoals 3.1-3.12	Major Initiatives for this section
Research	Goal 4	Subgoals 4.1-4.11	Major Initiatives for this section
Engagement	Goal 5 Goal 6	Subgoals 5.1-5.5 Subgoals 6.1-6.2	Major Initiatives for this section
Community	Goal 7 Goal 8	Subgoals 7.1-7.9 Subgoals 8.1-8.6	Major Initiatives for this section
Sustainability	Goal 9 Goal 10 Goal 11	Subgoals 9.1-9.10 Subgoals 10.1-10.7 Subgoals 11.1-11.9	Major Initiatives for this section

Example of Subgoals/Metrics

Goal 1: Inclusive Access

1. Maintain our status as university of choice for CO HS graduates (metric: absolute numbers)
2. RI UG enrollments reflect demographic diversity of college-seeking HS graduates (metric: as reported by ACT)
3. RI UG enrollments reflect geographic diversity of same
4. Increase RI UG enrollment of domestic diverse students (metric: Pell, First Gen, Minority – 25% by 2020)
5. Increase non-resident enrollment (metric: to 30% by 2020)
6. Increase international enrollment (metric: to 6% by 2020)
7. Increase programs for at-risk students (metric: retention)
8. Admissions processing (metric: two-week decision)
9. Increase high-achieving students (metric: Honors participation, merit scholarships)
10. Increase graduate enrollments, and diverse/internat'l ones (metric: to 12/30%)
11. Increase distance graduate students, and diverse ones (metric: to 6/25%)

Major Initiatives For Section 1: Student Success (Feb. 2017)

- Improve SS metrics: retention, persistence, graduation, placement rates while eliminating success gaps.
- High Impact Practices
- Ag 2+2 programs around CO and beyond
- Course redesign, learning analytics, hybrid/online experiences, Unizin/Canvas

Major Initiatives For Section 1: ³⁷ Student Success (Feb. 2017)

- Improve SS metrics: retention, persistence, graduation, placement rates while eliminating success gaps.
 - Graduation rates up; retention rates flat; latest news down
- High Impact Practices
 - Conversation has bifurcated to measuring high-impact experiences (UG Research, Study Abroad, Internships, Semester at Sea, etc.) and encouraging high-impact pedagogy
- Ag 2+2 programs around CO and beyond
 - Adams State agreement in place; CSU-P to follow shortly
- Course redesign, learning analytics, hybrid/online experiences, Unizin/Canvas
 - Progress on all fronts here, Board has heard separate presentations on most of these.

New Major Initiatives For Sec 1:³⁸ Student Success (Oct. 2017)

- SSI2 leadership (VPUA/VPSA/VPFA/AVP)
- Six Development Teams making recommendations this semester
- Adaptive Analytics projects in play
- New degree programs (e.g. Data Science)
- Student Learning Outcomes project
- System cooperations in academic programs

Major Initiatives For Section 2: ³⁹ Research (Feb. 2017)

- Translational Research
- Internationalization
- Critical facilities upgrades
- Core facilities expansion
- Cluster hiring
- PhD student increases
- 21st century library



Major Initiatives For Section 2: ⁴⁰ Research (Feb. 2017)

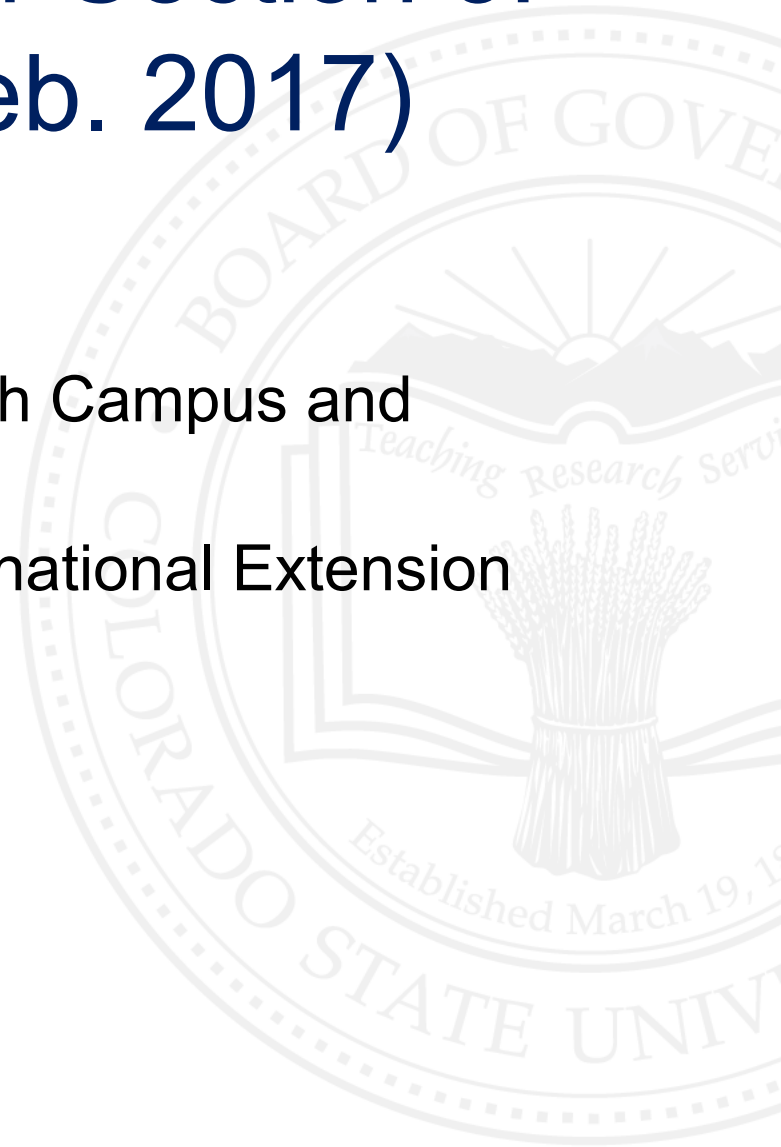
- Translational Research
 - CSU Ventures Strategic Planning exercise
- Internationalization
 - China opportunities (Qingdao, ECNU)
- Critical facilities upgrades
 - AIDL, VPR/VPUO RFP for research facility investments
- Core facilities expansion
 - TMI small animal; BioMarc; Greenhouses
- Cluster hiring
 - Healthy Aging; Microbiome; Air Quality/SPH; Systems Engineering; Scott Chairs; Materials; TMI
- PhD student increases
 - Numbers not moving yet; new programs though (Communication Studies, Anthropology) with more in planning stages
- 21st century library
 - Costs of journals overtaking our ability to invest here....

New Major Initiatives For Sec 2:⁴¹ Research (Oct. 2017)

- Research Success & Sustainability Initiative (RSSI) [~\$500k/year for next 5]
- Revision of funding formula for distribution of indirect costs to focus investments on highest priorities
- Infectious Disease – new director of IDRC on board now

Major Initiatives For Section 3: ⁴² Engagement (Feb. 2017)

- National Western Center
- Engagement Hubs, integrated with Campus and Extension
- Anhui Province relationship, International Extension



Major Initiatives For Section 3: ⁴³ Engagement (Feb. 2017)

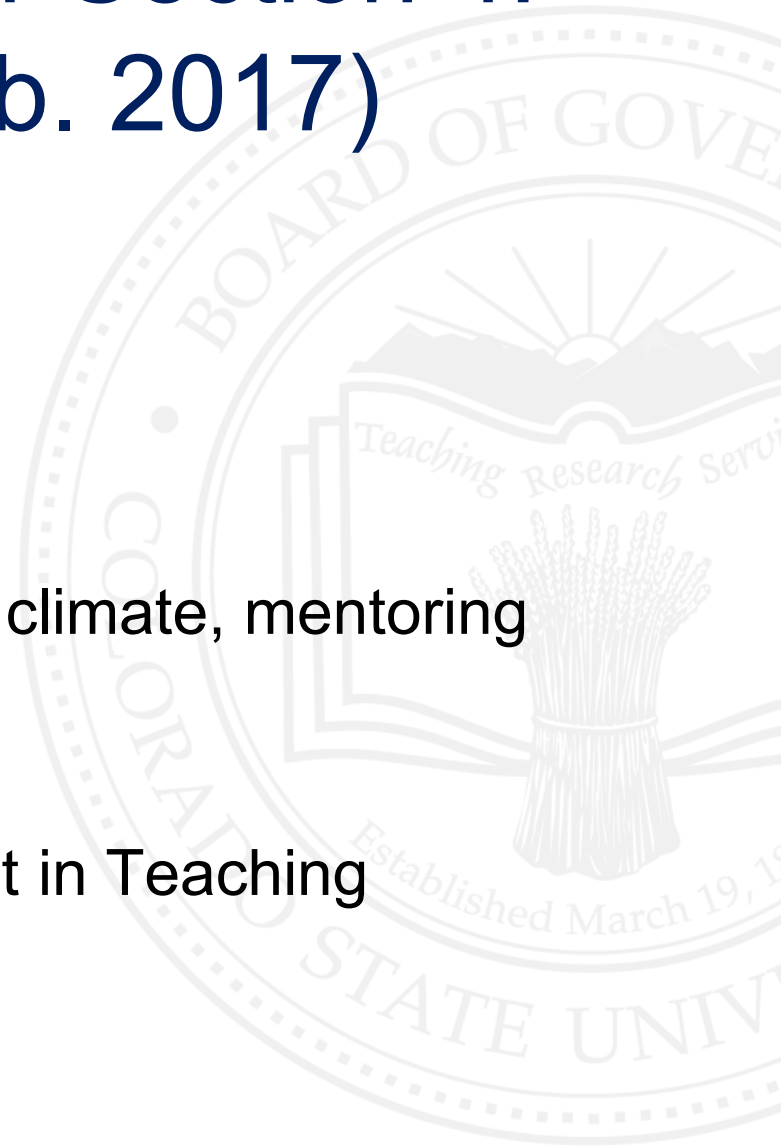
- National Western Center
 - Progress ongoing, you have other reports.
- Engagement Hubs, integrated with Campus and Extension
 - Castle Rock has started, we hired a director there.
- Anhui Province relationship, International Extension
 - Lou Swanson and Ashley Stokes represented us in China in September, 3rd annual conference, 39 Chinese Universities and 6 US university systems.
 - Ethiopia initiative moving ahead well also, likely February conference in Addis Ababa.

New Major Initiatives For Engagement (Oct. 2017)

- Looking to Additional Engagement Hubs
- Strategic Plan for Extension nearly complete
- CSU Online under reorganizational reform, Bill Shuster assisting with planning / value chain management constructs there
- CSU Water Center and CWI merging under new umbrella organization
- Provost's Council on Engagement
- FutureLearn

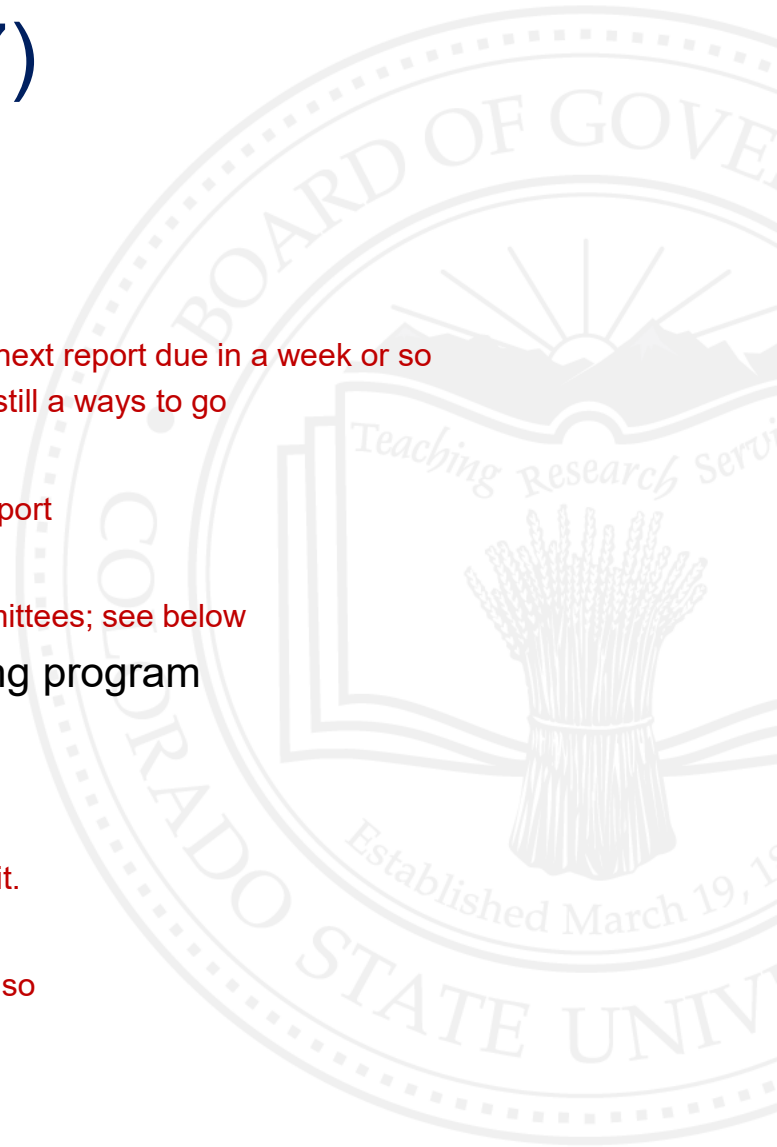
Major Initiatives For Section 4: ⁴⁵ Community (Feb. 2017)

- Non-tenure track faculty status
- Cluster hiring, salary equity
- Shared Governance review
- Women's Initiative
- Diversity office build-out, campus climate, mentoring program
- Supervisor Training Program
- Faculty Professional Development in Teaching



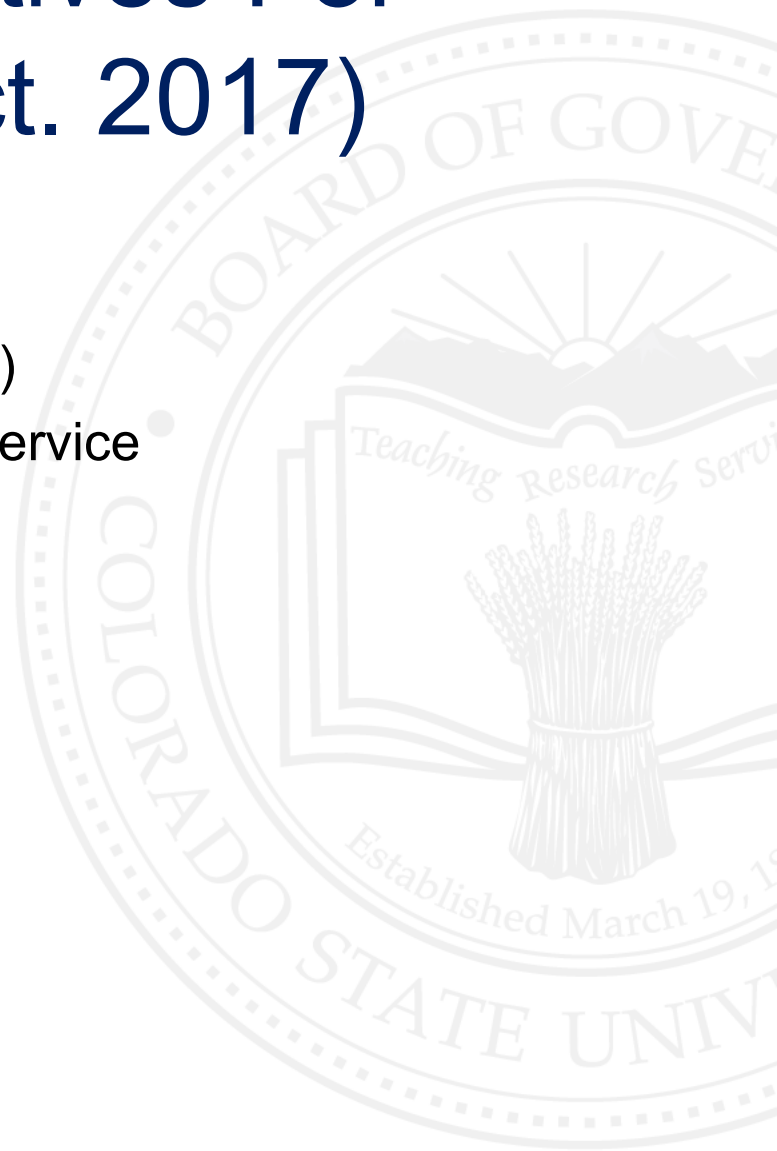
Major Initiatives For Section 4: Community ⁴⁶ (Feb. 2017)

- Non-tenure track faculty status
 - Faculty Council Committees are reviewing recommendations
- Cluster hiring, salary equity
 - Clusters from last year are still in progress
 - Salary equity report issued last winter, some progress made; next report due in a week or so
 - Faculty / Staff Salary our highest priority in last budget cycle; still a ways to go
- Shared Governance review
 - New FC administration with good relationships; FC Council report
- Women's Initiative
 - Report on climate last spring, from internal and external committees; see below
- Diversity office build-out, campus climate, mentoring program
 - Working on a new position for VPD office
 - Campus Climate report out, plans are forming
- Supervisor Training Program
 - In place, this is first year, all Cabinet and Deans have started it.
- Faculty Professional Development in Teaching
 - ACUE pilot went well, will try again; planning a local version also



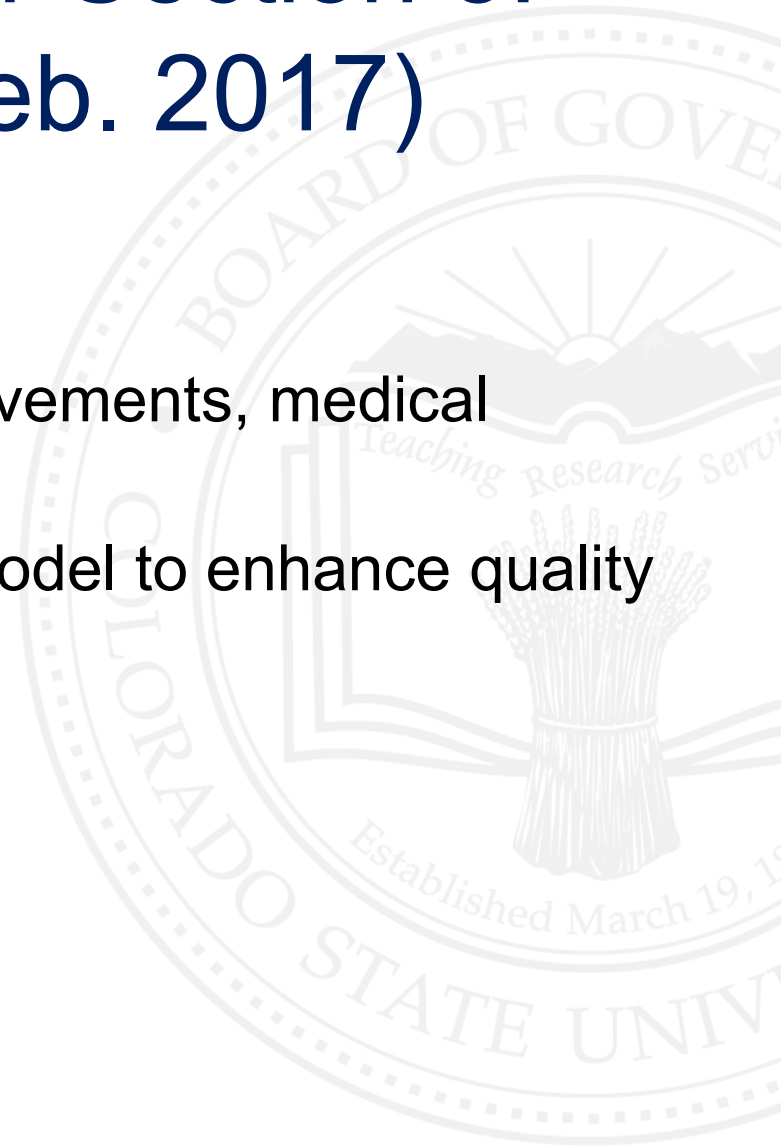
New Major Initiatives For Community (Oct. 2017)

- Parking?
- Some policy reforms (e.g. bullying policy)
- Campus discussions on how to reward service



Major Initiatives For Section 5: ⁴⁸ Sustainability (Feb. 2017)

- Capital Campaign
- Facilities and infrastructure improvements, medical center
- Building a sustainable financial model to enhance quality
- P3 opportunities



Major Initiatives For Section 5: ⁴⁹ Sustainability (Feb. 2017)

- Capital Campaign
 - On track!
- Facilities and infrastructure improvements, medical center
 - New stadium, new Chemistry, new Biology, new Health/Medical, all opened, all on time, all in budget
 - Many other facility upgrades, e.g. tunnel under Shields
- Building a sustainable financial model to enhance quality
 - Work in progress
- P3 opportunities
 - Tetrad working first on TMI, will turn their attention to other projects as appropriate; so far we are pleased

New Major Initiatives For Sustainability (Oct. 2017)

- IT Consolidation Recommendations are imminent
- Several major building projects in play (e.g. TMI)
- Shepardson remodel
- Strategic Enrollment Management planning
- Differential Tuition review

Section 4

Colorado State University Reports

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



CSU System Board of Governors Report

Prepared by: Josué “Josh” Silva, ASCSU President and CSUS Student Representative- Fort Collins

Prepared for: Colorado State University System Board of Governors

Location: Colorado State University- Fort Collins

Date: October 5-6, 2017

Game Days and New Traditions

Objective: Collaborate with various campus and city partners to create and maintain a safe, responsible, and rich student programming and tailgating experience for game days at Colorado State Stadium.

“The 12th Ram” Tailgating Area (Lot 310)

In collaboration with campus partners such as the Game Day Experience Committee, the Fan Experience Standing Committee, the Student Resolution Center, Parking and Transportation Services, the Lory Student Center, CSU Athletics, CSU and Fort Collins Police Departments, Campus Activities, and Fraternity and Sorority Life, ASCSU has developed a plan for allocating student tailgating space in lot 310, also known as the “TILT lot.”

- ASCSU has adjusted its process to claim spots in the lot after feedback from the first two games
- Challenges: filling the lot, awareness of the lot, understanding that the lot exists for the purpose of tailgating and not simply student parking, bringing out students to tailgate with early kickoff times
- Tailgating spaces are first-come, first served; available to all students with a registered vehicle; can be claimed through the Lory Student Center Box Office (approximately 85 spots total)
- Branding: “The 12th Ram,” designed to increase awareness and coordinate with “The Mob” area
- Large homecoming tailgate: Bolstering programming for the lot in anticipation of homecoming
- Additionally, ASCSU may travel to a peer institution with a positive game day experience to observe and draw conclusions and recommendations

Ringing the Old Main Bell

ASCSU, in collaboration with the Alumni Center, is offering students the ability to ring the Old Main bell after each home game victory. Students apply through the ASCSU website and are selected by the ASCSU Director of Traditions and Programs.

Student Safety

- ASCSU has collaborated with Parking and Transportation Services to enhance game day alternative transportation in the Transfort contract for FY18. Routes on west Elizabeth Street have increased frequency of service on game days to ease traffic and provide for safe transportation to and from the stadium. After extensive discussions with Off- Campus Life and RamRide, ASCSU has tentatively agreed to support game day operations next year
- ASCSU has collaborated with CSU Athletics and Landmark security to ensure wristbands are effectively enforced in student tailgating lots

Civic Engagement and Campus Connections

City Master Plan and Transportation Plan Update

- ASCSU continues to collaborate with on-campus partners such as Facilities Management and Parking and Transportation to provide student input in the update to the Fort Collins City Master Plan and Transportation Plan
- The fall kickoff for the updated plans began on September 25 and is expected to include up to three (3) ASCSU members to provide input

Straayer Center Collaboration

- The Straayer Center for Public Service Leadership is a brand-new experience designed to provide “public-service oriented professional development opportunities for students; facilitate applied research on policy issues and governance processes linking academics and practitioners; and provide thought leadership on public issues through University and Community partners.”
- Named after John Straayer, longstanding CSU faculty member and former BOG representative; expected to formally launch in October/November
- ASCSU is collaborating with the new Straayer Center for Public Service Leadership (as well as the Center for Public Deliberation) to promote shared programs and connect with alumni

Polling Station for Municipal Elections

- Efforts continue to develop an ongoing voter registration effort to engage students beyond typical election cycles; establish the importance of a consistent presence when connecting with students
- Effort in collaboration with Sam Houghteling of the Straayer Center

CSU/UABCS Exchange Trip

- Co-funded by PSFAC at the end of 2016-2017 academic year; coordinated by Daniela Pineda Soracá, 2016-2017 ASCSU President
- Expected departure date: November 16
- Objective: Visit the CSU Todos Santos Center in Mexico and interact with students from the UABCS (Universidad Autónoma de Baja California Sur); UABCS students expected to visit CSU in the spring
- Mission: The “CSU Todos Santos Center is an international extension of Colorado State University. The Center is an opportunity for CSU students to grow as global citizens in their understanding of and appreciation for other cultures”

Technology

Objective: Collaborate with the following partners, among others, to enhance the student technology experience at CSU through improved app services and greater student input in the collection and analysis of data:

- University Technology Fee Advisory Board (UTFAB)
- Vice President for Information Technology
- Academic Computer and Networking Services (ACNS)
- iClicker
- Lory Student Center IT
- Computer Science Department
- Computer Information Systems Department
- The Institute for Learning and Teaching- CSU SSI
- The Information Science & Technology Center (ISTeC)

Additionally, ASCSU is collaborating with the City and the Vice President for Information Technology to provide input into the City of Fort Collins broadband proposal.

CSU Health Network/ASCSU Collaboration

Objective: provide an outlet for students to experience and become aware of the health resources available to them on campus and reduce the stigma associated with visiting the new \$59m CSU Health and Medical Center

- Example: 9Health Fair in the City of Thornton
- CSU HMC will be hosting open house for students in October > Idea was pitched to Anne Hudgens, Executive Director of the CSU Health Network, to integrate a health fair into the open house
- Collaborating with ASCSU, Campus Rec, CSU Symphony, health-related registered student organizations (RSO's) to enrich the open house event and showcase services and programs available to students
- Goal is to scale in future years and create a new tradition

**Report by the Faculty Representative from CSU – Fort Collins to the Board of Governors
October 5-6, 2017, Fort Collins, CO.**

Respectfully submitted by Prof. Margarita Maria Lenk, CSU Faculty Representative to the Board of Governors.

Faculty at Colorado State University at Fort Collins are working on increasing student engagement and course innovations in a variety of contexts and purposes with a variety of incentive programs and TILT office support.

Faculty Council has been working on the following topics in August and September 2017:

- Freedom of speech and expression guidelines,
- Revisions to the faculty grievance process and grievance panel participation,
- Improving faculty service evaluations,
- Revising the use of student course evaluations for faculty teaching effectiveness evaluation as well as the course evaluation content and process,
- Researching employee compensation issues,
- Changing non-tenure track faculty status and promotional and career paths,
- Deciding journal cancellations at the library,
- Developing the water institute/water center of Colorado,
- Considering whether the new anti-bullying policy should be included in the Faculty Manual.

I have been serving on the CSU Director of Human Resources search committee. I would like to communicate how impressed I am with the high quality of the HR staff at CSU, both in the central unit as well as many others in the decentralized units. I am especially impressed with how well they have been handling a very aggressive schedule of rolling out new technologies that serve everyone at CSU. I would like to celebrate this very important and wide-reaching human resources function we have at CSU.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
October 6, 2017

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. Colorado State University rises among the nation's best according to U.S. News

CSU is No. 58 among public universities in the 2018 *U.S. News & World Report* Best Colleges rankings and has climbed nine spots since 2012. The magazine, in its report released Sept. 12, included CSU on its list of A-plus schools for students who want to be part of a university with a broad, engaged student body while displaying their individuality and seriousness of purpose. While providing an outstanding educational experience, CSU also offers one of the best economic values in the country. *U.S. News* lists CSU as one of the top Best Value Schools, based on academic quality and cost of attendance. CSU, along with Harvard, Princeton, Stanford, and Yale, is among only a handful of universities recognized for Writing in the Disciplines. These colleges make writing a priority at all levels of instruction and across the curriculum. Students are encouraged to produce and refine various forms of writing for a range of audiences in different disciplines. *U.S. News* noted in its summary that CSU is considered “one of the leading research universities, and faculty and students work together to explore fields such as atmospheric science, infectious diseases, clean-energy technologies, and environmental science.” The full ranking and methodology can be found at www.usnews.com/best-colleges.

B. CSU welcomes record class, 10th year of record enrollment

The largest and most diverse freshman class in Colorado State University's history has led to record enrollment for the 10th consecutive year. The university welcomed 33,413 students to campus this year. The freshman class of 5,115, up from last year's record total of 5,036, includes 1,364 ethnically diverse students – 27.1 percent of the class. It also includes a record number of students in the Honors Program and an overall record average grade point average of 3.62. First-generation students make up 22 percent of the freshman class. CSU's enrollment figures illustrate a concerted effort to recruit the best and the brightest from Colorado and around the country. Colorado freshmen make up 68 percent of the class, while targeted out-of-state recruiting efforts in California, Texas, and Illinois led to a 16 percent increase in non-resident enrollment from those states. An institution-wide push to create the best possible educational environment for veterans led to an increase in enrollment for service members. The number of veteran students transferring to CSU rose 12 percent this fall.

C. Salazar, Bohemian Foundation team up to create new CSU conservation center

Thanks to the vision of former U.S. Secretary of the Interior Ken Salazar, and support from a significant gift from Bohemian Foundation, Colorado State University announced Aug 10 the establishment of the Salazar Center for North American Conservation. The Salazar Center, named for the former U.S. Senator and Attorney General for Colorado, will be housed in CSU's School of Global Environmental Sustainability (SoGES). The Salazar Center seeks to build a bridge between science and policy that will inform conservation decisions for years to come. Salazar, a native Coloradan and passionate public servant with a long and impactful history of service on conservation issues, has been working with CSU officials for nearly a year to lay the groundwork for the Salazar Center. The center's mission includes four planned activities: a Conservation Leadership Academy, specialized workshops and conferences, immersive fellowship opportunities, and cutting-edge communication tools. Salazar endorsed a founding gift of \$500,000 to get the project off the ground. In addition, the \$1 million gift from the Fort Collins-based Bohemian Foundation will sustain the center's early projects. CSU hopes to raise \$40 million to sustain the center for the foreseeable future. SoGES plans to launch Salazar Center operations in 2018.

D. President's Commission on Women and Gender Equity celebrates 20 years

The President's Commission on Women and Gender Equity marked its 20th anniversary with a community celebration Oct. 3 in the Lory Student Center Theater. It celebrated the work of the Commission while also striving to enhance awareness of women and gender issues at the University. Professor Temple Grandin delivered the keynote address. President Emeritus Albert C. Yates, following the recommendation of a groundbreaking Task Force on the Status of Women at CSU, established the President's Commission on Women and Gender Equity in 1997

to help the University promote gender equity and an improved climate for women at Colorado State. Since its founding, the Commission – and its more recently established Standing Committee on the Status of Women Faculty — has helped hold the University accountable, advanced progress on gender equity and campus climate, and advised CSU leadership on best practices and strategies. When President Tony Frank pledged in 2012 to make CSU the best University in the country for women to work and learn, he looked to the leadership of the Commission to help guide those efforts.

E. CSU faculty win American Psychological Association awards

This year, two Colorado State University faculty members, both from the Department of Psychology, were recognized with awards at the American Psychological Association's (APA) annual meeting in August. Associate Professor Jessica Witt was honored with a Distinguished Early Career Scientific Contribution to Psychology. And Professor Bryan Dik was recognized with the Society for Counseling Psychology's 2017 John Holland Award for Outstanding Achievement in Career or Personality Research. Witt was lauded particularly for her work in the area of perception and motor performance – a field that only selects an honoree once every two years. Her research focuses on how our actions are impacted by our perceptions of the world around us – and vice versa. Dik studies vocational psychology, in

particular the finding of meaning in career development. His award's namesake, John Holland created the Holland Codes, which suggests links between a person's personality and their job choices – and is still common in career counseling today. The award is given to midcareer professionals.

F. College of Liberal Arts welcomes new major: Women's and Gender Studies

Women's Studies has been offered at CSU for 40 years as an interdisciplinary minor, an undergrad certificate, a graduate certificate, and now as a bachelor's degree. The bachelor of arts in Women's and Gender Studies is housed in the Department of Ethnic Studies in the College of Liberal Arts. Women's and Gender Studies looks deeper into the roles of women and gender in our society while also providing CSU students with opportunities to acquire the necessary skills for their career path.

G. Horticulture student awarded James Beard Foundation National Scholarship

Tyler Mason, a doctoral student in the Department of Horticulture and Landscape Architecture, was in September awarded the James Beard Foundation (JBF) National Scholarship — one of 10 to receive the high-impact, \$20,000 scholarships in the U.S. in 2017. He is using the JBF National Scholarship to help fund his project, which is part of a larger collaboration with the Northern Organic Vegetable Improvement Collaborative (NOVIC). Mason plans to help small and local growers identify problems that may take place within their cropping systems. Mason wants to help expand the availability of certified organic seeds. He is doing so by identifying which "cultivars," a cultivated plant variety produced by selective breeding, perform best when tested under certified organic conditions.

H. Satellite imaging team wins CO-LABS Governor's Award

A Colorado State University-based team that works on the nation's newest weather satellite received the CO-LABS Governor's Award for High-Impact Research October 5. The team, part of CSU's Cooperative Institute for Research in the Atmosphere (CIRA), is led by CIRA research scientist Steven Miller, in cooperation with the National Oceanic and Atmospheric Administration. The satellite team at CSU includes Miller, research scientist Curtis Seaman, and federal researcher Dan Lindsey. Together, this team pioneered an algorithm allowing data from the new GOES-16 satellite to be turned into true-color imagery – a breakthrough that symbolizes a new era in what we can see from geostationary satellites. CO-LABS is a nonprofit organization dedicated to informing the public about breakthroughs and impacts from the 24 federal labs in Colorado.

II. TEACHING AND LEARNING: INTEGRATE ACADEMIC AND CO-CURRICULAR EXPERIENCES

A. Week of speakers highlights Diversity Symposium

CSU's Diversity Symposium brought a week of thoughtful and thought-provoking speakers and panels to the Colorado State University campus, all completely free and open to the

public. Speakers included Jessica Bennett, journalist and author of *Feminist Fight Club*, on how to challenge subtle sexism in the workplace; and Damon A. Williams, an award-winning scholar, leader, and educator passionate about making organizations inclusive and excellent for all, empowering a new generation of diverse leaders for America. In addition to these keynote speakers, the 2017 Diversity Symposium hosted nearly 50 different sessions on topics ranging from strategies for incorporating inclusion in the classroom to making generational diversity work in the workplace.

B. Women & Gender Collaborative to launch series on politics of gender

The Women & Gender Collaborative launched a fall series designed to encourage open dialogue and awareness of the role gender identity plays in how we see and experience the world around us. The series, “Collaborative Conversations: Coming to Consciousness Around the Politics of Gender,” is open to the campus community. The Collaborative Conversations series will engage four different panelists on the influence of gender in everyday life, especially how power and privilege create advantages and disadvantages based on how one’s experience of gender is shaped by other identities a person holds.

C. 20th international poster exhibition opens at CSU

The 20th biennial Colorado International Invitational Poster Exhibition – the only exhibition of its kind in North America featuring the world’s top poster artists and designers – returned to Colorado State University this fall. The 20th CIPE began Sept. 20 and featured nearly 150 posters by more than 70 artists from more than 40 countries.

III. RESEARCH AND DISCOVERY: FOSTER EXCELLENCE IN RESEARCH, SCHOLARSHIP, AND CREATIVE ARTISTRY/FOCUS IN AREAS OF INSTITUTIONAL STRENGTH AND SOCIETAL NEED

A. CSU researchers use Facebook postings to pinpoint smoke exposure

The fact that people reliably flock to social media to discuss smoke and fire was the inspiration for a new study by Colorado State University atmospheric scientists. Driven to innovate ways to improve the air we breathe, the scientists have shown that social media, Facebook in this case, could prove a powerful tool. A study in *Atmospheric Chemistry and Physics* led by research scientist Bonne Ford, who works in the lab of Associate Professor Jeff Pierce, shows striking correlation between numbers of Facebook users posting about visible smoke, and commonly used datasets for estimating harmful smoke exposure. These include satellite observations, chemical transport models, and surface particulate matter measurements. In fact, they found that Facebook did a better job pinpointing smoke exposure than satellite data, which takes pictures of smoke from above Earth. The idea for the Facebook study grew out of an interdisciplinary meeting in 2015. Organized by CSU Distinguished Professor A. R. Ravishankara of the Department of Chemistry, the meeting convened regional scientists, government officials and emergency management authorities working to improve smoke monitoring.

B. Forecast team predicted above-average 2017 Atlantic hurricane season

Colorado State University hurricane researchers continued to predict an above-average Atlantic hurricane season. They cite both neutral El Niño-Southern Oscillation (ENSO) conditions and a warmer than normal tropical Atlantic as the primary reasons for this above-average prediction. The tropical eastern and central Pacific currently have slightly warmer-than-normal sea surface temperatures, but the odds of an El Niño event have diminished considerably from what was anticipated in earlier outlooks. The tropical Atlantic has been much warmer than normal for the past several months, and is likely to remain so, therefore providing more fuel for developing tropical cyclones. The CSU Tropical Meteorology Project team has predicted a total of 11 additional named storms to form after Aug. 1. Of those, researchers expect eight to become hurricanes and three to reach major hurricane strength (Saffir/Simpson category 3-4-5) with sustained winds of 111 miles per hour or greater.

C. New test differentiates between Lyme disease, similar illness

A team of researchers led by Colorado State University has identified a way to distinguish Lyme disease from similar conditions, according to a new study published Aug. 16 in *Science Translational Medicine*. Senior author John Belisle, a professor in CSU's Department of Microbiology, Immunology, and Pathology, said the findings could be important in helping to more accurately detect early Lyme disease, which is crucial because the longer people wait for Lyme disease treatment, the higher the potential risk for having more severe symptoms. Lyme disease is the most commonly reported vector-borne illness in the United States, but it can be confused with similar conditions, including Southern Tick-Associated Rash Illness (STARI). The research team, which also included scientists from the Centers for Disease Control and Prevention, hopes the findings will lay the groundwork for other studies that could lead to better early testing for Lyme disease. Current laboratory tests are not sensitive enough to detect Lyme disease infection with high accuracy in the first few weeks of illness.

D. Small amount of water yields big benefits for Colorado landscapes, CSU study says

Colorado State University's study "The Hidden Value of Landscapes: Implications for Drought Planning" is the first of its kind in the state to quantify how much water landscapes use and their environmental, economic, and social benefits. The study, released in July, looked at the 3 percent of total Colorado water used for landscapes and found a significant return on investment from this water. The study notes that in the past decade, Colorado water users have reduced per capita water consumption by slightly under 20 percent through a combination of using best management practices on landscapes, improved irrigation technologies, tiered rate structures, and increased general awareness among users that they should conserve.

E. CSU Researchers create new material that blocks superbug

Colorado State University biomedical and chemistry researchers from the laboratory of Melissa Reynolds, associate professor of chemistry and the School of Biomedical Engineering, have created a new material that inhibits biofilm formation of the virulent superbug *Pseudomonas aeruginosa*. Their material, described in the journal *Advanced Functional Materials*, could form the basis for a new kind of antibacterial surface that prevents infections and reduces our reliance on antibiotics. Bella Neufeld is first author and a graduate student who led the research. In the lab, they demonstrated an 85 percent reduction in *P. aeruginosa* biofilm adhesion. Co-authors with Neufeld and Reynolds were CSU graduate students Megan Neufeld (no relation) and Alec Lutzke; and Lawrence University undergraduate student Sarah Schweickart.

F. Groundwater pumping drying up Great Plains streams, driving fish extinctions

Farmers in the Great Plains of Nebraska, Colorado, Kansas, and the panhandle of Texas produce about one-sixth of the world's grain, and water for these crops comes from the single greatest source of groundwater in North America. A team of researchers, including Colorado State University Professor Kurt Fausch and Jeff Falke, a CSU alumnus and an assistant professor at the University of Alaska Fairbanks, have discovered that more than half a century of groundwater pumping from the High Plains Aquifer — often known as the Ogallala Aquifer — has led to long segments of rivers drying up and the collapse of large-stream fishes. If pumping practices are not modified, scientists warn that these habitats will continue to shrink, and the fish populations along with them. The research team combined modeling from the past and future to assess changes in Great Plains streams and their fish populations associated with groundwater pumping from the High Plains Aquifer. The findings have implications for watersheds around the world, because irrigation accounts for 90 percent of human water use globally, and local and regional aquifers are drying up. The research was published in July in *Proceedings of the National Academy of Sciences*.

G. Investments in conservation easements reap benefits for Colorado

A new analysis from Colorado State University found that each dollar invested by the state for conservation easements produced benefits of between \$4 and \$12 for Coloradans. Public benefits include clean water and air, scenic views, access to things produced by local farms and ranches, and wildlife habitat — all things that contribute to a high quality of life in the state. Researchers said these data show that easements are conserving land that is important for wildlife, agriculture, tourism, and outdoor recreation for Colorado's visitors and residents alike. Andrew Seidl is one of the study authors and a professor in the Department of Agricultural and Resource Economics at CSU.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. University invests \$1 million in interdisciplinary research teams

Five interdisciplinary teams of researchers from across the colleges of Colorado State University will be collaborating on some of the world's most pressing global problems as part of the Catalyst for Innovative Partnerships initiative. The Office of the Vice President of Research launched the CIP initiative in 2015 and has now chosen its second cohort. The program seeks to build multidisciplinary research teams that will forge partnerships to pursue new opportunities for translating discoveries into practice.

B. Researchers designing an instrument to identify uranium, atoms at a time

Creating a new instrument capable of detecting trace amounts of uranium and other materials will be the focus of a new research partnership spearheaded by scientists at Colorado State University. The partnership, announced Aug. 1 and led at CSU by University Distinguished Professor Carmen Menoni of the Department of Electrical and Computer Engineering, is supported by the U.S. Department of Homeland Security's Domestic Nuclear Detection Office through its Nuclear Forensics Research Award program. Together with researchers at Pacific Northwest National Laboratory, Menoni will oversee the design and implementation of a highly sensitive mass spectrometer capable of detecting just a few uranium atoms at a time. The instrument also will allow nanoscale imaging of the isotopic content of solid samples, in three dimensions. Such a tool could set the stage for new capabilities in nuclear forensics, to support U.S. government counter-nuclear-terrorism efforts.

V. SERVICE AND OUTREACH: PREPARE AND EMPOWER LEARNERS OUTSIDE THE CAMPUS ENVIRONMENT

A. History team finishes documenting N.M. Japanese-American confinement camps

A team of historians from Colorado State University, working under the direction of Assistant Professor Sarah Payne at the Public Lands History Center, has completed a project to preserve and spread the stories of Japanese-Americans who were detained in New Mexico confinement camps during World War II. The project, "Confinement in the Land of Enchantment: Japanese Americans in New Mexico during WWII," has resulted in historic markers, a book, and an interactive online story-map documenting the stories of the families who suffered imprisonment as a result of racism and wartime hysteria. As many as 120,000 Japanese-Americans were sent to confinement sites nationwide between 1942 and 1946, including four camps in New Mexico: Santa Fe, Fort Stanton, Old Raton Ranch (Baca Camp), and Camp Lordsburg. The CSU team created two new historical markers at Fort Stanton and Lordsburg, and contributed materials to a third interpretative marker at Baca Camp. About 500 copies of the book they produced have been distributed, for free, to libraries and public schools around New Mexico. Payne began the project in 2011 while she was working as a consultant in New Mexico, before she joined CSU's Department of History.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Record number of donors, alumni participation raises \$190 million for CSU

Colorado State University, bolstered by a record of 42,115 donors, including a record of more than 18,000 alumni, raised \$190 million in private support in the 2016-17 fiscal year, the second year in a row in which CSU raised more than \$190 million in private support. With this fundraising total, CSU is now more than 81 percent of the way to completing its \$1 billion “State Your Purpose” campaign, slated to end by 2020, the university’s 150th birthday. The \$190 million total, the second-highest in CSU history, signals continued strong support from private donors for the university and brings the total raised in the campaign to \$813.5 million. The university’s record number of 42,115 donors marks the first time CSU has surpassed 40,000. The 2016-17 year also saw the largest gift in CSU’s history: \$53.3 million from alumnus Walter Scott, Jr., to create the Walter Scott, Jr. College of Engineering. The university also benefited from an eighth straight year of increasing participation from alumni, at the same time as universities nationwide struggled to engage their alumni in philanthropy.

B. Major Gift Report

	August 2017		FY18 (July - August)		FY17 (July - August)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$4,076,194	3,915	\$16,392,697	5,911	\$22,228,294	5,905
Irrevocable Planned Gifts	-	-	-	-	\$2,500,000	2
Revocable Gifts and Conditional Pledges	\$2,341,001	12	\$4,011,001	18	\$3,399,250	10
Payments to Commitments Prior to Period	(\$1,135,372)	494	(\$3,939,966)	645	(\$1,661,056)	914
Total Philanthropic Support	\$5,281,824	3,661	\$16,463,732	5,571	\$26,466,488	5,342
Private Research	\$2,090,136	22	\$5,076,693	43	\$2,965,811	31
Net Private Support	\$7,371,960	3,682	\$21,540,425	5,611	\$29,432,299	5,371

Major Gifts – Not Previously Reported

\$6,500,000 designated as \$6,000,000 to support the *Bryan D. Willson Presidential Chair in Energy Innovation Endowment*, and \$500,000 to support the *Salazar North American Conservation Center, Research & Interdisciplinary Programs*

\$1,000,000 revocable commitment designated as \$500,000 to support the *Kathy and Gene Watkinson Music Scholarship Endowment*, College of Liberal Arts; \$400,000 to support the *Gene and Kathy Watkinson Scholarship in Construction Management Endowment*, College of Health and Human Sciences; and \$100,000 to support the *Phelps Internship Placement Program Endowment*, College of Health and Human Sciences

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\$900,000 revocable commitment designated as \$450,000 to support *Leadership* programs; and \$450,000 to support the *Bronze Boot/Freedom Scholarship Endowment*

\$750,000 planned gift to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences

\$500,000 revocable commitment to support *CVMBS Greatest Need*, College of Veterinary Medicine & Biomedical Sciences

\$360,000 revocable commitment to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences

\$330,000 planned gift to support the *Pat and Gene Markley Athletic Scholarship Endowment*, Athletics

\$250,000 revocable commitment designated as \$125,000 to support the *James and Katherine Pappas Scholarship in Social Work*, College of Health and Human Sciences; and \$125,000 to support the *School of Social Work*, College of Health and Human Sciences

\$250,000 gift to support the *Center for New Energy Economy-Program*, Research & Interdisciplinary Programs

\$244,430 planned gift to support the *CVMBS Greatest Need*, College of Veterinary Medicine & Biomedical Sciences

\$200,000 planned gift to support the *Larry R. Vosmera Scholarship Endowment*, College of Business

\$198,332 gift to support *Human Development and Family Studies - Community Outreach*, College of Health and Human Sciences

Gift to support the *Music Program Support*, College of Liberal Arts

\$150,000 revocable commitment to support the *George Morgan Graduate Student Scholarship Endowment*, College of Health and Human Sciences

\$123,233 planned gift with designation pending

\$101,000 gift designated as \$100,000 to support the *John and Betty Becker ECE Scholarship Endowment*, College of Engineering; and \$1,000 to support the *John and Betty Becker ECE Scholarship*, College of Engineering

\$200,285 gift to support the *Center for New Energy Economy*, Research & Interdisciplinary Programs

\$100,000 gift to support the *Yong Woon Lee Scholarship Endowment*, College of Liberal Arts

\$100,000 revocable commitment to support the *Donald and Eileen Fels Blank Canvas Scholarship Endowment*, College of Liberal Arts

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Taylor named interim VP of Enrollment and Access

Leslie Taylor, assistant vice president for university enrollment communications, has been named interim Vice President for Enrollment and Access. CSU Provost and Executive Vice President Rick Miranda made the announcement following the Aug. 13 death of Melissa Trifiletti, who lost her battle with cancer after being named Vice President for Enrollment and Access in April. Taylor has been at CSU since 1998, serving in a variety of strategic communications roles. She has served since 2013 in her dual role, reporting to vice presidents of External Relations and Enrollment and Access. Taylor worked closely with Trifiletti to help the University recruit the largest and most diverse classes in CSU history. She helped create strategic brand messaging and was responsible for managing marketing and communications in the recruitment of prospective students.

B. “All Gender” restrooms are for everyone

Single-stall restrooms across the Colorado State University campus are being converted to “All Gender” restrooms, available for use by anyone who needs them. Facilities Management crews began installing new signage and indicator latches on about 160 existing bathrooms the first week of classes. Once this first phase is completed, crews will start work on restrooms that require a more extensive remodel to bring them into compliance with university standards and building requirements. This work is scheduled to continue through Fall semester. While more than 250 single-stall restrooms exist on the Colorado State campus, and many individuals can benefit from such facilities, inconsistent signage makes them difficult to identify, said Mary Ontiveros, vice president for diversity and chair of the Campus Climate Committee, which established the standards that are part of the Inclusive Physical and Virtual Campus policy adopted in May.

C. CSU Health and Medical Center opens

The new CSU Health and Medical Center at 151 W. Lake St. (northwest corner of College Avenue and Prospect Road), opened in July. The CSU Health and Medical Center, the new home of the CSU Student Health Network, provides a full range of medical, counseling, and health education and prevention services to all enrolled CSU students, regardless of their insurance coverage. Partners UHealth, Associates in Family Medicine, Poudre Infusion Therapy, and the Kendall Reagan Nutrition Center also provide services to community members, including CSU faculty and staff. The four-story, 113,000-square-foot building is owned and operated by CSU and is conveniently located at the eastern gateway of campus at 151 W. Lake St., on the northwest corner of the intersection of College Avenue and Prospect Road. The \$59 million project is funded through CSU student fees, CSU Health Network revenue, tenant leases, and private donations, including a \$5 million gift from

UCHealth, a \$5 million gift from Bob and Kitty Wilson on behalf of Columbine Health Systems, and generous gifts from the Griffin Foundation, the Boettcher Foundation, and Pat and Larry Kendall.

D. CSU-Fort Collins, CSU-Pueblo team up to assist student veterans

On Aug. 16, Maggie Walsh, Assistant Chief of Staff and Director of Veteran Initiatives in the President's Office, and Marc Barker, Director of Adult Learner and Veterans Services and the Veteran Education Benefits Office, travelled to Pueblo to meet with several members of the CSU-Pueblo administration, veteran office officials, faculty, local military representatives, and student-veterans. The purpose of the visit was to assist CSU-Pueblo in setting up a Veteran Success Team like that at CSU and counsel campus leaders on issues relating to programming, involving student-veterans in social and academic events, and fundraising. Dana Rocha, Director of Veteran Affairs at CSU-Pueblo, was invited to attend a CSU-Fort Collins VST meeting in the spring and while on campus met with student-veterans and CSU-Fort Collins veteran services representatives. Rocha organized the August Pueblo visit and invited approximately 25 CSU-Pueblo representatives, including the student body president, who is a student-veteran.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. Longtime industry leader honored with the 2017 Livestock Leader Award

For the past 15 years, Bill Hammerich, CEO of the Colorado Livestock Association, has been an advocate for livestock producers across the state of Colorado. As just one more example of the importance of the relationship between industry and CSU's College of Agricultural Sciences, Hammerich on Sept. 13 was named the 2017 Livestock Leader, an award given each year by CSU's Department of Animal Sciences. A 1969 alumnus of Colorado State University with a degree in agricultural economics, Hammerich grew up on a cattle and farming operation in Western Colorado. Following graduation, he began his working career with Monfort of Colorado, then Farr Feeders, and was with the Sparks Companies before joining the Livestock Association. His time spent in the cattle-feeding industry provided him with an understanding of the importance of protecting and sustaining the environment in which one operates.

B. Sell-out crowd packs new stadium for opening day

After years of planning and anticipation, the new CSU Stadium officially opened August 26 with packed stands and a resounding 58-27 victory over Oregon State. The opening day logistics went smoothly, with few problems reported in the city and on campus despite the large crowds. City and CSU leadership credited strong collaboration between the two organizations – and thoughtful, long-term planning – for the successful opening of the long-awaited facility.

C. Social media, creative partnerships help drive CSU's brand awareness

Colorado State University's Social and Digital Media team in the Division of External Relations has led a targeted effort to use new media channels to connect directly with constituents and drive engagement and brand. This team has been heralded as one of the best in the country, not just in the college and university category, but in any category, as witnessed by the numerous awards and accolades the team has received. The strength of the team is understanding the true personality of the CSU brand, and building effective strategies of displaying that personality and winning friends. The results are telling:

- Colorado State University's Facebook is ranked No. 2 in the U.S. for overall Facebook Engagement. For the past several years, one in 10 people who see a Colorado State Facebook posts engages with it via link clicks, likes, comments, and shares. On an average monthly basis, content stemming from CSU's Facebook pages reaches 1.35M people, and roughly 125K fans engage with that content.
- CSU's Instagram was named the No. 1 College Instagram Account by HubSpot. Colorado State's Instagram account is one of the University's fastest growing platforms, reaching current and prospective students along with you alumni. On a monthly average, CSU's Instagram account is "liked" more than 70K times.
- Meltwater, a media intelligence company, analyzed Twitter accounts of the top 150 universities in the U.S. and CSU came in at #31 on its most-engaged ranking list — tied for the best in the Intermountain region.
- Overall Follower Count: 831,691 (Facebook, Twitter, Instagram, Snapchat, Pinterest, LinkedIn, YouTube, Google+, and Flickr)

In addition to its strong social media efforts, External Relations, led by Vice President Tom Milligan, has established significant new external partnerships and collaborations designed to promote and expand brand awareness:

- Colorado State has become a leader in an international effort to take the work of the university research faculty and pair it with leading journalists to provide fact-based stories in the public interested that are distributed nationally and internationally. This project, The Conversation (www.theconversation.com/us) has now featured 46 stories from CSU faculty, resulting in more than 847,000 viewings on The Conversation website and through connected publications that include Salon, Slate, The New Republic, Live Science, and Fast Times. These stories have also generated further viewing via the Associated Press, Time, Newsweek, The Washington Post and more.
- As part of CSU's leadership in The Conversation, CSU was one of 10 research universities invited by the senior leadership of the Associated Press to a recent conference designed to develop a pilot program that uses research faculty experience, and the resources of the AP and The Conversation to share fact-based reporting on important societal issues. CSU participated along with University of Michigan, Columbia School of Medicine, Ohio State, Michigan State, the University of Southern California, the University of Connecticut, University of Oregon, and Penn State in launching the pilot program.

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- CSU has worked with Rocky Mountain PBS and the Public Broadcasting System national affiliate network to produce and air a series of documentaries on topics including translational oncology that are aired nationwide.
- External Relations took the lead in creating a partnership with the organizers of the Boulder Boulder and the City of Fort Collins to create the FORTitude Labor Day10K Classic. The road race, which held its inaugural run in September, drew thousands of runners and visitors to Fort Collins, engaging the community in the multi-use aspects of the new stadium.

Such efforts have helped to drive a steady increase in CSU's reputation among Colorado residents over the past decade. Just a decade ago in top of mind awareness, CSU registered only a 14% tally among statewide survey participants who were asked to name a college or university in state, while CU Boulder registered 49%. In that same year, 2007, CSU registered a 35% recognition in overall awareness, while CU scored at 72%. This has dramatically shifted: In the last statewide survey, conducted in late 2015, CSU and CU both tied at 25% in first mention, while CSU edged out CU in overall unaided awareness, posting a 48% mark, compared to CU's 45% tally. The survey results also show a CSU edge over CU in perceptions of quality of education, campus experience, opportunities for hands-on experiences, and in promoting character, service and excellence.

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MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Tony Frank, 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.

<u>LEAVE OF ABSENCE</u>			
NAME	DEPARTMENT	FROM	TO
Antonelli, Lara	Health Network Medical	7/1/17	7/31/17
Antonelli, Lara	Health Network Medical	8/1/17	8/25/17
Beavers, Andrew M	CEMML	7/19/17	7/28/17
Bernhardt, Autumn L	Honors Program	8/16/17	12/31/17
Borthwick, Laurie A	Health Network Medical	6/1/17	6/30/17
Borthwick, Laurie A	Health Network Medical	7/5/17	7/31/17
Borthwick, Laurie A	Health Network Medical	8/1/17	8/4/17
Brothers, Allyson F	HDFS	7/27/17	8/4/17
Cooney, Ellen W	Health Network Counseling	8/16/17	8/18/17
Cornelius, Coleman E	Admin Communications	7/13/17	7/31/17
Cornelius, Coleman E	Admin Communications	8/1/17	8/2/17
Daamen, Veronique B	CEMML	7/20/17	7/21/17
Dallas, Tiffany H	Admissions	7/3/17	8/1/17
Dougherty, Molly B	CEMML	6/20/17	7/6/17
Dougherty, Molly B	CEMML	7/28/17	8/25/17

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<u>LEAVE OF ABSENCE</u>			
NAME	DEPARTMENT	FROM	TO
Echanove, Ainara	Health Network Counseling	7/13/17	7/21/17
Ek, Audrey L	HDNR	6/22/17	unknown
Elffner, Terri R	Health Network Medical	6/1/17	6/30/17
Elffner, Terri R	Health Network Medical	7/3/17	7/31/17
Elffner, Terri R	Health Network Medical	8/1/17	8/30/17
Febvre, Hallie P	Biochem & Molecular Bio	6/1/17	unknown
Feldpausch, Nora	Health Network Medical	7/5/17	7/28/17
Feldpausch, Nora	Health Network Medical	8/3/17	8/10/17
Gerlitzki, Elizabeth A	Health Network Medical	6/2/17	6/30/17
Gerlitzki, Elizabeth A	Health Network Medical	7/3/17	7/31/17
Gerlitzki, Elizabeth A	Health Network Medical	7/3/17	7/31/17
Gerlitzki, Elizabeth A	Health Network Medical	8/1/17	8/15/17
Harris, Lisa G	English	8/16/17	12/31/18
Harvey, Allison S	CEMML	4/26/17	4/26/17
Hatzel, Jennifer N	Clinical Sciences	8/25/17	10/1/17
Hoening, Mark	Health Network Medical	7/3/17	7/31/17
Hoening, Mark	Health Network Medical	8/1/17	8/29/17
Isaak, Jonna	Human Resources	7/26/17	7/28/17
James, Heather M	College of Liberal Arts	8/15/17	9/13/17
Jamiyan Sharav, Khishigbayar	Forest & Rangeland Stewardship	7/1/17	unknown
Jones, Elizabeth B	History	8/16/17	8/16/18
Jorgensen, Sarah E	Health Network Medical	7/3/17	7/31/17
Jorgensen, Sarah E	Health Network Medical	7/3/17	7/31/17
Jorgensen, Sarah E	Health Network Medical	8/1/17	8/15/17
Lopez-Cabrales, Maria M	Lang, Lit & Cultures	8/16/17	12/31/17
Lucas, Bret	CIRA	4/5/17	4/6/17
Mack, Virginia	Health Network Medical	7/3/17	7/31/17
Mack, Virginia	Health Network Medical	8/10/17	8/11/17
Mathis, Katharine	Music, Theatre & Dance	7/24/17	8/11/17
Matthews, Jon S	Health Network Medical	7/5/17	7/26/17
Matthews, Jon S	Health Network Medical	8/2/17	8/30/17

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NAME	DEPARTMENT	FROM	TO
McArthur, Kelly M	Mathematics	7/26/17	8/25/18
McGrane, Joseph T	Hort & Landscape Architecture	8/21/17	8/21/18
Meyer, Amanda D	HDFS	7/13/17	7/21/17
Meyer, Amanda D	HDFS	8/14/17	9/1/17
Miner, Grace S	Soil & Crop Sciences	8/16/17	9/7/17
Moreno, Julie A	MIP	7/21/17	8/24/17
Morse, Emily	Health Network Medical	6/1/17	6/30/17
Morse, Emily	Health Network Medical	7/3/17	7/31/17
Morse, Emily	Health Network Medical	8/1/17	8/15/17
Morton, Yu	ECE	8/21/17	5/15/18
Neidhardt, Peter M	CEMML	8/1/17	unknown
Nelson, Raechel A	Health Network Medical	6/2/17	6/30/17
Nelson, Raechel A	Health Network Medical	7/3/17	7/31/17
Nelson, Raechel A	Health Network Medical	8/3/17	8/30/17
Nelson, Raechel A	Health Network Medical	8/4/17	8/11/17
Orswell, Forrest M	Student Legal Services	7/13/17	7/15/17
Ortiz, Darwin D	CEMML	4/1/17	unknown
Peat, Frances J	Clinical Sciences	7/16/17	8/20/17
Prescott, Melissa P	Food Sci & Human Nutrition	8/10/17	9/13/17
Roeder, Sarah A	Career Center	8/11/17	9/5/17
Romero Lopez, Marisabel	Marketing	9/1/17	10/19/17
Ross, Abigail L	Health Network Medical	7/21/17	7/22/17
Schwartzkopf, Joel	Health Network Medical	7/6/17	7/28/17
Schwartzkopf, Joel	Health Network Medical	8/3/17	8/14/17
Shepherd, Mark K	Internal Auditing	6/9/17	6/10/17
Usrey, Wendy A	Finance & Real Estate	8/23/17	12/31/17
Vesty, Jill C	Health Network Medical	6/1/17	6/30/17
Vesty, Jill C	Health Network Medical	7/3/17	7/31/17
Vesty, Jill C	Health Network Medical	8/1/17	8/15/17
Webb, Sharon	Business & Financial Services	8/17/17	unknown
Weigner, Heidi L	CEMML	6/1/17	6/6/17
Weigner, Heidi L	CEMML	7/5/17	7/14/17
Whitesell, Julie C	Health Network Medical	6/5/17	6/30/17
Whitesell, Julie C	Health Network Medical	7/6/17	7/31/17
Whitesell, Julie C	Health Network Medical	7/3/17	7/31/17
Whitesell, Julie C	Health Network Medical	8/1/17	8/15/17
Wiedenheft, Alyson M	Clinical Sciences	8/7/17	8/27/17
Wood, Brett A	CEMML	7/10/17	7/24/2017
Yalen, Deborah H	History	8/16/17	12/31/17

THE **CO**NVERSATION

AP



and



About The Conversation/AP

- Written by university scholars and researchers, edited by journalists for general public; free to read and republish – leading outlets that regularly republish include *Newsweek*, *Business Insider*, *Bloomberg*, *New Republic*, *Scientific American*, *LA Times*, *Chicago Tribune*.
- The Conversation content lives on AP Mobile and AP News, published by AP clients worldwide, reaching tens of millions of people.
- CSU-generated content has been tweeted to AP's 9 million followers a dozen times.
- CSU helped found Conversation/AP Summit to help set the AP science, social science and journalism in the public interest editorial agenda.

THE CONVERSATION

CSU participation in The Conversation

- CSU content has been read by more than 1.5 million globally through The Conversation and republishing outlets.
- Faculty outreach program, directed by Kate Hawthorne Jeracki of Internal Communications team, significantly increased our participation:
 - Before June 2016, 7 authors had published 10 articles
 - Since June 2016, 41 authors have published 54 articles
- Broad participation -- All 8 colleges have published at least one article

CSU participation in AP University pilot

- AP sends a daily coverage advisory listing top offerings from The Conversation to all AP media customers, including CSU stories.
- CSU stories have appeared in print everywhere from Pennsylvania to California and around the world from Australia to France.
- Number of news aggregator websites using stories from CSU:
 - 12 in August 2016
 - 292 in August 2017
- Monthly page views of new CSU stories:
 - 6,601 in August 2016
 - 125,694 in August 2017

Top 5 articles from CSU (all time)

- **Why do human beings speak so many languages? – 240,598**
by Michael Gavin, Human Dimensions of Natural Resources, July 2017
- **Six charts that illustrate the divide between rural and urban America – 97,852** by Stephan Weiler, Economics, March 2017
- **When is it ethical to euthanize your pet? – 80,945**
by Bernard Rollin, Philosophy, August 2015
- **Why America's labor unions are about to die – 72,634**
by Raymond Hogler, Management, November 2016
- **How ancient cultures explained eclipses – 65,804**
by Roger Culver, Astronomy, August 2017

QUESTIONS?

President's Sustainability Committee BOG Update

STARS Platinum – Grading our Efforts

September 2017



Colorado State University

Sustainability at CSU

- President's Sustainability Committee
- Umbrella model to bring together colleges, divisions, and orgs
- Initiatives:
 - Strategic Plan Subcommittees
 - Campus Compost Committee
 - Pollinator-Friendly Campus Committee
 - STARS Team
- More than 100 people engaged





CSU STARS History

- 2009: Pilot Institution
- 2011: Gold in Version 1.0
- 2014: Gold in Version 1.2
- 2015: Platinum in Version 2.0
- 2017: Platinum in Version 2.1



What is tracked in STARS?

1

Academics

2

Research

3

Engagement

4

Operations

5

Planning & Admin

6

Innovation & Leadership



Impacts of Platinum

CSU RANKED THE #1
TOP-PERFORMING INSTITUTION FOR
SUSTAINABILITY
2016



GREEN HONOR ROLL
CSU RANKED #4 NATIONWIDE



CSU RANKED #11



CSU RANKED #1



Admissions Impacts

- 57% of incoming students are aware of CSU's sustainability reputation
- Of those, 32% said that awareness influenced their decision to attend CSU
- New sustainability majors, classes, and research opportunities emerging



Sustainability Culture

- 84% of CSU students say sustainability is important or very important to them⁸⁵
- 92% of CSU students say it is important or very important to the university
- 83% of CSU faculty & staff say sustainability is important or very important to them



CSU's sustainability strengths:

- Academics
- Research
- Engagement
- Diversity & Affordability
- Water



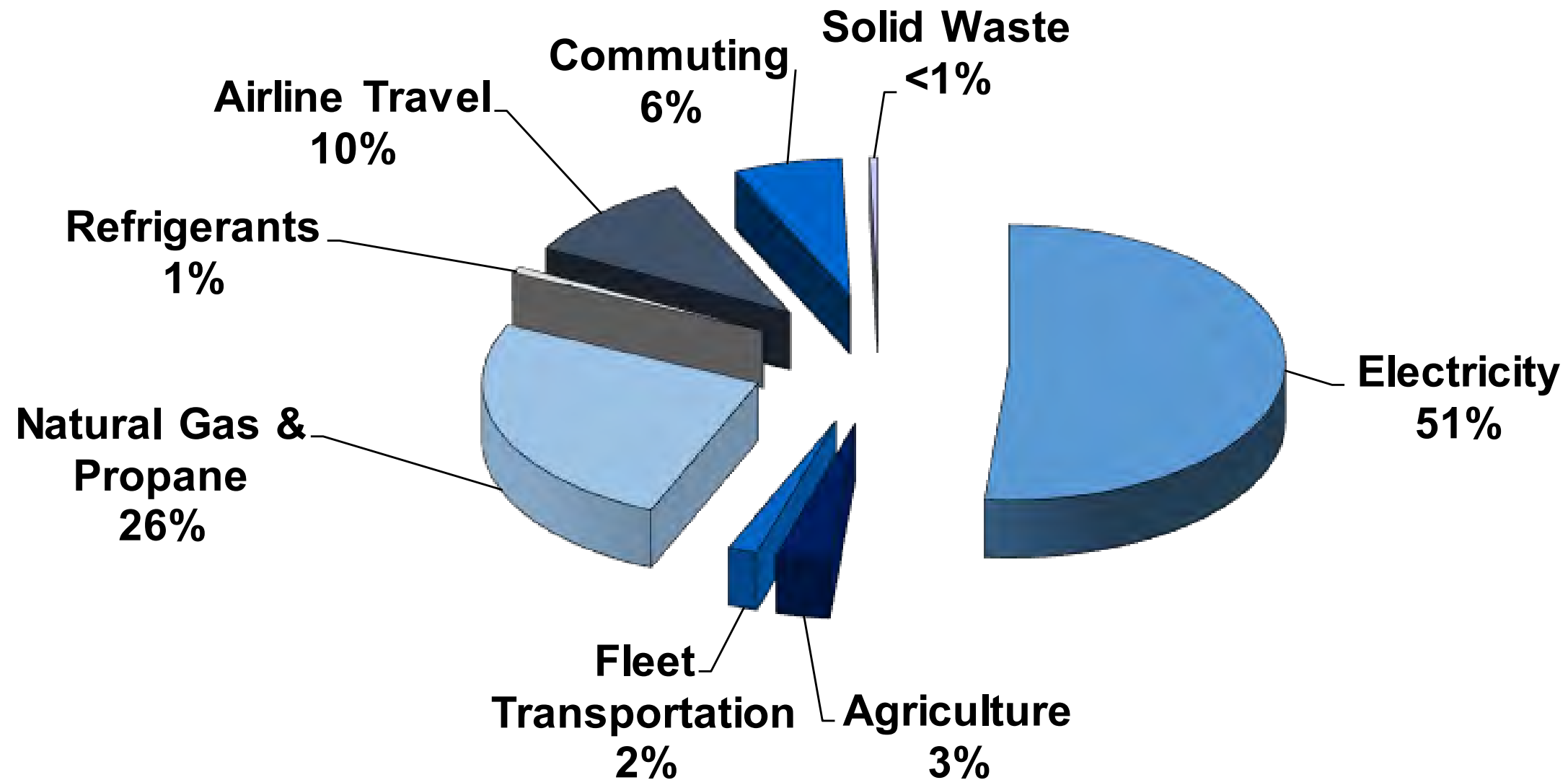
And opportunities for improvement

- Learning outcomes
- Sustainable investments
- Fleet vehicles
- Renewable electricity

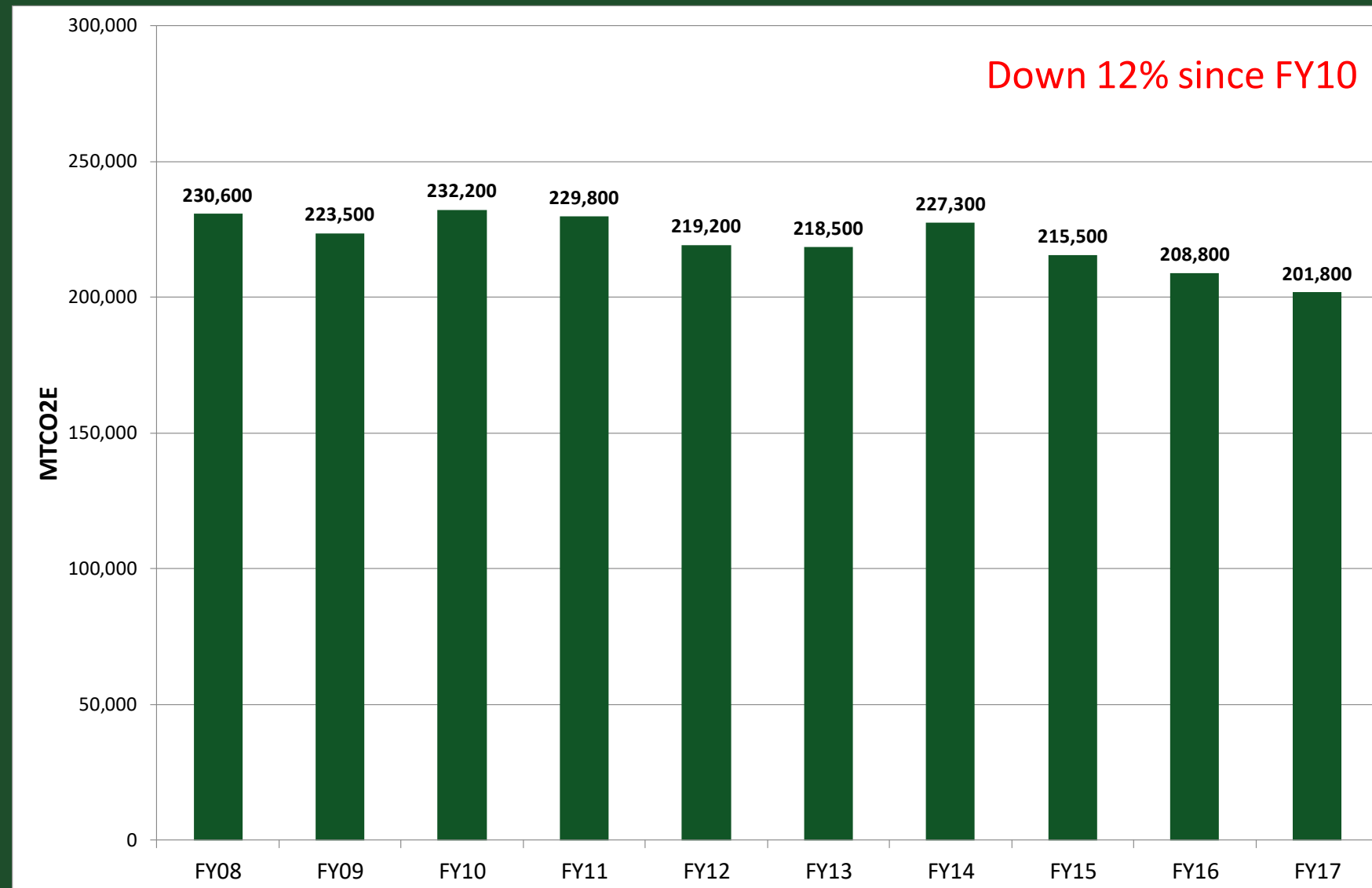


GHG Footprint Commitments

- 100% renewable electricity by 2030
- Climate neutral by 2050



GHG Progress = \$ Saved



Collaborative effort

- More than 100 people across campus actively engaged
- All eight colleges
- All major divisions (Athletics, Advancement, Diversity, etc.)
- Numerous student orgs
- Centers and labs
- Showcases the best of the best



Thank you

Tonie.Miyamoto@Colostate.edu
Carol.Dollard@Colostate.edu



Section 5

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 of the
Colorado State University System
October 5-6, 2017
CSU-Global Student Representative's Report

The university experience as a non-traditional student.

Adult learners face many challenges when returning to complete their college education. There is also growing skepticism among some groups about the value of a college degree (Mitchell & Belkin, 2017). Despite these challenges and reported skepticism, the number of adult learners is growing substantially (Dodo-Balu, 2017). In my Board Report for October 2017 as the CSU-Global Student Representative, I will share some of what it is like to be a non-traditional student.

Before I enrolled at CSU-Global, I had to determine that it would be a good investment of my time and money. I am not alone in weighing the cost and potential benefits of higher education. A recent article by Mitchell & Belkin (2017) points to data from a Wall Street Journal / NBC News survey and claims that “Americans are losing faith in the value of college degrees” (para. 1). The skepticism was highest among two groups: those without a degree and those under 35 years of age (Mitchell & Belkin, 2017). However, among college graduates, those who believe college was worth the cost outnumber those who don't by a two to one margin (Mitchell & Belkin, 2017).

CSU-Global offers a tuition guarantee that set my mind more at ease about the cost of earning my degree. Once a student enrolls in a bachelor's or master's degree program, that student's tuition is locked at a fixed rate. There are also no student fees or out of state tuition premiums that would add to the cost of attending CSU-Global. The enrollment counselors at CSU-Global took time to help me understand the total cost of completing my degree and explained the financial aid options available to me.

Other students at CSU-Global must also see some advantage to completing a degree. Mitchell & Belkin (2017) cite research that shows higher salaries and lower unemployment rates for college graduates. Carnevale, Smith & Strohl suggest that a college degree is becoming a requirement

for most entry-level and mid-level jobs (As cited in Osam, Bergman, & Cumberland, 2017). Cycles of layoffs and outsourcing of jobs have also prompted some people to complete a degree with the goal of re-entering the workforce (Osam et al., 2017). Much of this paralleled my experience in the workforce and contributed to my decision to complete a bachelor's degree at CSU-Global.

Once the decision to enroll is made, there are still challenges to face. Dodo-Balu (2017) explains that adult learners may doubt their ability to succeed, feel out of place, feel intimidated, or be overwhelmed. Simply learning to navigate an online learning website can present a challenge to students (Dodo-Balu, 2017). Students at CSU-Global complete online tutorials and a test class before enrolling in their first course. In the tutorials, students are introduced to the CSU-Global Portal, a sample Schoology course, a CSU-Global course syllabus, classroom guidelines, and academic policies. Going through the tutorials and test class gave me the confidence to feel at ease by being prepared for my first class. I knew what to expect in the online environment and I knew how to find and submit my assignments. CSU-Global students also have access to technical support around the clock, in case they have any problems. My few inquiries to the helpdesk have been answered swiftly.

Non-traditional students typically have greater work and family commitments and more responsibilities competing for their time when compared to traditional college students that are aged 18 to 24 (Osam et al., 2017). Non-traditional students learners typically work full-time or part-time (Osam et al., 2017). They may also be raising children or caring for elderly parents (Osam et al., 2017). Considering the daily commute, the work week, and family responsibilities, college course work takes up a significant portion of a non-traditional student's free time.

To accommodate this, CSU-Global courses are structured so that students can do much of the work at their own pace throughout the week. Weekly postings to the discussion board are due by Thursday of each week. This not only encourages students to keep up with their school work, but it also allows other students time to read and respond to the discussion. Larger assignments like critical thinking papers allow a brief grace period. Papers may be turned in one week after the

due date without penalty. Papers turned in greater than a week after the due date, but before the end of the term, will be assessed a 10 percent penalty. Occasionally, I have needed a little extra time to complete an assignment due to work or family commitments. The grace period on these assignments is much appreciated.

It is estimated that these non-traditional students make up 75 percent of all post-secondary students today (CSU-Global, 2017). Students like these are increasingly making the commitment to complete a degree program while balancing the demands of raising a family and having a career. Colorado State University – Global Campus serves the higher education needs of non-traditional students.

Sincerely,



Keith Andrew Knies
Student Representative
Colorado State University-Global Campus

References

- Colorado State University-Global Campus. (2017). Module 1 – General message training [Schoology ecourse]. In *MK100 – MK: Outreach advocates program message training* (pp. 1-5). Greenwood Village, CO: Author.
- Dodo-Balu, A. (2017). Students Flourish and Tutors Wither: A Study of Participant Experiences in a First-Year Online Unit. *Australian Universities' Review*, 59(1), 4-13.
- Mitchell, J, & Belkin, D. (2017, September 7). Americans losing faith in college degrees, poll finds. *The Wall Street Journal*. Retrieved from <https://www.wsj.com/articles/americans-losing-faith-in-college-degrees-poll-finds-1504776601>
- Osam, E. K., Bergman, M., & Cumberland, D. M. (2017). An Integrative Literature Review on the Barriers Impacting Adult Learners' Return to College. *Adult Learning*, 28(2), 54. doi:10.1177/1045159516658013

MATTERS FOR ACTION:

Report Item. No action necessary.

EXPLANATION:

Presented by Tony Vrba, Ph.D., Faculty Representative from CSU-Global

Report to the Board of Governors that provides an overview of the CSU-Global's faculty and focus on innovation.

Faculty and Students Impacted by Hurricanes

- There were approximately 150 faculty impacted by Harvey and Irma
- Other faculty volunteered to ensure courses were covered
- Late assignments accepted and incompletes given for students who were impacted

Fall Faculty Retreat – October 3rd and 4th

- Held each year
- 47 full and part-time faculty attended
- Focused on CSU-Global 2.0 and Curricular Innovation

All Faculty Meeting - September 18th

- Approximately 200 attendees via video conference
- Presentations on CSU-Global 2.0 focus on Innovation
- Focus on student engagement
- New Faculty Liaison

Innovation Task Force

- 78 innovations submitted by faculty – 63 presented to committee
- 28 proposals have been submitted for full consideration

Faculty Development

- During July and August 92 faculty participated in 8 development courses
- During this same time 7 faculty were able to take advantage of Professional Development Grants
- New weekly professional development webinars providing on-demand viewing with new topics such as:
 - What are the Secrets to Providing Highly Effective Feedback to Students?
 - How Do I Create a Lively, Yet Functional, Online Classroom?

Board of Governors of the
 Colorado State University System
 October 5-6, 2017
 President's Report Item



CSU System Strategic Goals: Student Success and Satisfaction

CSU-Global Transformation Plan Goal: Utilize Evidence-based Practices

- Faculty operations has added efficiencies in faculty operations to meet the needs of the university's structure of offering every course, every term. In Fall 2017 to date, over 1500 course sections were opened and facilitated. Additionally, over 80 new faculty candidates were in process for onboarding and development.
- Curriculum is piloting a new process for online textbook access to ensure students have access to all required course materials from their first day in class.
- CSU-Global has partnered with lynda.com to offer university students, faculty and staff on-demand access to an online library of instructional videos covering a variety of topics such as software training and business and creative skills. These career and skill-based materials will be built into relevant courses to further enhance and supplement academic rigor. These videos can also be accessed independent of their classes and are included in the career center, all for the benefit of further supporting students in expanding their technology and workplace related skills for professional success.

CSU System Goals: Expand Statewide Presence

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- The Enrollment Department is taking a new approach to increasing accountability for FY2018. The team will be focused on increasing the quality of our initial Discover call with prospective students as a means to produce results.
- In August the Student Experience department launched its virtual Student Veteran's Center, where members of our Student Veteran's Organization can find military-specific resources, participate in online discussions with other members and receive support from their peers.
- Of the more than 35,000 student-to-Advisor contacts in the first two months of the fiscal year, we achieved an average Student Experience Survey Score on interactions students had with their advisor of 4.8 out of 5.0 on 1000 surveys received. Advisors are focusing their work on prescriptive degree planning within the first two terms and had over 6000 proactive email and phone outreaches to students in July and August.

- The Corporate Learning Solutions team in collaboration with the CSU-Global Library partnered with Cigna, a Fortune 500 healthcare insurance provider, to deliver a webinar on Scholarly Communication for the company's 41,000 employees. Approximately 200 employees attended the event live, and Cigna made the webinar available on-demand to others through its employee portal. Feedback on the webinar was highly positive, and Cigna is arranging a series of webinars with CSU-Global as part of our partnership in 2018.
- CSU-Global commissioned an independent, 3rd party economic impact study conducted by Economic Modeling Specialists International. Amongst the key findings:
 - In fiscal year 2015-2016, CSU-Global added \$36 million in income or 483 jobs to the U.S. economy, and added \$16 million in income or 196 jobs in the state of Colorado.
 - The study indicated that CSU-Global students will generate a return of \$3.80 in higher future earnings for every \$1 that students invest in their education. The average annual return for students is 15.2 percent. The study notes this "impressive return" far outpaces the average 7.2 percent return investors see in the U.S. stock market.
 - Even without state and local taxpayer support, CSU-Global creates a significant amount of benefits for taxpayers. The net present value of the added tax revenue stemming from Fiscal Year 2015-16 students' higher lifetime earnings and the increased output of businesses amounts to \$54.5 million in benefits to taxpayers. Savings to the public sector add another \$26.6 million in benefits due to a reduced demand for government-funded services in Colorado.
 - Colorado society as a whole will increase its economic base by a present value of \$645.8 million over the course of CSU-Global students' working lives through higher student earnings and increased business output. Society will also benefit from \$145.7 million in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state. For every dollar society spends towards CSU-Global, Colorado society will receive \$22.90 back over the course of the Fiscal Year 2015-16 students' working lifetime.

CSU System Goals: Transform Colorado's Future

CSU-Global Transformation Plan Goal: Sharing for Global Good

- CSU-Global attended the Western Governors' Workforce Development Initiative Workshop as a representative of the State of Colorado. This included giving the opening presentation at the Business-Higher Education Forum's Workforce Development Event, which encompassed Colorado Succeeds and the Colorado Workforce Development Council.
- CSU-Global presented at the Higher Education Subcommittee session at the American Legislative Exchange Council annual meeting in Denver. The event had over 1,350 attendees. The university also delivered a presentation on CSU-Global's Model for Instructional Excellence at the annual COLTT (Colorado Learning and Teaching with Technology) Conference in Boulder.

Section 6

Academic and Student Affairs Committee

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
October 6, 2017

Committee Chair: Dennis Flores, Kim Jordan (Vice Chair)

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Ph.D. in Watershed Science

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- New Degree Program – Master of Social Work
- New Degree Program – Doctor of Nursing Practice

II. Miscellaneous Items

Colorado State University

- None

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- Faculty Handbook Revision – Appendix B
- Action on: Revised Student Code of Conduct

III. Campus Reports

- Student Learning – Technology Enhanced Learning Environment

Board of Governors of the Colorado State University System
Meeting Date: October 6, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Ph.D. in Watershed Science

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a new Ph.D. in Watershed Science, in the Department of Ecosystem Science & Sustainability.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Doctor of Philosophy degree in Watershed Science trains students in the interdisciplinary study of the physical, chemical, biological, and social factors that affect the quantity, quality, and flux of water. The program provides students with the training to study watershed function and address watershed problems.

The Department of Ecosystem Science and Sustainability (ESS) houses both a B.S. and an M.S. degree in Watershed Science, and we propose adding a Doctor of Philosophy (Ph.D.) degree in Watershed Science. This addition will bring all three Watershed Science degree programs together in one department and build strength in interdisciplinary Watershed Science.

This Ph.D. currently exists as a specialization in the Geosciences Ph.D. and is being simultaneously elevated to its own degree program, and moved to a more appropriate department (Ecosystem Science and Sustainability).



Colorado State University

NEW PROGRAM PROPOSAL

VIEWING: **PH.D. IN WATERSHED SCIENCE**

Program change available to students: Spring 2018

College: Warner College of Natural Resources

Department/Unit: 1476 - Ecosystem Science & Sustainability

Academic Level: Graduate

Program Type: Degree

Degree Type: PHD - Doctor of Philosophy

Program Title: Ph.D. in Watershed Science

Program Description

The Doctor of Philosophy (PhD) degree in Watershed Science trains students in the interdisciplinary study of the physical, chemical, biological, and social factors that affect the quantity, quality, and flux of water. Our program provides students with the training to study watershed function and address watershed problems.

Program Catalog Copy

The PhD in Watershed Science requires 72 credits and will also be contingent upon making a contribution to the literature of the discipline. The program of study will be developed individually for each student with the guidance and approval of the student's graduate committee.

Offered as: Main Campus Face-to-Face

Justification for Request

The Department of Ecosystem Science and Sustainability (ESS) houses both a BS and an MS degree in Watershed Science, and we propose adding a Doctor of Philosophy (PhD) degree in Watershed Science. This addition will bring all three Watershed Science degree programs together in one department and build strength in interdisciplinary Watershed Science.

Board of Governors of the Colorado State University System

Meeting Date: October 6, 2017

Consent Item

Program Level Learning Objectives

The objectives of the program are:

- Systems understanding: Students will be able to identify and distinguish systems components and their interactions to explain, illustrate and analyze system understanding.
- Watershed science content and principals: Students will be able to apply complex watershed science principals to complex problems to develop sustainable solutions.
- Problem solving. Students will be able to work in teams and communicate effectively using a diverse set of analytical and applied tools.
- Interdisciplinary understanding. Students will be able to work in an interdisciplinary environment and demonstrate respect for alternative points of view.
- Contribute new research and understanding of watershed processes and issues to the published literature of the discipline.

Board of Governors of the Colorado State University System
 Meeting Date: October 6, 2017
 Consent Item

Program Requirements

Effective Spring 2018

Code	Title	Credits
Required Foundation Courses		
GRAD 544	Ethical Conduct of Research	1
WR 692	Seminar	1
Discussion Courses		
Select at least 3 credits from the following:		3
WR 574	Advanced Snow Hydrology	
WR 616	Hillslope Hydrology and Runoff Processes	
Quantitative Courses		
Select at least 3 credits from the following:		3
NR 512	Spatial Statistical Modeling-Natural Resources	
NR 523/STAT 523	Quantitative Spatial Analysis	
STAT 511A	Design and Data Analysis for Researchers I: R Software	
STAT 511B	Design and Data Analysis for Researchers I: SAS Software	
STAT 512	Design and Data Analysis for Researchers II	
WR 674	Data Issues in Hydrology	
Skill Courses		
Select at least 3 credits from the following:		3
GEOL 551	Groundwater Modeling	
NR 503/GR 503	Remote Sensing and Image Analysis	
NR 505	Concepts in GIS	
WR 417	Watershed Measurements	

Board of Governors of the Colorado State University System

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Code	Title	Credits
<u>WR 419</u>	Water Quality Laboratory for Wildland Managers	
<u>WR 524/CIVE 524</u>	Modeling Watershed Hydrology	
<u>WR 575</u>	Snow Hydrology Field Methods	
Depth and Breadth Courses		
Select at least 6 credits from the following:		6
<u>AREC 542</u>	Applied Advanced Water Resource Economics	
<u>CIVE 413</u>	Environmental River Mechanics	
<u>CIVE 520</u>	Physical Hydrology	
<u>CIVE 544</u>	Water Resources Planning and Management	
<u>CIVE 613</u>	River Restoration Design	
<u>CIVE 622</u>	Risk Analysis of Water/Environmental Systems	
<u>CIVE 625</u>	Quantitative Eco-Hydrology	
<u>CIVE 626</u>	Integrated Analysis of Coupled Water Issues	
<u>ESS 501</u>	Principles of Ecosystem Sustainability	
<u>ESS 543/ATS 543</u>	Current Topics in Climate Change	
<u>ESS 660</u>	Biogeochemical Cycling in Ecosystems	
<u>GEOL 452</u>	Hydrogeology	
<u>GEOL 552</u>	Advanced Topics in Hydrogeology	
<u>GEOL 652</u>	Fluvial Geomorphology	
<u>NR 510</u>	Ecosystem Services: Theory and Practice	
<u>NR 577</u>	Wetland Ecology and Restoration	
<u>SOC 461</u>	Water, Society, and Environment	

Board of Governors of the Colorado State University System

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Consent Item

Code	Title	Credits
<u>SOC 664</u>	Sociology of Water Resources	
<u>SOCR 522</u>	Micrometeorology	
<u>SOCR 540</u>	Soil-Plant-Nutrient Relationships	
<u>SOCR 670</u>	Terrestrial Ecosystems Isotope Ecology	
<u>WR 416</u>	Land Use Hydrology	
<u>WR 418</u>	Land Use and Water Quality	
<u>WR 510</u>	Watershed Management in Developing Countries	
<u>WR 511</u>	Water Resource Development	
<u>WR 512</u>	Water Law for Non-Lawyers	
Research and Dissertation		
<u>WR 798</u>	Research	2
<u>WR 799</u>	Dissertation	2
Additional Credits (A maximum of 30 credits may be accepted from a master's degree toward the Ph.D.)		51
Program Total Credits:		72

A minimum of 72 credits are required to complete this program.

New Program Planning Budget Form

Submit with comprehensive program proposal (CPP).

Name of Degree:

Contact Person:

Expenses

			FISCAL YEAR					
			2017	2018	2019	2020	2021	Cumulative*
¹ # f.t.e.	Faculty Salary	Base + Fringe	-	-	-	-	-	-
	(list once per new)	One-time	-	-	-	-	-	-
# f.t.e.	Admin. Pro. Salary	Base + Fringe	-	-	-	-	-	-
	(list once per new)	One-Time	-	-	-	-	-	-
#f.t.e.	Other Salary	Base + Fringe	-	-	-	-	-	-
	(list once per new)	One-Time	-	-	-	-	-	-
² GRA Position		# New each year	-	-	-	-	-	-
³ (list once per new)	Total Stipend + Fringe		-	-	-	-	-	-
	Total Resident Tuition		-	-	-	-	-	-
#f.t.e.			-	-	-	-	-	-
³ GRA Tuition Premiums		# New each year	-	-	-	-	-	-
(list once per new)	Total Tuition Premium		-	-	-	-	-	-
#f.t.e.			-	-	-	-	-	-
GTA Positions		# New each year	-	-	-	-	-	-
(list once per new)	Total Stipend + Fringe		-	-	-	-	-	-
⁴ Operating		Base	-	-	-	-	-	-
		One-Time	-	-	-	-	-	-
Equipment		Base	-	-	-	-	-	-
		One-Time	-	-	-	-	-	-
Library Resources		Base	-	-	-	-	-	-
		One-Time	-	-	-	-	-	-
Facilities & Technology		Base	-	-	-	-	-	-
		One-Time	-	-	-	-	-	-
Other		Base	-	-	-	-	-	-
		One-Time	-	-	-	-	-	-
Total Expenses	Incremental Base		-	-	-	-	-	-
	Incremental One Time		-	-	-	-	-	-
	Cumulative Base		-	-	-	-	-	-
Incremental One Time + Cumulative Base = Total Expenses	Total Expenses		-	-	-	-	-	-

Provost Commitment. Please provide details.

Revenue

			FISCAL YEAR					
			2017	2018	2019	2020	2021	Cumulative
⁵ New Tuition Revenue								
⁶ Resident Tuition/Year	\$	11,715.08						
Non-Res Tuition/Year	\$	25,690.48						
	# of Resident		1	1	2	2	3	-
	# of Non Resident		-	-	-	-	-	-
	# of International		-	1	1	2	2	-
Resident Tuition			11,715	12,067	24,857	25,603	39,556	-
Non-Resident Tuition			-	26,461	27,255	56,145	57,830	-
Sub total Tuition			11,715	38,528	52,112	81,748	97,386	-
Development								
Other				-	-	-	-	-
Total Revenue			11,715	38,528	52,112	81,748	97,386	-

Revised Fall 2016

Total Revenue - Expenses	11,715	38,528	52,112	81,748	97,386	-
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Notes and Comments:

⁷ Proposed Department Tuition Revenue	0%	0%	40%	40%	40%	0%
Final Department Revenue Differential Tuition NOT included	-	-	20,845	32,699	38,954	-
Final University Revenue	11,715	38,528	31,267	49,049	58,432	-
Reference - Differential Tuition not included in Revenue	-	-	-	-	-	-
Total Department Revenue and Differential Tuition	-	-	20,845	32,699	38,954	-

Notes to help you prepare the budget:

1. When Base salary funds are listed, it is assumed these funds will continue in subsequent years. There is no need to list base funds (or their expansion for salary raises) in years after the request unless additional base funds are being requested. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years). Under "Other", note any estimated proposed start-up costs for the new faculty member in Year 1 (and additional years, as one time funds). For example, a 3-year startup package for a new faculty member in Year 1 valued at \$300,000 would appear as \$100,000 under Years 1, 2, and 3 under "Other", one-time funds. **Please see your Financial Coordinator for current fringe figures.**
 2. With graduate students, please show your GRA and GTA stipends and follow university policy for GRA Tuition Premium coverage (1st year, NR GRA's) - use your peer-competitive stipends. For all new GTA positions, please note tuition needs to be added in the year the new GTA stipends are incurred.
 3. Each new GRA Salary, Fringe, Resident Tuition, and Tuition Premium will be included in base.
 4. For Operating, equipment, library, facility, and other expenses, only add the new funds required for the year in which the base or 1x funds will be incurred. There is no need to list base funds in years after the request unless additional base or 1x funds are being requested.
 5. On tuition revenue from students, please indicate students as "total in the program". For example, in Year 1, a program may see 5 new students; in Year 2, 5 more added (total = 10); in Year 3, 5 more are added (total 15); and in Year 4, 5 more are added, but 5 graduate (total = 15). Do not count GTAs or GSAs in this number, as tuition and stipend is centrally funded; do count GRAs that are grant-funded.
 6. Please see Registrar's website for graduate tuition rates.
 7. If the new program results in revenue, the department percentage of revenue is generally 40% by year 5, though exceptions may be approved. The department percentage of tuition revenue may begin in year one around 60%, though exceptions may be approved. The tuition revenue split for year 5 and beyond is 60% to Central and 40% to the Department.
 8. Graduate program budget questions, please contact Dr. Jodie Hanzlik with questions. Undergraduate program budget question, please contact Dr. Kelly Long.
 9. Please provide a detailed budget rationale.
- * Manual entry required. No formula available.

MATTERS FOR CONSENT:

New Degree Program: Master of Social Work

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Humanities and Social Sciences to establish a new Master's Degree in Social Work. If approved, this degree will be effective in fall 2018.

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

CSU-Pueblo has an accredited Bachelor of Social Work (BSW) program, and the enrollment in Pueblo is higher than at any time in the past 10 years. Students, along with local and statewide stakeholders, have expressed strong interest in developing a Master of Social Work (MSW) program at CSU-Pueblo, to serve the needs of southeastern Colorado and beyond. This includes substantial needs for practitioners to serve military veterans and others suffering from PTSD, to serve communities facing issues of substance abuse, and to meet a variety of social needs - especially since many currently employed practitioners are near retirement.

This proposed MSW degree program provides two entry options for students: admission directly into the MSW program once a student has been awarded an accredited Bachelor of Social Work (BSW) degree, referred to as Advanced Standing, and a longer program that can be accessed by anyone with any undergraduate degree, referred to as Foundation. Advanced Standing courses cover fall, spring and summer semesters, if the student is full time. When the student is full time, Foundation courses cover a summer and an academic year; Foundation students must then also complete the same course content as the Advanced Standing program. The Foundation curriculum is consistent with the core coursework of the BSW.

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The curriculum in this degree is advanced generalist, which means that graduates will be prepared to intervene at multiple levels: micro, mezzo, and macro. (Briefly, these terms refer to individuals; families and small groups; and larger entities, such as organizations and communities, respectively.) This proposed degree program includes additional courses at each level in order to increase the strength of the focus. In addition, we have chosen to make coursework in trauma required due to the amount of research that suggests social workers and other helping professionals are subjected to deleterious amounts of vicarious and secondary trauma. Of course, we work with individuals and families who have experienced such trauma, too. Therefore, we know that the earlier we introduce understanding of the effects of trauma and insert self-care into the curriculum, we can help to prevent the burnout that is characteristic of social work. The above curricular details distinguish our proposed degree from other programs.

If approved by all entities, the MSW could begin in fall 2018.

1. Brief Overview of Proposed Program

- Name of Major/Program: **Master of Social Work**
- Degree type: **MSW**
- Recommended CIP code: **44.0701 Social Work**
- Department/School: **Department of Social Work**
- College: **College of Humanities and Social Sciences**
- Expected number of students enrolled in programs annually: year one: 25 in Foundation; year two: 25 in Foundation, 50 in Advanced Standing/Concentration; years 3-indefinite, 75 per year following the year two model

Students will enroll as a cohort in each program. In fall 2018, the first cohort of Foundation students will begin study. The length of the program is fall, spring, and summer. At the end of that time, Foundation students move to the Concentration year, which is the same curricular content as the Advanced Standing year. The Advanced Standing/Concentration year is fall, spring, and summer. Because of our geographical location and our very strong Extended Studies division, we are uniquely situated to serve this region far better and less fiscally-demanding than any in-state or out-of-state institutions. The program would ideally be housed in Pueblo with some distinguishing features that would allow us to serve our consumers here, in the far southeastern reaches of the state, and in Colorado Springs. We propose an evening and weekend program with selected online, hybrid, and face-to-face offerings. [Students could drive to Pueblo on Fridays, attend class, stay in the residence halls, use a meal plan for their meals, and carpool on Saturdays to Colorado Springs. They could then drive back to Pueblo, stay in the residence halls again, attend Pueblo classes on Sunday, and drive home Sunday afternoon. This plan would accommodate a twice monthly face-to-face meeting of courses while meeting the required number of contact hours for Higher Learning Commission (HLC) standards. Most of the students who would choose our program

would be working and have families. To drive to Pueblo or Colorado Springs from La Junta or Lamar two or three times a week would be prohibitive. The plan outlined above could meet the needs of all of the communities that we serve. We cannot request approval from our accrediting body regarding such multiple site instruction until the degree program has been approved at the campus, Board, state, and HLC levels.]

Projected enrollments are for cohorts of 25 in each of the programs, Advanced Standing and Foundation. On an annual basis, once the program is fully implemented, we would have new Advanced Standing, new Foundation, and current Concentration Year students at the same time. That is potentially 75 students paying graduate tuition and fees. These would all be new enrollments. None of them would be diverted from other master's degree programs at CSU-Pueblo. We have witnessed steady demand. This is not likely to diminish. Many, if not most, of our students consider themselves to be geographically bound and would not drive to Denver to attend graduate school. Newman is an expensive private institution, and New Mexico Highlands disrupts the work week.

If approved by all entities, this program could begin in Fall 2018. Below is a tentative 4-year timeline:

- Year 1 (2017-2018)** – Seek HLC approval; hire a M.S.W., Ph.D. tenure track faculty member to become the MSW Program Coordinator; applications available mid-November with admission decisions finalized in spring, 2018; hire administrative assistant at part-time status; finalize preparation of initial permission to seek candidacy (a 3-year period) documents for CSWE, submitted in January and February 2018.
- Year 2 (2018-2019)** – First cohort for Foundation year; hire VAP to convert to tenure track line in the summer of 2020; hire two more M.S.W., Ph.D. tenure track faculty members to meet accreditation benchmarks (one will be Field Coordinator) to begin in the fall of 2019; submit second of candidacy series documents to CSWE in January and February of 2019; convert administrative assistant to fulltime status.
- Year 3 (2019-2020)** – Second cohort for Foundation year; first cohort in Advanced Standing; first cohort from Foundation moves into Concentration year; begin offering graduate assistantships; prepare third series of candidacy documents for CSWE accreditation; first graduates in summer, 2020; all six fulltime, tenure track faculty with primary assignment to the MSW will be in place, thus meeting CSWE accreditation standards.
- Year 4 (2020-2021)** – Gain full accreditation status from CSWE, including final site visit, projected to be June 2020; accreditation cycle will then be synced with the BSW accreditation cycle; and students from fall 2018 are automatically graduates of an accredited program.

2. Mission Appropriateness

Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

Mission Statement

Colorado State University-Pueblo's mission stresses its distinctiveness and central commitments: Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity (2017-2018 Colorado State University-Pueblo Catalog, p. 13).

Vision Statement

Colorado State University-Pueblo will enhance its reputation as a premier comprehensive regional university that offers a wide range of undergraduate degrees as well as specialized graduate degrees. As a federally designated Hispanic Serving Institution, CSU-Pueblo is committed to maintaining university accessibility which reflects southern Colorado's culturally and ethnically diverse student body, including first generation students. We will do so by offering excellent academics, affordable education, transformative opportunities, and supportive student life. CSU-Pueblo will be distinguished by the integration of the liberal arts and sciences with professional preparations as well as an emphasis on experiential education that reflects skills and competencies needed in a global society (2017-2018 Colorado State University-Pueblo Catalog, p. 13).

Colorado State University-Pueblo is a regional comprehensive university with a Hispanic Serving Institution designation. As such, it has a commitment to serving the underserved populations of Southeastern Colorado. The University also pledges to offer master's degrees in selected programs with evidenced regional and societal need.* The Master of Social Work degree fits these first two items in profound ways. We are uniquely situated to provide services to the farther reaches of southeastern Colorado. People there have voiced their desire to pursue a graduate degree but distance to the nearest program has been prohibitive. In addition, there is a dearth of professionally-prepared Hispanic social workers across the nation, and certainly, here in Southeastern Colorado.

*As noted in section 3, letters of support from regional agencies are available on request.

The University, in its mission statement, refers to offering programs with a "strong professional focus and a grounding in the liberal arts and sciences" (from the 2017-2018 Colorado State University-Pueblo Catalog, p. 13). Social work summarily meets both criteria of this section of the mission statement. The courses in the major draw heavily from the liberal arts. At the graduate level, the content builds on knowledge from biology, economics, political science, psychology, and sociology. In addition, in order to practice holistically, coursework in religion and theology are not impractical. The focus of social work is on assisting individuals to return their lives to a balance and to provide access to needed services where that is lacking. We help people to empower themselves, to tap into their strengths which might remain unrecognized, and to find healthier ways of

maintaining personal relationships and interactions with the environment. We are experts at linking people to resources, and we are known for looking at the individual in the environment—not just at the physical dimension, or the mental or social dimensions.

This is a tall order and requires expertise in course construction and content delivery. Therefore, social work meets another sector of the mission statement, “setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity” (also from the 2017-2018 Colorado State University-Pueblo Catalog, p. 13).

Finally, there is no degree program that better fits with the community engagement upon which the mission statement elaborates. The University pledges to become involved in improving the “overall quality of life and economic growth in southeastern Colorado” (also from the 2017-2018 Colorado State University-Pueblo Catalog, p. 13). Part of this commitment includes opportunities for internships in community settings. The signature pedagogy of social work is a set of required practica in community settings. One cannot obtain a MSW without the completion of fieldwork. This alone sets us apart from other professional programs and into a category with education and nursing which have been the historical markers of professional human service programs.

This new degree ensures a commitment to excellence; the faculty are research active; and the program will directly meet and address the following points in the 2015-2020 University Strategic Plan:

Goal 1: Excellent Academics

1.1. Objective One - Attract motivated students capable of academic success:

The new MSW program will attract students who have undergraduate degrees in disciplines other than social work, as well as attracting students who have BSW degrees.

1.2. Objective Two – Attract and retain high quality, motivated faculty and staff who provide outstanding instruction, scholarship, and service:

The accreditation standards require that faculty members teaching practice courses have at least 2-years post-MSW practice experience. This means that instructors of those courses have the necessary “real world” experience to teach students therapeutic assessments and interventions. The hiring of Ph.D.-prepared individuals helps to assure fulfillment of the scholarship required of a tenure track faculty member. Many faculty members enjoy teaching at both BSW and MSW levels, so to be in a program with both options available will be desirable for candidates.

1.3. Objective Three – Provide sustainable, high quality, relevant academic programs that prepare students for professional and academic success: There is a shortage of MSW-prepared social workers in the State of Colorado, particularly in Southeastern CO. Since our degree programs serve two types of student, we will be able to help meet the demand for such social workers in this region. The MSW is the terminal degree for professional practice. Students who complete this degree program will be well-equipped to sit for licensure and to work toward the next level of certification, Licensed Clinical Social Worker (LCSW).

Goal 2: Affordable Education

2.2. Objective Two – Optimize financial aid resources by using data to leverage award packages: This program will be reasonably priced for this region, and graduate assistantships can target those students with financial need.

Goal 3: Transformative Opportunities

3.1. Objective One – Provide academic advising, counseling, and tutoring services that support student success and graduation: The faculty members will act as advisors and mentors to students. Because the faculty members will have been social work practitioners, there will be integration of experience and textbook information; this enhances our ability to assist students in career practice choices.

3.2. Objective Two - Enhance ethnic, racial, and cultural diversity across the campus: Because there is a nationwide shortage of Hispanic social workers, as well as other minority social workers, this program will help to address that need. This region, in particular, has a need for minority practitioners. Metropolitan areas tend to attract social workers who are ready to practice. However, since many of our students may be “place-bound,” practicing social work in this region is a viable option for them.

3.3. Objective Three - Integrate experiential education throughout students’ curricular and co-curricular activities: Virtually the entire curriculum could fit into the experiential education designation. We can support this objective easily.

Goal 4: Supportive Student Life

4.2. Objective Two - Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off-campus: The required practica in both Foundation and Advanced Standing/Concentration provide multiple opportunities for students to experience networking, leadership, and

mentoring opportunities. Many of the social workers in this region are graduates of the CSU-Pueblo BSW program and have an ongoing relationship with us, ready to serve as field supervisors when called upon.

3. Rationale for the Master in Social Work Degree

In 2010, the Department of Social Work conducted an interest survey among CSU-Pueblo BSW alumni in this area. (Detailed report available if necessary.) Since then, conversations regarding the MSW have increased, for multiple reasons. Two examples include the aging of the “baby boomers” who will be leaving positions by the hundreds of thousands over the next few years; and the move by the military to begin to offer more substantial support for its veterans and current enlisted personnel, among others. [The growth of best practices to treat Post-Traumatic Stress Disorder (PTSD) over the past 15 years has reached a point where it is a given that intensive services should be made available.] In addition, there are ongoing societal issues that drive demand for social workers, including issues of substance and sexual addictions, mental health, health care needs (including geriatric), and the growth of occupational social work.

From every graduating class, approximately half go immediately to a MSW degree program while half decide to delay graduate school to work. Of the half that delays graduate school, about half of those enter graduate school within two years. Given current enrollments of seniors at both sites, approximately 50 students, we project our first cohort size to be 25. We receive calls and email queries about a MSW at CSU-Pueblo on a weekly basis. It is not unusual to field 2-3 calls per week. Current faculty and staff encounter queries in the communities they serve. We receive calls from across the nation, due largely to the military presence in Colorado Springs, and we even receive international calls. Interest by local community stakeholders is evidenced by the numerous letters of support we received for this program (e.g. the statewide Office of Behavioral Health at the Colorado Department of Human Services; local Department of Human Services offices in Otero and Fremont counties; local Department of Social Services offices in Kiowa, Costilla, and Bent counties; and non-profit groups from Canon City and Colorado Springs, such as Ecumenical Social Ministries, Catholic Charities, and Posada).

At a recent meeting of current students and field supervisors, the MSW degree question was again raised, and there was overwhelming support for this degree to be offered.

Bureau of Labor Statistics (Retrieved 9/7/2017 from
<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>)

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How to Become a Social Worker

Although most social workers need a bachelor's degree in social work, clinical social workers must have a master's degree and 2 years of post-master's experience in a supervised clinical setting. Clinical social workers must also be licensed in the state in which they practice.

Pay

The median annual wage for social workers was \$46,890 in May 2016.

Job Outlook

Employment of social workers is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services, but will vary by specialty.

CSU-Pueblo's BSW majors at the Colorado Springs and Pueblo sites have remained steady, and recently have shown an increase (and we hold two sections of field and seminar courses for each of fall 2017 and spring 2018 at both sites). Our enrollment in the courses immediately preceding field placement are at 44 in Pueblo and 11 in Colorado Springs. This enrollment in Pueblo is higher than at any time in the past 10 years.

Another important feature that will attract students is the cost-effectiveness of this degree. Our proposed tuition rate is \$350.00/credit hour. Graduate tuition and fees at other institutions in the state and region for fall 2016 shows the following:

- A
 - Online \$ 619.00 per credit hour
 - Face-face \$ 693.91 per credit hour
- B \$ 629.00 per credit hour
- C
 - Online \$ 692.00 per credit hour
 - Face-face \$1,258.00 per credit hour
- D
 - Face-face \$ 705.80 per credit hour
- E
 - Face-face \$ 320.75 (non-resident)

A, C and E are institutions located in Colorado; B and E are out-of-state based institutions (B is Newman University, based in Kansas with a satellite campus in Colorado Springs; D is New Mexico Highlands University in Las Vegas, NM).

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Finally, CSU-Pueblo's social work program is an approved provider for Continuing Education Credits (CEC) through the National Association of Social Workers, Colorado Chapter. This means we can offer a series of workshops and seminars in the southeastern region of Colorado assisting practitioners with licensure. Being able to offer CEC locally to our students means that they will be able to take advantage of these workshops at reduced fees without driving to Denver which is the case currently.

4. CSU System and State Positioning

Within the CSU System, only CSU (i.e. in Fort Collins) has a MSW degree program. There is a need for the CSU System to serve the southeastern region of Colorado. Our nearest competitors for the MSW would be Newman University from Wichita, KS which operates a satellite MSW program in Colorado Springs and New Mexico Highlands University that offers Monday and Tuesday classes with rooms provided for traveling students.

5. Special Undergraduate Admissions standards

None

6. Curriculum and Program Outcomes

The mission of the MSW Program at Colorado State University-Pueblo is:

“to prepare competent advanced social work practitioners with the knowledge, skills, values, and cognitive and affective processes required to serve diverse client populations in systems of all sizes.”

This mission statement is consistent with the profession's purpose and values. The purpose of the department of social work is to prepare competent professionals, and the MSW, in particular, is designed to prepare competent advanced professionals. The proposed program grounds the knowledge components of social work squarely upon the profession's values base, the *NASW Code of Ethics*, and the ecological perspective. Included in this foundation are theoretical and practice approaches consistent with those utilized at multiple practice levels and with diverse client systems. Consistency with the profession's purpose appears through the program's intention to “serve” diverse populations and systems of all sizes. Social work's primary mission is to enhance the well-being of human beings and to help meet the basic needs of all people with particular focus on vulnerable, oppressed, and poverty-stricken populations. Social work has a unique perspective on enhancing the wellbeing of individuals in a social context, addressing environmental impingements on wellbeing and enhancing environmental forces that are identified as strengthening factors. The department mission statement

addresses individuals, families, groups, organizations, and communities. We expect competent advanced practitioners who can provide services at multiple practice levels. Since we do not specify a purely clinical or purely macro track, we expect our graduates to have the necessary knowledge, skills, and values to work with human systems of all sizes. This includes direct practice, policy practice, research, and macro practice. The social context on which we focus includes the many systems that interact when any single system is a focal system. Social workers are the experts at recognizing the importance of system interdependence and function, and we expect our graduates to be able to intervene at multiple levels. Graduates will be engaged in promoting social justice, working for social change with and on behalf of clients, and will be prepared to work with vulnerable and diverse populations. Inherent in this mission statement are the social work values of service (explicitly mentioned), social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence (explicitly mentioned).

Program goals emerge from the mission statement and coordinate with the Accreditation Standards required by the Council on Social Work Education. Our goals are to:

1. prepare advanced social work practitioners with the ethical consciousness, cultural competence, and desire to be lifelong learners who give back to the profession of social work and enhance the global community in which we live;
2. provide students with the necessary advanced skills in engagement, assessment, intervention, and evaluation in order to competently serve diverse client populations at all levels of social work practice and across the lifespan utilizing the ecological perspective as a foundation; and
3. prepare students to engage in policy practice, to advocate for social and economic justice, to serve diverse client systems of all sizes ethically and compassionately, and to engage in research in its many forms in order to better serve individuals, families, groups, organizations, and communities.

The first goal indicates the program prepares social workers for ethical practice as advanced generalist practitioners. The program signifies its clear intentions to ground everything else that follows within the framework of social work values and ethics, as well as cultural competence, and acknowledges the necessity of ongoing education and training in order to attain practice expertise. This goal links to our mission statement through emphasis of social work knowledge, skills, values, and cognitive and affective processes in commitment to ongoing practice development to the many communities that we serve. In addition, the mention of a global community addresses the needs of our local communities as well as the needs of the larger society where our students may find employment.

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Goal 2 iterates the necessity of practice competency for individuals across the lifespan, as well as the attainment of the necessary tools to provide services to diverse systems of all sizes. This goal links to our mission statement through its emphasis on advanced generalist practice skill development.

The expectation in Goal 3 is that students will recognize the importance of advocacy in service to client systems, as well as attain the research skills necessary to advance practice at multiple levels. In addition, this goal operationalizes ethical and culturally competent service delivery, in an attempt to dissolve the often-observed dichotomy of practice and research. Ethical and culturally competent research is clearly not disparate from ethical and culturally competent practice. This goal links to our mission statement through an emphasis on the development of advanced practice in systems of all sizes and the adherence to appropriate social work values in service delivery.

The explicit curriculum is designed to carry out the mission and goals of the program. A discussion of the curriculum follows.

Advanced Standing: Advanced Generalist Practice/Concentration Year*

Fall: (14 credits)

- SW 622 Assess/Intervene with Individuals (3)
- SW 625 Assess/Intervene with Children/Families (3)
- SW 641 Understanding Trauma in Practice (3)
- SW 681 Practicum Seminar III (1)
- SW 688 Practicum III (4)

Spring: (14 credits)

- SW 623 Assess/Intervene with Small Groups (3)
- SW 624 Assess/Intervene with Agency/Community (3)
- SW 682 Practicum Seminar IV (1)
- SW 689 Practicum IV (4)
- SW 692 Research I (3)

Summer: (13 credits)

- SW 642 Administration and Supervision (3)
- SW 650 Advanced Policy in a Diverse World (3)
- Elective (3)
- SW 693 Research II (3)
- SW 699 Culminating Project (1)

Total credits: 41

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Foundation: Generalist Practice

Fall: (12 credits)

- SW 500 Social Work Ethics (3)
- SW 501 Holistic Human Behavior (3)
- SW 520 Diversity in Human Experience (3)
- SW 550 Social Welfare Policy (3)

Spring: (11 credits)

- SW 522 Intervention with Individuals (3)
- SW 523 Intervention with Families/Groups (3)
- SW 581 Practicum Seminar 1 (1)
- SW 588 Practicum I (4)

Summer: (11 credits)

- SW 524 Intervention with Agency/Community (3)
- SW 582 Practicum Seminar II (1)
- SW 589 Practicum II (4)
- SW 592 Foundations of Research (3)

Total Foundation credits: 34

TOTAL CREDITS TO MSW DEGREE IN ADVANCED GENERALIST PRACTICE: 75

*This curriculum may be altered slightly prior to finalization by current faculty.

Course Titles, Descriptions, and Student Learning Outcomes – Advanced Standing/Concentration

SW 622 Assess/Intervene with Individuals: Assessment theories and therapeutic interventions in clinical practice with individuals; includes DSM.

Learning outcomes: Students will:

1. use the DSM for diagnosis;
2. apply theoretical models of assessment to individuals; and
3. apply associated therapeutic interventions to clinical practice with individuals.

SW 623 Assess/Intervene with Small Groups: Assessment theories and interventions for clinical practice with small groups; includes DSM.

Learning outcomes: Students will:

1. use the DSM diagnosis to develop treatment groups;
2. apply theoretical models of group assessment in clinical practice; and
3. apply associated therapeutic modalities of interventions to clinical groups.

SW 624 Assess/Intervene Agency/Community: Theories and models of assessment and intervention in macro environments.

Learning Outcomes: Students will:

1. learn models of assessing agencies and communities, such as Asset Building and Community Development (ABCD);
2. learn models of intervening at the macro level; and
3. apply assessment and intervention to agency or community problem.

SW 625 Assess/Intervene with Child/Family: Theories and models of assessment and intervention with children and families. Includes the DSM.

Learning Outcomes: Students will:

1. use theories and models for assessment with children and families;
2. use theories and models for therapeutic intervention with children and families; and
3. learn the effects of DSM diagnoses on children and families.

SW 641 Understanding Trauma in Practice: Examines the effects of trauma on clients and practitioners. Includes self-care.

Learning Outcomes: Students will

1. identify the effects of trauma, secondary trauma, and vicarious trauma on clients and practitioners;
2. utilize therapeutic techniques to diminish the effects of trauma; and
3. apply self-care strategies in order to remain a healthy practitioner.

SW 642 Administration and Supervision: Covers management models, budgeting, administrative functions and models of clinical and nonclinical supervision.

Learning Outcomes: Students will:

1. identify models of management in nonprofit and for-profit environments;
2. understand the basic processes of budgeting and fiscal management;
3. practice models of clinical and nonclinical supervision.

SW 650 Advanced Policy in a Diverse World: Examines national and international social and public policies. Includes policy analysis and practice.

Learning Outcomes: Students will

1. explain the effects of policy on selected diverse populations;
2. complete a policy analysis of a selected policy; and
3. develop a policy practice model of intervention.

SW 681 Practicum Seminar III: Integrative seminar addressing professional social work practice issues concurrent with Practicum III.

Learning Outcomes: Students will:

1. present a case study;
2. continue professionalization of social work practice behavior; and
3. engage in critical thinking and problem solving with peers.

SW 682 Practicum Seminar IV: Integrative seminar addressing professional social work practice issues concurrent with Practicum IV.

Learning Outcomes: Students will:

1. present a case study;
2. continue professionalization of social work practice behavior; and
3. engage in critical thinking and problem solving with peers.

SW 688 Practicum III: Placement in approved practice setting under MSW supervision for 320 clock hours.

Learning Outcomes: Students will:

1. complete 320 clock hours of supervised work in an approved practice setting;
2. practice ethical social work; and
3. integrate classroom learning and field experiences.

SW 689 Practicum IV: Placement in approved practice setting under MSW supervision for 320 clock hours.

Learning Outcomes: Students will:

1. complete 320 clock hours of supervised work in an approved practice setting;
2. further professional ethical social work practice skills; and
3. integrate classroom learning and field experiences.

SW 692 Research I: Covers single subject design and practice evaluation.

Learning outcomes: Students will

1. explain quantitative and qualitative research designs;
2. develop a research proposal; and
3. complete a practice evaluation.

SW 693 Research II: Covers program evaluation, needs assessment, and feasibility studies. Includes a module on grants.

Learning Outcomes: Students will:

1. apply appropriate research designs for program evaluation, needs assessment, and/or feasibility studies;
2. read RFPs and understand the evaluation component of typical grants; and
3. develop a final research project to be presented at a poster session prior to graduation.

Culminating Project: Present poster of completed integrated, action research project in public setting.

Learning Outcomes: Students will:

1. conduct research project connected to their practicum placement;
2. prepare a professional poster presentation based on this project; and
3. present this poster in a public environment for evaluation by peers and others.

Course Titles, Descriptions, and Student Learning Outcomes – Foundation

SW 500 Social Work Ethics: Utilizes the NASW Code of Ethics and ethical decision-making models for ethical practice.

Learning Outcomes: Students will

1. identify ethical practice behaviors by using the NASW Code of Ethics;
2. resolve ethical dilemmas by using ethical decision-making models; and
3. become ethical practitioners by applying their understanding of ethical practice to scenarios and role plays.

SW 501 Holistic Human Behavior: Understanding human behavior in the environment. Includes assessment models with emphasis on systems theory and developmental theories.

Learning Outcomes: Students will:

4. assess individuals, families, groups, organizations, and communities using
5. developmental theories, systems theory, and other selected theories;
6. develop ecomaps and genograms; and
7. identify the effects of interactions between systems and environments in order to select a level of intervention.

SW 520 Diversity in the Human Experience: Explores diversity of humans and effects in social work practice.

Learning Outcomes: Students will:

1. explain the effects of multiple forms of human diversity on the lived experience of clients and practitioners;
2. identify therapeutic techniques of reducing the impact of the “isms” on clients; and
3. identify ways in which practitioners can avoid recreating hierarchical relationships.

SW 522 Intervention with Individuals: Examines the theories and modalities of assessing and intervening with individuals.

Learning Outcomes: Students will:

1. explain theories of social work practice with individuals;

2. identify and apply associated intervention techniques and strategies for social work practice with individuals; and
3. discuss various forms of practice evaluation that are consistent with the intervention.

SW 523 Intervention with Families/Groups: Examines the theories and modalities of assessing and intervening with families and small groups.

Learning Outcomes: Students will:

1. explain theories of social work practice with families and small groups;
2. identify and apply associated intervention techniques and strategies for social work practice with families and small groups; and
3. discuss various forms of practice evaluation that are consistent with the intervention.

SW 524 Intervention with Agency/Community: Examines the theories and modalities of assessing and intervening with organizations and communities.

Learning Outcomes: Students will:

1. explain theories of social work practice with organizations and communities;
2. identify and apply associated intervention techniques and strategies for social work practice with organizations and communities; and
3. discuss various forms of practice evaluation that are consistent with the intervention.

SW 550 Social Welfare Policy & Practice: Studies the history and development of social welfare in the United States.

Learning Outcomes: Students will:

1. discuss the development of social welfare from the Elizabethan Poor Laws to contemporary U.S.;
2. identify the components of social welfare policy that work to both provide and bar access to services for various populations, such as values and cost-benefit; and
3. discuss the importance of the relationship between policy and practice.

SW 581 Practicum Seminar I: Integrative seminar addressing professional social work practice issues concurrent with Practicum I.

Learning Outcomes: Students will:

1. present a case study;
2. engage in professionalization of social work practice behavior; and
3. participate in critical thinking and problem solving with peers.

SW 582 Practicum Seminar II: Integrative seminar addressing professional social work practice issues concurrent with Practicum II.

Learning Outcomes: Students will:

1. present a case study;
2. continue in professionalization of social work practice behavior; and
3. engage in critical thinking and problem solving with peers.

SW 588 Practicum I: Placement in approved practice setting under MSW supervision for 216 clock hours.

Learning Outcomes: Students will:

1. complete 3216 clock hours of supervised work in an approved practice setting;
2. practice ethical social work; and
3. integrate classroom learning and field experiences.

SW 589 Practicum II: Placement in approved practice setting under MSW supervision for 216 clock hours.

Learning Outcomes: Students will:

1. complete 216 clock hours of supervised work in an approved practice setting;
2. practice ethical social work; and
3. integrate classroom learning and field experiences.

SW 592 Foundations of Research: Examines both quantitative and qualitative research methods for social work. Includes single subject design, experiments, and quasi-experiments.

Learning Outcomes: Students will:

1. explain quantitative social research methods;
2. explain qualitative social research methods; and
3. choose an appropriate method to design a research study.

7A. Potential Collaborations CSU-System

There is potential collaboration with CSU-Pueblo's Extended Studies, CSU-Global, and CSU for online courses. There is also potential collaboration with CSU-Pueblo MSW students entering the PhD program at CSU.

7B. Potential Collaborations Non-CSU-System

There is a possibility that our course delivery methods could include digital television to the community colleges in the far eastern part of the state. We would need to make sure that the technology is extremely reliable, however, as it can disrupt the learning environment.

8. Faculty resources

The Council on Social Work Education's accreditation standards require that a minimum of 6 fulltime faculty, or the equivalent, are committed to the MSW program. In order to meet that standard, we have some hiring needs that can be gained incrementally over a 2-year period. The Council requires a period of candidacy of 3 years for any new MSW program. Accreditation is granted retroactively to enrollees. Outlined below is a brief summary of what we currently have in place regarding faculty and a summary of what is needed.

Current:

Judy Baca (BSW), Judith Bridgeman (BSW), Dr. Savra Frounfelker (MSW eventually), Dr. Carol Langer (MSW for one year, then back to BSW), Dr. Pamela Richmond (BSW), Dr. Mario Rodriguez (MSW), and Dr. Arlene Reilly-Sandoval (BSW)

Note: Currently, only Dr. Rodriguez is at the Colorado Springs site. He is the Program Coordinator there and will continue in that role. We will need to have several faculty members placed primarily at the Colorado Springs site.

Needs:

- 1 Fulltime, Ph.D.-prepared Associate Professor, fulltime designation to the MSW
- 2 Fulltime, Ph.D.-prepared Assistant Professors, fulltime designation to the MSW (Dr. Rodriguez is now on a tenure track Assistant Professor line in fall 2017, making this need for hires actually only 2)
- 1 Visiting Professor, to teach and to develop field placement sites, converted to Director of MSW Field Education, fulltime designation to the MSW
- Fulltime administrative assistant
- Additional adjuncts: at least 2 per semester, needed at both sites, as assignment to BSW or MSW can vary

Six fulltime MSW/PhDs are needed for the MSW to be accredited. We will need the following administrative positions:

- BSW Program Director,
- MSW Program Director, and
- Director of MSW Field Education.
- Note: Conceivably, the Department Chair can be a program director. Current faculty or new hires could fill the other 2 administrative positions.

9. Library resources

No special library resources beyond those currently available are necessary.

10. Facilities, equipment, and technology

Technology:

We have most of the technology we need, but we need to insure reliable delivery of digitally-transmitted television courses. Those have been problematic for the BSW in the past, and we are reluctant to use them until we are assured that the technology is updated and sound.

Equipment:

We need some recording equipment, but that could be as simple as a number of iPads with tripods. Practice courses in graduate programs typically utilize recordings to enhance the learning of skills. We have several iPads in the BSW right now, and they have proven to be extremely beneficial. We do not have any at the Colorado Springs site. These items would be cross-over equipment that would serve both undergraduate and graduate programs.

Facilities: Room and Board for Commuter Students

We would like to have a block of housing set aside for students who travel some distance, as well as access to meal plans. The rate for housing would ideally be less than that for a hotel room. We would need access to classrooms on evenings and weekends. The General Classroom Building would be ideal for our use. The small study rooms would be ideal for interview rooms.

Recruitment

We have also requested limited funding to support targeted recruiting.

11. Potential Collaborations

See above (7A and 7B)

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12. Budget

The projected budget detail is as follows:

MASTER OF SOCIAL WORK		Year 1	Year 2	Year 3	Year 4	Year 5
		2017/18	2018/19	2019/20	2020/21	2021/22
Existing expenditures reallocated						
1	Existing full-time faculty reassigned		\$71,616	\$73,048	\$74,509	\$75,999
2	Existing adjunct faculty reassigned					
3	Existing staff reassigned		\$26,042	\$26,563	\$27,094	\$27,636
4	Existing operating costs (itemize)					
5	Total existing expenses		\$97,658	\$99,611	\$101,603	\$103,635
Notes	Line1: includes salary and benefits for a replacement person; Line 3: convert Admin Pro to FT TT; Line 5 is 1/2 Colorado Springs Site Coordinator. 2% annual COLA estimate included on all salaries.					
Total full-time MSW faculty			3	5	6	6
New expenses						
6	New FT faculty (rate + 30.21% fringe)		\$78,126	\$230,941	\$307,175	\$313,319
7	New adjunct faculty (rate + 17.2% fringe)			\$18,986	\$19,366	\$19,753
8	Graduate Teaching Assistants (rate + 1.7% fringe)			\$31,324	\$31,950	\$32,589
9	New staff (rate + fringe)		\$45,574	\$111,590	\$113,822	\$116,098
10	Faculty Stipends: curriculum development	\$24,000				
11	Faculty development	\$3,000	\$3,000	\$5,000	\$6,000	\$6,000
12	Instructional Materials/Instruments					
13	Recruitment	\$4,000	\$4,000	\$2,000	\$2,000	\$2,000
14	Accreditation	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000
15	Other operating expenses (itemize)	\$9,500	\$22,400	\$11,500	\$9,500	\$8,000
16	TOTAL new expenses	\$55,500	\$158,100	\$416,340	\$494,813	\$502,760
Notes	Line 6: New FT TT hires in years 2-4 including MSW Coordinator in year 2 and Field Coordinator in year 3; Line 9: year 2 is new FT admin asst, in year 3 adds VAP @ \$50K plus benefits (convert to TT summer 2020); Line 11: Professional development at \$1000 per faculty per year. Line 13: Marketing costs \$4000 in years 1-2 then \$2000 annually. Line 15: \$1500 for years 1-4 for travel between Tower and Pueblo; Search costs \$2000 in year 1, \$5900 in year 2 and \$2000 in year 3; Faculty & staff computers \$9000 in year 2; Operating costs \$6000 years 1-2 and \$8000 years 3-5.					
TOTAL EXPENSES		\$55,500	\$255,757	\$515,951	\$596,416	\$606,394
Projected Student Enrollment						
17	New CSU-Pueblo student enrollment		25	72	72	72
18	Shift of existing CSUPueblo enrollment					
19	Extension of existing CSU-Pueblo enrollment ¹					
20	Net new CSU-Pueblo student enrollment ²		25	72	72	72
Notes						
	¹ E.g. if students will participate in a new 3+2 Master's program					
	² Computed from values in (17)-(18)+(19)					
Projected Enrollment Revenue		Year 1	Year 2	Year 3	Year 4	Year 5
		2017/18	2018/19	2019/20	2020/21	2021/22

CSU – Pueblo New Degree Program: Master of Social Work

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21	Projected new/increased SCH ³	0	748	2777	2777	2777
22	Tuition rate per cr hr (\$350.00 FY18)	\$0	\$350	\$357	\$364	\$371
23	Differential tuition rate per cr hr	\$0				
24	Tuition Revenue [i.e. (21)*{(22)+(23)}]	\$0	\$261,800	\$991,389	\$1,011,217	\$1,031,441
25	Program fees ⁴	\$0				
26	TOTAL ENROLLMENT REVENUE	\$0	\$261,800	\$991,389	\$1,011,217	\$1,031,441
Line 21: Includes conservative estimate of 22 students at 34 credit hours in year 2; and 25 students at 34 credits plus 47 Advanced students at 41 credits in years 3-5.						
Notes	Minus 1/4 tuition for overhead		\$65,450	\$247,847	\$252,804	\$257,860
27	NET PROGRAM NEW REVENUE⁵	-\$55,500	-\$59,407	\$227,591	\$161,996	\$167,186

³Must tie in to (20); explain how in notes

⁴Include only if offsetting costs above

⁵ Computed as (26)-(16) (i.e. do not include overhead/indirect costs)

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MATTERS FOR CONSENT:

New Degree Program: Doctor of Nursing Practice

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Engineering, Education and Professional Studies to establish a new Doctorate degree, the Doctor of Nursing Practice (DNP). If approved, this degree will be effective in fall 2018.

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing. In response to the nation's attempts to reform the health care system, the American Association of the Colleges of Nursing (AACN), along with seven nurse practitioner organizations, endorsed transitioning the current master's degree to the DNP to prepare the nurse practitioner for high-level clinical practice. The changing demands of the nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes.

1. Brief overview of the program

Name of Proposed Program:	Doctor of Nursing Practice (DNP)
Degree Type:	Doctorate
Recommended CIP code:	34.01
Department/School:	School of Nursing
College:	College of Education, Engineering, and Professional Studies
Expected 5 Year Enrollment:	160
Anticipated Start Date:	Fall 2018

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing. The changing demands of the nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes. The Institute of Medicine (IOM), Joint Commission, Robert Wood Johnson Foundation and National Institute of Health (NIH) have called for development of a non-research nursing clinical doctorate to prepare practitioners (IOM Report on Nursing, 2011). The DNP is consistent with this call for action. In the 2015, AACN task force reported that DNP "practice-focused graduates are prepared to generate new knowledge through innovation of practice change, the translation of evidence, and the implementation of quality improvement processes in specific practice settings, systems, or with specific populations to improve health or health outcomes." The DNP Fact Sheet can be accessed through the following link: <http://www.aacn.nche.edu/media-relations/fact-sheets/dnp>

In response to the nation's attempts to reform the health care system, the American Association of the Colleges of Nursing (AACN), along with seven nurse practitioner organizations, endorsed transitioning the current master's degree to the DNP to prepare the nurse practitioner for high-level clinical practice. There were 20 DNP programs in 2006 and in 2014 a total of 264 programs, a 93% increase with an additional sixty programs in the planning stages. The DNP student enrollment increased from 14,688 in 2013 to 18,352 in 2014 (AACN, 2016).

The other five nurse practitioner programs in Colorado have already developed DNP programs. These include:

- 1 University of Colorado at Colorado Springs (central counties)
- 2 Mesa State College (western counties)
- 3 University of Northern Colorado (northern counties)
- 4 University of Colorado at Denver (central urban center)
- 5 Regis (central urban center)

In order to serve southern Colorado residents with the highest level of clinical expertise, CSU-Pueblo needs to implement the DNP.

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In the fall of 2015, the National Organization for Nurse Practitioner Faculties (NONPF) published a white paper to emphasize that now is the time to move forward with transitioning to DNP programs. Thus the CSU-Pueblo School of Nursing is proposing to transition the existing Master of Science Nurse Practitioner programs (Adult/Gerontology Acute Care, Adult/Gerontology Acute Care/Family and Psychiatric - Mental Health) to the Bachelor of Science in Nursing to Doctorate of Nursing Practice (BSN-DNP). The Post-Master's certification will transition to the Post-Master's to DNP degree (Post-Master-DNP).

The proposed BSN-DNP program will replace the traditional master's program and will focus on three areas of specialization; Adult/Gerontology Acute Care Nurse, Adult/Gerontology Acute Care & Family and Psychiatric-Mental Health. CSU-Pueblo offers the only dual emphasis Adult/Gerontology Acute Care/Family Nurse Practitioner in Colorado. The BSN-DNP program will build on the master's nurse practitioner foundation and award the master's degree concurrently with the doctoral degree (since other states specifically require a master's degree for NPs).

The BSN-DNP program will increase the number of semesters to 11 from the current 6 and post-master's DNP will increase to 5 from the current 3 semesters. By enhancing practice excellence through evidence-based practice methodology, system leadership, health policy, and interdisciplinary collaboration, graduates will be prepared to create and lead new models of health care access and delivery for communities locally, across the nation and around the world. The BSN-DNP program is innovative, inter-professional, and focuses on evidence-based health care in rural settings. The program maximizes the use of hybrid delivery methods for enhanced learning and increased course accessibility.

In 2012, the DNP was introduced as a potential new program for the CSU-Pueblo campus. The initial program had approval for candidacy from the nursing accreditor (National League for Nursing Accreditation Commission, NLNAC) and the Colorado Department of Higher Education (CDHE). The Higher Learning Commission (HLC) was supportive of the proposed program's curriculum and design; however, the university was unable at that time to commit to three additional (doctorally-qualified) faculty lines necessary for program success; in large part, economics for startup proved to be a barrier for approval of a doctorate level program at CSU-Pueblo at that time. The approval by the CSU System for startup costs, along with increasing tuition revenue for a doctoral level program with the predicted student enrollment of 40 for each year, reduces the greatest financial burden to the university.

CSU-Pueblo's Hasan School of Business has indicated a strong interest in developing courses that could be cross taught for a proposed MBA in Health Administration (and those courses are outlined in a letter of support available upon request). Another element of the DNP is business and organizational leadership. The relationship between the Hasan School of Business and the school of nursing has excellent potential for collaboration and meeting community/societal needs in health care. Other potential partnerships include

collaboration with the Social Work department (as they develop a Master's in Social Work) and collaboration with the psychology or math department for biostatistics.

A budget proposal is included to set the tuition for a new degree level at CSU-Pueblo and is based on a single amount with all fees included in the tuition. This proposal would allow for growth after the initial breakeven point is reached. Currently the school of nursing is admitting 40 students into the nurse practitioner emphasis. Budgeting conservatively, we assume a decline in enrollment for a new program that is in candidacy for accreditation, projecting that with the current demand enrollment numbers would increase to capacity within two years (which is the length of candidacy for full accreditation). Funding startup costs include three graduate faculty lines, phased in over three successive years; section 12 provides budget detail, in which positive net revenue begins in year 2 (with an increase in positive net revenue in year 3).

If successful in the approval process with the Board of Governors and with the Colorado Department of Higher Education, two other requirements must be met:

1. Approval from Higher Learning Commission to implement the DNP degree
2. Approval for candidacy from the Accreditation Commission for Education in Nursing

CSU-Pueblo offers unique nurse practitioner programs in the state that will draw students from the rural, diverse and often economically-disadvantaged southern counties. Transitioning the existing master's program to the BSN-DNP - our privilege, responsibility and opportunity – is about educating professionals to care for the people of southern Colorado at the highest level.

2. Mission appropriateness fit with CSU-Pueblo role and mission and university's most current strategic plan

The School of Nursing was instrumental in proposing a revision to the CSU-Pueblo mission statement that allows the university to “offer a limited number of graduate programs”. The State Statute that defines the role and mission of Colorado State University-Pueblo, as adopted in 2011, states the following:

23-31.5-101. University established - role and mission. There is hereby established a university at Pueblo, to be known as Colorado State University - Pueblo, which shall be a regional, comprehensive university, with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The university shall also offer a limited number of graduate programs.

The mission of CSU-Pueblo, as adopted by the Board of Governors, is as follows: Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.

The mission of the College of Education, Engineering and Professional Studies (CEEPS), of which nursing is a part, is to offer a career-oriented education that efficiently and effectively prepares students to excel as professionals in industry, education, business and government.

The mission of the School of Nursing is to prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations. The Colorado State University-Pueblo School of Nursing shares the mission and philosophy of the University and the College which focuses on education, scholarly activity and service. The school of nursing faculty's professional backgrounds and scholarly achievements benefit the students and community. Their performance is in concert with the university's mission.

The school serves students from the rural, diverse and often economically-disadvantaged southern counties of Colorado which conforms to the university's commitment to diversity. Establishing a DNP program will provide registered nurses the expanded preparation needed to meet the challenges associated with a rapidly-changing complex health care environment. Furthermore, they will then have the opportunity to enter the workforce as CSU-Pueblo graduates in an area with promising career opportunities.

Graduates from this proposed terminal degree program will be prepared to create and lead new models of health care access and delivery and are responsible to "serve as health system executives, educators, deans, clinical experts/Advanced Practice Registered Nurses (APRNs), researchers, and senior policy analysts" (IOM, 2010). The program maximizes the use of hybrid delivery methods and distance technology for enhanced learning and increased course accessibility.

The proposed doctor of nursing practice would be the first doctoral program at CSU-Pueblo. The DNP program will build on our current master's program by enhancing clinical practice excellence for the nurse practitioner through evidence-based practice methodology, system leadership, health policy, and interdisciplinary collaboration as supported by the 2010 Institute of Medicine (IOM, 2010), Future of Nursing report. The original CSU-Pueblo DNP program was finalized in 2011, utilizing three grants which funded outside consultants to refine the vision of the faculty. The resulting robust curriculum received approval for candidacy from the National League for Nursing Accrediting Commission (NLNAC). The nursing department will need minor updates to the previously developed curriculum content. The previously developed program remains well aligned with the national requirements for graduate competencies, program and student learning outcomes

The Colorado State University-Pueblo Strategic Plan 2015-2020 outlines CSU-Pueblo's vision, mission, values, and plan. This BSN-DNP proposal directly supports the following goals from that plan:

1. *Goal 1: Excellent Academics*- The current program is highly regarded, has more applicants than enrollment slots, and enjoys a solid reputation in the community

and the state. That reputation has expanded nationally and was mentioned as an exemplary model of nurse practitioner education at the National Organization of Nurse Practitioner Faculties at their conference in April 2017.

2. *Goal 2: Affordable Education*-The opportunity exists to structure a model that makes economic sense for the students and university in starting a new degree. Pre- and post- graduate resources are available for nurse practitioners willing to work in underserved areas. Tuition for this degree program is less than or comparable to the other programs that offer the DNP.
3. *Goal 3: Transformative Opportunities*-Students at the doctoral level receive individualized attention from faculty and from one to one preceptorships in the community. Job opportunities abound in rural areas and graduates have jobs almost immediately upon finishing their degree. Fifty percent of the current master's program draws from our service area in southern Colorado. Research activities at the doctoral level could improve patient outcomes and enhance quality improvements.
4. *Goal 4: Supportive Student Life*- The BSN-DNP program will build on the community/clinical links already established in the current master's program. Students will continue to have access to all student services. Students will continue to receive the support and guidance they need to be successful in the program.

3. Rationale

The proposed BSN-DNP program fulfills a strong local, regional, and national need for doctorally-prepared advanced practice nurses. The proposed program is designed to be in full compliance with professional standards, guidelines and competencies for the DNP as put forth by the American Association of Colleges of Nursing (AACN). Based upon the growing complexity of health care compounded by an escalating demand for services, burgeoning growth in scientific knowledge, and the increasing sophistication in technology, the nursing profession's current practice of preparing advanced practice nurses in master's degree programs is no longer adequate. Development of this proposal coincides with the national shift to transition nurse practitioner (NP) education to the doctoral-level. The DNP, as the entry level degree for nurse practitioners, is evidenced by the following:

1. The Institute of Medicine (IOM), Joint Commission, Robert Wood Johnson Foundation and National Institute of Health (NIH) - Goal: clinical doctorate to prepare practitioners (2010).
2. The Bureau of Labor Statistics reports that the demand for nurse practitioners "is projected to grow 31 percent from 2014-2024 (much faster than average compared to other professions)." This is an additional 53,400 nurse practitioners from the current 170,400 as of 2014. Numbers for 2017?
3. In 2015, Adams Management Services, a health care strategy development consulting firm, retained by St. Mary-Corwin Medical Center/ Centura Health to analyze the

- needs in Southern Colorado stated, “The results of this analysis indicated that our current complement of primary care providers is 37% below our current need, and that within four years we will have a primary provider deficit of 45%.” Brian Moore, President and CEO, and Mary Winters, Interim CNO in their letter of support state, “The NP to DNP program (at CSU-Pueblo) would assist this underserved part of Colorado with increased access to doctoral-level primary care”.
4. “The National Organization of Nurse Practitioner Faculties (NONPF) Board of Directors reaffirmed in April 2015 an allegiance to advancing the Doctor of Nursing Practice (DNP) degree as entry level for the nurse practitioner (NP) role. This statement further elaborates NONPF’s support of the DNP degree and pledges our guidance to support faculty members as they embrace curriculum change. “Now – 2015 – is our time to make the commitment collectively on behalf of our students, the profession, and our patients to making NP education doctoral-level preparation” (NONPF, 2015).
 5. The recommendation to move advanced nursing practice from the master’s degree to the doctoral-level by 2015 was endorsed by seven national nurse practitioner organizations. Although this goal was not realized in 2016, the number of schools offering the DNP has increased from 20 to 303 with another 124 in the planning stages. From 2013 to 2016 students enrolled increased from 14,688 to 25,289 reflecting a continuing rapid demand. (AACN, 2016).
 6. All other Colorado universities offering nurse practitioner programs have a DNP program. The University of Northern Colorado and Mesa State University report that their DNP programs are at full capacity and they turn away qualified candidates.
 7. Beginning in 2014, the United States Army and the United States Air Force allow military students to enroll only in doctoral-level programs, which removed CSU-Pueblo from that market.
 8. The graduate nursing program conducted two needs assessments.
 - a. The first with a low return rate targeting physicians, physician assistants, nurse practitioners, current graduate students, hospitals and other employers (N=39) and the student survey (N=20) and summarized as follows;

“This survey included two sampling frames, both yielding relatively small response rates. The small samples should be considered at least partially representative of the larger potential pool of potential students and potential employers. However, since neither survey was a random sample, each survey may incorporate a certain amount of respondent bias. Students who are interested in the DNP program may be more inclined to respond to this survey than students not inclined to enroll. Conversely, employers who have a strong interest either way, whether predisposed to consider DNP graduates, concerned about graduate quality, or feeling threats to job security by such graduates, may be more inclined to respond to the survey. The result is potentially skewed data. Extrapolation to the general population of students and employers should be undertaken with caution. Based on potential bias in respondent election to complete the survey, demand on the supply side (students) may be somewhat lower than proportional extrapolation, and demand of graduates may be somewhat

higher than suggested by the employer responses. Student interest appears to be relatively strong (more than 50% expressed program interest, they overwhelming are interested in Nurse Practitioner programs, and their preferred course delivery method is one day per week in traditional face-to-face classes, or in a hybrid structure. Employers are moderately supportive of a DNP program, with more than 40% agreeing to support employers returning to school to pursue this degree. Reassuringly, more than 50% believe a business orientation is desirable among graduates. Overall, it appears that there is enough interest from both students and potential employers that exploration of the cost and viability of program delivery is warranted.” (Fryberger & Wakefield, 2015, available upon request)

- b. The second was conducted by the nursing department targeting *prospective DNP students* including previous master’s students, current master’s- prepared nurse practitioners, faculty preceptors, and nursing students in our bachelors program. Of 72 responses (received within 8 days) from current and past students, 63 (87%) respondents stated they would (17-maybe or 46-yes) return to CSU-Pueblo for the DNP within 5 years. Of 29 faculty preceptors, 13 (68%) of 19 who had an interest in the DNP, would return within the next 5 years.
 - c. Sample student comments from the second survey: “If the DNP were more practice focused instead of research, I’d be interested.” “I am considering starting a DNP program very soon. I would be interested in CSU-Pueblo’s program...” “I was one of the original students in the DNP program proposed at CSU-P. Now that I am a working NP, it would be most beneficial to me to be enrolled in a program that is accommodating to the working professional.” “...This DNP is long overdue. We have a great MSN program which could only be enhanced by the matriculation into a robust, challenging and rewarding DNP. Looking forward!” “I would LOVE to have this program! I am highly interested!”
 - d. 93% of the current BSN graduates who are prospective DNP students are from southern Colorado.
9. Nine letters of support (available upon request) were obtained from local institutions and advocates for the DNP at CSU-Pueblo, including the most closely allied facilities utilized in the community by the School of Nursing (Parkview Medical Center, St. Mary Corwin Medical Center and the Colorado Mental Health Institute).

4. CSU System and State Positioning

Enrollment in the BSN-DNP program is proposed to cap at 40 each year. The School of Nursing conducted an Educational Benchmarking, Inc. (EBI) Graduate Exit Survey spring 2011. When asked about graduate school plans, 83.4% of the baccalaureate graduates respondents indicated they planned to pursue a graduate degree. The average number of students admitted each year is anticipated to be 40 students by 2019/2020. The

total enrollment after the five years will be 160 students. Also included are post-masters students in year two, so initial graduates will be expected in year three.

5. Any special undergraduate admissions requirements

It is anticipated that the program will receive a relatively high number of qualified applicants and the admission process will be extremely competitive.

BSN-DNP Admission Criteria:

1. Baccalaureate degree in nursing from an institution accredited by a regional accreditation agency (or equivalent).
2. Undergraduate BSN cumulative GPA of 3.0 or higher will consider courses with a graduate nursing GPA of 3.0 or higher.
3. Undergraduate statistics course with a grade of C or higher.
4. Application for admission to graduate programs in the Office of Admission (admission to graduate programs does not constitute admission to the nursing graduate program).
5. Application for admission to nursing graduate program in the Department of Nursing.
6. Proof of active, unrestricted Colorado Registered Nurse license.
7. Background check per Colorado Law (see application).
8. Current immunizations as stated on application.
9. Current certification in CPR (Health Care Provider – C or equivalent).
10. Three letters of recommendation:
 - a. Professional or Academic
 - b. Clinical
 - c. Other
11. Letter of intent that includes:
 - a. Brief history of self
 - b. Reason for pursuing advanced degree
 - c. How applicant will manage work, home, and study
12. Curriculum Vitae

(Use the template located under *Graduate Nursing Student Application Instructions on the website*)

Preference for acceptance will be given to applicants who have:

1. 2000 Hours (1 year full-time) experience as a registered nurse (AGACNP, AGACNP/FNP and PMHNP emphases only).
2. Residency in Southern Colorado
3. Graduate from CSU-Pueblo

If accepted into the DNP program, requirements prior to attending first class include:

1. Drug screen
2. Physical exam within last 12 months

6. Curriculum and program outcomes

The School of Nursing will offer the DNP in the following emphasis areas:

- Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)
- Adult/Gerontology Acute Care/Family Nurse Practitioner (AGACNP/FNP)
- Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Former master's NP graduates will have the option of returning for a Post-Master –DNP degree in any of the emphasis areas.

The proposed BSN - DNP Nurse Practitioner program curriculum is eleven semesters in length and the Post-master- DNP is five semesters if they are current a nurse practitioner. The following table represents CSU-Pueblo's current master's program compared to the DNP courses/degree requirements. DNP courses reflect the national standards and competencies. The proposed DNP program (shaded /bolded) would require 26 new courses. The program would not offer a master's step out option for the program and students graduate at completion of the doctorate with a concurrent master's degree. Students accepted into the post- master's program would be reviewed individually through a gap analysis for an NP emphasis. All students must maintain a GPA of 3.0. The current master's program maintains greater than 80% pass-rates on national acute care and family nurse certification exams.

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The following table highlights the courses and changes for the proposed program.

Emphasis	Current MSN/ NP Courses	DNP: New Course Prerequisites	DNP: New Courses Needed for all Emphasis areas:	Total Number of New Courses
Core Courses- All Emphasis areas	NSG 504 NSG 506 NSG 508 NSG 551 NSG 552 NSG 562 NSG 562/L NSG 570 NSG 571 NSG 550 NSG 561		<u>NSG 504 Nursing Writing & Presentation Skills</u> <u>NSG 505</u> Biostatistics and Research (potential collaboration Psychology or Math and Nursing) <u>NSG 714</u> Epidemiology <u>NSG 716</u> Health Care Business & Finance <u>NSG 718</u> Organizational Systems & Leadership <u>NSG 750</u> Healthcare Ethics, Law & Policy (co-listed NSG 550 masters course) <u>NSG 770</u> Advanced Evidence-based Practice (co-listed NSG 570 masters course) <u>NSG 801</u> DNP Seminar <u>NSG 802, 803, 804, 805</u> DNP Project Practicum I-IV	<u>12 New Courses</u>
Adult/ Gerontology Acute Care Nurse Practitioner (AGACNP) Emphasis	NSG 610 NSG 612L NSG 621 NSG 621L NSG 622 NSG 623L NSG 623 NSG 623L <u>MS Total 51 credits/ 570 clinical hours</u>	All DNP Core courses listed	<u>Core courses listed above and NSG644/644L</u> Adult/Gerontology Acute Care IV, Adult/Gero Acute Care Practicum IV <u>NSG645/645L</u> Adult/Gerontology Acute Care V, Adult/Gero Acute Care Practicum V <u>NSG 806L</u> Final DNP Practicum AGACNP <u>AGACNP DNP Total 83 credits/ 1125 clinical hours</u>	<u>5 New Courses</u>
Dual: Adult/ Gerontology Acute Care Nurse Practitioner / Family Nurse Practitioner	All core and courses for listed above for AGACNP and NSG 631 NSG 632 NSG 633	All DNP Core courses listed	<u>Core courses listed above and NSG644/644L</u> Adult/Gerontology Acute Care IV, Adult/Gero Acute Care Practicum IV	<u>7 New Courses</u>

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(AGACNP/ FNP) Emphasis	NSG 638L (13 credits over 3-5 semesters) <u>MS Total: 68 credits/ 1,065 clinical hours</u>		<u>NSG645/645L</u> Adult/Gerontology Acute Care V, Adult/Gero Acute Care Practicum V NSG 634 Family IV <u>NSG 635</u> Family V <u>NSG 807L</u> Final DNP Practicum AGACNP/FNP <u>AGACNP/FNP DNP</u> <u>Total 104 credits/ 1,710 clinical hours</u>	
Psychiatric-Mental Health Nurse Practitioner (PMHNP) Emphasis	All core courses and NSG 676 NSG 678 NSG 679 NSG681 NSG 681L NSG 682 NSG 682L NSG 683 NSG 683L <u>MS Total 55 credits/ 570 clinical hours</u>	All DNP Core courses listed	<u>Core courses listed above and NSG 684</u> Psych Mental Health IV <u>NSG 684L</u> PMH Practicum IV <u>NSG808L</u> Final DNP Practicum PHMNP <u>PMHNP DNP</u> <u>Total 86 credits/ 1125 clinical hours</u>	<u>3 New Courses</u>

Doctoral- prepared advanced practice nurses must be able to:

- Effect systems level change to improve patient care outcomes.
- Blend clinical, organizational, economic, and leadership skills to enable them to critique nursing and other clinical scientific findings
- Design and lead quality improvement projects to improve programs for delivery of healthcare that is supported locally promoting acceptable, economically feasible, and have significant impact on health care population health outcomes.
- Implement new knowledge in the clinical setting by evaluating and critically analyzing current research to innovate and apply new models of healthcare in various clinical settings, influence healthcare policy, and support patient care decisions that are outcome driven and fiscally responsible business decisions.

DNP Graduate Student Learning Outcomes

At the completion of this program, graduates will be able to:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice.
2. Conduct scholarly inquiry to influence health outcomes of individuals, aggregates and populations.
3. Facilitate inter-professional collaboration to provide safe, quality patient-centered care.

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4. Assume a leadership role in transforming health care systems, policies and standards of care.

Student learning outcomes will be assessed by:

<ul style="list-style-type: none">• Classroom instruction• Quizzes• Formal examinations• Seminars• Discussions• Reflective journaling	<ul style="list-style-type: none">• Clinical practice under the supervision of a preceptor• Simulation labs• Group and individual presentations/projects• Peer evaluation• Self-evaluation• Project inquiry
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Student Learning Outcomes (SLO)	ACCN Essentials of Doctoral Education for Advanced Practice	NONPF DNP Entry-Level Competencies	Additional Courses Needed for all Emphasis areas:
1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Scientific Underpinnings, Clinical Scholarship and Analytical Methods for EBP, Information Systems/Technology, Advanced Nursing Practice	Scientific Foundation Quality Technology and Information Literacy Ethics Independent Practice	<u>NSG 504?</u> <u>NSG 505</u> Biostatistics (potential collaboration HSB and Nursing) <u>NSG 714</u> Epidemiology <u>NSG 750</u> Healthcare Ethics, Law & Policy (replaces N550 masters course) (potential collaboration HSB and Nursing) <u>NSG 770</u> Advanced EBP (replaces N570 masters course) <u>NSG 801</u> DNP Seminar <u>NSG 802, 803, 804, 805,</u> DNP Project Practicum <u>NSG 806L</u> Final DNP Practicum AGACNP <u>NSG 807L</u> Final DNP Practicum AGACNP/FNP <u>NSG 808 L</u> Final DNP Practicum: PHMNP
2. Conduct scholarly inquiry to influence health outcomes of individuals, aggregates and populations	Clinical Scholarship and Analytical Methods, Inter-professional Collaboration for Improving Patient/Population Health Outcomes, Advanced Nursing Practice	Scientific Foundation Quality Practice Inquiry Health Delivery Systems Ethics	<u>Same courses listed for #1,</u>
3. Facilitate inter-professional collaboration to provide safe, quality patient-centered care	Health Care Policy for Advocacy, Inter-professional Collaboration, Quality Improvement and Systems Thinking	Leadership Quality Policy Ethics Independent Practice	<u>Same courses listed for #1,</u> <u>NSG 716</u> Health Care Business & Finance (potential collaboration HSB and Nursing) <u>NSG 718</u> Organizational Systems & Leadership (potential collaboration HSB and Nursing)
4. Assume a leadership role in transforming health care systems, policies and standards of care	Health Care Policy, Improving Patient and Population Health Outcomes, Clinical Prevention and Population Health, Advanced Nursing Practice	Leadership Quality Policy Health Delivery Systems Ethics Independent Practice	<u>Same courses listed for #1, and #3</u>

An ongoing annual systematic program evaluation will continue to be used. Student course evaluations, preceptor evaluations, EBI Exit Survey data and certification exam results will be analyzed and programmatic changes will be made as needed. Data-driven decision-making is the goal.

BSN-DNP Program Outcomes are:

Eighty percent (80%) of graduates will:

- Complete the program within 1 ½ times the length of the program
- Express satisfaction with the program
- Pass national certification exam the first time
- Be employed in role-related professional practice within 6 months to 1 year

Brief Course Descriptions:

- NSG 504 Writing and Presentation Skills: This course is designed to help prepare students for the rigors of academic writing at the graduate and professional levels
- NSG 505 Biostatistics & Research: Analyze nursing and healthcare research using the most common inferential statistical methodologies to identify accurate data results and evidence gaps
- NSG 614L Acute Care Skills Lab II: Demonstrate safe simulated advanced practice nursing procedure skills for the Adult-Gerontology Acute Care and Family Nurse Practitioner
- NSG 623 Acute Care Adult/Geriatrics III: Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with emergent health needs
- NSG 623L Adult/Gerontology Acute Care Practicum III: Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with emergent health needs.
- NSG 624 Adult/Gerontology Acute Care IV: Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with a focus on chronic urgent/emergent health needs
- NSG 624L Adult/Gerontology Acute Care Practicum IV: Synthesizes the advanced practice nurse's role in patient-centered care of adult and geriatric populations
- NSG 625 Adult/Gerontology Acute Care V: Examines the advanced practice nurse's role in patient-centered care of adult and geriatric populations with emergent health needs
- NSG 625L Adult/Gerontology Acute Care Practicum V: Synthesizes the advanced practice nurse's role in patient-centered care of adult and geriatric populations
- NSG 634 Family IV: Explores primary care management for families across the lifespan with complex acute exacerbation of chronic health needs
- NSG 635 Family V: Synthesize primary care management for families across the lifespan with urgent and emergent rural health needs
- NSG 684 Psych Mental Health IV: Synthesizes complex health care management of the psychiatric-mental health patient across the lifespan utilizing evidence-based guidelines

- NSG 684L PMH Practicum IV: Synthesizes the advanced practice nurse's role while providing evidence-based patient-centered care for psychiatric-mental health patients across the lifespan
- NSG 714 Epidemiology: Examine theoretical and philosophic foundations for illness patterns, injury, and high-risk behaviors in individuals, aggregates, and populations using evidence-based nursing practice to influence health outcomes
- NSG 716 Health Care Business & Finance: Introduces the dynamics of financial theory and strategic management for establishing an advanced nursing practice.
- NSG 718 Organizational & Systems Leadership: Integrates organizational and systems leadership knowledge and skills to influence communication, productivity, health outcomes and practice excellence
- NSG 750 Healthcare: Ethics, Law & Policy: Evaluate ethical, legal and political concepts in healthcare delivery systems
- NSG 770 Advanced Evidenced Based Practice: Expand knowledge to determine the best evidence and quality improvement methods to reduce risk and improve patient outcomes in the advanced nursing practice role
- NSG 801 Doctor of Nursing Practice Seminar: Formulate a framework for a Doctoral Inquiry project proposal
- NSG 802: Develop and defend scholarly DNP project proposal
- NSG 803: Develops the role of the DNP during clinical immersion while initiating a DNP project implementation in a designated multidisciplinary emphasis area
- NSG 804 DNP Project Practicum III: Analyze DNP project findings to prepare project defense and maintain clinical immersion
- NSG 805 DNP Project Practicum IV: Defend DNP project and disseminates findings
- NSG 806L Final DNP Practicum AGACNP: Integrate the DNP essentials into the advanced practice nursing role during an adult-gerontology acute care setting
- NSG 807L Final DNP Practicum AGACNP/ FNP: Integrate the DNP essentials into the advanced practice nursing role during an adult-gerontology acute care and family clinical immersion
- NSG 808L Final DNP Practicum PMHNP: Integrate the DNP essentials into the advanced practice nursing role during a Psychiatric Mental Health clinical setting

Post Master- DNP

Students who have completed a master's degree as a nurse practitioner in one of the three emphasis areas are eligible to obtain a DNP after 39 program credit hours. A total of 540 clinical practice hours are completed in a variety of settings under the supervision of preceptors. Students may add an emphasis area noted above; however, the plan of study will be individualized based on academic credential.

7A Potential collaborations CSU System

The proposed program is interdepartmental, and will utilize faculty resources from across campus (business, psychology, math, etc.).

Potential Collaborations within the System

- The Hasan School of Business (HSB) at CSU-Pueblo – HSB faculty could teach at least four of the new courses (NSG 505, 550, 716, 718) with the potential formation of a MBA with a health administration emphasis.
- Department of Social Work at CSU-Pueblo – the proposed Master’s in Social Work may require courses that would overlap with nursing
- Psychology Department or Math Department at CSU-Pueblo – faculty could teach NSG 505 Biostatistics
- CSU – Possible expansion of current distance technology from CSU- Ft. Collins into additional sites in remote rural communities to expand prospective student marketing.

7B-Potential collaborations –non-CSU System partners

Collaboration with Community Colleges:

A continuous pathway for the associate degree RN to seamlessly move to the BSN and then to the master’s degree in one of the three nurse practitioner emphases will be expanded to include the DNP. This program is a result of collaborative efforts to meet the needs of local community colleges.

Collaboration with Local/Regional Hospitals:

There are possibilities for live community collaboration for trauma and other reality-based simulations for the Emergency Room, Intensive-Care Unit, and outpatient clinical including rural healthcare settings. Simulations include pregnant mother, emergency delivery of the newborn, trauma, end-of-life and ethical situations with live actors. This model is occurring in the Denver area with Rocky Vista Medical School and community trauma training.

Community Collaboration:

The proposed DNP program curriculum provides an opportunity for students, faculty and preceptors to implement research-based practice projects on the short- and long-term effects of cannabis in clinical practice in their communities, such as, health promotion, substance abuse cessation and evaluation of adverse effects on vulnerable populations-children and the elderly. The research knowledge gained from these projects would be disseminated throughout the community and the state. Students will be required to submit a manuscript to at least one national peer-reviewed journal for publication. CSU-Pueblo, through the DNP program educational activities, would increase the amount of

published research on cannabis and other population health topics and would provide evidence for clinical practice for healthcare providers, research funding opportunities, healthcare policy changes and public health initiatives.

8. Faculty resources

An estimated 9.21 FTE annually (over 3 semesters) will be required for the DNP program:

- Three new full-time tenure-track doctorate faculty will need to be recruited
- Three faculty will be re-assigned to the DNP program from existing resources
- Current adjunct faculty will be re-assigned to the DNP program from existing resources

The faculty teaching in their area of expertise will be responsible for the equivalent of twenty-four (24) credits for each nine (9) month contract with adjunct contracts for additional - summer courses taught. During the first semester of employment, new faculty are given a 1-2 credit release as they acclimate to the position and school requirements. Additionally, they are assigned a formal qualified mentor.

Core Faculty

Last, First	Tenure-track/Tenured/Special/Temp	Highest Degree	Area of Specialization
Franta, Joe	Tenured	DNP	Family/Acute Care NP
Belpert, Susan	Tenured	DNP	Family/Acute Care NP
Murtagh, Leslie	Visiting	MSN	Psychiatric CNS
Howard, Carla	Visiting	MSN	Acute Care NP
Imes, Claudia	Visiting-Student Health Center FT	MSN	Family NP
Heintzelman, Jacinda	Tenure Track Currently teaches FT undergraduate courses	MSN*	DNP Educator Track
Coram, Cathy	Tenure Track Currently teaches FT undergraduate courses	PhD	Simulation Coordinator
Rooney, Peg	Adjunct	PhD	Nurse Educator

**Enrolled in doctoral studies; doctorate expected by December 2017*

Three additional faculty members who hold a DNP or PhD will be hired, one each year for the first 3 years.

9. Library resources

The Library and Academic Resources Center (LARC) has a collection of 3745 journal titles in the subject of medicine, the vast majority of which are online. Within the subject of nursing, the library's collection of online journals (excluding print) is 1435. Vendors have embraced the electronic format for publications and so has the LARC. The number of print journals and books is small with most volumes replaced with their electronic formats.

The library offers:

- OVID Full Text Nursing Plus for its highly focused selection of titles
- CINAHL Plus with Full Text
EBSCO's most comprehensive collection of nursing resources
- Credo Reference, which contains seven online reference resources covering the subjects of medicine, nursing, and healthcare

In addition, the library's nursing liaison annually reviews the nursing book collection, updates the majority of books under that subject and discards outdated materials. CSU-Pueblo and CSU-Ft. Collins have recently merged their libraries creating a comprehensive system access by students at both schools. Additionally, students have access to all medical institution libraries in Pueblo and Colorado Springs: Memorial Hospital, St. Mary-Corwin Medical Center, Parkview Medical Center, and Colorado Mental Health Institute.

A nursing faculty member serves as a liaison with library services. This relationship is advantageous when acquiring nursing books, journals, audiovisual materials and other learning resources. Each year the library allocates a fixed amount for the nursing department to spend on journals, books and other learning materials.

10. Facilities, equipment and technology

Currently:

All current graduate classrooms and faculty offices are in the same building except for two distance courses offered each semester to students at CSU-Ft. Collins via technology in the LARC building. The current plan to complete installing technology in Technology Building Room 220 will ensure that all future graduate classrooms are in the same building. Graduate courses are usually offered during a time when undergraduate nursing students are off campus, which allows the graduate students full access to all facilities and resources.

The existing simulation lab, skills lab and classrooms are adequate for meeting the needs of students, as well as, local health care agencies that use the simulation lab.

Resources include:

- A multi-use graduate skills lab. The multi-use room has two fully-equipped examination rooms that replicate a primary care provider's office.
- A 43 station computer lab available for student use.
- State of the art human simulators and lab with the capability to transmit scenarios over the internet
- A variety of simulation equipment (suturing, chest tube, ultrasound guided central lines and joint injections)
- Updated central air-conditioning and heating

Required:

Three (3) offices with a laptop computer and docking station, loaded with Microsoft Office Suite, internet access and access to CSU-Pueblo's Administrative Information System (AIS), 3 phones and 3 office printers.

11. Potential Collaborations

See above (7A and 7B)

12. Budget summary

This is a BSN to DNP program; the master's degree will no longer be offered as a step out option, but will be awarded concurrently with the DNP degree. Initially, there will be an expected downturn in admissions since the program will be in candidacy for accreditation for two years before full accreditation. However, enrollment is expected to increase after the second class is admitted. The current program's reputation is solid and word-of-mouth and active advertising should bring enrollment numbers to the projected levels.

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The expected revenue for the proposed BSN-DNP program are presented. The tuition is based on program cost, tuition from other similar programs and alignment with the university mission to support our primary population (see tables below).

Colorado Schools	Programs	Total Tuition and Program Fees
CSU-Pueblo (proposed)	BSN-DNP Only Post MS-DNP	\$600/credit hour
A	BSN-DNP (may not transfer to MSN) Post MS-DNP BSN-MSN (may not transfer to DNP)	\$605/credit hour
B	BSN-DNP (may not transfer to MSN) Post MS-DNP BSN-MSN	\$855/credit hour
C	BSN-DNP Post MS-DNP BSN-MSN	\$676/credit hour
D	BSN-DNP Post MS-DNP BSN-MSN	\$1,019/credit hour
E	BSN-DNP Only Post MS-DNP	\$490/credit hour

A program fee is included in the cost so that, as student numbers increase, so will the support of the simulation lab. Also with the remaining positive side to the revenue growth, funding will be available for new faculty and for technology needs.

The School of Nursing currently admits 40 students into the nurse practitioner emphases a year which is our current capacity; we are planning to increase that cap to 42 (2 additional in Psychiatric Mental Health). While we would expect a decline in enrollment for a new program that is in candidacy for accreditation, it is likely with the current demand that numbers would will remain stable with the high demand. The nursing faculty believes that the BSN- DNP program is a targeted investment that will reflect positively on the university at the local, state and national level. Post master interest has been high in the program so the budget table will include adding 12 students in the first two years and decrease to 6 students in the second two years as a conservative estimate.

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Budget Table for DNP

Budget Projection for BSN to DNP With Post MS Students						
		Year 0	Year 1	Year 2	Year 3	Year 4
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall2021
	MS1	40	0	0	0	0
	MS2	40	34	0	0	0
	DNP1	0	34	36	42	42
	DNP2	0	0	32	34	38
	DNP3 *	0	12	12	36	40
	DNP4	0	0	10	10	36
Revenue						
Average MS Credits per year=	33	\$1,430,959	\$1,380,958	\$1,449,000	\$1,986,600	\$2,394,000
Average DNP1-3 Credits per year=	28					
Average DNP4 Credits per year=	17.5					
Expenses						
Faculty			\$87,100	\$174,200	\$261,300	\$261,300
Difference from MS			(\$137,102)	(\$156,159)	\$294,341	\$701,741
2017 Tuition, Differential and Fees Per Credit Hour						
	Tuition		\$295.95			
	Differential		\$142.58			
	Program Fees \$220/9.3 credit avg		\$24.00			
	University Fees		\$79.50			
1 credit Total per Semester MS			\$542.03			
Tuition Increase for DNP			\$57.97			
DNP Tuition, Differential and Fee Total per Credit			\$600.00			

* DNP Post Masters Students: added 12 students for years 1-2 and 6 students years 3-4

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MATTERS FOR CONSENT:

CSU-Pueblo Faculty Handbook revision – Appendix B

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to the Colorado State University-Pueblo Faculty Handbook, Appendix B.

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The proposed revision for the CSU-Pueblo Faculty Handbook has been adopted by the CSU-Pueblo Faculty Senate on March 27, 2017. The request is to update the campus syllabus standard template to include materials relevant for courses that are part of the campus general education program and/or part of the statewide GT Pathways program, in addition to instructor of record where appropriate and modality of delivery, as well as updating the names/titles of various offices and personnel on campus.

NOTE: Revisions are noted in the following manner:
Additions – underlined Deletions – ~~strikethrough~~

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APPENDIX B
SYLLABUS TEMPLATE
Colorado State University-Pueblo
Department Name
Syllabus for COURSE NUMBER & TITLE,
SECTION, DAYS, TIME, LOCATION, SEMESTER, YEAR, MODALITY

Instructor Name:

Instructor of Record:

Instructor Office:

Phone:

E-mail:

Department Office Phone:

Fax:

~~Class: Course Number-Section Number (Call Number), Class Hours, Days, & Location~~

Office Hours: Be specific, consider including “and by appointment”

Course Description: (Catalog language required at a minimum.)

Prerequisite: (If any)

Course Objectives/Instructional Methods: Course objectives are those things you expect students to know and be able to do as a consequence of taking the course. They are written in terms of demonstrable behaviors, e.g., students will construct appropriate hypotheses in the field of natural sciences.

STUDENT LEARNING OUTCOMES (SLOs) must be included for Program, Gen Ed and/or GT Pathways as appropriate to the course designation(s).

General Education SLOs: General Education courses should include ties to the relevant CSU-Pueblo Gen Ed SLOs for that course; all Gen Ed SLOs are copied below.

- Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness. (Communication)
- Identify, analyze and evaluate arguments and sources of information to make informed and logical judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts. (Critical Thinking)
- Articulate the nature of a multicultural society and recognize the role of aesthetic awareness, foreign language skills, cultural and social perspectives or human and institutional systems of the past and present. (Diversity and Social Responsibility)

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- Clarify and evaluate their own values and ethical conduct and analyze the values and ethical conduct of others. (Personal Values and Ethics)
- Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems. (Quantitative Reasoning)
- Apply the scientific method, laboratory techniques, mathematical principles and/or experimental design. (Scientific Reasoning)
- Identify and evaluate wellness principles, including mental, emotional and physical health, needed to make informed choices. (Wellness and Well-Being)

GT Pathways SLOs: General Education courses that have been approved for GT Pathways also must include language indicating that the course is part of the GT Pathways program, as well as the specific content and competency language required by the state. See GT Pathways documents for this language.

(e.g., GT-XY1 This course satisfies the Guaranteed Transfer (GT) Pathways Requirements for XY in The Colorado Commission on Higher Education has approved [prefix & number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-XY1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>. This designation verifies the following Content Criteria and Competencies are met in this course. (See GT Pathways document for specific required language.)

Required Text and Other Materials: (If any)

~~**Suggested Reading and Viewing:**~~

~~**Department or College Learning Goals:** Include these as appropriate for your department and college.~~

~~**Course Objectives/Instructional Methods:** Course objectives are those things you expect students to know and be able to do as a consequence of taking the course. They are written in terms of demonstrable behaviors, e.g., students will construct appropriate hypotheses in the field of natural sciences.~~

Course Requirements:

Suggested Reading and Viewing.

Homework: Provide policies including if/how homework will be graded and factored into the course grade, and deadline policies (how late homework will be handled).

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Exams, Quizzes, and Projects: Provide policy on missed exams or quizzes, and consider notifying students of the scheduled final exam date/time.

Use of Technology: Explain what will be used/required/optional and how to access it.

Attendance/Participation: Policies are at discretion of the professor. If utilized, explain how your policies impact a student's course grade. Check departmental standards. If a student's attendance is not meeting your expectations and you have concerns about the student, consult with your department chair or associate dean.

Extra Credit: If offered, it must be fairly and universally offered, not just to selected students. Be specific on how it is factored into the grading.

Grading: Be very specific regarding the components of the grade and include "floors" for each of the letter grades (A range through F). One possible way to state a "floor" is as follows: an overall average of xx percent will receive at least a grade of A-. (Grades and grading policy are specified in the university Catalog.)

Accommodations: (*The AY12-13 statement appears below; contact [DRSC](#) for current statement*)

This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: (*Can use the suggested policy below, or an existing Instructor, Department or College Policy*)

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student [Services and Enrollment Management Affairs](#). Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

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Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student ~~Services and Enrollment Management~~ Affairs who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student ~~Services and Enrollment Management~~ Affairs' decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Early Alert: ~~(To be included for general education courses~~ *Optional*)

This course ~~is part of CSU-Pueblo's general education program, and~~ participates in the Early Alert program. Early in the semester, information about student performance in this class will be communicated to Student Academic Services. This information is then relayed to academic advisors and others involved in supporting student success. Your advisor may then ask to meet with you to discuss your progress. The program is designed to promote success among our students through proactive advising, and through referral to appropriate resources. The effort continues throughout the semester, and instructor concerns can be posted to the Early Alert system at any time.

Important Dates: Could include a general schedule of topics covered in the course including deadlines on major assignments, could include drop/add dates, midterm and final exam dates

Other Policies: *(optional)*

Could address policies pertaining to cell phone/electronic devices, courteous behavior suggestions, grade appeal procedures. Regarding cell phones, here is one possible wording: ELECTRONIC DEVICES: Please turn off and put out of sight all electronic devices during class time. The interruptions they cause disrupt class and interfere with the learning process. A repeat offender may lose credit for the day's work.

In addition, if applicable, include "Exam Day Classroom Policy" and/or "College Code of Conduct."

Learning Resources: *(optional)*

Math Learning Center (location, hours, etc.)

Writing Center (location, hours, etc.)

General Education Tutoring Center (location, hours, disciplines, etc.)

~~PROPEL~~ Science Learning Center (location, hours, disciplines, etc.)

Class Schedule *(optional)*¹

¹ Class schedule is tentative. There may be changes due to unexpected events and/or factors.

The Board of Governors of the
 Colorado State University System
 Meeting Date: October 5, 2017
 Action Item

MATTERS FOR ACTION:

Approval of Colorado State University-Pueblo's revised Student Code of Conduct

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve Colorado State University-Pueblo's revised Student Code of Conduct

EXPLANATION:

Presented by Dr. Timothy Mottet, President and Johnna Doyle, Deputy General Counsel

CSU-Pueblo's Student Code of Conduct underwent review in order to streamline processes and help align the policy with current practices relevant to due process in disciplinary actions. The Student Code of Conduct shall be reviewed a minimum of every three years under the direction of the Dean of Student Affairs, in consultation with the General Counsel and subject to the approval of the University President and the Board of Governors.

The Student Code of Conduct defers to the newly established Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking and Retaliation and its subsequent procedures for investigation of student Title IX issues and other matters contained within that policy. This allows for subject matter experts to investigate these matters and provide due process within that procedure. The Student Code of Conduct addresses sanctions and appeals for students with these offenses and others contained within the Code.

 Approved

 Denied

 Board Secretary

 Date



COLORADO STATE UNIVERSITY-PUEBLO
STUDENT PLEDGE

I will be ACCOUNTABLE for my actions

I will support and promote CIVIC RESPONSIBILITY

I will be an advocate for FREEDOM OF EXPRESSION

*I will demonstrate INCLUSIVENESS and an appreciation for
diversity*

I will be INNOVATIVE

I will act with INTEGRITY and mutual respect

I will be SUPPORTIVE of the opportunities made available to me

*I will pursue EXCELLENCE in learning and all academic
endeavors*

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Colorado State University-Pueblo

Student Code of Conduct

I. PURPOSE

Colorado State University – Pueblo strives to achieve a campus community in which individuals demonstrate respect for others, for themselves, and for the University; uphold high standards of personal and academic integrity; are accepting of differences and gain an appreciation for living in a diverse environment; understand the impact of their behavior both upon the University and the larger community; and freely accept the responsibility for and the consequences of their conduct.

To that end, while recognizing that freedom of expression and academic inquiry are inherent to the educational environment, the University expects all members of its community to embody respect, a sense of community, integrity, and a commitment to responsibility.

Upon admission to the University, students share in the obligation to protect the educational and developmental mission of the University through a commitment of respect to the University and themselves and one another. Additionally, students will retain their individual rights while accepting the responsibility to respect the rights of others and the standard set forth by the University within this Code.

The learning outcomes of the *Student Code of Conduct* are that the student, through their experience in the student conduct process, will be able to:

- Recognize the policy that they allegedly violated
- Explain the impact that their behavior has on them and the University community
- Identify ways they and the community can be positively impacted through social and restorative justice

It should be noted, this *Code* exists as an educational opportunity for students to gain personal and academic development during their time at CSU-Pueblo. This *Code* is not meant to serve as a punitive measure, rather, it is to serve as a means to protect the rights of the community and the individual students. If, at any time a student is unable to share their responsibility in upholding this *Code*, they may be asked to part ways with the University.

II. DEFINITIONS

- **University** means Colorado State University – Pueblo including all campuses, Extended Studies, etc.
- **The Code** means this document, the *Student Code of Conduct*.
- **Students** include all persons enrolled in courses at the University, either full- or part-time, pursuing undergraduate, graduate, continuing education or professional studies, as well as persons who are not officially enrolled for a particular term but who have a continuing relationship with the University.
- **Faculty** members include any person hired by the University to conduct classroom or teaching activities, or who are otherwise considered by the University to be members of its faculty.
- **University officials** include any person employed by the University to perform assigned administrative or professional responsibilities.
- **Student Organizations** for the purposes of this document, include student groups requiring limited membership such as athletics and club sports as well as student government and

Registered Student Organizations recognized by the Office of Student Engagement and Leadership. This term also includes fraternities and sororities that are recognized by the University, even if such organizations are independently chartered.

- **Members of the University community** include students, faculty, staff, administration, and student organizations, inclusive of Extended Studies.
- **University premises** include all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including adjacent streets, vacant land, driveways, roadways, and sidewalks), including the Phoenix Tower location, Fort Carson, (inclusive of Colorado Springs and Extended Studies).
- **Conduct Officer** means any person given the authority to hold a conduct meeting as designated by the Director of Student Conduct and Case Management or Dean of Student Affairs.

III. POLICY

A. Student Rights & Responsibilities

Throughout their involvement in the student conduct process, all students have the following rights and responsibilities as outlined below. Students have the responsibility to notify the Director of Student Conduct and Case Management and/or the Dean of Student Affairs if they believe any of these rights has not been provided by following the guidelines provided in this document under section D: *Appeals*.

1. **The Right to Fair Treatment.** All students have the right to expect a fair and impartial process in which it is the responsibility of the University to show that a violation has occurred before any sanctions are imposed, with the exception of interim actions. This includes the right to object to any conduct officer based upon a demonstrable and significant bias.
2. **The Right to Privacy.** Students have the right to privacy with respect to all disciplinary action and records, subject to exceptions outlined in the Family Educational Rights and Privacy Act (FERPA).
3. **The Right to Written Notice.** Students have the right to proper written notification of allegations of misconduct, any conduct meeting occurring based on their behavior, and the right to written notification of the results of such meetings.
 - a. Written notification of a conduct meeting shall include the date, time and location of the meeting, the person or group conducting the meeting, the alleged violations committed, and a description of the allegations to be considered.
 - b. Written notification of a decision shall include a specific finding of fact, the violations committed (if any), the sanctions imposed (if any), and the process by which an appeal may be filed.
 - c. Written notice to the student will be provided via electronic mail (e-mail) through a student's personal University email account. **Students have the responsibility to check their University email to receive notifications.**
4. **The Right to participate in a Conduct Meeting.** A conduct meeting is defined as a meeting in which there is an investigation of the allegations. Students have the right to be heard and to discuss the allegations brought forth against them. Students have the right to review and to respond to all information and/or documentation used by a conduct officer to reach a decision, and the right to provide information, witnesses, and/or documentation of their own to the conduct officer. These rights should not be construed to allow direct cross-examination of witnesses.

Students who choose not to participate in the conduct process have the right to do so but the process will continue in their absence to determine if a violation occurred.

- a. Students have the responsibility to arrange for the presentation of any witnesses who may have information pertaining directly to the allegation at the time of the conduct meeting. Disciplinary proceedings will not be rescheduled to accommodate witnesses. Character witnesses will not be considered relevant to an investigation.
- 5. The Right to an Advisor.** Students have the right to the presence of an advisor of their choice throughout the disciplinary process to assist them with their conduct proceedings. Advisors may freely consult with the students they advise, provided they do not disrupt the proceedings. Advisors may not examine witnesses nor advocate in this advisory role.
- a. Students have the responsibility to arrange for the presence of their chosen advisor. Disciplinary proceedings will not be rescheduled to accommodate an advisor.
 - b. An advisor can be an attorney, parent/guardian, faculty or staff member (one who is not or cannot be considered a witness to the event), or a trusted friend.
 - c. Advisors cannot be a person considered a witness to the alleged violation.
- 6. The Right to Appeal.** Students have the right to request an appeal of a conduct officer's decision. Students have the responsibility to comply with all sanctions imposed, even during an appeal, until those sanctions have been modified or overturned as a result of an appeal.

B. Jurisdiction

The *Student Code of Conduct* and the student conduct process applies to the conduct of individual students, both undergraduate and graduate, and all student organizations. For the purposes of student conduct, the University considers an individual to be a student when the student has initially enrolled for classes and thereafter as long as the student has a continuing educational interest in the University. The University may take jurisdiction over a student once admitted to the University, if the alleged act committed prior to enrollment is egregious enough that, if found responsible, suspension or expulsion would be warranted.

The University retains conduct jurisdiction over students who choose to take a leave of absence, withdraw or have graduated, for any misconduct that occurred prior to the leave, withdrawal or graduation and thereafter as long as the student has a continuing educational interest in the University. If sanctions are assigned and not completed by the deadline imposed, a hold may be placed on the student's account which can affect their ability to enroll, add/drop courses, obtain official transcripts, and/or graduate. All sanctions must be satisfied prior to re-enrollment eligibility.

This *Code* applies to all conduct that occurs on University premises and at University-sponsored activities occurring away from campus, as well as to any off-campus conduct that adversely affects the University community and/or the pursuit of the University's educational mission. The decision whether to extend jurisdiction in a specific off-campus incident shall be made at the discretion of the Director of Student Conduct and Case Management.

The Director of Student Conduct and Case Management is not required to take jurisdiction over a student who has allegedly violated the policies or guidelines of an individual academic program or who has allegedly committed a violation of academic policies as outlined in the *Catalog*. Academic programs may have separate codes of conduct and rules and policies that apply to the program that are separate and apart

from the *Student Code of Conduct*. In those situations, when the Director of Student Conduct and Case Management does not take jurisdiction, the student does not have the rights articulated within this *Code* in relation to individual program violations. Pursuant to specific student codes within programs, a student may be dismissed from a program without the involvement of the Director of Student Conduct and Case Management; however, an individual program may not suspend or expel a student from the University.

The *Student Code of Conduct* may be applied to behavior conducted online, via e-mail or other electronic means. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations.

C. Standards of Conduct

The underlying philosophy of the disciplinary process is an educational and restorative one; however, the University reserves the right to take corrective action when appropriate. In enforcing reasonable expectations of its students, the University must maintain a careful balance between the needs of each individual and the rights of others to pursue their goals in a safe and welcoming environment.

1. Disorderly Conduct.

- a. Conduct that is disorderly, lewd, indecent, or otherwise breaches the peace on University premises or at University-sponsored or supervised functions that occur off-campus; including, but not limited to fighting or violent threatening behavior, unreasonable or excessive noise, use of obscene language or gestures, or behavior that causes a hazardous or physically offensive condition to exist.
- b. Substantial disruption or interference with any classroom activity. Classroom disruption may include, but not be limited to: non-approved use of electronic devices; cursing or shouting at others in such a way as to be disruptive or other violations of an instructor's expectations for classroom conduct, and any conduct specified in the syllabi.
- c. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, and/or other University activities, including functions on or off-campus, or of other authorized activities that occur on University premises.
- d. Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.
- e. Participating in an on-campus or off-campus demonstration, riot or activity that disrupts the normal operations of the University and/or infringes on the rights of other members of the University community or disrupts the educational mission of the University. This includes, but is not limited to, leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

2. Prohibited Animals. Animals are prohibited in campus buildings, athletic facilities, and at University events, with the exception of service animals or other animals permitted by University policy or by Colorado State law. Animals must be on a leash when in a public area. Failure to leash an animal can be considered a violation of this *Code*.

3. Animal Endangerment. Threatening or endangering the health and safety of an animal is prohibited unless done for the safety of self or others.

4. Harassment.

- a. Conduct directed at another person that is severe, pervasive, or persistent, and that is intended to or is reasonably likely to create an intimidating, hostile or demeaning environment which interferes with the person's ability to study, work, or participate

- in daily activity. This conduct may occur through any means, including but not limited to e-mail, social media, and other technological forms of communication.
- b. Unauthorized use of electronic or other devices to make an audio or video recording of any person or persons without their knowledge, or without their effective consent when such a recording is made in a location where there is a reasonable expectation of privacy.
 - c. Discrimination of any member of the University community or visitor on the basis of race, age, color, religion, national origin, citizenship, gender/sex, pregnancy/parental status, marital status, disability, veteran status, genetic information, sexual orientation, gender identity, gender expression, and other applicable federal, state and local guidelines. Such conduct includes, but is not limited to, any violation of University policy as it relates to protected class.
5. **Bullying and Cyberbullying.** Repeated and/or severe aggressive behaviors that intentionally intimidate, harm or control another person physically or emotionally.
 6. **Hazing.** Any act which is meant to discomfort, harass, ridicule, or embarrass; endangers the mental or physical health or safety of a person; or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, any University team or organization, even if performed with the consent of the victim(s). Members of the team or organization who are aware of hazing and fail to report it to the University are also in violation of this policy.
 7. **Non-Compliance with University Directives.**
 - a. Failure to comply with directions of University officials, conduct officers, or public officials acting in the performance of their duties, and/or failure to identify oneself to these persons when requested to do so.
 - b. Failure to abide by authorized signs and placards posted on University premises and at University sponsored programs.
 - c. Failure to comply with assigned disciplinary sanctions.
 8. **Retaliation.** Any intentional, adverse action taken by a Responding Party, Complaining Party, or related third party, against a participant or supporter of a participant in a student conduct proceeding or other University grievance proceeding.
 9. **Dishonesty.**
 - a. Furnishing false or misleading information to any University official, faculty member, office, or public official through omission of information, forged, altered, or misrepresented documents or records.
 - b. Initiating a report in bad faith against any member of the University community.
 - c. Forgery, alteration, or misuse of any University document, record, key, or instrument of identification and/or access to University facilities; including, but not limited to, transference of items issued by Residence Life and Housing and/or parking.
 10. **Academic Dishonesty.** Any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.
 - a. Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
 - b. Fabrication: intentional or unauthorized falsification or invention of any information or citation in an academic exercise; or of documentation meant to excuse or justify adjustments related to attendance or completion of work (exams, exercises, etc.).

- c. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another commit academic dishonesty.
- d. Plagiarism: the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgment.
- e. Unauthorized Collaboration: intentionally sharing information or working together in an academic exercise when such actions are not approved by the course instructor.

11. Housing Violation. Failure to follow Residence Life and Housing policies, rules, and regulations and/or a breach of the housing contract.

12. Misuse of Technology.

- a. Unauthorized access to University technology resources, such as through the use of another person's identification and/or password.
- b. Accessing, modifying, or transferring electronic files belonging to another person, or to the University, without authorization.
- c. Use of University technology resources in violation of copyright laws.
- d. Unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without that person's prior knowledge, or without that person's effective consent.
- e. Any act in violation of University policies on the use of technology resources.
- f. Violation of any federal, state or local laws through the use of University technology resources, including University provided email.

13. Property Violations.

- a. Attempted or actual theft of University property, or other personal or public property.
- b. Any act causing, likely to cause or intended to cause damage, defacement, or destruction of University property, or other personal or public property without the consent of the lawful owner.

14. Abusive Conduct. Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct which threatens the mental or physical well-being of any person.

15. Alcohol Misuse.

- a. Violation of the University's published Alcohol & Other Drug Policy.
- b. Alcoholic beverages may not be used by, possessed by, or distributed to any person under twenty-one years of age.
- c. Public intoxication or appearing in a public place believed to be under the influence of alcohol to the degree that the person is likely to endanger themselves or another person or property.
- d. Possession, use or distribution of an alcoholic beverage in violation of any state or local law.

16. Drug Misuse.

- a. Violation of the University's published Alcohol & Other Drug Policy.
- b. Use or possession of marijuana on University premises, even if permitted by State law, is prohibited.
- c. Abuse, misuse, sale or distribution of prescription medications is prohibited. This includes possession, distribution, sharing or use of another's prescription medication or medication used for something other than the prescribed purpose.
- d. Use, possession, manufacturing, sale, delivery or distribution of any controlled substance, narcotic, paraphernalia, or counterfeit substance as defined under state and local law.

17. Endangerment.

- a. Initiating any false report, warning, or threat of fire, explosion, or other emergency.
- b. Unauthorized use, abuse, or interference with fire safety equipment or other items intended for use in an emergency.
- c. Bomb threats or similar threats involving dangerous devices or substances.
- d. Behavior which constitutes a significant fire hazard.
- e. Possession of any explosive device or material, including but not limited to, firecrackers, cherry bombs, bottle rockets, dynamite or chemical believed to pose a threat.
- f. Any other conduct which endangers the health or safety of any person.

18. Weapons Violations.

- a. Possession of a deadly weapon or firearm on University property or at University sanctioned events or activities without proper licensure or permit.
- b. Possession of a firearm in University housing, including Walking Stick Apartments, even with a concealed carry permit or licensure.
- c. Knives with blades larger than 3.5 inches; ammunition, explosives, bombs, incendiary devices; dangerous chemicals, substances, or materials are prohibited pursuant to Colorado State law.
- d. Use of any such item, even if legally possessed, in a manner that harms, threatens, causes, or would cause, a reasonable person to be fearful is prohibited.

19. Violations of the Policy on Discrimination, Protected Class Harassment, Sexual Misconduct Intimate Partner Violence, Stalking and Retaliation.

Discrimination means conduct that is based upon a Responding Party's protected characteristic(s) and that:

- excludes a Responding Party from participation in;
- denies a Responding Party the benefits of;
- treats a Responding Party differently from others in; or
- otherwise adversely affects a term or condition of a Responding Party's employment, education, or living environment, or participation in a University program or activity.

Discrimination also includes failing to provide reasonable accommodation, consistent with state and federal law, to individuals with disabilities.

Protected Class Harassment means subjectively unwelcome conduct based upon an individual's actual or perceived Protected Characteristics where either: enduring the unwelcome conduct is made either explicitly or implicitly a condition of a Reporting Party's continued employment or academic standing; or the conduct is so severe, pervasive, and/or objectively offensive that the conduct unreasonably interferes with the Reporting Party's employment, academic pursuits, or participation in University activities (i.e. the conduct creates an objectively hostile environment). Generally, a single inappropriate joke or offensive epithet does not create a "hostile environment;" however, being subjected to such conduct repeatedly may constitute a "hostile environment." In determining whether the alleged conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. The existence of a "hostile environment" will be determined on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

Sexual Misconduct means unwelcome conduct that constitutes Non-Consensual Sexual Contact, Non-Consensual Sexual Intercourse, Sexual Exploitation, or Sexual Harassment.

Non-Consensual Sexual Contact means either

- intentional sexual contact or touching, however slight, by a Responding Party of a Reporting Party's Intimate Body Parts (or any materials such as clothing, covering the

immediate area of the Intimate Body Parts) without the Reporting Party's Consent and/or by force; or

- intentional sexual contact or touching, however slight, of a Reporting Party with a Responding Party's Intimate Body Parts (or any materials such as clothing, covering the immediate area of the Intimate Body Parts) without the Reporting Party's Consent and/or by force.

Non-Consensual Sexual Intercourse means either

- oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the contact or penetration, without the Reporting Party's Consent and/or by force;
- or penetration, no matter how slight, of a person's vagina or anus with any body part or object without the Reporting Party's Consent and/or by force.

Consent means clear, knowing, and voluntary words or actions that give permission for specific sexual activity.

- It is the responsibility of the person who wants to engage in sexual activity to ensure that the other person has given Consent to engage in the sexual activity.
- Consent is not voluntary if it is the result of force, threats, intimidation, or coercion. "Coercion" means unreasonable pressure to engage in sexual activity. Coercion differs from seduction by the repetition of the allegedly coercive activity beyond what is reasonable, the degree of pressure applied, and other factors such as isolation. "Intimidation" means to place another person in reasonable fear of bodily harm through the use of threatening words and/or other menacing conduct.
- Lack of protest or resistance, or silence does not constitute Consent.
- The existence of a current or past dating or intimate relationship does not establish, or provide the basis for an assumption of, Consent.
- Consent to engage in sexual activity with one person does not imply Consent to engage in sexual activity with another person.
- Consent to engage in one form of sexual activity does not automatically imply Consent to engage in a different sexually activity.
- Consent must be present throughout the entire sexual activity and can be revoked at any time. Withdrawal of Consent must be made known by clear words or actions. Once Consent is withdrawn, sexual activity must stop.
- An individual must be of the age of consent under law to have the capacity to consent to sexual activity.
- Consent cannot be given by a person who a Responding Party knows, or reasonably should know, is asleep, unconscious, or otherwise incapacitated, whether due to drugs alcohol, medication, or other condition. "Incapacitation" means the inability, temporarily or permanently, to give Consent to sexual activity because the individual is mentally and/or physically helpless, asleep, unconscious, and incapable of understanding the sexual activity that is occurring, or lacking the ability for self-care.

Sexual Exploitation means conduct involving a Responding Party taking, or attempting to take, non-consensual or abusive sexual advantage of a Reporting Party when such conduct would not otherwise be defined as Non-Consensual Sexual Contact, Non-Consensual Sexual Intercourse, or Sexual Harassment including, but not limited to:

- producing, distributing, receiving, or possessing illegal pornography, regardless of whether or not the illegal pornography is physical or digital;
- engaging in sexual voyeurism or knowingly allowing another individual to engage in sexual voyeurism, either in person or through electronic means;
- producing, creating, distributing, intentionally receiving, or possessing pictures/videos of a sexual nature, or otherwise creating a record or recording of a sexual nature without the Consent of all of the parties depicted in the materials or exceeding the boundaries of that Consent;
- benefiting, promoting, or earning money from the prostitution of another individual; or

- intentionally exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals in non-consensual circumstances.

Sexual Harassment can mean either "Quid Pro Quo" Sexual Harassment or Hostile Environment Harassment.

- "Quid Pro Quo" Sexual Harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a Responding Party in a position of power or influence where (1) submission to the unwelcome conduct by Reporting Party is made either an explicit or implicit term or condition of academic standing or of employment; or (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting that Reporting Party. As defined here, "Quid Pro Quo" Sexual Harassment normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate teacher or student, or it may be indirect when the Responding Party has the power to influence others who have authority over the Reporting Party.
- "Hostile Environment" Sexual Harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature is so severe, pervasive, and/or objectively offensive that the conduct unreasonably interferes with the Reporting Party's employment, academic pursuits, or participation in University activities (i.e. the conduct creates an objectively hostile environment). Generally, a single inappropriate joke, unwelcome sexual advance, or unwelcome request for sexual favors does not create a "hostile environment;" however, being subjected to such conduct repeatedly may constitute a "hostile environment." In determining whether the alleged conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. The existence of a "hostile environment" will be determined on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

Intimate Partner Violence means either Dating Violence or Domestic Violence.

-Dating Violence means an act or threatened act of violence upon a Reporting Party by a Responding Party who has been in a social relationship of a romantic or intimate nature with the Reporting Party. This includes, but is not limited to, threats, sexual or physical abuse, property damage, and violence or threat of violence to one's self, animals, or to the family members of the romantic or intimate partner when used as a method of coercion, control, punishment, intimidation or revenge. Whether there was a romantic or intimate relationship will be gauged by the length of the relationship, the type of relationship, and frequency of interaction between the persons involved in the relationship. Dating Violence does not include acts covered under the definition of Domestic Violence.

- **Domestic Violence** means an act or threatened act of violence upon a Reporting Party with whom the Responding Party is or has been involved in an intimate relationship. This includes, but is not limited to, threats, sexual or physical abuse, property damage, and violence or threat of violence to one's self, animals, or to the family members of the romantic or intimate partner when used as a method of coercion, control, punishment, intimidation or revenge. For purposes of Domestic Violence, an "intimate relationship" means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time.

Stalking means engaging in a course of conduct directed at a Reporting Party that would cause a reasonable person to fear for their safety or the safety of others; repeated conduct which reasonably and subjectively causes a Reporting Party to fear for their safety or the safety of another; or repeated conduct which causes a Reporting Party to alter their activities in response to the repeated conduct. Such conduct may include but is not limited to any of the following: following or approaching a Reporting Party, someone with whom

that Reporting Party has or has had a continuing relationship, or a member of that Reporting Party's family or household; contacting a Reporting Party, someone with whom that Reporting Party has or has had a continuing relationship, or a member of that Reporting Party's family or household whether or not conversation ensues; and placing a Reporting Party, someone with whom that Reporting Party has or has had a continuing relationship, or a member of that Reporting Party's family or household under surveillance.

Retaliation means an adverse action taken against a Reporting Party because that person:

- complained of Discrimination, Protected Class Harassment, Sexual Misconduct, Sexual Misconduct, Intimate Partner Violence, Stalking or Retaliation in good faith;
- cooperated in an investigation under this Policy or its Procedures; or
- participated in proceedings or a resolution process brought under this Policy or its Procedures.

20. Violation of Community Standards.

- a. Violation of any University policy, rule, or regulation not otherwise specified in this *Code*.
- b. Violation of any federal, state, or local law or ordinance.
- c. Failure to report any violations of this *Code*, University policy, and/or laws involving a campus community member.
- d. Failure to immediately report any serious health or safety risk on campus to appropriate law enforcement and/or University officials.

IV. PROCEDURE

A. Relationship to Civil Litigation or Criminal Charges

Disciplinary action by the University is not intended to replace or conflict with other lawful means of accountability, including but not limited to, criminal charges and/or civil litigation. Regardless of whether criminal charges are filed for the alleged behavior, the University may pursue disciplinary action under this *Code* as it deems appropriate. Such action will not normally be waived or postponed solely due to concurrent criminal or civil proceedings, nor shall the reduction or dismissal of criminal charges be taken as sufficient reason to defer disciplinary action. In exceptional circumstances, the University may deem it appropriate to delay formal disciplinary action due to the existence of external legal proceedings. Such decisions shall be made at the discretion of the Director of Student Conduct and Case Management.

B. Student Organizations

As an essential part of the University community, Student Organizations are expected to conduct their activities at all times in a manner that reflects the values, mission, and goals of Colorado State University – Pueblo. Student Organizations are subject to this *Code* in the same manner as individual students.

Alleged violations on the part of Student Organizations shall be investigated by the Office of Student Conduct and Case Management in conjunction with the appropriate University offices or departments. Any incidence of misconduct may result in disciplinary action against a Student Organization as a whole, as well as against one or more individual members.

Actions will be considered violations of this *Code* when those actions take place at organization-sponsored or co-sponsored events, whether sponsorship is formally linked to the organization, or believed to be related to the organization; when parties involved have received the consent or encouragement of the organization or the organization's leaders or officers; or when those actions were known or should have been known to the membership or its officers and they did not prevent the violations occurrence. Meetings for Student Organizations follow the same general student conduct procedures as individual students.

C. Academic Complaints/Violations

Students found in violation of the *Academic Integrity Policy* found in the *Catalog* will be reported to the Office of Student Conduct and Case Management by the academic department or faculty member finding the violation. While the student may face consequences within their academic department or course, students are also held subject to a violation of this *Code* and can be charged in addition to any action imposed by a faculty member or academic department. Students found in repeated violation of the academic integrity policy are subject to suspension from CSU-Pueblo at the discretion of the Director of Student Conduct and Case Management.

D. Sexual Misconduct Complaints/Violations

Students found in violation of the *Policy on Discrimination, Protected Class Harassment, Sexual Misconduct Intimate Partner Violence, Stalking and Retaliation* will be held accountable as stated in the policies and procedures provided within that policy. The process for investigations of allegations of violation of the policy are found on the Office of Institutional Equity webpage.

<https://www.csupueblo.edu/institutional-equity/> Any student found in violation of the *Policy on Discrimination, Protected Class Harassment, Sexual Misconduct Intimate Partner Violence, Stalking and Retaliation* is subject to sanctioning by the Director of Student Conduct and Case Management, or designee.

E. Reporting Process

Any person may file a report (*Reporting Party*) with the Office of Student Conduct alleging student misconduct of another student (*Responding Party*). The University may serve as the Reporting Party in any action. Once a report has been received, the University retains the right to proceed with the disciplinary process, even if a Reporting Party later chooses to retract, rescind, or recant any or all of the report and/or chooses not to cooperate.

The Office of Student Conduct may share or refer a report to other offices, agencies, and/or jurisdictions as appropriate (e.g. the Office of Equal Opportunity, Affirmative Action and Title IX, Department of Residence Life & Housing, Pueblo County Sheriff's Office, Pueblo Police Department, etc.).

There is no time limit on reporting violations of the Student Code of Conduct; however, the longer someone waits to report an offense, the harder it becomes for University officials to obtain information and witness statements and to make determinations regarding alleged violations.

Though anonymous reports are permitted, doing so may limit the University's ability to investigate and to respond to a report. Those who are aware of misconduct are encouraged to report it as quickly as possible to the Office of Student Conduct, the Pueblo County Sheriff's Office at CSU-Pueblo, and/or the Title IX office.

F. The Conduct Process

1. Report Review & Investigation

Once a report has been filed with the Office of Student Conduct, it shall be resolved in one of the following ways at the discretion of the Director of Student Conduct and Case Management:

- If a report is unable to be verified or to be evidenced at the time it is filed, no further action shall be taken. The University may resume action on any report should further relevant information become available to substantiate the original report.
- Further investigation may be conducted by the Director of Student Conduct and Case Management, or designee, if it is determined that the report may be substantive, but enough information is not yet available to effectively hear the report.
- The report shall be referred to a conduct meeting if the report is determined to be substantive and enough information is available to effectively hear the report.

2. Conduct Meetings

- a. *Pre-Meeting*: Students will be notified of an allegation being reported against them through a letter they receive via University e-mail. This letter will detail the time/location of the meeting, and allegations made as stated in section III of this *Code*. The purpose of a Pre-Meeting is to evaluate the information presented to the Office of Student Conduct and Case Management. Students will have the opportunity during this meeting to see all of the evidence of their alleged violation of the *Code*. They will have the opportunity to decide if they would like to (A) resolve the issue immediately through an *Immediate Administrative Meeting*, (B) schedule a *Secondary Conduct Meeting* with the present conduct officer they are meeting with in an effort to gather any witnesses or evidence they feel can impact the outcome of the meeting, or (C) request a *Panel Meeting* so that a panel of their peers can determine whether or not they are in violation of the *Code*.
- b. *Immediate Administrative Meeting*: Students have the option to select to resolve an alleged violation directly after a Pre-Meeting is held to inform them of the allegation against them. This meeting will be held to determine whether any of the standards of conduct outlined in this *Code* may have been violated, and if so, what sanctions are to be imposed to remedy the situation or prevent a reoccurrence.
- c. *Secondary Conduct Meeting*: Students have the option to select a Secondary Conduct Meeting to allow them time to gather any evidence they may want to provide to the conduct officer. Students are required to contact the Office of Student Conduct and Case Management to schedule a Secondary Conduct Meeting with five (5) business days of the Pre-Meeting occurring. Secondary Conduct Meetings will not be permitted an extension due to the inability to obtain evidence; but can be rescheduled based on extenuation circumstances upon the discretion of the Director of Student Conduct and Case Management.
- d. *Panel Meeting*: Students have the option to select a meeting with a panel of three campus partners selected from a trained pool of faculty, staff, and students (when appropriate) appointed by the Director of Student Conduct and Case Management, who may then determine, based on the evidence of the allegation, whether any of the standards of conduct outlined in this *Code* may have been violated, and if so, what sanctions are to be imposed to remedy the situation or prevent a reoccurrence.

Students are not required to participate in a conduct meeting but failure to participate does not waive a student of responsibility. If a violation is found, a student is still subject to the sanctions imposed.

3. **Information.** The Reporting Party(s) and the Responding Party(s) may provide information to the conduct officer(s) for consideration, including witness statements, emails, photographs, etc.
4. **Standard of Proof.** Determinations shall be made on the basis of a preponderance of the evidence, i.e. whether it is more likely than not that the Responding Party(s) committed the alleged violation(s). Formal rules of process, procedure, and/or technical rules of evidence, such as those applied in civil or criminal courts, are not utilized in student conduct meetings.
5. **Witnesses.** Students from either Reporting or Responding Party(s) will be given the opportunity to provide any witnesses that may assist a conduct officer in making a determination in a case. Witnesses with knowledge of relevant, first-hand information to the case will be permitted during Secondary Conduct Meetings only. Character witnesses may be considered in the event a Responding Party is found responsible. Character witnesses will be used solely to determine sanctions and character witness information must be provided in writing to the conduct officer prior to, or during, the Secondary Conduct Meeting. There is no limit to how many witness statements can be submitted, but the impact of witness statements on the conclusion of a case is at the discretion of the conduct officer.

- 6. Conduct Officers.** The following persons and groups are designated by the University to conduct meetings. The exact process by which each of these officers convene, consider evidence, and determine sanctions is determined in consultation with the Director of Student Conduct and Case Management.
- a. The *Director of Student Conduct and Case Management* is authorized to consider all forms of misconduct and impose all forms of sanctioning, up to and including suspension or expulsion from the University.
 - b. The *Director of Residence Life & Housing* may be authorized by the Director of Student Conduct and Case Management to consider certain reports. The Director of Residence Life & Housing may not impose suspension or expulsion from the University.
 - c. *Residence Life Coordinators* may be authorized by the Director of Student Conduct and Case Management to consider certain reports/incidences, particularly those occurring within Residence Life and Housing, but not restricted to that area of campus.
 - d. The Director of Student Conduct and Case Management may designate an *alternate conduct officer* at their discretion, including but not limited to, if a potential conflict of interest exists with themselves or in their absence.
 - e. *Meeting Panels* will consist of a variety of campus partners trained to hear conduct cases. Students will be given the opportunity to identify any potential conflicts if/when a panel is selected to hear their case.
- 7. Decisions.** Decisions made as a result of any meeting shall be provided in writing to the Responding Party(s) and sent via University e-mail. This form is titled the “Conduct Officer Decision” form. The Responding Party(s) will be responsible for checking their e-mail and receiving the outcome. If, for any reason, a student’s University e-mail account is not in working order and the email is returned, the conduct officer may make the decision to either send the response to a personal e-mail account verified by the student, or via US Mail to the address on file in the student’s University account.

At any time the Conduct Officer may institute additional procedures, or modify any stated timelines, in the interest of assuring due process for all parties involved.

G. Appeals

Appeals Officers. The following persons and groups are designated by the University to conduct appeal meetings. The exact process by which each of these officers convene, consider evidence, and determine sanctions is determined in consultation with the Director of Student Conduct and Case Management.

- a. The Dean of Student Affairs, or designee, is the *Chair of the Appeal Committee* and is authorized to advise an Appeal Committee in their consideration of requests for appeal but is a non-voting member of the committee. In the event of a conflict, or absence, the Dean of Student Affairs may appoint another Appeal Committee Chairperson.
- b. The *Appeal Committee* is designated by the Director of Student Conduct and Case Management, or designee, to hear all appeals that have been submitted timely. The Appeal Committee consists of a pool of members from across campus trained specifically to hear appeals including, but not limited to, members of the Associated Students’ Government, faculty members, and/or professional staff members. Three members of this pool will be selected for each case with consideration of those who do not present a conflict with the Responding Party(s) or Reporting Party(s) involved in the allegation at the time of selection.

A Responding Party may request an appeal of a decision made by any conduct officer in any instance not specified as final, such as, in the case of an Appeal Committee. All sanctions determined by the original conduct officer remain in effect during the appeal process. All parties will be informed via University email of (A) the acceptance their appeal (when timely submitted), (B) the members of the appeal committee to determine any conflicts of interest, (C) the appeal committee's anticipated timeline, and (D) the results of the appeal decision.

Any party submitting an appeal request must do so in writing to the Dean of Student Affairs via the *Conduct Appeal* form found on the *Conduct Officer Decision* letter, or on the Office of Student Conduct website (https://www.csupueblo.edu/student-affairs/_doc/appeal-form.pdf) no later than five (5) business days following the day the student was notified of the decision of the original conduct officer. A student has been notified of the decision of the original conduct officer at the day and time the decision was e-mailed to the student. A business day is considered Monday through Friday between the hours of 8am-5pm, excluding University closure days.

Requests for appeal are limited to the following four grounds:

- A procedural error occurred that significantly impacted the outcome of the initial meeting.
- The information presented in the initial meeting was insufficient to establish a preponderance or “more likely than not” standard that a violation occurred.
- The sanction(s) imposed in the initial meeting were substantially disproportionate to the severity of the violation(s) committed.
- New and significant information is now available, sufficient enough to alter the decision, which was not known at the time of the initial disciplinary meeting. (Failure to provide information or to participate in a meeting or investigation, even when resulting from concern over pending criminal or civil proceedings, does not make information “unavailable” at the time of the meeting.)

Once the appeal is received by the Dean of Student Affairs, or designee, they will conduct an initial review to determine if the request for appeal is timely.

If the request for appeal is not timely (not within the five day timeframe allotted) the original finding and sanction will stand and the decision is final with no further right to appeal.

If the request for appeal is timely, the Dean of Student Affairs, or designee, will:

- Inform the original conduct officer of the appeal and provide the Conduct Appeal form to the conduct officer. The conduct officer will respond within 72 hours and provide the response to the Dean of Student Affairs who will forward the response to the party.
- Then, refer the case to an Appeal Committee to review *only* the specific grounds requested in the Conduct Appeal form and the response of the original conduct officer. The Dean of Student Affairs will provide the Appeal Committee with the Conduct Officer Decision Letter, the Conduct Appeal Form, and the response to the appeal from the Conduct Officer, along with any record and documentation from the original conduct meeting.

An appeal being granted does not give the opportunity for a case to be reheard. Rather, the appeal is used to determine if (A) one or more of the four grounds for an appeal has been satisfied (B) what, if anything should occur based on their findings. The Appeal Committee will provide detailed findings, recommendations and rationale for their decision. The decision will be provided to the Dean of Student Affairs who will forward the decision, along with any instructions, to the party and the conduct officer.

The Appeal Committee will resolve the appeal in one of the following ways:

- Uphold the decision of the original conduct officer; or
- Return the case to the original conduct officer with specific findings or recommendations on how to proceed in light of the findings, including but not limited to, re hearing of the matter, consideration of additional evidence, and/or modification of sanctions; or
- Dismiss the case on the grounds that no reasonable party could have found the Responding Party responsible for the allegation(s) submitted.

Any finding made by an Appeal Committee will be considered final and no longer eligible for appeal.

H. Disciplinary Actions

When a student has been found responsible for violation of the standards set forth in this *Code* they are subject to sanctioning. Although the University may publish recommended sanctioning guidelines to be consulted, the exact sanction(s) shall remain at the discretion of the conduct officer.

1. Sanctions

If found responsible for violating the standards held within this *Code*, a student may be asked to complete certain actions to remedy their behavior or prevent its reoccurrence. In considering the appropriate sanction for a particular incidence of misconduct, any or all of the following factors may be considered:

- The circumstances surrounding the misconduct, including the Responding Party's intent when committing the offense including any aggravating and mitigating factors involved.
- The actual and potential consequences of the misconduct including the egregious nature of the action.
- The precedent established by the University for similar misconduct.
- The previous disciplinary history of the student, if any. It is the student's responsibility to review his or her conduct record, and the student will be deemed to have knowledge of his or her record of previous conduct violations and sanctions, whether or not the student chooses to review the record.
- The student's attitude throughout the process.

Sanctions are not limited to the information contained here, but can include one or more of the following:

Loss of Privileges	A limitation is placed upon selected privileges for a specific period of time. Loss of privileges may include, but may not be limited to, denial of the right to represent the university, a denial of the use of campus facilities or access to areas of campus, or denial from participation in co-curricular activities.
Community Service/Activity	Requirement that services be offered for a specified period to an appropriate non-profit community agency and/or to a university office.
Residence Hall Transfer or Removal	A student is required to transfer residence halls or leave the residence halls for a specified or indefinite period of time.
Restitution	Reimbursement for damage or loss of property or expenses of others as a result of the misconduct.
Coach/University Employer Referral	A student's coach or University employer will be notified of the incident, if applicable.

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

2. Student Standing/University Status

- a. A **warning** is given to notify a student that past behavior has been inconsistent with the expectations of the University. A warning has no immediate effect upon a student's standing at the University. However, once given a warning, students should expect more serious sanctions to result from any subsequent violations.
- b. **Probation** serves to notify a student that further transgressions must be avoided for a finite and specified period in order for the student to remain a part the University community.
 During a student's probationary period, that student is *not in good disciplinary standing* with the University; as a result, certain co-curricular activities may be prohibited, eligibility for participation in certain activities including study abroad programs, attending conferences, maintaining office in any student organization, or representing the University at official functions, events or intercollegiate competition as a player, manager or student coach may be restricted. Lack of good standing can also be a considering factor in a student's employment with the University. Any further violations while on probation can result in a student's suspension or dismissal from the University.
- c. During a **deferred suspension** the student will be suspended from the University, but the suspension will be deferred, meaning that the student may continue to attend classes. However, the suspension will be automatically enforced if the student fails to complete any assigned sanctions by the deadline and/or for any subsequent violations of the Code. If the student is found responsible for any subsequent violations of the *Code*, the student will be automatically suspended from the University in addition to the other sanctions imposed for the subsequent violation. During a student's deferred suspension period, that student *is not in good disciplinary standing* with the University; as a result, certain co-curricular activities may be prohibited, eligibility for participation in certain activities including study abroad programs, attending conferences, maintaining office in any student organization, or representing the University at official functions, events or intercollegiate competition as a player, manager or student coach may be restricted. Lack of good standing can also be a considering factor in a student's employment with the University.
- d. A student who has been **suspended** from the University may not participate in any University activities, academic or otherwise, for a specific period, and may be restricted from University premises. This sanction will be noted as a Suspension on the student's official academic transcript and the student will be withdrawn from all courses. A suspended student who wishes to re-enroll must apply for re-entry to the University and must also petition the Director of Student Conduct and Case Management, who shall determine whether any and all requirements for readmission have been satisfactorily completed.

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

3. Interim Actions

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever immediate measures it deems necessary in order to protect the safety, security, and/or integrity of a Reporting Party, the University, and/or any member(s) of the community.

The Director of Student Conduct and Case Management, or designee, may impose restrictions and/or separate a student from the community pending the completion of a campus meeting on the alleged violation(s) of the Student Code of Conduct when a student represents a threat of serious harm to others, is facing allegations of serious criminal activity, to preserve the integrity of an investigation, to preserve University property and/or to prevent disruption of, or interference with, the normal operations of the University.

Such measures may include, but are not limited to: temporary suspension from the University; involuntary removal from a course, academic or athletic program, or co-curricular activity; denial of access to all or portions of University property; modifications to living arrangements; and/or prohibitions from contacting individual members of the University community.

- a. **No Contact Orders**-A No Contact Order is a directive to refrain from any intentional contact, direct or indirect, with one or more designated persons or group(s) through any means, including personal contact, electronic, telephone, or third parties. All parties issued an NCO are held responsible for following the directive regardless whether they are the Reporting Party or Responding Party. Violating a No-Contact Order can result in suspension from CSU-Pueblo for either party.
- b. **Interim Suspension**-During an interim suspension, students may be denied access to University premises and/or all University activities or privileges for which the student might otherwise be eligible, as may be deemed appropriate. Whenever an interim suspension is imposed, a disciplinary meeting shall be conducted in a timely manner. Students who have been suspended on an interim basis and whose suspension upon meeting or appeal is found to have been unwarranted, shall be provided full opportunity to re-establish their academic and student standing to the extent possible within the abilities of the University, including the opportunity to take examinations, make up class assignments or otherwise complete course assignments missed due to the Interim Suspension. Students who have been suspended on an interim basis and then found to be in violation of the Code do not have the right to any refund or reimbursement for tuition, fees, room and board or any other expense associated with attending the university. Any reimbursable funds made available to a student found not responsible will be determined on a case by case basis.
- c. **No Trespass**-A student may be issued a directive stating they are not permitted on campus or in particular parts of campus. In the event of a No Trespass, as student will be given specific parameters of their inability to be in a certain area of campus until a specified time, typically, pending the completion of an investigation.
- d. **Temporary Removal**-The University reserves the right to temporarily remove a student from a classroom or on-campus housing in the event that is it deemed necessary to protect the health and safety of the campus or the integrity of an investigation. All measures will be made to prevent the disturbance of a student's academic studies when possible.

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

V. IMPLEMENTATION & APPROVAL

A. Interpretation & Revision

Under the authority of the President, any question of interpretation or application of the Student Code of Conduct shall be referred to the Dean of Student Affairs (or designee) for final determination. The Student Code of Conduct shall be reviewed a minimum of every three years under the direction of the Dean of Student Affairs, in consultation with the General Counsel and subject to the approval of the University President and Board of Governors.

B. Disciplinary Records & Notice

The Office of Student Conduct shall maintain records of all disciplinary action in accordance with University policies and Federal legislation. All conduct records are maintained by the University for seven years from the time of their creation, except those that result in separation from the University (suspension or expulsion) which are kept indefinitely.

1. **Parental Notification.** The University may notify the parents or guardians of any dependent student under the age of twenty-one who has been found in violation of University alcohol and/or drug policies. The University may also notify the parents or guardians of any dependent student who has been found in violation of University policies related to the health and safety of the campus community.
2. **Public Notification.** The University does not normally make disciplinary records public, even in cases where such notification is permitted by law. However, the Dean of Student Affairs may notify the community of the University's response to behavior that had a significant impact on the safety and security of the campus. Victim names will not be released.

VI. CONTACT INFORMATION

Ms. S. Nicole Ferguson. M.Ed. Director of Student Conduct and Case Management
719-549-2092 nicole.ferguson@csupueblo.edu

Dr. Marie Humphrey Dean of Student Affairs
719-549-2586 marie.humphrey@csupueblo.edu

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HIGH IMPACT PRACTICES for Faculty and Departmental Use in Course Development and Assessment

High Impact Practices (HIPs) are instructional approaches that require students to more actively and intensively engage in their own learning. The use of HIPs correlates positively with deepened learning, increased academic achievement, and persistence to graduation (Kuh, G.D., 2008). While HIPs are often associated with particular types of educational experiences (e.g., first-year seminars, internships, study abroad, or capstone courses), the extent to which these experiences incorporate key characteristics (noted below) to support learning determines the educational impact. Use of the characteristics is not an end in itself; rather, use of the characteristics should support student mastery of course- and program-level learning outcomes.

The descriptors below will help faculty members and others assess the extent to which a course or co-curricular experience incorporates key HIP characteristics and allows for course design enhancements to promote students' achievement of both course- and program-level learning outcomes. As you work to incorporate GT Pathways Student Learning Outcomes and Content Competencies in foundational courses, consider how and to what extent, specific high impact practices could help students achieve them. As you continue to develop program level learning outcomes, consider how up-stream courses build from the foundational level to provide enriched opportunities for integrative and transformative experience. While the characteristics will be helpful to individual instructors, it is envisioned that the expectations for establishing HIPs in specific courses and co-curricular experiences are primarily a Departmental/Program commitment, not an individual faculty or staff member responsibility. Departmental teams may find areas around which to organize professional development opportunities for faculty and staff. For more information on HIPs, see <https://www.aacu.org/leap/hips>.

HIP Characteristics	Example Teaching and Learning Practices ¹ (Not Exhaustive)
<ul style="list-style-type: none"> ○ Develops metacognitive thinking ○ Provides constructive feedback ○ Fosters cultural competency and global perspectives ○ Engages students in collaborative projects ○ Strengthens intellectual and practical skills ○ Deepens personal and social responsibility ○ Provides for integrative and applied learning 	<ul style="list-style-type: none"> ○ Undergraduate research ○ Common intellectual experiences ○ Learning communities ○ Writing-intensive courses ○ Collaborative assignments and projects ○ Others ○ First-year seminar and experiences ○ Service- or community-based learning ○ Internships ○ Diversity/global learning ○ Capstone course/seminar/projects ○ Pedagogical innovation

¹ Adapted from Kuh, G.D. (2008).

Key HIP Characteristics

Metacognitive Thinking

Students are asked to show how the course or experience contributes to their ability to monitor and improve their learning strategies and their intellectual/personal growth in substantive ways with long-term implications. To help students recognize how their thinking has shifted over a semester, they engage in structured reflections at the beginning and end of the semester, and at other points. **(Expected in any HIP course or co-curricular experience.)**

Constructive Feedback

Students receive frequent, constructive feedback on their knowledge/abilities and are asked to use this feedback to improve performance. Students are prepared to offer substantive critiques of peers' work and engaged regularly in doing so. **(Expected in any HIP course or co-curricular experience.)**

Intellectual and Practical Skills

Students engage in activities intentionally designed to require inquiry, analysis, development of creative products, and interaction; such activities should build skills in both interpreting and thinking critically about written, oral, quantitative, and/or research-based materials. Students complete projects that ask them to communicate disciplinary concepts to varied audiences and to critique and refine their presentation and knowledge.

Collaborative Projects

Students engage with peers, faculty/staff, and/or others to problem solve, share intellectual interests/experiences, collaborate on projects, and encourage one another's intellectual growth; in the process, they build meaningful relationships.

Cultural, Disciplinary, and Global Perspectives

Students respond to and discuss example cases from multiple diverse perspectives, exposing these cases' global, cultural, socio-economic, disciplinary, and/or technical implications for various demographics; students engage in regular and substantive interactions with diverse others to understand issues from various viewpoints. Students reflect regularly to assess and expand their levels of openness to others' perspectives.

Personal and Social Responsibility: Students participate in civic engagement (locally or globally); such engagement is enriched by discussions of significant historical, societal or scientific problems/issues and promote life-long learning. Students are asked to consider how to ethically and responsibly apply disciplinary knowledge in civic situations.

Integrative and/or Applied Learning: Students are asked to demonstrate the ability to integrate multiple threads from prior learning and/or to apply prior learning to complex, novel, or re-contextualized problems; application and/or integration should increase students' ability to adapt to, and contribute in, a wide variety of situations.

References

Kuh, G.D., (2008). High Impact Educational Practices: What They Are, Who Has Them, and Why They Matter. Washington, DC: Association of American Colleges and Universities.



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Technology Enhanced Learning

OCTOBER 5, 2017

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High-Impact Practices

Research-based approaches that improve academic achievement

Some Key HIPs Characteristics

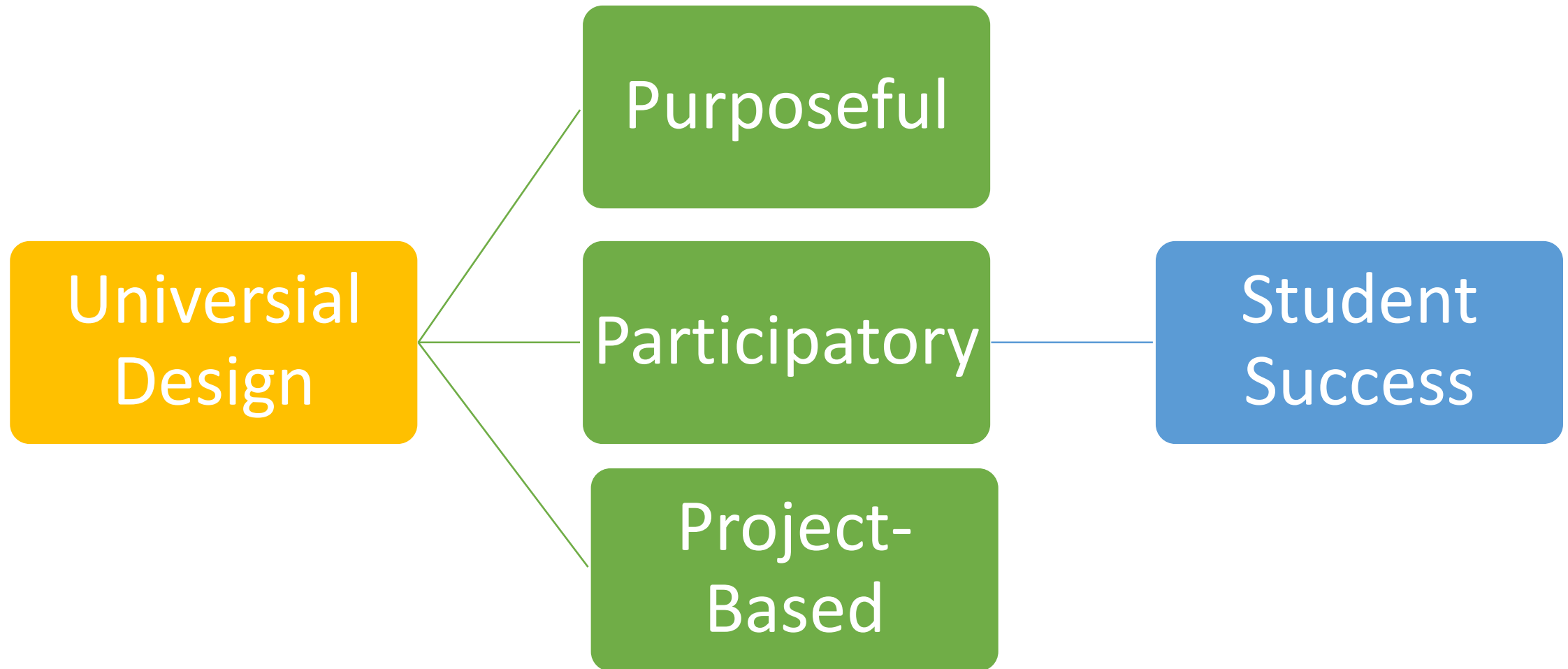
- Metacognitive thinking
- Constructive feedback
- Intellectual and practical skills
- Integrative and/or applied learning



HIPs and Technology-Enhanced Learning

Educational Technology Platforms	HIPs Characteristic(s) Supported
Content and assignment designs to prompt <i>Inquiry, analysis, critical thinking, application, and integration</i> across topics and disciplines	<ul style="list-style-type: none"> • Intellectual and practical skills • Integrative and/or applied learning
Scaffolded assignments to encourage <i>engagement</i> with course materials	<ul style="list-style-type: none"> • Intellectual and practical skills • Integrative and/or applied learning
Structured exchanges to foster <i>meaningful interactions:</i> student-student and student-faculty	<ul style="list-style-type: none"> • Constructive feedback • Intellectual and practical skills
Tools to provide substantive, timely, frequent, substantive <i>feedback and personalize instruction</i>	<ul style="list-style-type: none"> • Constructive feedback • Intellectual and practical skills • Metacognitive thinking
Designs to enable timely, low-cost <i>access</i> to course content	<ul style="list-style-type: none"> • Metacognitive thinking • Constructive feedback • Intellectual and practical skills • Integrative and/or applied learning

The P3 Model



CSU-Global's P3 Model Framework

Frame	Actualization and Research Support
Purposeful	Predictable course structure builds academic self-efficacy (Spinks, 2007). Design promotes engagement with students and faculty (Ferguson & DeFelice, 2010). Students are able to maximize instructional time and work toward career goals in 8 week terms to promote retention and success (Bowen, Chingos, & McPherson, 2009; Ho & Polonsky, 2012). Compressed courses aid in maintaining self-efficacy (Hodges, 2008; Liaw, 2008).
Participatory	Student participation and engagement supports Dewey's (1916) classical mantra of "education as life itself" with practical, applied learning , and also supports Darling-Hammond's (2001) belief that good instruction is connected to practice and theory . Students participate by connecting to prior knowledge (Samuels, Beach, & Palmer, 2012) and engaging in critical thinking and problem solving. Such engagement is closely tied with degree completion and student retention (Scott, Bailey, & Kienzl, 2006).
Project-Based	Students engage in <u>sustained, cooperative investigation</u> through learning focused on <u>solving realistic problems that promote different perspectives and deep knowledge</u> (Bransford & Stein, 1993). Students use personalized feedback from the instructor to promote <u>mastery learning</u> as demonstrated in the final course assignment, internships, and capstones (Gallien & Oomen-Early, 2008). Meyer and McNeal (2011) noted improvement in student learning occurs when students <u>revisit course content and expectations</u> . The combination of intense focus (Anastasi, 2007) and <u>interaction throughout the course</u> promote student success (Kucsera & Zimmaro, 2010; Lee & Horsfall, 2010).

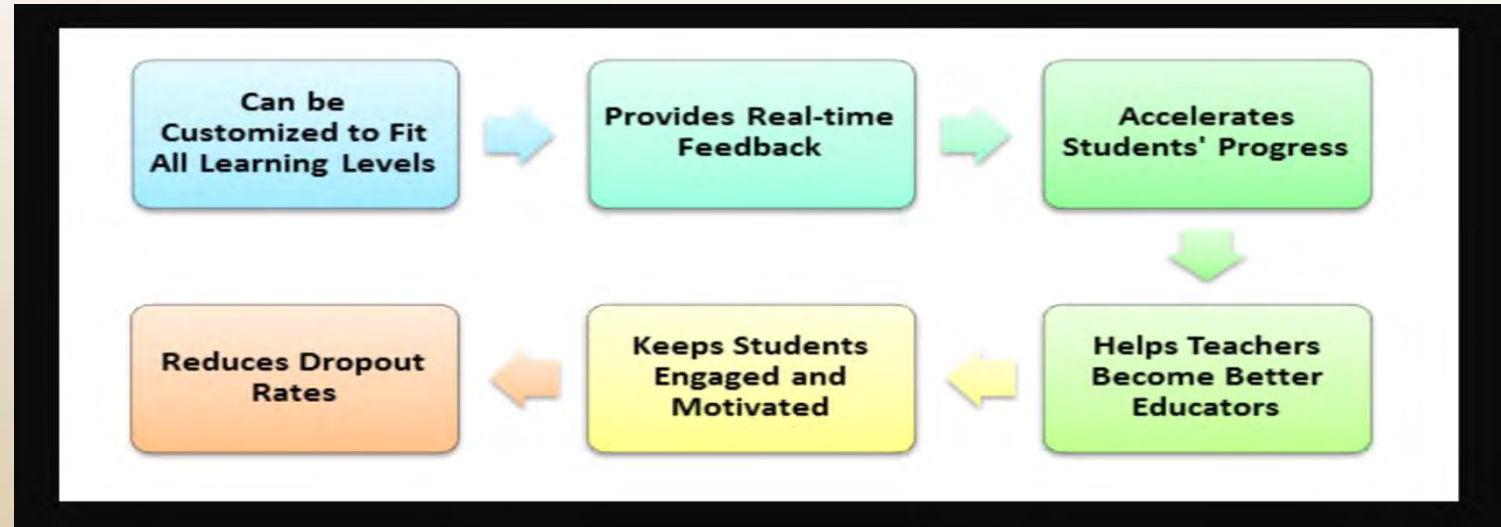
Adaptive Platforms: Leveraging AI for Learning

Ed Tech Supports

- Engagement with course materials
- Timely, frequent, substantive feedback
- Personalized instruction
- Timely, low-cost access to course content

HIPs Fostered

- Intellectual and practical skills
- Constructive feedback
- Metacognitive thinking



Unizin

Online Learning Objects: Promoting Engagement

Ed Tech Supports

- Content and assignment design to promote analysis, integration, application
- Engagement with course materials
- Timely, frequent, substantive feedback
- Personalized instruction

HIPs Fostered

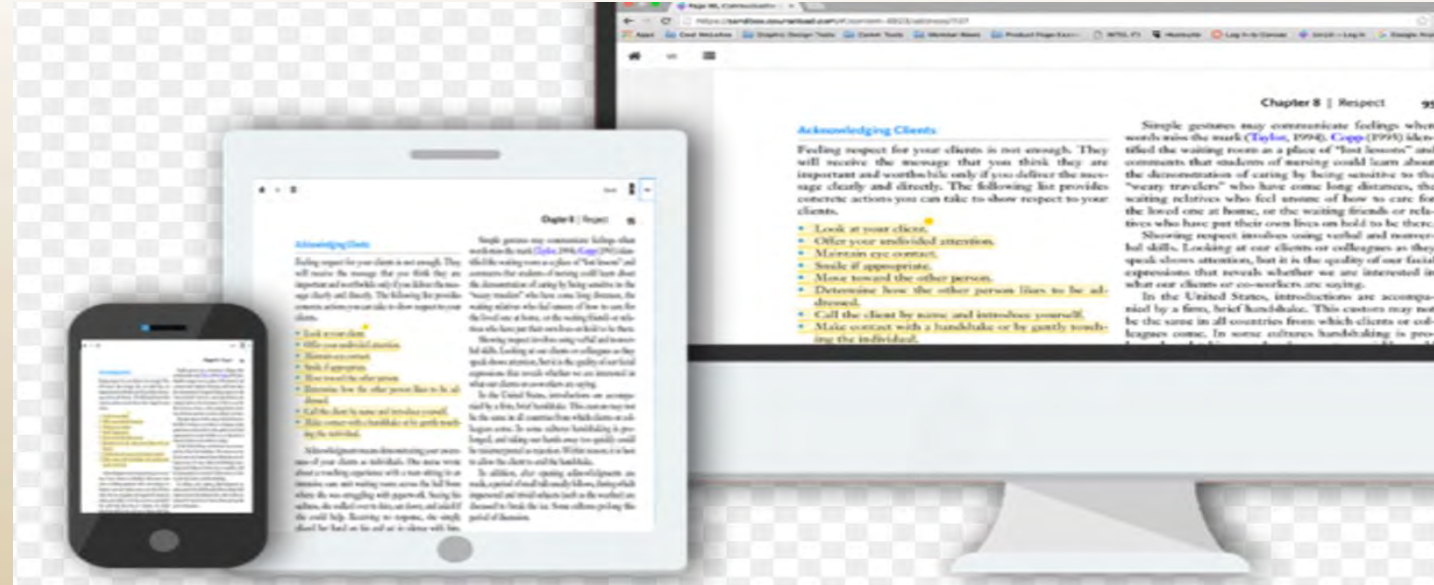
- Integrative and applied learning
- Intellectual and practical skills
- Constructive feedback
- Metacognitive thinking



[Anthropology 275](#)

Ed Tech Supports

- Content and assignment design to promote analysis, integration, application
- Engagement with course materials
- Structured exchanges to foster meaningful interaction
- Timely, low-cost access to course content



Fall 2017 Pilot

- 11 courses (112 sections)
- 3,342 students
- \$142,616.25 savings



HIPs Fostered

- Integrative and applied learning
- Intellectual and practical skills
- Constructive feedback

Canvas LMS: Encouraging Strong Instructional Design

Ed Tech Supports

- Content and assignment design to promote analysis, integration, application
- Engagement with course materials
- Timely, frequent, substantive feedback
- Structured exchanges to foster meaningful interaction
- Timely, low-cost access to course content

HIPs Fostered

- Integrative and applied learning
- Intellectual and practical skills
- Constructive feedback
- Metacognitive thinking



Promotes scaffolded assignments; personalized instruction; content and assignments designed to prompt inquiry, analysis, critical thinking. High impact practices supported include intellectual & practical skills, constructive feedback, metacognitive thinking, integrative and/or applied learning

EXAMPLES:

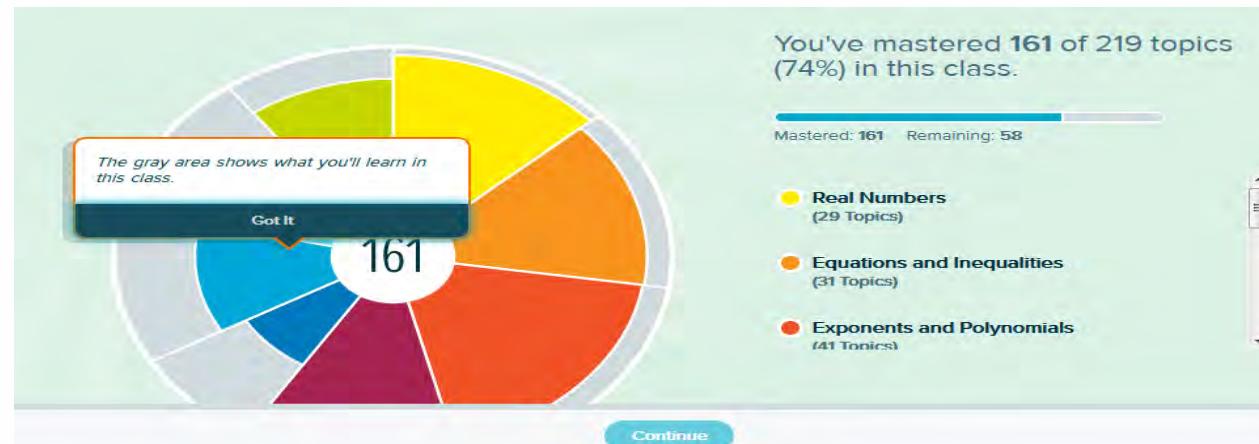
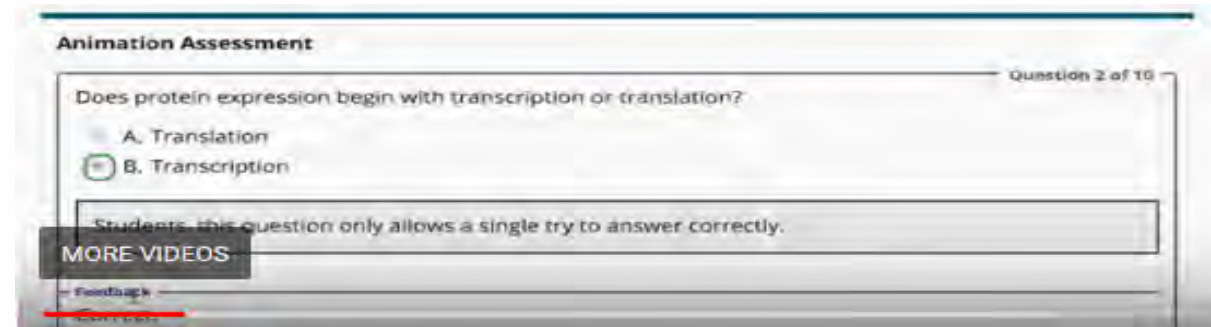
- Slack – texting-like communication tool used in classes, including to complement **blogging** (slack used in business stats courses, history, English, mass communication courses); students can post their homework solutions and share in discussion
- Open Education Resources such as Perusall – students **annotate course materials** (textbook, assigned readings) in randomly chosen group assignments prior to class, “discussion” occurring on the document and **machine-graded** (used in bio class)
- Open Education Resources such as **statistical software** – business stats and biostats (R, python, google sheets) – free, some **web-based** (so independent of operating system), collaborative, can support Big Data
- Smart monitors and online prelab quizzes – Chemistry tools: faculty draw chemical structures during class, then captured as notes and posted on Blackboard; and online **prelab quizzes on iPads in science learning center**
- Domain of one’s own – web development software (e.g. have students create their own website and post projects, create a blog, using opensource tools, creating a digital accessible portfolio)

Educ tech supports

- Engagement with course materials (necessarily active engagement)
- Timely, frequent, substantive feedback (promoting skill development)
- Personalized instruction (including guided next steps)
- Low-cost access to course content (\$45 for etext and Launchpad combined in biology)

High impact practices

- Intellectual and practical skills
- Constructive feedback
- Metacognitive thinking (students better realize what they don't know)



Specialized visualization software for anatomy and physiology

Educ tech supports

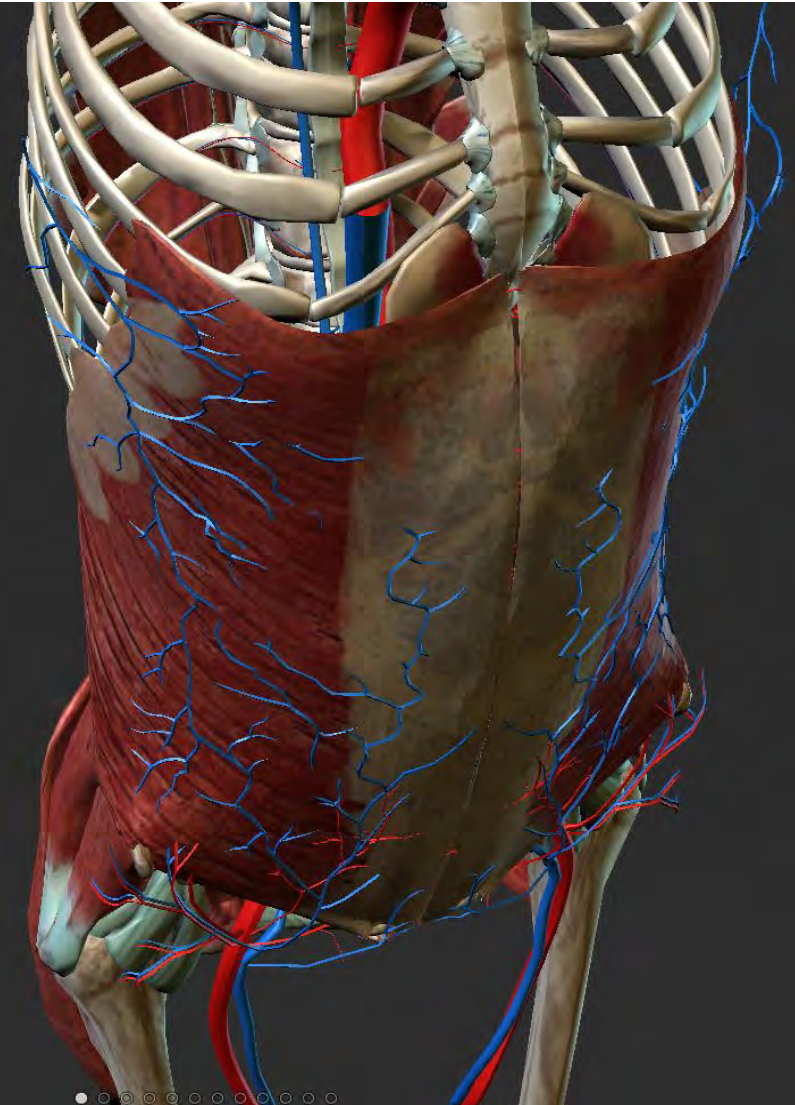
- Engagement with course materials (interactive 3D; can move pieces in various layers)
- Timely, frequent, substantive feedback (quizzes built-in)
- Personalized instruction
- Low-cost access to course content (and images can be 3D printed)

High impact practices

- Intellectual and practical skills
- Constructive feedback
- Metacognitive thinking

Blood Vessels of the Anterior Abdominal Wall

The blood supply of the anterior abdominal wall is diverse. Branches from the intercostal vessels, iliac vessels, femoral vessels and the internal thoracic vessels converge on this region. In this session, we will go through each major group of vessels and describe blood flow patterns in the abdominal wall.



Educ tech supports

- Content designed to promote analysis, integration

High impact practices

- Intellectual and practical skills
- Integrative and applied learning
- Strengthens intellectual and practical skills
- Fosters cultural competency and global perspectives (depending on topic)

The screenshot shows a web browser displaying a Scalar digital history project. The browser's address bar shows the URL: `scalar.usc.edu/works/the-evolution-of-the-american-diner/index`. The page title is "THE EVOLUTION OF THE AMERICAN DINER BY CASSIDY NEMICK". On the left, a dark sidebar contains a "Table of Contents" with 10 items, where item 3, "The Transition from Horse-Drawn to Stationary", is highlighted. The main content area shows the selected item's title and a "Visit page" button. Below this, a "Contains" section lists two sub-items: "1 The Classic American Entrepreneurship" and "2 The Masters of the Booming Lunch Car Industry". A large background image of a diner's glass dome is visible on the right. At the bottom of the page, there is a blue button that says "Begin with 'The Original Lunch Wagons'" and a link that says "Or, continue to 'Credits'". The Windows taskbar at the bottom shows various application icons and the system clock indicating 7:01 PM on 9/7/2017.

Technology Enhanced Learning at CSU-Global

1. Provide real life scenarios and access to content that supports learning
2. Support student-student and student-faculty engagement
3. Provide timely and relevant feedback
4. Personalize content to meet the unique needs of all students



Examples of Technology Enhanced Learning

- Purposeful
 - Tied to industry expectations & learning outcomes –practical examples shared through video based feedback and assignments that students that rely can use right away
 - Real world – custom created (html) content and assignments based on actual workplace situations
- Participatory
 - Personalized – technology enabled custom learning paths based on assessments, content and feedback are personalized to meet unique student needs
 - Interactive –gamified activities and assignments using tools like MuzzyLane and H5P that engages students and faculty with content in meaningful ways regardless of time and distance
- Project Based
 - Simulations – online tools (Capsim, Labsim) provide real time feedback to business based decisions
 - Case studies – custom created online case studies put students in the “driver’s seat” in an organizational setting

Section 7

*Real Estate and Facilities
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
October 5-6, 2017 – Fort Collins**

Committee Chair: Bill Mosher, Mark Gustafson (Vice Chair)

Assigned Staff: Jason Johnson, General Counsel, Kathleen Henry, CSU Research Foundation

OPEN SESSION

- | | | |
|---|----------------|----------------------|
| 1. Program Plan Approvals –
Anatomy/Zoology East Revitalization
Chemistry B & C Wing Revitalization | (Lynn Johnson) | Action Item (10 min) |
| 2. Hughes Property Update | (Amy Parsons) | (5 min) |
| 3. Hughes Stadium Deconstruction | (Amy Parsons) | Action Item (5 min) |

EXECUTIVE SESSION

**Board of Governors of the
Colorado State University System
Meeting Date: October 5-6, 2017
Action Item**

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Anatomy Zoology East Wing Revitalization for \$15,921,113.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Anatomy Zoology East Wing Revitalization.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

The Anatomy Zoology (AZ) Building-East Wing is an 81,000gsf main campus building housing laboratories, classrooms and faculty offices. It was built in 1973 and has had limited upgrades over the years. Much of the space was vacated when Biology personnel moved to the new Biology Building in summer 2017. The space was reassigned “as-is” to the College of Veterinary Medicine and Biological Sciences (who also occupy AZ West) as well as to the Vice President of Research for Team Science and Incubator programs and Fish, Wildlife and Conservation Biology. This project will revitalize core building systems and provide life safety, ADA and energy efficiency upgrades. CSU is requesting state funding for the project with the expectation that aesthetic and equipment upgrades will be funded by the new occupants. Estimated cost is \$15,921,113.

A more detailed project description can be found in the attached Summary of Program Plan, and the full program plan is posted at www.facilities.colostate.edu.

**Board of Governors of the
Colorado State University System
Meeting Date: October 5-6, 2017
Action Item**

SUMMARY OF PROGRAM PLAN FOR THE ANATOMY AND ZOOLOGY EAST WING
REVITALIZATION

The Anatomy Zoology (AZ) Building-East Wing is an 81,000gsf main campus building housing laboratories, classrooms and faculty offices. It was built in 1973 and has had limited upgrades over the years. Much of the space was vacated when Biology personnel moved to the new Biology Building in summer 2017. The space was reassigned “as-is” to the College of Veterinary Medicine and Biological Sciences (who also occupy AZ West) as well as to the Vice President of Research for Team Science and Incubator programs and Fish, Wildlife and Conservation Biology. This project will revitalize core building systems and provide life safety, ADA and energy efficiency upgrades.

Components of the east wing revitalization include:

- Upgrade building electrical system to include transformer, switch gear, panels, lighting
- New roof
- Install fire sprinkler system
- New fire alarms
- Asbestos abatement with replacement of ceiling tiles/grid/flooring following abatement
- Upgrade air handling unit to include outside air dampers, heating coils, filter walls, VAV boxes and branch lines.
- Upgrade exhaust fans and return air fan
- Update to DDC controls
- Update to process cooling system

This project will address the deferred maintenance backlog and revitalize building infrastructure, improving the FCI from 67 to 85.

The estimated cost for the project is \$15,921,113 to be paid from State Capital Construction Funds. Once approvals are in place and funding is received, the project is expected to take approximately 30 months to accomplish to coordinate with academic schedules.

Approved

Denied

Board Secretary

Date

**Board of Governors of the
Colorado State University System
Meeting Date: October 5-6, 2017
Action Item**

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the Chemistry B & C Wing Revitalization for \$25,142,239.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Chemistry B & C Wing Revitalization.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

The Chemistry Building B & C Wings encompass 128,100gsf housing laboratories, classrooms and faculty offices. The building is located on main campus and was built in 1971 with limited upgrades over the years. Some research labs were vacated when Chemistry personnel moved to the new Chemistry Building in summer 2017. The space was reassigned “as-is” to Chemistry researchers in need of additional space, the Central Instrument Facility (Vice President of Research) and Chemistry teaching laboratories. This project will revitalize core building systems and provide life safety, ADA and energy efficiency upgrades. CSU is requesting state funding for the project with the expectation that aesthetic and equipment upgrades will be funded by the new occupants. Estimated cost is \$25,142,239.

A more detailed project description can be found in the attached Summary of Program Plan, and the full program plan is posted at www.facilities.colostate.edu.

**Board of Governors of the
Colorado State University System
Meeting Date: October 5-6, 2017
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE CHEMISTRY B & C WING
REVITALIZATION**

The Chemistry Building B & C Wings encompass 128,100gsf housing laboratories, classrooms and faculty offices. The building is located on main campus and was built in 1971 with limited upgrades over the years. Some research labs were vacated when Chemistry personnel moved to the new Chemistry Building in summer 2017. The space was reassigned “as-is” to Chemistry researchers in need of additional space, the Central Instrument Facility (Vice President of Research) and Chemistry teaching laboratories. This project will revitalize core building systems and provide life safety, ADA and energy efficiency upgrades.

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- Upgrade exhaust fans and return air fan
- Update to DDC controls
- Update to process cooling system

This project will address the deferred maintenance backlog and revitalize building infrastructure, improving the FCI from 61 to 85.

The estimated cost for the project is \$25,142,239 to be paid from State Capital Construction Funds. Once approvals are in place and funding is received, the project is expected to take approximately 30 months to accomplish to coordinate with academic schedules.

Approved

Denied

Board Secretary

Date

**Board of Governors of the
Colorado State University System
Meeting Date: Oct 5-6, 2017
Action Item**

MATTER FOR ACTION:

Approval of Hughes Stadium Deconstruction.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves Demolition and/or Deconstruction of Hughes Stadium.

EXPLANATION:

Presented by Amy Parsons, Executive Vice Chancellor, Colorado State University System.

CSU engaged ICON Venue Group to assist with the possible future development and associated valuations for the Hughes Stadium property. In the past year, ICON has communicated with numerous developers in the region regarding how to position this property in the most favorable way to garner the most interest from a variety of developers, keeping in mind diverse potential uses. ICON determined from these efforts that one important step toward this goal will be for the University to assume the work, and any associated risk, of the demolition and/or deconstruction of Hughes Stadium and that the demolition be decoupled from any future development process. There were no development circumstances expressed under which retaining Hughes was seen as an advantage.

Hughes Stadium has been decommissioned and utility services are being maintained at minimal levels for safety. Prompt deconstruction of Hughes Stadium is desirable to eliminate further utility expenditures along with any other costs to maintain the stadium facility and to prevent the vacant property from becoming a nuisance.

The estimated budget range for deconstruction is \$4M-\$6M, depending on the final hazardous materials abatement plan. The project costs will be reimbursed from proceeds of the property sale or ground lease, in accord with previous presentation to the Board. This project does not

Hughes Stadium Deconstruction

**Board of Governors of the
Colorado State University System
Meeting Date: Oct 5-6, 2017
Action Item**

require state approval. The project is estimated to take 9-14 months to complete after Board of Governors approval. CSU Facilities Management will undertake this project upon approval by the Board of Governors.

Approved

Denied

Board Secretary

Date

Section 8

Executive Session

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Section 9

Evaluation Committee

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Section 10

Annual Research Reports

- Colorado State University – Alan Rudolph, VP for Research
- Colorado State University – Pueblo – Rick Kreminski, Provost

State of Research

October 2017

Alan S. Rudolph, Vice President for Research

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



FY17 By the Numbers

\$338.4M

Expenditures in FY17
(1.97% increase)

<p>Overall Awards: \$ 314.1 million (11%)</p>	<p>Federal Awards: \$247.3 million (16%)</p>	<p>Other Non-Federal Awards: \$37.6 million (2.5%)</p>	<p>Industry Awards: \$29.2 million (-9%)</p>
<p>License Agreements: 44</p>	<p>Launched Start Ups: 6</p>	<p>Active Patents & Applications: 203</p>	<p>Inventions Filed: 101</p>

Outstanding Faculty, Internationally Recognized: FY17 Awards ²¹³



Tim Stasevich, J. Lucas Argueso and Tai Montgomery recipients of National Institutes of Health MIRA grants.

Jasmine Donkoh receives National Institutes of Health post-baccalaureate fellowship

Dr. Lappin, Professor of Infectious, Department of Clinical Sciences

Sudeep Pasricha, associate professor, Department of Electrical and Computer Engineering and a Monfort Professor, Rockwell-Anderson Professorship.

Erin Osborne Nishimura and Kelly S. Santangelo 2017 Boettcher Investigators

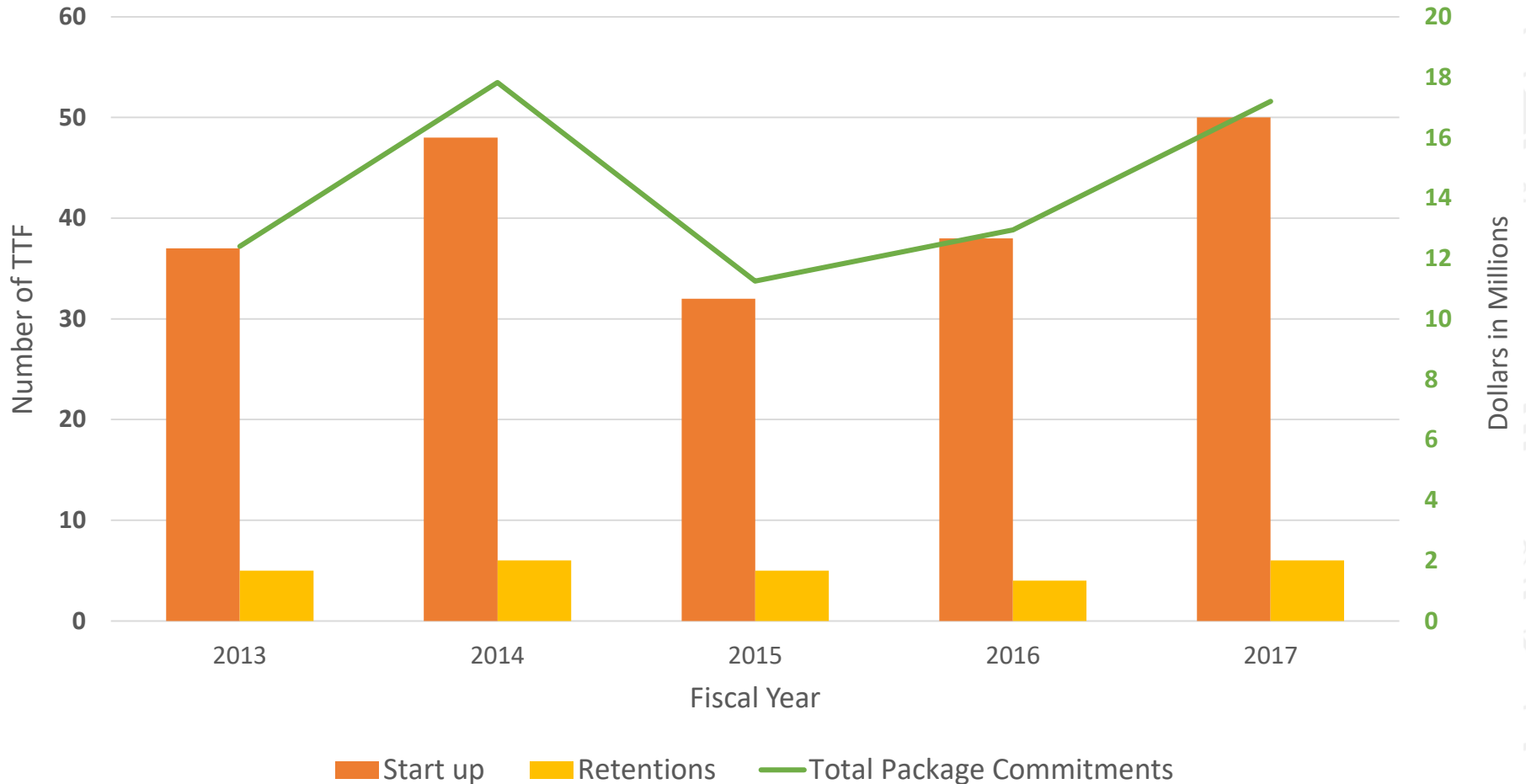
Kate Ross, assistant professor, physics named a Canadian Institute for Advanced Research (CIFAR) Azrieli Global Scholar.

CSU weather radar expert, Chandra knighted by government of Finland

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Sustaining our Faculty Research Excellence: Annual Investments in Our Greatest Resource

Faculty Resource Packages



Research Highlights: Examples ²¹⁵ Impact Return on Investment



Civil & Environmental Engineering

Started in 2007
Start up = \$370,000
47 Publications
59 Proposals Submitted
36 Funded Proposals
Total Funding = \$20 M



Chemistry

Started in 2010
Start up = \$975,000
12 Publications
16 Proposals Submitted
9 Funded Proposals
Total Funding = \$7.5 M



Infectious Disease

Started in 2016
Start up = \$200,000
3 Publications
3 Proposals Submitted
0 Funded Proposals
Pending Funding = \$21 M

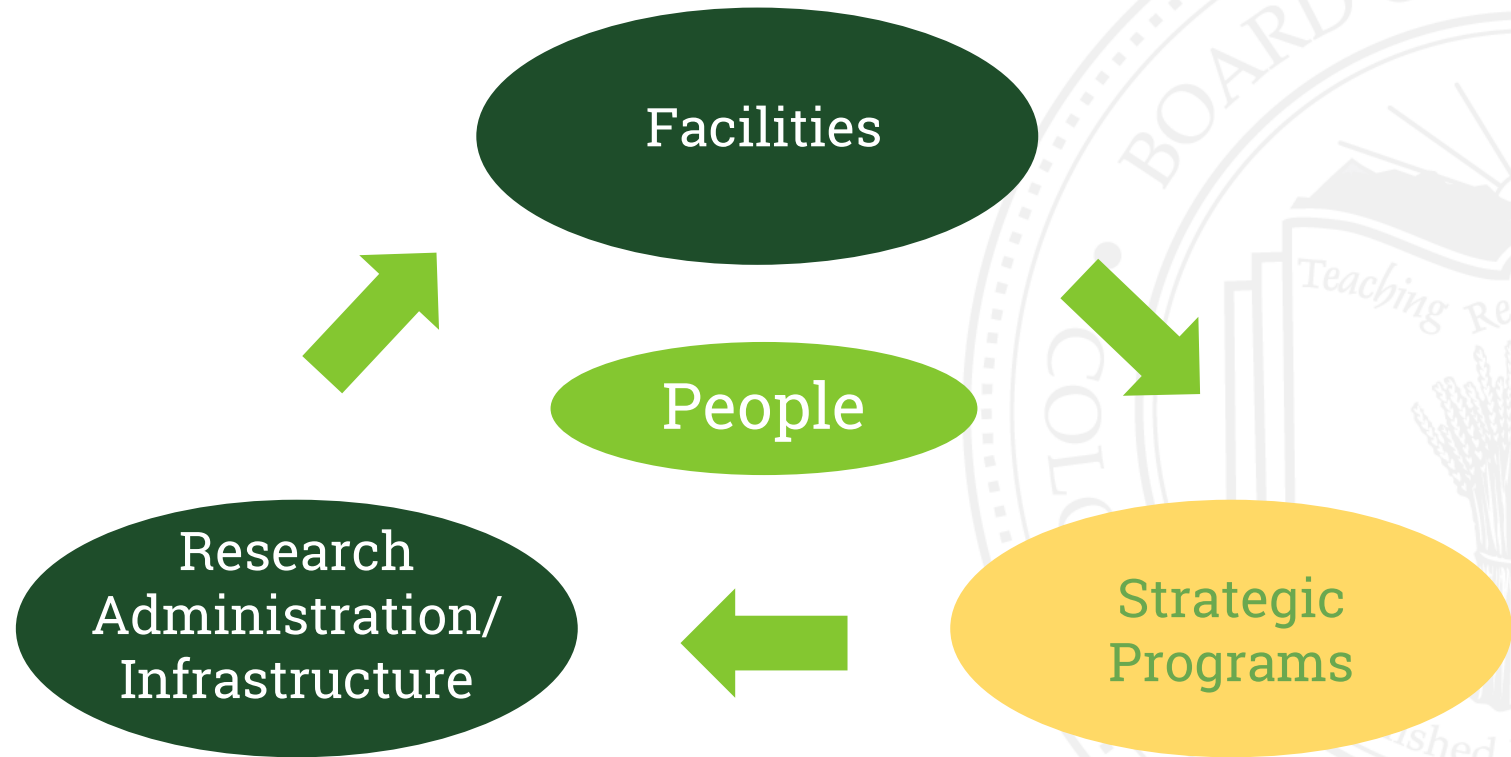
Projected Needs to Recruit Research Faculty \$15M over 3 years

Anticipated use of funds needed to supplement existing resources in support for:

- 4 Presidential Chairs in Engineering
- Staffing in 2-3 Strategic Research Areas
 - Translational Medicine (7-10)
 - Cluster Hires in Aging
- Enhanced Research Equipment, Facilities and Administrative Support



Research and Scholarly Success Initiative: Fortifying the Foundation ²¹⁷



Strategic Programs; Facilitating Team Science to Enhance Capacity and Impact

Collaborative, multidisciplinary team science

- Catalyst for Innovative Partnerships Program
- School of Global Environmental Sustainability
- Cluster Hires (Microbiome, Aging, Air Quality and Health)

Facilities needs: shared, open, collaborative spaces

- Meetings, cross-fertilization of faculty
- Core Shared Realize Instrumentation
- Communication & collaboration technology

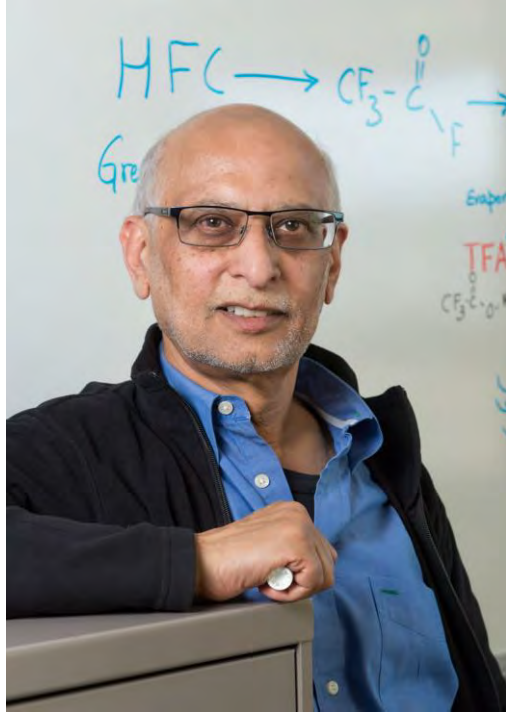
Identified Team Science Spaces

- Johnson Hall
- Anatomy/Zoology Building
- Scott bioengineering building
- Design building (2019)



National Research
Council, National
Academies Report
(2015)

Catalyst for Innovative Partnership Team Partnership for Air Quality, Climate and Health

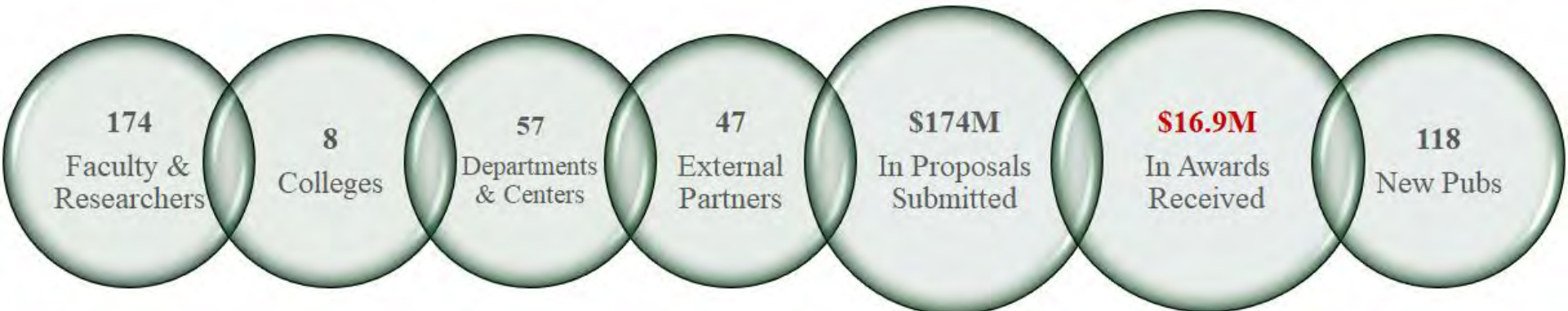


“The combination of the cluster hire and CIP has allowed us to form a team of physical scientists, social scientists, and engineers to work together. This has enabled us to make big bets.”

-A.R. Ravishankara, Professor of Chemistry & Atmospheric Science, National Academy Member



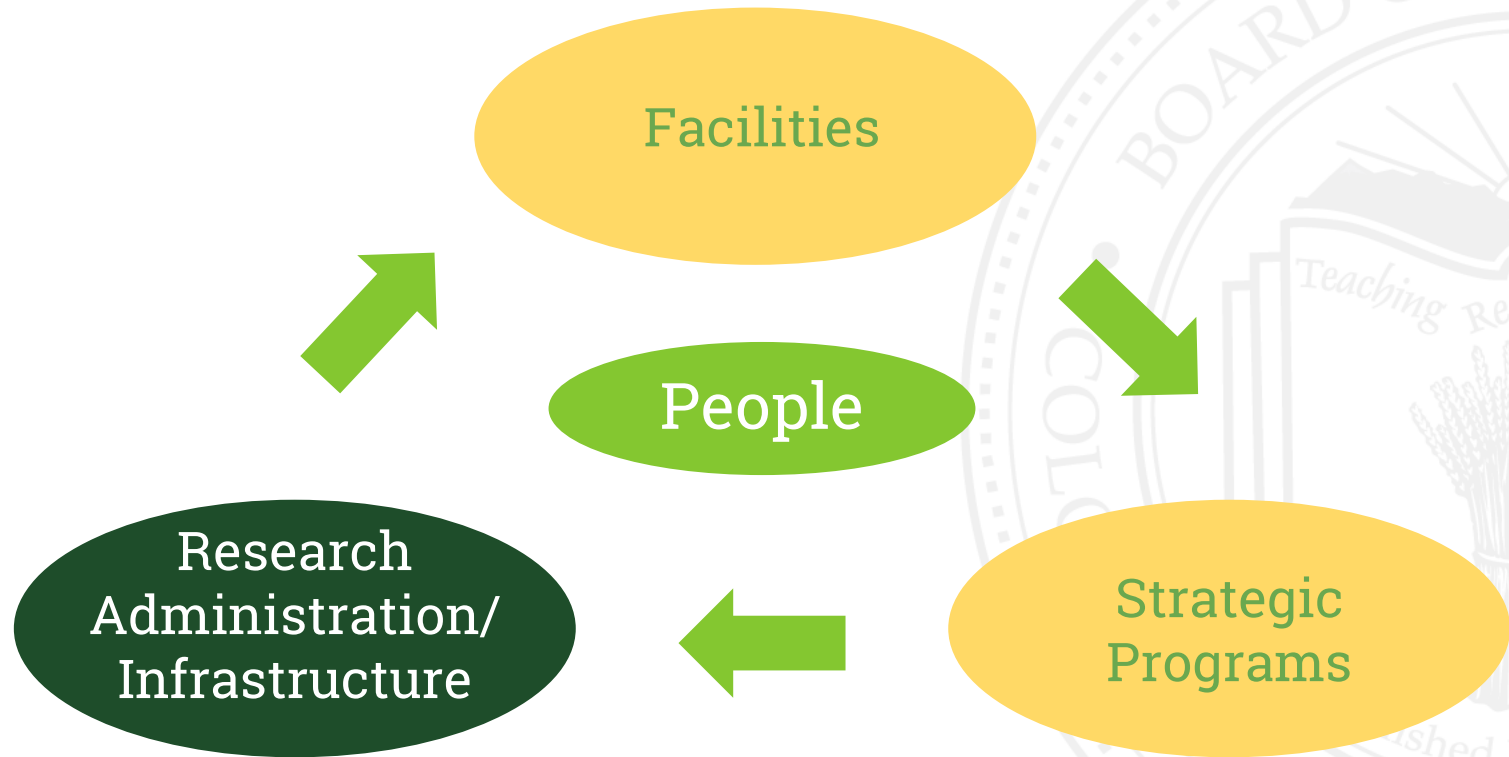
1st CIP Class Results:



New Catalyst for Innovative Partnership Teams

- **TerraForma: Simulating Reality in Artificial Ecosystems**
 - Agriculture, Vet Medicine, Engineering
- **Enriched Environments for the Healthy, Aging Brain**
 - Natural Sciences, Health and Human Sciences, Liberal Arts
- **Securing Life Science Infrastructures**
 - Business, Liberal Arts, Natural Sciences, Vet Medicine, Engineering
- **TagTeam: New Molecular Tags for In Vivo Imaging and Editing**
 - Natural Sciences, Vet Medicine, Engineering
- **Rural Wealth Creation: Exploring food systems-led development strategies**
 - Agriculture, Health and Human Sciences, Liberal Arts, Vet Medicine, Engineering, Natural Resources

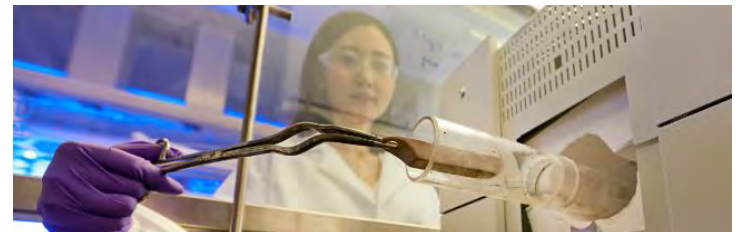
Research and Scholarly Success Initiative: ²²¹ Fortifying the Foundation



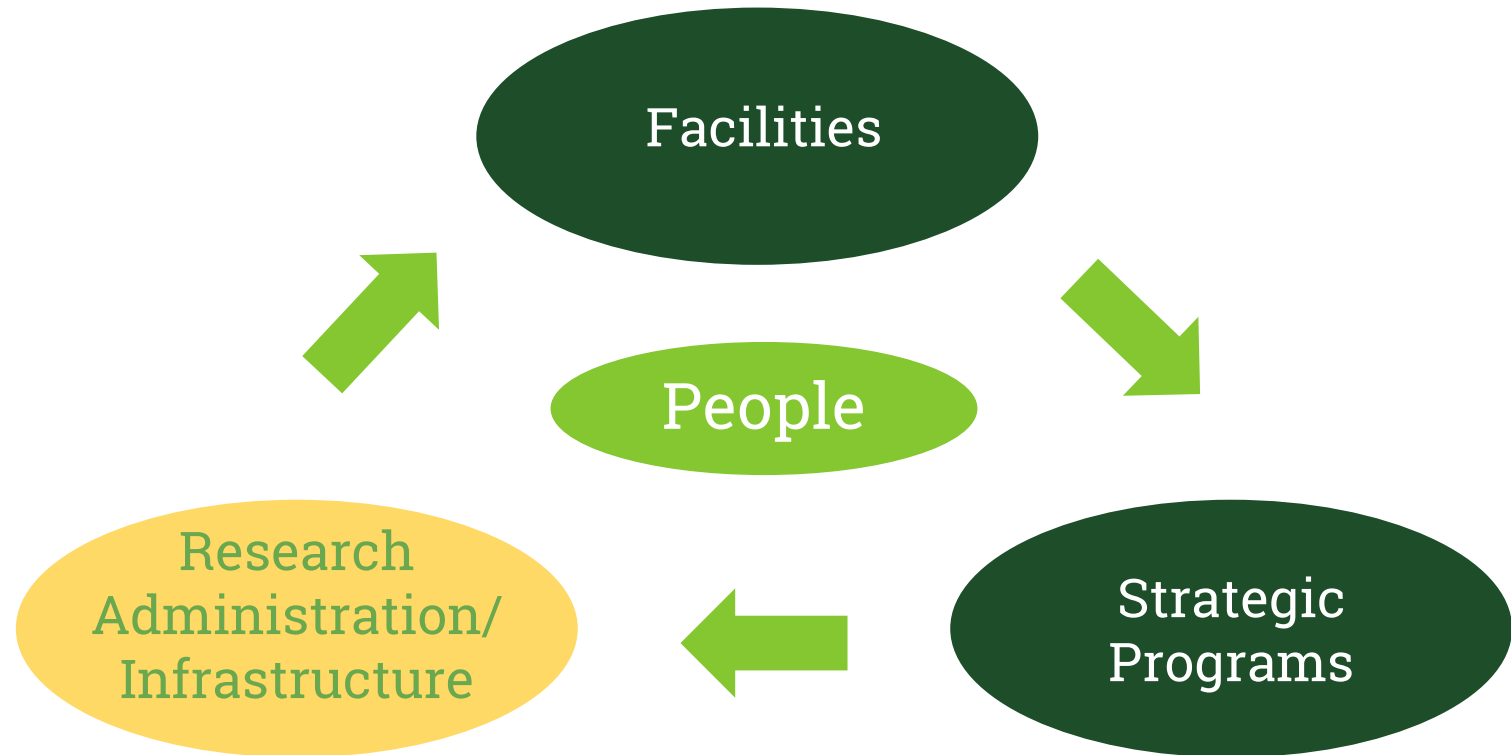
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Good Science Requires State of the Art Research Facilities: FY17 Investments

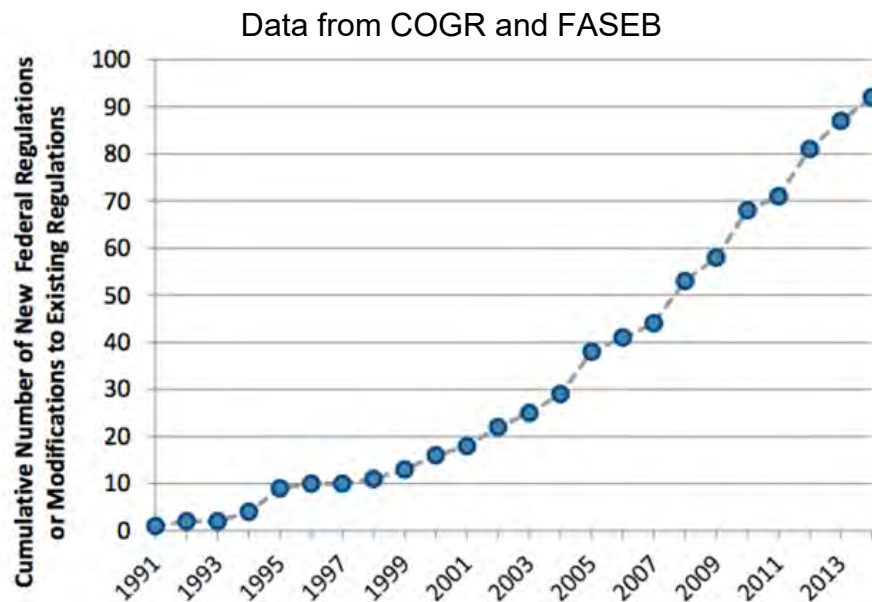
- Plant Growth Lighting Enhancement
- Colorado State University C-band polarimetric (CSU-CPOL) Radar Facility
- Thermal cooling in Computer Sciences
- Engineering Research Center (ERC) Water Pipe Repair
- Center for Literary Publishing and Public Lands History Center Renovation
- Deer Facilities Mechanical Systems and Wastewater Systems for Animal Safety
- The Functional Foods for Health Clinical Research Facility
- Central Instrument Facility (CIF) Laboratory CORE
- Applied Isotope Research for Industry and the Environment (AIRIE)



Research and Scholarly Success Initiative: Fortifying the Foundation



Research Administration Update



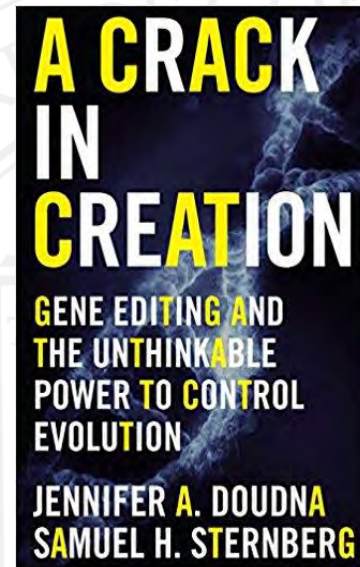
“The RamAround meeting have been an opportunity for all Research Administrators to come together to help implement much needed policies and consistencies across campus.”

Shannon Irey, Research Project Manager,
Dept. of Atmospheric Sciences

- Audit activity increased with enhanced risk from complex operations
 - Federal Effort Reporting
 - Military Land Management
- Significant investments in meeting new compliance mandates
- Electronic research administration system improvements
- New Research Acceleration Office with focus on complex and large proposals is making impacts

Looking Ahead

- Federal funding uncertainty
- Gene editing tool
- Ag Innovation & National Western Center alignment
- Food, energy, water
- Research and Scholarly Success Initiative



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Questions?

Research Report

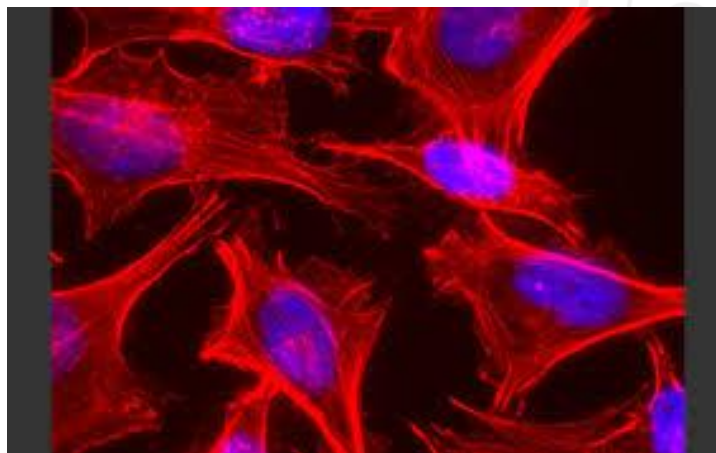
Colorado State University – Pueblo

October 5-6, 2017
Dr. Rick Kreminski
Provost/Executive VP for Academic Affairs

BOARD OF GOVERNORS *of the*
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- (1) Summary data of grants in recent past
- (2) Some grant highlights
- (3) Faculty research activity
- (4) Campus-wide dissemination events



(1) Summary of external grant submissions²²⁹

FY2014

# submitted	26		
# funded	10 (39%)	\$ funded	\$85K

FY2015

# submitted	21		
# funded	15 (71%)	\$ funded	\$4.979M

FY2016

# submitted	32		
# funded	19 (59%)	\$ funded	\$10.065M

FY2017*

# submitted	30		
# funded	14 (47%)	\$ funded	\$4.502M

*Some still pending

(2) Some grant/contract/appropriation highlights

- Institute of Cannabis Research - \$270K from Pueblo County (ends Dec 2017), \$1.8M from legislature (all for research) in FY2018 (doubled from FY2017). Launch of journal w/BioMed Central/Springer Nature in 2018.
- US Department of Education Title III grant, Communities to Build Active STEM Engagement (CBASE), \$5.9M over 5 years; includes STEM center for education and engagement, research-based course redesign, multi-layered learning communities including STEM post-doctoral science and education researchers, upper-level students mentoring lower-level students



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(2) Some grant highlights

Internally funded SEED and SURP grants:

- SEED grants – seed monies for faculty research, to lead to journal article submission and/or sufficient research data that can then lead to external grant submission. Typically ~10-15 awarded per year, ~\$5K-\$8K each (11 this year, \$3K-\$8K each)
- SURP grants – summer undergraduate research program grants, to fund students and supplies. Typically ~10-15 awarded each summer (10 summer 2017, \$1.5K-\$2K each).

(3) Sample of recent faculty activity (CY2015)²³²

Of 122 tenured/tenure-track faculty in that recent snapshot...

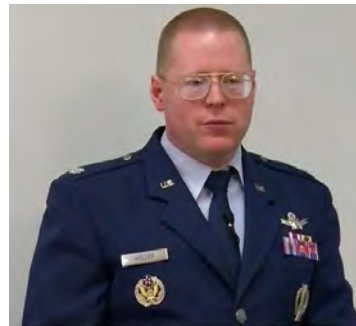
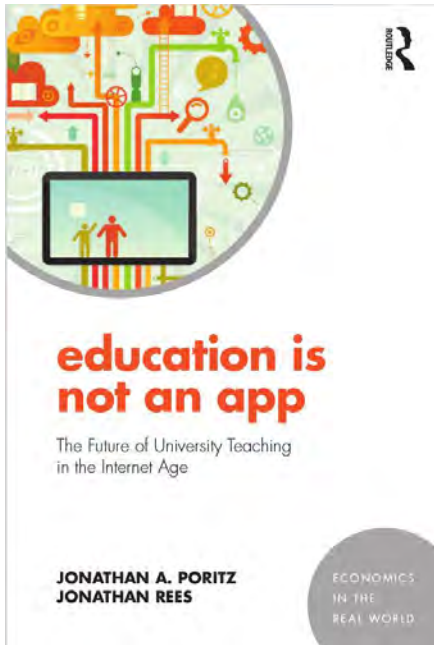
- 36 had a peer-reviewed journal article, book chapter, or book published (does not include many peer-reviewed conference proceedings publications nor contracted technical reports)
- 5 had books published; several had book contracts
- These totals do not include several fine arts faculty who had juried showings or invited performances (including one documentary)



(3) Sample of recent faculty activity (CY2016)

Book contracts during last year (and ongoing) include the following publishers:

- University of New Mexico Press
- University Press of Kentucky
- Johns Hopkins University Press
- University of Illinois Press
- University of Utah Press
- Routledge



BOARD OF GOVERNORS of the COLORADO STATE UNIVERSITY SYSTEM

(4) Campus dissemination

Fifth Annual campus-wide Student Works Symposium April 7 2017

- 32 posters (most with 2+ student coauthors)
- 42 oral presentations (most with 2+ student coauthors)
- 169 student presenters from biology, business, chemistry, communication and rhetoric, engineering, English/creative writing, mass communication, music, nursing (BS and MS), psychology, sociology

CSU–Pueblo
5th Annual

2017 STUDENT
SYMPOSIUM

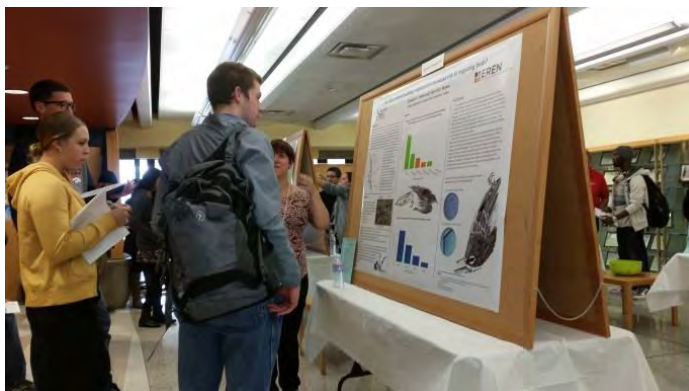
A Celebration of Research, Scholarship & Creative Activity

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

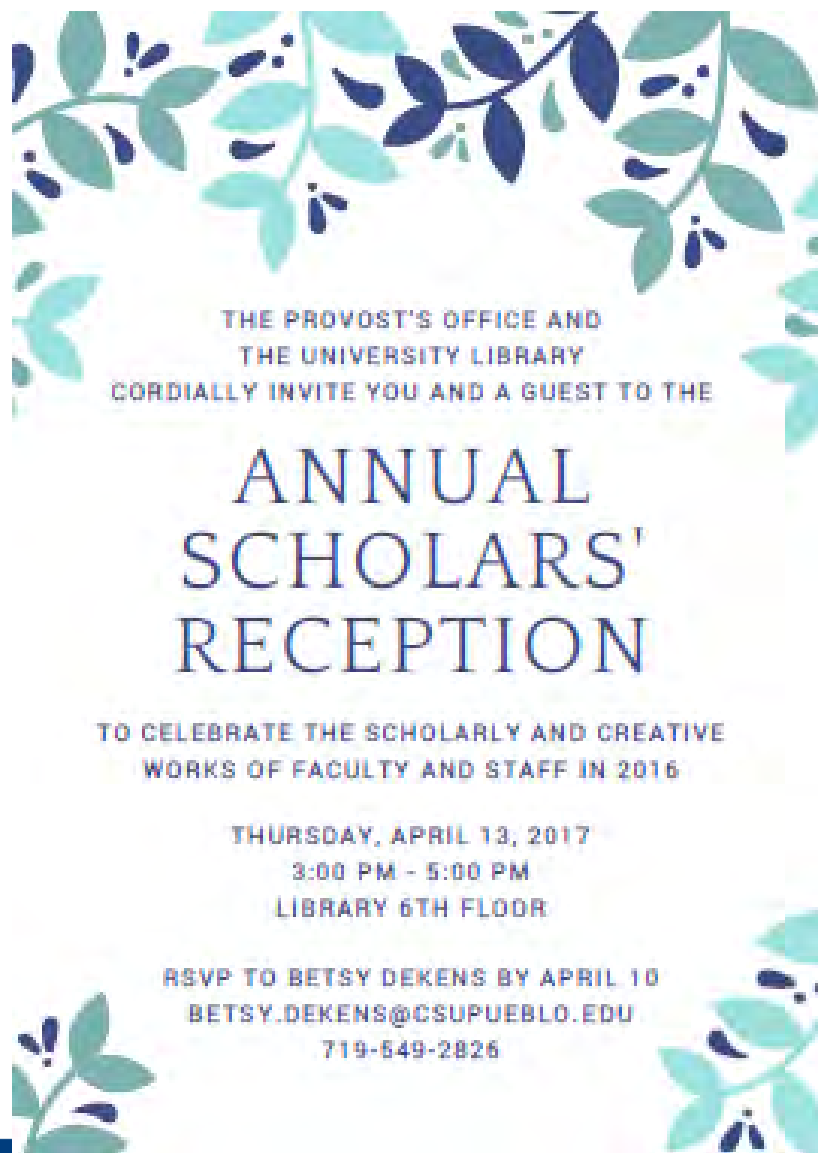
(4) Campus dissemination

College and departmental activities – examples:

- Annual spring psychology student research forum
- Annual fall College of Science and Mathematics student research symposium (12th annual fall 2016)



(4) Campus dissemination



Annual Scholars reception – Faculty and staff with scholarly/creative activity within the past year invited to reception; works on display, guest speaker, dean introductions of faculty/staff

13 faculty from CEEPS, 28 from CHASS, 11 from CSM, 13 from HSB, 3 from library, 3 staff

BOARD OF GOVERNORS *of the*
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Other

Conferences hosted include...

- Institute of Cannabis Research, first annual conference ICR2017, April 28-30, 2017 (500+ attendees from 19 states and 5 foreign countries, 75+ presentations, ~100 total presenters) (and 2nd annual conference April 27-28, 2018)
- 100th anniversary meeting of the Rocky Mountain Section of the Mathematical Association of America, April 21–22, 2017
- 2nd annual Southern Colorado Conference for the Humanities, Arts and Social Sciences (SOCO) conference April 7 2017 (as an innovation, held at multiple locations in downtown Pueblo, e.g. Pueblo Historical Society, Latino Chamber of Commerce, Brues Alehouse, Songbird Cellars)



BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Questions?

Section 11

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
October 6, 2017**

Audit

1. *Discussion/Presentation* – Status of FY 2017-2018 Audit Plan 5 min.
2. *Discussion/Presentation* – Past Due Audit Recommendations 5 min.
3. *Discussion/Presentation/Action* – Action on Audit Policies 15 min.
 - Revised Audit Charter and CSUS Policy 111
 - CSUS Policy 209: Competition with Private Enterprise
 - CSUS Policy 210: Financial Fraud.

Finance

4. *Discussion/Presentation* – State Budget Update 10 min.
5. *Discussion/Presentation* – Campus Budget Updates with Tuition Discussion 30 min.
6. *Discussion/Presentation* – CSU And CSU-Pueblo Update ORP Report 15 min.
7. *Discussion/Presentation* – CSU System Treasury Update. Update on Series 2017 A&B 5 min.
8. *Discussion/Presentation/Action* – Overview of Interest Rate Swaps. 20 min.
 - Action on Interest rate exchange agreement regarding variable rate system enterprise revenue bonds.

Board of Governors
Audit/Finance Committee
October 6, 2017

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Agenda Item 1: Status of FY 2017-18 Audit Plan

**Colorado State University System
Department of Internal Audit
Status of FY 2017-2018 Audit Plan**

Institution	Audit Area	Reporting Area	Status
Carry Forward from FY 2016-2017			
CSU	Data Centers (IT)	VPIT	Closed
CSU	Social Media (IT)	VP External Relations	
CSU	Disaster Preparedness (IT)	VPIT	Fieldwork
CSU	Data Security-Advancement	VP Advancement	
CSU	Management of Financial Commitments	President/Provost/VPUO	Fieldwork
CSU	Office of Sponsored Programs - transition	VP Research	Report 18-01
CSU	Facilities-Campus design and Construction	VPUO	
CSUP	Human Resources	President	
CSUP	Office of International Programs	President	Fieldwork
New for 2017-2018			
CSUP	Chartwells Revenue contract close-out	Auxiliaries	
CSU	Automatic Journal Entries	VPUO	Planning
CSU	Department Codes-Best Practices	Provost	
CSU	VP Enrollment and Access-transition	Provost	
CSU	Athletics Compliance	President	
CSU	Veterinary Teaching Hospital	Provost	
CSU	CSURF/CSUF Operating Agreements	President/VPUO	
CSU	Health Center-Insurance Billing	VPSA	
CSUS	System-wide Strategic Planning-shared Resources	Chancellor	
CSU	Research Integrity and Compliance Review Office	Provost	
CSU	INTO	Provost	
CSU	Physical Security/Access to Facilities in On-Campus Programs for Children	President/Safety Committee	
CSUP	Accounts Receivable	VPFA	
CSUP	Payroll	VPFA	
CSUGC	Cloud Computing	President	
CSUS	Internal Audit Quality Assurance Review	IA	Fieldwork
CSU	Special Project – Continuous Auditing	Various	Ongoing

Agenda Item 2: Past Due Audit Recommendations



Internal Auditing

All Overdue Recommendations

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date
16-04	Athletics	CSU-P	16	The Controller should review and update facility rental rates according to Procedure 6.9. Supporting documentation of the rate review should be maintained.	Agree. The Controller's office will ensure that the rental rates are updated for the FY 2016-17 operating year.	5/31/2016	12/01/2017
16-04	Athletics	CSU-P	26	The Vice President of Finance and Administration should amend the CSU-Pueblo Administrative/Profession handbook to require annual filings of conflict of interest forms.	Agree. Appropriate amendments to the CSU-Pueblo Administrative/ Professional handbook have been drafted. The VPFA has met with IT staff to create an online approval and tracking system. Changes to the handbook require approval by the CSUS BOG.	6/30/2016	10/31/2017
16-06	Risk Management & Insurance	CSU	2	Consider engaging a consultant to evaluate the adequacy of CSU insurance reserves, and make recommendations as to a methodology that can be used to evaluate the adequacy of the reserves.	Agree. RMI has recently retained the services of AON Risk Services. AON will assist RMI to evaluate CSU's insurance reserves, and to make recommendations as to a methodology that can be adopted to evaluate adequacy of reserves.	7/1/2016	12/31/2017
16-13	Residence Life and Housing	CSU-P	5	Train Housing staff on Quali and how to accurately assign costs between residence hall GL accounts.	Agree. BFS will work to provide Housing appropriate Quali and cost allocation training for the Housing staff throughout FY 2017.	7/1/2017	11/01/2017

Agenda Item 3:

Revised Audit Charter and CSUS Policy 111;
CSUS Policy 209 Competition with Private Enterprise;
CSUS Policy 210 Financial Fraud

Action Item

The Board of Governors of the
Colorado State University System
Meeting Date: October 6, 2017

MATTERS FOR ACTION:

Approval of revised CSUS Policy 111: Audit Charter, and approval of the new CSUS Policy 209: Competition with Private Enterprise, and CSUS Policy 210: Financial Fraud.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves and adopts revised CSUS Policy 111: Audit Charter, the new CSUS Policy 209: Competition with Private Enterprise, and the new CSUS Policy 210: Financial Fraud.

EXPLANATION PRESENTED BY: Susy Serrano, Director of Internal Auditing, and Jason L. Johnson, General Counsel.

In August 2017, the Board of Governors of the Colorado State University System (Board) approved an updated Policy and Procedures Manual to govern how the Board discharges its constitutional and statutory responsibilities. From time to time, in order to follow best practices or to comply with new statutory regulations, the Policy and Procedures Manual is updated. Accordingly, a revised policy and two new policies are being brought forward for Board approval.

- Policy 111: CSUS Board Audit Charter Policy – The policy has been revised to incorporate the professional practice standards and further define the role and responsibilities of Internal Audit.
- Policy 209: CSUS Board Competition with Private Enterprise Policy – The new policy directs each institution to adopt formal, written procedures to receive and respond to complaints of competition with private enterprises in accordance with CRS § 24-113-104(3)(a).
- Policy 210: CSUS Board Financial Fraud Policy – The new policy outlines the responsibilities, definitions and procedures to investigate and act on alleged financial fraud with respect to CSU System and institutional funds, resources and property.

Upon approval of these policies, the Policy and Procedures Manual will be amended accordingly, both in the official hard copy maintained in the CSU System Office and on the CSUS website.

Approved

Denied

Scott C. Johnson, Board Secretary

Date

Audit Charter

This Charter shall be effective this 6th day of October, 2017

Purpose and Mission

The purpose of the Colorado State University System (System) Internal Audit (IA) department is to provide the Colorado State University System Board of Governors, the Chancellor, and senior management with independent, objective assurance and consulting services designed to add value and improve the System's operations. The mission of IA is to enhance and protect organizational value by providing risk-based and objective assurance, advice, and insight. IA helps the System accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and control processes. This IA Charter of Operations is intended to supplement Article VIII of the Bylaws relating to the Director of IA and is authorized by Article XII of the Bylaws.

Standards for the Professional Practice of Internal Auditing

IA will govern itself by adherence to the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework, including the Core Principles for the Professional Practice of Internal Auditing, the Code of Ethics, the International Standards for the Professional Practice of Internal Auditing, and the Definition of Internal Auditing. The Information Systems Audit and Assurance professionals will additionally adhere to the mandatory standards of the Information Technology Assurance Framework (ITAF) and the Code of Ethics of the Information Systems Audit and Control Association (ISACA). Members of the IA Department are responsible for maintaining the high standards of conduct, independence, and character necessary to provide proper and meaningful internal auditing for the System.

Authority

The Director of IA will have unrestricted access to, and communicate and interact directly with, the Chancellor and Audit and Finance Committee, including in private meetings without management present.

The Audit and Finance Committee authorizes the Director of IA and IA staff to:

- Have full, free, timely, and unrestricted access to all functions, records, property, information systems, consultants, contractors, and other personnel pertinent to carrying out any engagement, subject to accountability for confidentiality and safeguarding of records and information.
- Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques required to accomplish audit objectives, and issue reports.

- Obtain assistance from the necessary personnel of any of the System institutions, as well as other specialized services from within or outside the organization, in order to complete the engagement.

Independence and Objectivity

The Director of IA will ensure that IA remains free from all conditions that threaten the ability of internal auditors to carry out their responsibilities in an unbiased manner, including matters of audit selection, scope, procedures, frequency, timing, and report content. If the Director of IA determines that independence or objectivity may be impaired in fact or appearance, the details of impairment will be disclosed to appropriate parties.

The Director of IA will report functionally to the Audit and Finance Committee and administratively (i.e., day-to-day operations) to the Chancellor. The Director of IA is ultimately accountable to the Board and shall have a direct reporting relationship to the Board through its Audit and Finance Committee. The following activities undertaken by the Audit and Finance Committee are examples of functional reporting to the Board:

- Approving the IA charter.
- Approving the risk-based internal audit plan.
- Approving IA's budget and resource plan.
- Receiving communications from the Director of IA on IA's performance relative to its plan and other matters.
- Approving decisions regarding the appointment and removal of the Director of IA.
- Approving the remuneration of the Director of IA.
- Making appropriate inquiries of management and the Director of IA to determine whether there is inappropriate scope or resource limitations.

Internal auditors will maintain an unbiased mental attitude that allows them to perform engagements objectively and in such a manner that they believe in their work product, that no quality compromises are made, and that they do not subordinate their judgment on audit matters to others.

Internal auditors will have no direct operational responsibility or authority over any of the activities audited. Accordingly, internal auditors will not implement internal controls, develop procedures, install systems, prepare records, or engage in any other activity that may impair their judgment, including:

- Assessing specific operations for which they had responsibility within the previous year.
- Performing any operational duties for the System, its campuses, or its affiliates.
- Initiating or approving transactions external to IA.
- Directing the activities of any System employee not employed by IA, except to the extent that such employees have been appropriately assigned to auditing teams or to otherwise assist internal auditors.

Where the Director of IA has or is expected to have roles and/or responsibilities that fall outside of internal auditing, safeguards will be established to limit impairments to independence or objectivity.

Internal auditors will:

- Disclose any impairment of independence or objectivity, in fact or appearance, to appropriate parties.
- Exhibit professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined.
- Make balanced assessments of all available and relevant facts and circumstances.
- Take necessary precautions to avoid being unduly influenced by their own interests or by others in forming judgments.

The Director of IA will confirm to the Audit and Finance Committee, at least annually, the organizational independence of IA.

The Director of IA will disclose to the Audit and Finance Committee any interference and related implications in determining the scope of internal auditing, performing work, and/or communicating results.

Scope of Internal Audit Activities

The scope of internal audit activities encompasses, but is not limited to, objective examinations of evidence for the purpose of providing independent assessments to the Audit and Finance Committee, the Chancellor, senior management, and outside parties on the adequacy and effectiveness of governance, risk management, and control processes for the System. IA assessments include evaluating whether:

- Risks relating to the achievement of the System's strategic objectives are appropriately identified and managed.
- The actions of the System's officers, directors, employees, and contractors are in compliance with the System's policies, procedures, and applicable laws, regulations, and governance standards.
- The results of operations or programs are consistent with established goals and objectives.
- Operations or programs are being carried out effectively and efficiently.
- Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact the System.
- Information and the means used to identify, measure, analyze, classify, and report such information are reliable and have integrity.
- Resources and assets are acquired economically, used efficiently, and protected adequately.

The Director of IA will report periodically to senior management and the Audit and Finance Committee regarding:

- IA's purpose, authority, and responsibility.
- IA's plan and performance relative to its plan.
- IA's conformance with The IIA's Code of Ethics and Standards, and action plans to address any significant conformance issues.
- Significant risk exposures and control issues, including fraud risks, governance issues, and other matters requiring the attention of, or requested by, the Audit and Finance Committee or senior management.
- Results of audit engagements or other activities.
- Resource requirements.
- Any response to risk by management that may be unacceptable to the System.
- The Director of IA considers relying upon the work of other internal and external assurance and consulting service providers as needed. IA may perform advisory and related client service activities, the nature and scope of which will be agreed with the client, provided IA does not assume management responsibility.
- Opportunities for improving the efficiency of governance, risk management, and control processes may be identified during engagements. These opportunities will be communicated to the appropriate level of management.

Responsibility

The Director of IA and the IA staff have the responsibility to:

- Submit, at least annually, to senior management and the Audit and Finance Committee a risk-based internal audit plan for review and approval.
- Communicate to senior management and the Audit and Finance Committee the impact of resource limitations on the internal audit plan.
- Review and adjust the Internal Audit plan, as necessary, in response to changes in the System's business, risks, operations, programs, systems, and controls.
- Communicate to senior management and the Audit and Finance Committee any significant interim changes to the Internal Audit plan.
- Ensure each engagement of the Internal Audit plan is executed, including the establishment of objectives and scope, the assignment of appropriate and adequately supervised resources, the documentation of work programs and testing results, and the communication of engagement results with applicable conclusions and recommendations to appropriate parties.
- Follow up on engagement findings and corrective actions, and report periodically to senior management and the Audit and Finance Committee any corrective actions not effectively implemented.
- Ensure the principles of integrity, objectivity, confidentiality, and competency are applied and upheld.
- Ensure IA collectively possesses or obtains the knowledge, skills, and other competencies needed to meet the requirements of the Internal Audit charter.

- Ensure trends and emerging issues that could impact the System are considered and communicated to senior management and the Audit and Finance Committee as appropriate.
- Ensure emerging trends and successful practices in internal auditing are considered.
- Establish and ensure adherence to policies and procedures designed to guide IA.
- Assist in the investigation of significant suspected fraudulent activities within the System and notify the Chancellor and Audit and Finance Committee of the results.
- Assist in assessing and addressing reports generated through the Compliance Reporting Hotline.
- Ensure adherence to the relevant policies and procedures of the System and its campuses, unless such policies and procedures conflict with the Internal Audit Charter. Any such conflicts will be resolved or otherwise communicated to senior management and the Audit and Finance Committee.
- Ensure conformance of IA with the Standards, with the following qualifications:
- If IA is prohibited by law or regulation from conformance with certain parts of the Standards, the Director of IA will ensure appropriate disclosures and will ensure conformance with all other parts of the Standards.
- If the Standards are used in conjunction with requirements issued by other authoritative bodies, the Director of IA will ensure that IA conforms with the Standards, even if IA also conforms with the more restrictive requirements of the other authoritative bodies.

Reporting

A written report will be prepared and issued by the Director of IA or designee following the conclusion of each audit. A copy of each audit report will be forwarded to the Chancellor, the Audit and Finance Committee and to other affected parties. The Director of IA or designee may include in the audit report the auditee's response and corrective action taken or to be taken in regard to the specific findings and recommendations. Management's response should include a timetable for anticipated completion of the corrective action to be taken and an explanation for any recommendations not addressed by corrective action.

Quality Assurance and Improvement Program

IA will maintain a quality assurance and improvement program that covers all aspects of IA. The program will include an evaluation of IA's conformance with the Standards and an evaluation of whether internal auditors apply The IIA's and ISACA's Code of Ethics. The program will also assess the efficiency and effectiveness of IA and identify opportunities for improvement. The Director of IA will communicate to senior management and the Audit and Finance Committee on IA's quality assurance and improvement program, including results of internal assessments (both ongoing and periodic) and external assessments conducted at least once every five years by a qualified, independent assessor or assessment team from outside the System.

Approval/Signatures

Internal Auditing Director

Date

Audit and Finance Committee Chair

Date

Chancellor

Date

COLORADO STATE UNIVERSITY SYSTEM**Policy and Procedures Manual**

SUBJECT: GOVERNANCE

Policy 111: CSUS Board Audit Charter Policy

Purpose and Mission

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Policy 111: CSUS Board Audit Charter Policy

History: Policy and Procedures Manual effective October 4, 2013 by Board Resolution
Amended August 2, 2017 by Board Resolution
Amended October 5, 2017 by Board Resolution

COLORADO STATE UNIVERSITY SYSTEM

Policy and Procedures Manual

SUBJECT: BUDGET AND FINANCE

Policy 209: CSUS Board Competition with Private Enterprise Policy

Board Policy

Each institution shall adopt formal, written procedures for receiving and responding to complaints of competition with private enterprise in accordance with C.R.S. § 24-113-104(3)(a). Appeals from final institution decisions will be made to the Chancellor, as designee of the Board.

Procedures

- A. The institution's procedures shall contain, at a minimum:
1. A requirement that all such complaints be made in writing, and instructions for how to submit the complaint.
 2. A designation of the university official who will render an initial determination on the complaint.
 3. An opportunity for the complainant to receive a hearing, upon timely request, if the initial determination made by the designated university official is unfavorable to the complainant. The complainant shall have an opportunity to submit written documentation and oral testimony in support of the complaint. Formal rules of discovery and evidence will not apply.
 4. A designation of the university official who will make the final institutional decision on the matter based upon the evidence presented at the hearing. Decisions will be based on the preponderance of the evidence standard.
 5. A requirement that oral hearings be recorded.
- B. Appeals to the Chancellor, as the Board's designee, will be based upon the written record and recorded oral testimony, which will be transcribed. No new evidence will be allowed on appeal, but the Chancellor may, in its sole and absolute discretion, allow brief written arguments to be submitted. Any appeal to the Chancellor must be made within fifteen (15) working days after the final institutional decision. The Chancellor's decision will be based on the preponderance of the evidence standard, and that decision will be final.
- C. Annual Reporting
- The Board shall be advised annually of all complaints made pursuant to this policy and their final disposition.

COLORADO STATE UNIVERSITY SYSTEM

Policy and Procedures Manual

SUBJECT: BUDGET AND FINANCE

Policy 210: CSUS Board Financial Fraud Policy

Board Policy

The Colorado State University System is committed to upholding the highest standards of honest behavior, legal and ethical conduct, and fiduciary responsibility with respect to CSUS and institutional funds, resources, and property. All members of the CSUS community have a responsibility for the stewardship of the CSUS's resources.

Management is responsible for the detection and prevention of fraud, misappropriation, and other irregularities. As such, CSUS seeks to prevent and detect any fraud or irregularities and will diligently pursue any instance that involves financial fraud. It is a violation of this policy for any employee to engage in financial fraud, as defined below.

Scope of Policy

This policy applies to any irregularity, or suspected irregularity, involving employees, consultants, vendors, contractors, sponsored program awardees, and any outside entities with a business relationship with CSUS.

Definitions

Financial fraud ("fraud") is defined as a deliberate act or deliberate failure to act with the intent to obtain unauthorized financial benefit from the CSUS or University for oneself or any other person or entity not authorized by the CSUS or University to receive such benefits. Fraud includes, but is not limited to, any of the following:

- a. Misappropriation or concealment of CSUS or University funds or property;
- b. Intentional impropriety in the handling of money or financial transactions;
- c. Forgery, falsification, or alteration of documents and/or information (e.g., checks, bank drafts, deposit tickets, promissory notes, travel expense reports, contractor agreements, purchase orders, invoices, electronic files, etc.);
- d. Deviations from standard procedures in the handling or reporting of money, cash equivalents or financial transactions, with the intent to obtain an unauthorized financial benefit;
- e. Misappropriation of petty cash;
- f. Misuse of a CSUS or University Procurement Card, State Travel Card, or other University or CSUS credit mechanism for personal gain;
- g. Claiming reimbursement for travel costs not actually incurred, or for which reimbursement was already received;

- h. Theft of any CSUS or University asset (including furniture, fixtures or equipment, data, trade secrets and intellectual property);
- i. Authorizing payment to vendors when it is known that the goods were not received by the University, or services were not performed for the CSUS or University;
- j. Soliciting or accepting money, loans, credits, discounts, gifts, entertainment, favors, or services from present or potential vendors in exchange for influencing or attempting to influence any purchasing decision;
- k. Misuse of CSUS or University facilities, such as vehicles, telephones, mail systems, or computer equipment in violation of CSUS or University policy;
- l. Violation of CSUS or University purchasing procedures and requirements;
- m. Engaging in bribery, kickbacks, or seeking unauthorized rebates; and
- n. Actions related to concealing or perpetuating any of the foregoing activities.

Reporting Suspected Fraud

All employees of the CSUS or institution have an affirmative obligation to report suspected fraud. Reports should be made to the [Compliance Reporting Hotline](#) (1-855-263-1884) or directly to Internal Auditing or Office of General Counsel. Reports may be made anonymously. Reports must be made in good faith based on a reasonable belief that fraud may have occurred; a legal certainty is not required. A supervisor or administrator who receives a report of suspected fraud from an employee likewise has an obligation to report it to the Compliance Reporting Hotline, Internal Auditing, or the Office of General Counsel. The supervisor or administrator may make initial inquiries to the matter reported, but shall not independently initiate or conduct an investigation.

Responsibility For Conducting Investigations

Primary responsibility for investigating reports of suspected fraud belongs to Internal Audit, which will work with a team consisting of Office of General Counsel, appropriate law enforcement agency, and other agencies, offices or departments as needed to provide relevant expertise. The Director of Internal Audit may engage external auditors, law enforcement, or other investigators to assist with the investigation. Decisions to refer any matter to law enforcement authorities or regulatory agencies will be made in conjunction with the General Counsel and senior administration.

Cooperation with Investigation

All employees of the CSUS and institutions have an affirmative obligation to fully cooperate with the investigation.

Confidentiality

Care must be taken by all involved to protect the confidentiality of personal information, reports, investigations, and outcomes, to the extent allowed by law and determined appropriate by General Counsel. Employees are not to disclose information about the events or investigation to anyone other than the offices listed above for reporting purposes, except as required by law.

Whistleblower Protection

Employees of the CSUS or University shall not retaliate against a person who has reported suspected fraud, or participated in any investigation, hearing, legal proceeding or disciplinary action. Whistleblowers who believe they have been retaliated against may file a written complaint with the institution's equal opportunity office or the Office of General Counsel.

Actions Taken On Suspicion That Fraud Has Occurred

When there is reasonable cause to believe that fraud has likely occurred, the CSUS or University may take any or all of the following actions:

- Initiation of an investigation
- Immediate suspension of the alleged perpetrator's duties or authority to conduct transactions, including access to CSUS or University systems, records and data
- Removal and exclusion of the alleged perpetrator(s) from the workplace
- Referral to law enforcement

When a formal inquiry is warranted, the following officials may coordinate to ensure appropriate expertise:

- CSUS Internal Audit – Research allegations, compile evidence, provide financial and internal control information;
- CSUS Office of General Counsel - Advise on legal issues, including employment issues; establish and maintain attorney-client privilege when warranted; facilitate interaction between legal system, law enforcement, and investigation team;
- Campus law enforcement (CSU Police Department, Pueblo County Sheriff's office, or appropriate authorities) – Aid in gathering pertinent information, gather evidence and conduct interviews where appropriate;
- Officials from the unit affected by the alleged incident; and
- Other units (examples are Human Resources and the University Controller) as needed to provide information and expertise.

Actions Taken at the Conclusion of a Review

If the investigation presents sufficient evidence that fraudulent activities have likely occurred, the CSUS or University may take any or all of the following actions:

- Disciplinary action, up to and including termination of employment,

- Referral to law enforcement and cooperation in the prosecution of the perpetrator(s),
- Initiation of legal action to recover misappropriated funds or property and damages resulting from the fraud, plus costs and reasonable attorney's fees and
- Disclosure to external auditors, as deemed necessary

The decision regarding actions taken as a result of the investigation will consider the facts and conclusions of the investigation, and will be made in consultation with the Office of General Counsel, the Department of Internal Audit, Human Resources, the CSUS Chief Financial Officer, and the institution's controller.

Apprising the Board of Governors

The Director of Internal Audit, acting on behalf of the Audit and Finance Committee, will ensure that the Chancellor is apprised of all matters of fraud. In collaboration with the Office of General Counsel, the Chancellor and/or the Director of Internal Audit will inform the Audit and Finance Committee of the Board of Governors as and when appropriate.

History: Effective October 5, 2017 by Board Resolution

Agenda Item 4: State Budget Update

State Budget Update

State Revenue Estimate

- Colorado's economy is one of the strongest in the nation with the lowest unemployment rate in the country at 2.3%. The labor market is reaching full employment and salaries are increasing.
- The economy is expected to continue to expand at a moderate and steady pace through 2019.
- Given the state's positive economic growth and statutory changes that provide room under the TABOR limit, general fund revenues are forecasted to increase by 6.1% or by \$636M in FY 2018-19.
- Nationally, there are no clear indications of an economic downturn, however the Federal Reserve has indicated that it will begin to tighten monetary policy and interest rates are expected to increase this year. Also, there is heightened uncertainty regarding the nation's debt limit deliberations and the successful passage of a federal budget.

FY 2019 Budget and Capital Construction Request

- The Governor will release his budget for FY 2019 on November 1st. This will include his recommendation for Higher Education funding – both General Fund and Tuition.
 - Given the most recent state revenue estimates, Higher Education is hopeful to see an increase in General Fund support in FY 2018-19. An update on the Governor's budget will be provided at the December Board Meeting.
- The Department of Higher Education is in the process of evaluating and prioritizing capital construction requests to be consider for funding by the General Assembly.
 - Currently on the list for consideration are the three National Western projects, CSU-Pueblo Psychology Building Renovation and Remodel, and CSU Shepardson Addition and Renovation.
 - The CCHE will vote on a prioritized list of projects at the October 23rd meeting.

Agenda Item 5: Campus Budget Updates

FY19 Incremental E&G Budget - V.2.0**Colorado State University - Fort Collins**

Wednesday, September 20, 2017

New Resources

	Rate = 0% State = 2% Reduct'n	Rate = 0% State = 0%	Rate = 3% State = 0%	Rate = 5% State = 0%	Rate = 3% State = 2.5%	Rate = 1% State = 5%
Tuition						
Undergraduate-Enrollment Growth						
Increase in FTE	\$ 1,399,000	\$ 1,399,000	1,399,000	\$ 1,399,000	\$ 1,399,000	\$ 1,399,000
Change in mix - RES vs. NRES	5,390,000	5,390,000	5,350,000	5,323,000	5,350,000	5,377,200
Undergraduate Rate Increase						
Resident	-	-	4,762,000	7,935,000	4,762,000	1,589,000
Non-Resident	3,135,000	3,135,000	3,135,000	3,135,000	3,135,000	3,135,000
Graduate Rate Increase						
Resident	352,000	352,000	352,000	352,000	352,000	352,000
Non-Resident	632,000	632,000	632,000	632,000	632,000	632,000
Professional Veterinary Medicine Rate Increase	1,542,000	1,542,000	1,542,000	1,542,000	1,542,000	1,542,000
Differential Tuition	472,000	472,000	472,000	472,000	472,000	472,000
Total Tuition	\$ 12,922,000	\$ 12,922,000	\$ 17,644,000	\$ 20,790,000	\$ 17,644,000	\$ 14,498,200
State Funding Impact - (2% requested per S.B. 17-267*) - FFS	(2,454,000)	-	-	-	3,067,000	6,134,000
State Funding Impact - (2% requested per S.B. 17-267*) - Tuition	(8,470,000)	-	-	-	-	-
Facilities and Administrative Overhead	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total New Resources	\$ 1,998,000	\$ 12,922,000	\$ 17,644,000	\$ 20,790,000	\$ 20,711,000	\$ 20,632,200

Financial Aid

	1,217,000	1,217,000	2,169,000	2,804,000	2,169,000	1,535,000
Net New Resources	\$ 781,000	\$ 11,705,000	\$ 15,475,000	\$ 17,986,000	\$ 18,542,000	\$ 19,097,200

New Expenses

Multi-Year Central Investments in Strategic Initiatives	904,500	904,500	904,500	904,500	904,500	904,500
Faculty/Staff Compensation	10,437,000	10,437,000	10,437,000	10,437,000	10,437,000	10,437,000
Academic Incentive Funding	2,599,700	2,599,700	2,599,700	2,599,700	2,599,700	2,599,700
Mandatory Costs	5,738,500	5,738,500	5,738,500	5,738,500	5,738,500	5,738,500
Quality Enhancements	3,169,000	3,169,000	3,169,000	3,169,000	3,169,000	3,169,000
Reallocation	-	-	-	-	-	-
Total New Expenses	\$ 22,848,700	\$ 22,848,700	\$ 22,848,700	\$ 22,848,700	\$ 22,848,700	\$ 22,848,700

Net

Net	\$ (22,067,700)	\$ (11,143,700)	\$ (7,373,700)	\$ (4,862,700)	\$ (4,306,700)	\$ (3,751,500)
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1% RUG Increase = student share \$92/yr.

1% Increase NRUG = student share \$267/yr.

Base Assumptions

Resident Undergraduate See Above%; \$X/yr.

Non-Resident Undergraduate 2.5%; \$666.60/yr.

Resident Graduate 3.0%; \$297.40/yr. and Resident Professional Veterinary Medicine 7%; \$2,201.84/yr.

Non-Resident Graduate 3.0%; \$729.40/yr. and Non-Resident Professional Veterinary Medicine 2%; \$1,109.80/yr.

Differential Tuition - UG ~ 2.5% (est. round to whole number)

Salary Increases Faculty/AP -2.5%

Salary Increases SC 2.5%

Internal Reallocations TBD

Fees TBD

*This potential reduction is included in the draft budget for information purposes only. During the 2018 legislative session, the General Assembly will determine if there will be a change in state funding for institutions of higher education.

FY19 Incremental E&G Budget - V.2.2

Colorado State University - Pueblo

Wednesday, September 20, 2017

Tuition Rate = 0% State = 2% Reduction	Tuition Rate = 0% State = 0% Increase	Tuition Rate = 3% State = 0% Increase	Tuition Rate = 5% State = 0% Increase	Tuition Rate = 3% State = 2.5% Increase	Tuition Rate = 1% State = 5% Increase
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New Resources

	Tuition Rate = 0% State = 2% Reduction	Tuition Rate = 0% State = 0% Increase	Tuition Rate = 3% State = 0% Increase	Tuition Rate = 5% State = 0% Increase	Tuition Rate = 3% State = 2.5% Increase	Tuition Rate = 1% State = 5% Increase
Tuition						
Undergraduate Rate Increase						
Resident	\$ -	\$ -	\$ 628,000	\$ 1,047,000	\$ 628,000	\$ 209,000
Non-Resident and WUE	-	-	234,000	390,000	234,000	78,000
Graduate Rate Increase						
Resident	-	-	24,000	41,000	24,000	8,000
Non-Resident and WUE	-	-	13,000	22,000	13,000	4,000
Resident Teacher Education Program	-	-	8,000	13,000	8,000	3,000
Differential Tuition	-	-	16,000	26,000	16,000	5,000
Projected Enrollment Change = 0%	-	-	-	-	-	-
Total Tuition	-	-	923,000	1,539,000	923,000	307,000
Change in State Funding (S.B. 17-267 requires a -2.0% request)*	(333,000)	-	-	-	416,000	831,000
Tuition Reduction (S.B. 17-267 requires a -2.0% request)*	(464,000)	-	-	-	-	-
Reduction due to one-time funds used in FY 18 (TBD) **	(700,000)	(700,000)	(700,000)	(700,000)	(700,000)	(700,000)
Total New Resources	\$ (1,497,000)	\$ (700,000)	\$ 223,000	\$ 839,000	\$ 639,000	\$ 438,000

Financial Aid

	250,000	250,000	250,000	250,000	250,000	250,000
Net New Resources	\$ (1,747,000)	\$ (950,000)	\$ (27,000)	\$ 589,000	\$ 389,000	\$ 188,000

New Expenses

Multi-Year Central Investments in Strategic Initiatives	-	-	-	-	-	-
Faculty/Staff Compensation	950,000	950,000	950,000	950,000	950,000	950,000
Fringe Benefit Increase (1% increase)	340,000	340,000	340,000	340,000	340,000	340,000
Mandatory Costs†	500,000	500,000	500,000	500,000	500,000	500,000
Quality Enhancements	-	-	-	-	-	-
Reallocation	-	-	-	-	-	-
Total New Expenses	\$ 1,790,000	\$ 1,790,000	\$ 1,790,000	\$ 1,790,000	\$ 1,790,000	\$ 1,790,000

Net

Net	\$ (3,537,000)	\$ (2,740,000)	\$ (1,817,000)	\$ (1,201,000)	\$ (1,401,000)	\$ (1,602,000)
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1% RUG Increase = student share \$77/year

1% NRUG Increase = student share \$232/year

Base Assumptions

Changes in tuition rates and changes in state funds = various.

Salary Increase Faculty / Administrative Professionals = 2.5% plus \$100,000 for faculty promotions.

Salary Increase State Classified Staff = 2.5%

Equity Adjustments = \$0

Internal Reallocations TBD

Fees TBD

* Scenarios for potential reductions in funds due to S.B. 17-267 are included in the draft budget for information purposes only. During the 2018 legislative session, the General Assembly will determine if there will be a change in state funding for institutions of higher education. The estimated reduction in tuition revenue is calculated as a 2.0% reduction in Resident Undergraduate Tuition, with no change in Nonresident and WUE tuition.

** Because Fall 2017 enrollment targets were not met, it is anticipated that one-time funds will be necessary in FY 2017-18. In FY 2017-18, base adjustments will be required to backfill this one-time revenue source. Depending upon Spring 2018 enrollment, this amount is projected to range between \$700k and \$1.5 million.

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

FY19 Incremental Educational & General Budget | As of October 2017



New Resources

Tuition (net)

Undergraduate - Retention Growth	\$4,612,069
Undergraduate - New Student Enrollment Growth	\$1,844,803
Graduate - Retention Growth	\$2,386,534
Graduate - New Student Enrollment Growth	\$790,630
Total	\$9,634,036

New Expenses*

Student Support and Outreach	\$3,002,644
Instruction & Academic Support	\$2,658,561
Technology Operations and Innovation	\$820,282
General & Administrative	\$114,119
Total	\$6,595,606

Net

Total	\$3,038,430
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Projections

11,025

New student enrollment target projection

\$341 / \$473

Average New Student Undergrad/grad tuition rate per credit

69% / 31%

Undergrad to grad ratio projection

* Expense ratios consistent with FY 2018 budget

Agenda Item 6:
CSU And CSU-Pueblo
Optional Retirement Plan (ORP) Update

OFFICE OF THE VICE PRESIDENT FOR HUMAN CAPITAL
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 6004 Campus Delivery
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MEMORANDUM

Date: August 15, 2017

To: Tony Frank, Chancellor, Colorado State University System

From: Diana Prieto, Associate VP for Human Capital and Chief Human Resource Officer

Through: Lynn Johnson, Vice President, University Operations

Subject: Periodic Review of CSU's Defined Contribution Retirement Plan (DCP)

Under Colorado law, the Board of Governors of institutions sponsoring defined contribution retirement plans must conduct periodic reviews of their plans as detailed in C.R.S. § 24-54.5-104.5. At its June 22, 2006 meeting, the Board of Governors of the Colorado State University System (BOG) approved the use of institutional committees as the mechanism for conducting this review. The recently completed review, detailed in the attached report, reflects such review, the first having been completed in 2006.

The 2017 Committee was comprised of:

- Diana Prieto, Associate VP for Human Capital and Chief Human Resource Officer, Committee Chair
- Teri Suhr, Chief Total Rewards Officer, Human Resources
- Jennifer Bissell, INTO Coordinator, Registrar's Office, Chair, University Benefits Committee (UBC)
- Lynn Borngrebe, Director of Budgets, Finances and HR, International Programs, Incoming Chair, UBC
- Linda Schutjer, Sr. Legal Counsel, Office of the General Counsel
- Vickie Bajtelsmit, Professor, Department of Finance and Real Estate
- Suzanne Zimmerer, Manager, Business and Financial Services
- Bill Liley, Retired Director of Human Resources – advisory member

In accordance with the statutory requirements, the Committee was charged with:

- I. reviewing and monitoring each fund sponsor;
- II. establishing selection criteria for fund sponsors when replacements or the addition of fund sponsors is necessary;
- III. reviewing the financial viability and attractiveness of combining the CSU DCP with those of other Colorado institutions of higher education; and,
- IV. comparing each fund sponsor's performance to fund sponsors of other defined contribution retirement plans available to other public employees in the state.

The detailed comparison of our fund sponsors and those of other institutions and other public employees in the state was conducted by Innovest Portfolio Solutions, LLC, a Colorado based financial services company. Their full report is available in my office. Please let me know if you or any member of the BOG wishes to review the report prepared by Innovest.

Please review the Committee's report and let me know if you have any questions. If none, the full report is to be provided to each member of the BOG as required by statute.

Thank you.

Enclosure

**REPORT OF THE COLORADO STATE UNIVERSITY-PUEBLO OPTIONAL
RETIREMENT PLAN REVIEW COMMITTEE
September-2017**

INTRODUCTION

HB04-1007 took effect on August 4, 2004. The legislation followed a 2002 audit of “Optional Retirement Plans” (ORP’s) available to certain faculty and non-classified employees in higher education by the State Auditor’s Office. Among other issues, the audit raised the question of the fiduciary obligations of governing boards and their respective members with respect to plans established under the provisions of CRS §24-54.5-101-107 (the “ORP Statute”).

An ORP (the Defined Contribution Plan for Retirement or DCP) was approved for Colorado State University-Pueblo by the State Board of Agriculture and implemented in spring 1994. The DCP became the required retirement plan for virtually all newly hired faculty and administrative-professional staff at CSU-Pueblo, replacing PERA.

The provisions of HB04-1007 are set forth in CRS §24-54.5-104.5, which is summarized as follows:

Boards establishing plans under the ORP Statute must adopt a formal plan for selecting companies to act as fund sponsors. The Boards must:

- provide access to investment alternatives having a range of risk, benefit and cost;
- ensure that governing boards are permitted to monitor the selected fund sponsors’ compliance with their contractual obligations, including return on investment alternatives and total fees and expenses charged;
- conduct a periodic review of the financial viability and attractiveness of combining their plan with those of other governing boards;
- conduct a periodic review of each fund sponsor from which participants may select investment alternatives and compare the performance of these sponsors with that of other sponsors of optional retirement plans available to public employees in the state. The reviews may be conducted by committee of the governing board, an institutional committee or personnel, external auditors or benefits consultant as determined by the boards. The reviews may be done by each board or in combination with other board(s). A full report by any such committee must be provided to each member of the governing board.

HB04-1007 provides that “so long as a governing board complies with the requirements set forth . . . [in CRS §24-54.5-104.5(1)] it shall be deemed to have met its responsibilities and fiduciary duties with respect to any optional retirement plan it has established, and the governing board, its members, agents, employees and plan administrators shall have no liability whatsoever to participants in the plan.”

At the time of the initial ORP review in 2006, the representative from the Office of the General Counsel provided the informal opinion that the process followed by the State Board of

Agriculture in 1993, when it implemented the DCP, satisfies the Board's obligations under HB04-1007 for selecting plan sponsors offering investments with varying levels of risk, benefit and cost and for ensuring access to information that will permit the monitoring of the plan sponsors' adherence to contractual obligations. As there have been no changes since the implementation, that opinion is still valid.

Additionally, the ORP statute requires Governing Boards to periodically conduct reviews of the DCP fund sponsors from which participants may select investment alternatives; establish selection criteria for fund sponsors when replacement or addition of fund sponsors is necessary; compare each fund sponsor's performance to those available to other public employees in the State; and review the financial viability and attractiveness of combining the DCP with plans of the other colleges and universities. This Report reflects the fifth such review with the first being conducted in November 2006.

Since each ORP was to be compared to plans available to other public employers in Colorado, administrators from Colorado State University-Pueblo collaborated with administrators representing the other institutions with defined contribution retirement plans, or ORPs, for their faculties and staff employees exempt from the State Personnel System which included Metropolitan State University of Denver, Western State Colorado University, Adams State University and Colorado Mesa University, University of Northern Colorado, Fort Lewis College, Colorado State University, Colorado State University-Pueblo, Colorado Mountain College and the University of Colorado to derive a common set of fund performance data. Consultants from Innovest Portfolio Solutions, LLC (Innovest) developed those data and issued their report in April 2017. The Innovest report has been used as the basis of portions of the Committee's review as noted later in this report.

At its June 22, 2006 meeting, the Board of Governors (Board) approved the use of institutional committees reporting to the Chancellor as the mechanism for conducting the periodic reviews contemplated by C.R.S. § 54.5-104.5.

The institutional committees were charged to conduct a review of the DCP, including:

- I. reviewing and monitoring each authorized fund sponsor;
- II. establishing selection criteria for fund sponsors when replacement or addition of fund sponsors is necessary;
- III. reviewing the financial viability and attractiveness of combining the CSU-Pueblo DCP with those of other institutions of higher education; and
- IV. comparing each fund sponsor's performance to sponsors of other ORPs available to other public employees in the state.

The Chancellor is to provide each member of the Board with a copy of the full report of the Committee.

The Colorado State University-Pueblo Institutional ORP Committee is comprised of:

- Karl Spiecker, Vice President for Finance and Administration
- Susan Benesch, Human Resources Associate

- Johnna Doyle, Deputy General Counsel
- Bill Liley, Retired CSU Human Resources Director
- Ralph Jacobs, Director of Human Resources

Colorado State University-Pueblo sought to have a committee that included people with expertise to evaluate the plans.

ANALYSIS AND RECOMMENDATIONS

I. Reviewing and Monitoring each Authorized Fund Sponsor

1. TIAA-CREF is one of the world's largest private pension systems. As of the first quarter 2017 report, TIAA-CREF had 5 million customers and \$938 billion in combined assets under management. Ratings are: Standard and Poor, AA+ (6-10-13); Moody's, Aa1 (8-8-16); Fitch, AAA (2-27-17); A.M. Best, A++ (6-08-17).
 2. VALIC is a subsidiary of AIG (American International Group) a diversified financial group. VALIC had more than \$84 billion in assets under management as of December 31, 2016 and specializes in tax deferred retirement programs. VALIC's ratings are: Standard and Poor, A+(2-15-17); Moody's, A2 (2-15-17); Fitch, A+ (2-14-17); A.M. Best, A ((5-23-17).
- Each of these companies provides high quality customer services and excellent communication and educational materials to their participants. VALIC provides a high level of personal service with an investment representative available to participants while TIAA-CREF provides more self-service advice via on-line and telephone counseling with more limited personal contacts. Each of the companies provides investment literature and other materials that describe the risks and asset classes of their various fund offerings along with web based tutorials on asset allocation principles and risk/return analyses. Each of the firms remains responsive to institutional administrative needs and requirements.

Recommendation

The two companies currently authorized to provide services to the CSU-Pueblo DCP participants are solid financially, provide high quality service to the participants and the University and offer a wide array of investment offerings, service styles and capabilities, and expenses. The Committee sees no need to replace any of the present authorized vendors nor is there any significant advantage to plan participants in adding vendors. Adding vendors would reduce the total assets under management with current vendors resulting, in some cases, with a higher expense ratio to participants. As such, the committee recommends utilizing only the current two vendors.

The Committee supports the efforts of Human Resources to work with the fund sponsors to evaluate transparency of sponsor and fund fee arrangements and the efficiency and effectiveness of plan design.

II. Establish Selection Criteria for Fund Sponsors when Replacement or Addition of Fund Sponsors is Needed

In 1994, CSU-Pueblo followed the process that was successfully utilized by CSU in 1992 for the selection of fund sponsors. We utilized the suggested criteria provided by CSU, outlined below, that were developed in concert with consultants from Watson Wyatt who were retained as experts in such selection processes. The criteria against which each company's proposal were judged included: financial stability; ability to offer products that conform to the intent (prudent investments); serviceability to participants and the university; and, conformity to the RFP requirements. Each of these broad categories was further refined with specific scoring factors such as education of participants; record keeping and client reporting capabilities; expenses, fees and other charges; and investment performance. A review of materials available from the Association of Governmental Defined Contribution Administrators, Inc. verify that the criteria utilized in 1994 continue to apply with certain updates for changes in technology such as the availability and quality of web based enrollment and investment modeling tools and whether or not companies are outsourcing their telephone and internet advice services.

Recommendation

Should the University decide to seek additional or replacement vendors, the Committee recommends that the selection process utilize the same criteria developed for the 1994 process, updated to evaluate emerging technologies and changes in business practices. Further, the Committee supports the retention of a consultant proficient in the defined contribution plan management arena to assist in the evaluation and selection process should the University determine that new or replacement vendors are needed.

III. Review the Financial Viability and Attractiveness of Combining the CSU-Pueblo Plan with those of other Institutions of Higher Education

The ORP Statute authorizes each governing board of a state institution of higher education to establish one or more ORPs at the colleges or universities under its jurisdiction as an alternative to membership in PERA. Further, each governing board that establishes an ORP has the authority to set the terms and conditions of the plan, including criteria for eligibility, plan design, investment alternatives, employee contribution rates and employer contributions, if any, and other matters. Finally, the legislature declared that its purpose in permitting such plans is to:

- “enable the state colleges and universities of Colorado . . . to attract the most qualified faculty and administrators in order to preserve and enhance the ability of such colleges and universities to fulfill their educational, service, and research responsibilities”, and
- “provide the governing boards of the state colleges and universities . . . [with] the maximum flexibility to provide alternative optional retirement plans”.

In order to review the financial viability and attractiveness of combining the CSU-Pueblo DCP with optional retirement plans of other institutions of higher education, consideration of the following criteria seems appropriate.

Managerial impact of combination

Combining the CSU-Pueblo DCP with plans of other institutions of higher education would require some form of unified management or administration, perhaps even up to and including defining common criteria for participation in and operation of the plan. Such combination would, of necessity, reduce the current level of control in structuring the contribution rates and/or other design elements of the CSU-Pueblo DCP. Consolidation of the CSU-Pueblo DCP with those offered by other boards would also likely require a unified management structure and plan administration at a central location, which may be less convenient and/or responsive to eligible institutional employees. Although unified management and administration may reduce overall personnel and system costs to each institution in acting as a “plan administrator” and providing these services, the price for such cost reduction may be a more “one size fits all” retirement plan, including a loss of flexibility and control at the institutional level and centralization of service representatives from the plan vendors.

Financial impact of combination

The primary issue with respect to the fiscal impact of combining the CSU-Pueblo DCP with other institutional plans is whether the increased number of participants and increased average participant balances in a single plan, or at least under a single management umbrella, could result in cost efficiencies thus reducing costs to the participants. Such cost efficiencies could include reduced (or shared) plan administration costs as noted above, but the more substantive costs associated with such plans are the fees and expenses paid by participants with respect to the various investment alternatives. Therefore, the relevant question is whether the combination of the various plans would increase the number of participants and/or the “average participant balance” to the point that the expense ratios are noticeably reduced.

- Currently, the data reflected in the Innovest report indicate that expense ratios for all vendors in all plans are about the same.
- CSU Pueblo was previously advised that even if all funds of the various state higher education institutions were brought under a single administrative umbrella, it would be unlikely to drive down expenses charged to participants unless a single exclusive vendor was also selected.
- Under certain circumstances, administrative costs could be reduced through consolidation to a single plan administrator but the expenses and fees paid by participants would remain the same as they are not driven by plan participant numbers. Therefore, it is our belief that no real efficiencies would be realized by this institution or its participants but there would be a significant loss of flexibility and control to respond to institutional needs.

Recommendation

Based on the above, the Committee recommends that the University not combine its plan with others as it is unlikely that any potential cost savings to the University or its participants would outweigh the loss of flexibility and local control over plan design, eligibility definitions, communication and administration.

Never-the-less, the possibility that some efficiencies might be obtained by consolidating the administration of the DCP's currently provided by the three institutions governed by the CSU System Board of Governors merits further exploration.

IV. Compare Each Fund Sponsor's Performance to Other Sponsors of Similar Plans Available to Other Public Employees in the State

The Innovest report identified the appropriate comparison group of public employers in the State and compared performance across this group. The employers considered for peer comparison were CSU, CU, State Universities, UNC, Ft. Lewis, Colorado Mountain College and CSU-Pueblo. Other public employers used for comparison included City of Westminster; the Denver Health and Hospital Authority; City of Longmont; City of Loveland; Summit County; Colorado Counties Officials and Employees Retirement Association (CCOERA); Larimer County; and Colorado PERA (defined contribution plan only).

As detailed in the Innovest report, the CSU-Pueblo DCP compares favorably against these peers based on performance of its funds. Through our two vendors, we now offer a total of 44 investment choices (the Innovest Report indication of 109 funds is not correct because VALIC offers 23 funds not 88) allowing our participants to select funds that meet their personal risk, return, and cost constraints as required by CRS § 24-54.5-104.5(1)(a). Expense ratios are comparable to our peer institutions and lower than those at the other public employers.

The Innovest report summarizes the performance of each individual fund as compared to others in the same fund category (e.g. stable value, small growth, etc.). Information on 1-year, 3-year, 5-year, and 10-year returns for funds offered by Colorado colleges and universities and those offered by other public employers shows some variation across specific funds and time periods in each category. Overall, however, we conclude that the CSU-Pueblo funds' performance was comparable to those of our peers and certainly within the range of expected returns for funds in each category.

Recommendation

Based on the foregoing, the Committee recommends no change at this time.

Closing Comments and Observations

- The Human Resources Department will continue to monitor the performance of the vendors
- The next survey of plans available to other public employees in the State is scheduled to commence in 2020. The Committee recommends that the next periodic review of the CSU-Pueblo DCP occur shortly after the report from that process is received.

- Supporting materials, including the complete Innovest report are available from the Director of Human Resources.

Agenda Item 7:
CSU System Treasury Update
Update on Series 2017 A & B

Update CSU System Treasury

- Held first Investment Advisory Committee meeting, August 15, 2017

Members: Todd Folle, Mark Smith, Grant Glenn, Russell DeSalvo, Margaret Henry, Jane Robbe Rhodes; Ex-officio Members: Lynn Johnson, Karl Spieker, Jason Warr, Bridget Mullen; Supported by Sharon Teufel

- Committee charter reviewed and submitted to General Counsel for review. Committee is “advisory” to the System
- Request for proposal for Investment Consultant Services reviewed. Investment Consultant will help finalize an Investment Policy for Board of Governor approval

Series 2017AB Refunding Bonds

- Par amount - \$117,600,000
- Refunded portion of Series 2012A (state intercept), and portion Series 2013C
- Maintained level debt service, did not extend the maturities, achieved \$9.6 million net NPV savings or 8.2%
- All-in True Interest Cost: 3.25% (compared to 4.01% for Series 2016, when these bonds were originally planned to be refinanced)

Series 2017AB Refunding Bonds

- Ratings: Moody's Aa3, Standard & Poor's A+ (Series 2017A carried the State's ratings of Aa2/AA- due to State Intercept backed)
- Debt Service Savings:

<u>Projects – Units paying debt service</u>	<u>Est. Annual Debt Service Savings</u>
Lory Student Center	\$212,000
Housing – Academic Village North	201,000
E&G – Eng. II and Animal Science	41,000
CSU-Pueblo – Walking Stick	12,000
CSU-Pueblo – Occhiato Univ. Ctr	<u>52,000</u>
Total Annual Debt Service Savings	\$518,000

Agenda Item 8:
Overview of Interest Rate Swaps
Interest Rate Exchange Agreement

Action Item

Overview of Interest Rate Swaps



Colorado
State
University



Primer on Interest Rate Swaps: Mechanics, Risks and Mitigants

August 28, 2017

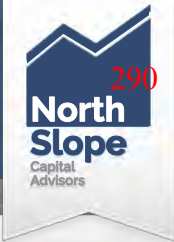
North Slope Capital
730 17th Street, Suite 900
Denver, CO 80202
(303) 953-4101
steph@northslopecapital.com

Overview of the Series 2015D Variable Rate Bonds

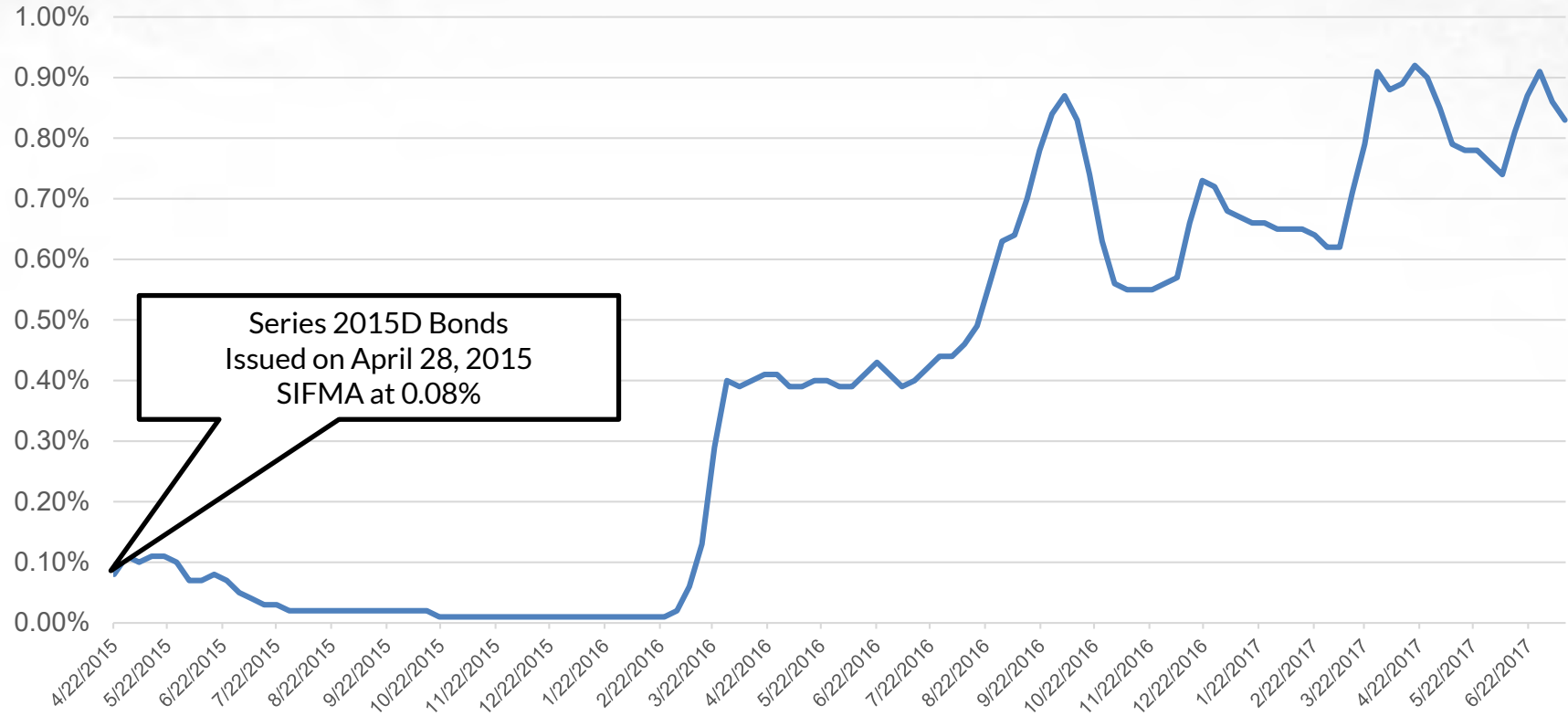


- ❑ The Series 2015D Bonds were issued on April 28, 2015 to fund the construction of the stadium. This series represents \$66M of the \$234M total bonds issued for the stadium project.
- ❑ The Bonds currently bear interest in an “Index” variable rate mode which resets weekly and is based on the tax-exempt SIFMA Index.
- ❑ The Bonds are in the form of a bank loan provided by RBC at a credit spread of 42 basis points (0.42%) paid annually. The loan term expires on April 30, 2020. This loan must be renewed every five years.
- ❑ The Bonds amortize over a remaining 30-year period with a final maturity of March 1, 2047.

SIFMA Index – Weekly Resets Since Series 2015D Issuance

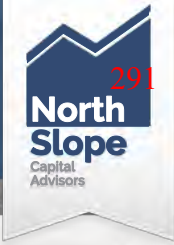


- ❑ Since the issuance of the Series 2015D Bonds, the SIFMA Index has averaged 39 basis points (0.39%).
- ❑ Since the beginning of the year, the SIFMA Index has averaged 76 basis points (0.76%) reaching a high of 92 basis points (0.92%) on April 19, 2017.

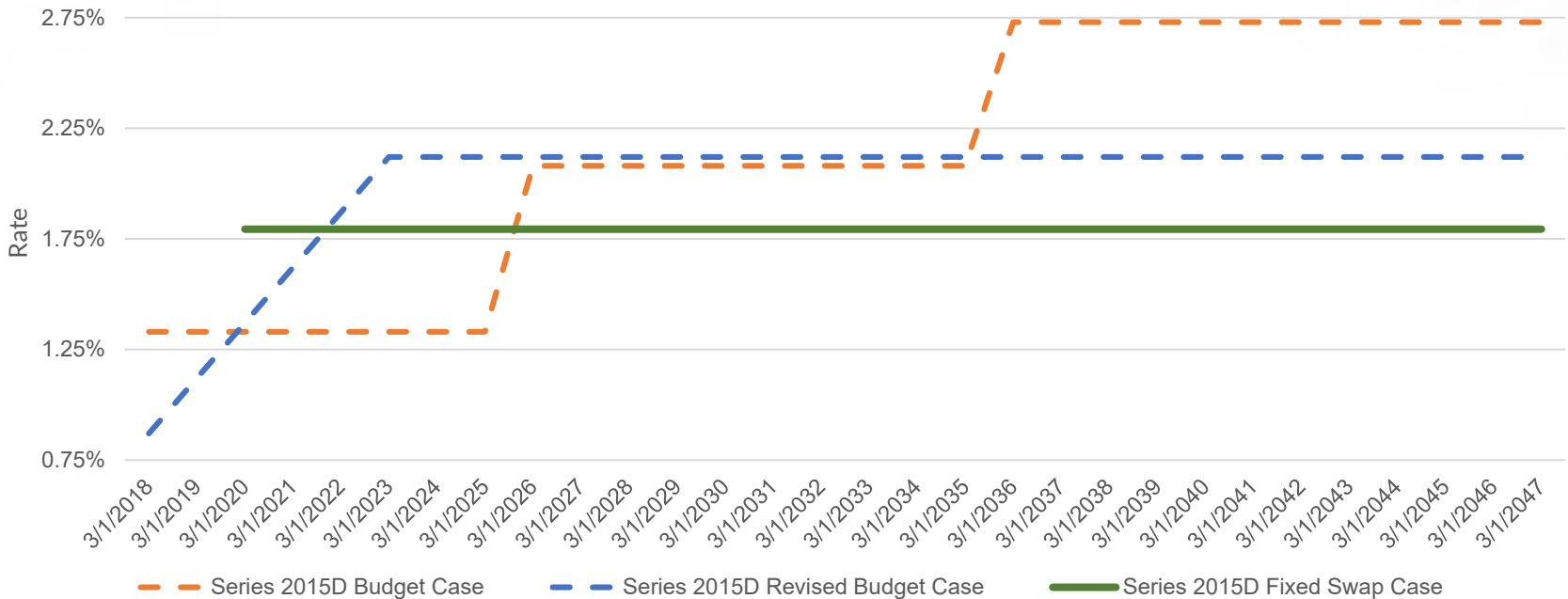


Source: SIFMA

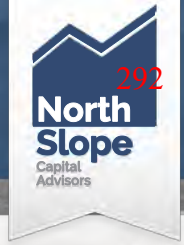
Series 2015D Interest Rate Assumptions and Indications



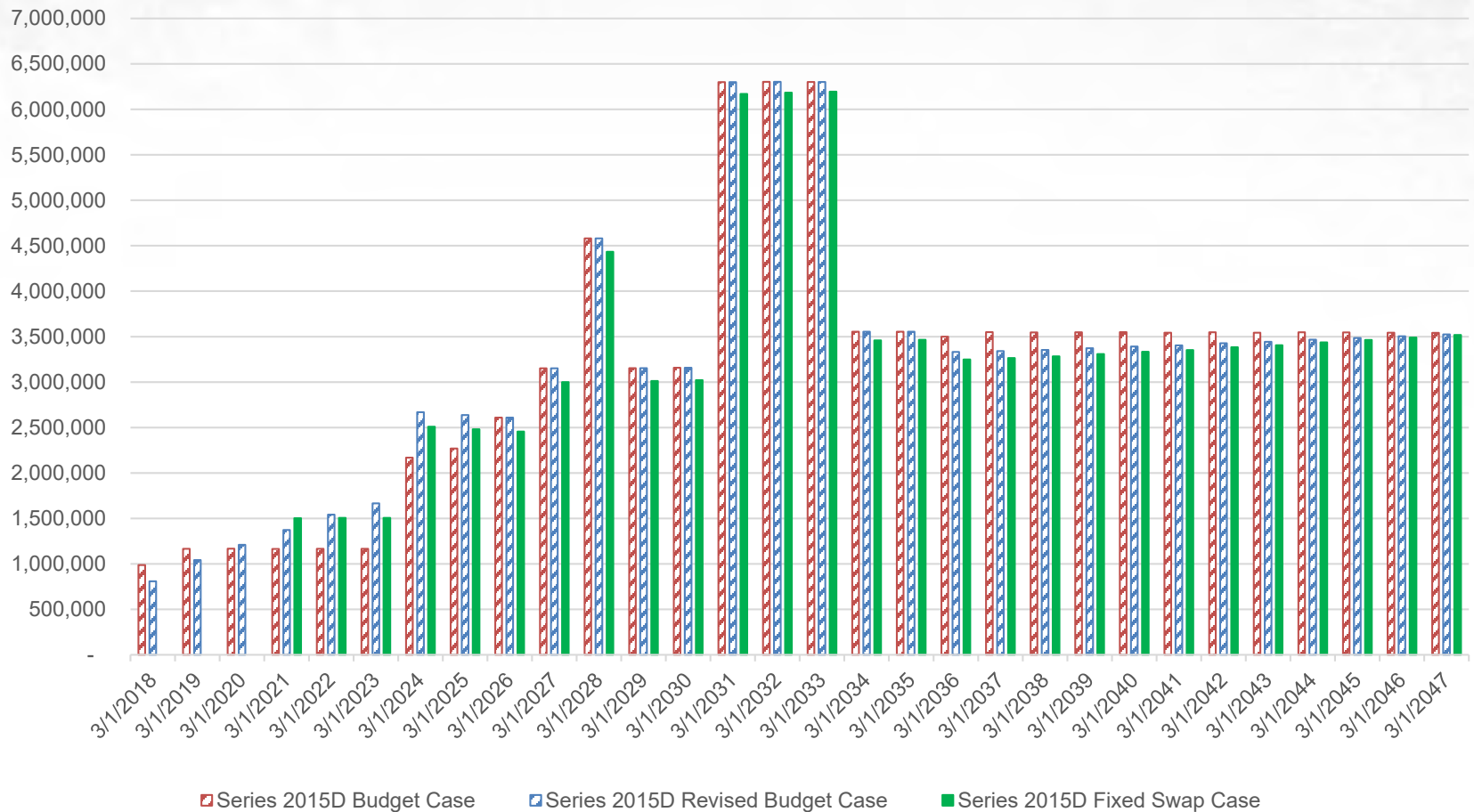
- ❖ Series 2015D Budget Case: At time of issuance, we budgeted the SIFMA Index at 0.58% through 9/1/2017, then at 1.33% through 3/1/2025, then at 2.08% through 9/1/2035, then at 2.73% through final maturity of 3/1/2047.
- ❖ Series 2015D Revised Budget Case: Taking into account the recent rate increases, we are now projecting SIFMA Index at 0.83% through 3/1/2018, then to increase 0.25% per year until 2023 and then remains at 2.08% through final maturity of 3/1/2047.
- ❖ Series 2015D Fixed Swap Case: Assumes the University locks a fixed rate in today's market and enters into swap contract in 2020. The rate is fixed through final maturity of 3/1/2047.



Debt Service Comparisons (30 yr Debt Service)



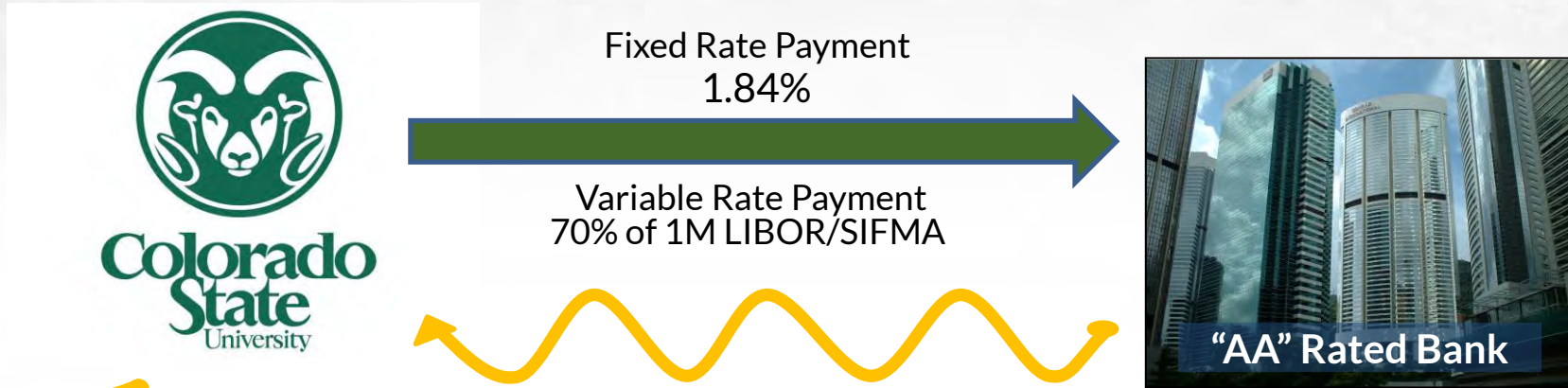
- ❖ As shown below, an interest rate swap would eliminate the risk of short-term interest rates rising and deliver lower Series 2015D debt service than projected in the revised budget case beginning in 2022.



Eliminating Variable Rate Risk – Fixed Rate Swaps



□ How does a swap work?



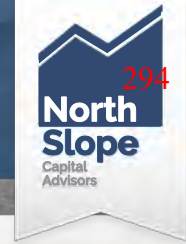
70% of 1M
LIBOR/SIFMA + 42
Basis Points
Support Costs



(Also Called a "Bank Counterparty")

Summary	Fixed Rate Swap	Current Market	Budget Case	Historical Avg. 1989 to 2012
Pay Fixed Rate	1.84%	---	---	---
Receive 70% 1M LIBOR/SIFMA	-0.83%	---	---	---
Pay Support Costs	0.42%	0.42%	0.42%	0.42%
Pay 70% 1M LIBOR/SIFMA	0.83%	0.83%	2.08%	2.70%
Total	2.26%	1.25%	2.50%	3.12%

Summary of Financing Risks*



	Series 2015D Bonds	With Interest Rate Swap
Bank Loan Renewal Risk (renews in 2020 and every five years thereafter)		
Tax Risk (higher interest rates due to tax reform)		
Interest Rate Risk (interest rates move higher)		
Bank Counterparty Risk (risk that “AA” rated bank is unable to pay/goes bankrupt)		
Mark-to-Market Risk (risk that swap value goes negative in lower rate environment and is recorded on balance sheet)		

*Additional descriptions of swap risks and mitigants can be found in Appendix A.

- \$66 million of the stadium debt, Series 2015D, is in a variable rate mode and is subject to rising interest rates.
- The System has the opportunity to fix the interest rate on the Series 2015D Bonds at a all-in rate below 2.50% for the life of the bond issue, using an interest rate swap.
- A swap contract comes with added risks, risks that can be largely mitigated.
- State law and the university's debt and swap policies provide a framework for entering into an interest rate swap to manage interest rate risk. The Board's swap policy and financial industry regulations necessitate education on swap mechanics, risks and mitigants.

Appendix A:
Additional Risk and Mitigant Detail

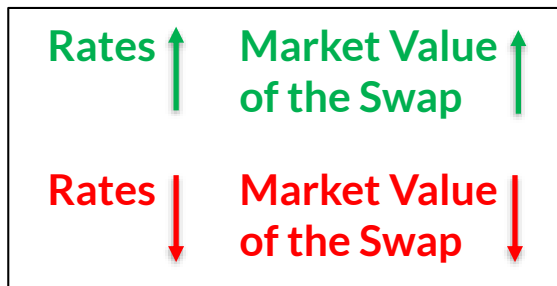
By using a swap, the University will eliminate interest rate risk but all other risks associated with the Series 2015D Variable Rate Bond issue remain as the existing variable rate structure stays in place.

Risks	Mitigants
<ul style="list-style-type: none">❑ Swap counterparty fails to make a payment under the swap/goes bankrupt. Example: Lehman Brothers' bankruptcy in September of 2008.	<ul style="list-style-type: none">❑ State law requires swap counterparty to have "AA", high grade, rating❑ Collateralization with US Treasuries if downgrade is severe
<ul style="list-style-type: none">❑ Tax reform – interest rate swaps might reduce the University's flexibility in the event of tax reform	<ul style="list-style-type: none">❑ CSU can include a one-way option to terminate the swap contract at par (no loss) at a certain date in the future (e.g. 10-year call option)
<ul style="list-style-type: none">❑ Interest rates fall – causes the market value of the swap contract to become negative. Mark-to-Market is reflected in Notes of CSU's Audited Financials	<ul style="list-style-type: none">❑ CSU can include a one-way option to terminate the swap contract at par (no loss) at a certain date in the future (e.g. 10-year call option) so the magnitude of the potential negative value would be less

- The counterparty risk is the risk that the swap counterparty becomes financially unable to meet its payment obligation under the swap/goes bankrupt
- The universe of banks with a long-term credit rating in the “AA” category has narrowed in the last decade due in part to additional bank regulations
- If CSU’s swap counterparty declared bankruptcy or was otherwise unable to make a payment the swap would automatically terminate at its then current market value (see Mark to Market Risk slide)

Counterparties with at least a “AA” category rating	Moody’s	S&P	Fitch
HSBC Bank plc	Aa2 (negative outlook)	AA-	AA-
RBC	A1 (negative outlook)	AA- (negative outlook)	AA (negative outlook)
Trinity Funding Co.	A1	AA-	AA
US Bank	A1	AA-	AA
Wells Fargo Bank	Aa2	AA- (negative outlook)	AA (negative outlook)

- Mark to market risk is the risk that interest rates fall causing the market value of the swap to become negative.
- The market value of a swap must be recorded on the University’s financial statements each June 30 as a liability or an asset. A negative market value on the swap would reduce the University’s net assets.
- As one example, if interest rates dropped 50 basis points from their current levels, the University would need to record a \$4.35 million liability on its balance sheet. No payment would be required.



Interest Rate Move	Estimated Market Value of the Swap
+100 bpts	\$8.75 Million
+50 bpts	\$4.34 Million
Current Market	0
-25 bpts	(\$2.17 Million)
-50 bpts	(\$4.35 Million)
-75 bpts	(\$6.53 Million)
Rates Go To 0%	(\$16.02 Million)

- Tax risk is the risk that a future University action or act of Congress reduces or eliminates the tax-exempt status of CSU bonds
- Interest rates swaps can reduce a university's flexibility to adjust to tax reform in certain interest rate environments
- The chart below illustrates what the cost to the University would be if tax-exempt bonds are eliminated in different interest rate environments

1-month LIBOR	Cost of Tax Risk	New Effective Borrowing Cost
1.00%	30 bpts	2.56%
1.50%	45 bpts	2.71%
2.00%	60 bpts	2.86%
2.50%	75 bpts	3.01%
3.00%	90 bpts	3.16%

Resolution on Interest Rate Exchange Agreement Regarding Variable Rate System Enterprise Revenue Bonds

Interest Rate Exchange Contract

- Series 2015D Bonds currently bear interest in an “Index” variable rate mode which resets weekly and is based on the tax-exempt SIFMA Index.
- Opportunity to “fix-out” variable rate with a fixed rate using a Swap Contract (Interest Rate Exchange Contract)
- Current Swap rates allow for “savings” between anticipated rising variable rates and the longer term budgeted rates

Resolution to Approve an Interest Rate Exchange Agreement

- Authorizes the Chief Financial Officer to execute a swap contract (ISDA Master Agreement) within the following parameters:
 - The amount shall not exceed \$66,655,000
 - The swap rate to be paid by the Board shall not exceed 2.10% per annum
 - It shall contain a commencement date not later than March, 2023
 - The duration shall not extend beyond the final maturity of Series 2015D Bonds

Swap Contract Process

- Board of Governors Approval – October 2017
- Selection of Counterparty – Only banks with AA credit rating: US Bank, Wells Fargo Bank, RBC
- Analyze Series 2015D underlying bonds. Need to get swap and variable rate on same index (SIFMA/LIBOR)
- Confirm variables:
 - Forward timing – 3 yr vs 5 yr
 - 10 year call provision on entire swap or portion

A RESOLUTION AUTHORIZING AND APPROVING AN INTEREST RATE EXCHANGE AGREEMENT IN CONNECTION WITH THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM, SYSTEM ENTERPRISE REVENUE BONDS, SERIES 2015D AND AUTHORIZING AND RATIFYING CERTAIN ACTIONS IN CONNECTION THEREWITH

WHEREAS, the Board of Governors of the Colorado State University System (the “Board”) is a constitutionally established body corporate under Article VIII, Section 5 of the Constitution of the State of Colorado (the “State”) and Section 23-30-102, Section 23-31-103 and Section 23-31.5-102, Colorado Revised Statutes, as amended, duly authorized to carry out and effectuate the purposes of the Board in accordance with such powers and authority; and

WHEREAS, the Board has previously issued its Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2015D (the “Series 2015D Bonds”) pursuant to a Master System Enterprise Bond Resolution adopted by the Board on June 20, 2007, as supplemented by the Ninth Supplemental Resolution adopted by the Board on February 5, 2015 (collectively, the “Bond Resolution”) and terms used and not defined herein shall have the meaning set forth in the Bond Resolution; and

WHEREAS, the Bonds currently bear interest at the variable Index Rate in effect from time to time, as set forth in the Pricing Certificate for the Series 2015D Bonds, dated as of April 28, 2015; and

WHEREAS, in connection with the Series 2015D Bonds, the Board, in order to hedge interest rate risk, has been presented with a proposal whereby it would enter into a forward starting interest rate exchange agreement with a notional amount equal to the outstanding principal amount of the Series 2015D Bonds (which principal amount may include any additional principal that relates to either a refunding or reissuance of the Series 2015D Bonds) under which the Board would pay a fixed rate and the counterparty to the interest rate exchange agreement would pay a floating rate; and

WHEREAS, the Bond Resolution provides that the Board may enter into such an arrangement which constitutes a “Qualified Exchange Agreement” as defined in the Bond Resolution, and that, subject to certain limitations and exceptions contained therein, amounts payable to any Qualified Counterparty under a Qualified Exchange Agreement shall be paid from the Revenue Fund with the same priority as other payments of Debt Service Requirements on Bonds under the Bond Resolution and shall have a lien on Net Revenues on a parity with the lien thereon of Bonds; and

WHEREAS, such a proposal will require the Board to enter into one or more ISDA Master Agreements or utilize existing ISDA Master Agreements to which the Board is a party (the “ISDA Agreements”), to enter into one or more schedules or utilize existing schedules (the “Schedules”) and to enter into one or more confirmations with respect to the transaction (the “Confirmations”) and;

WHEREAS, the Board has received information as to the costs, risks and benefits of entering into a Qualified Exchange Agreement and the Board hereby finds that entering into a Qualified Exchange Agreement is in the best interests of the Board; and

WHEREAS, the Board desires to authorize and approve the entering into of an interest rate exchange agreement within the parameters set forth herein, and to authorize the execution and delivery of ISDA Agreements, Schedules and Confirmations and related documents, to the extent required to effect the proposed transaction;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM:

1. The Board is hereby authorized to enter into one or more ISDA Agreements, Schedules and/or Confirmations and related documents in order to effect an interest rate exchange transaction (the “Interest Rate Exchange Transaction”) whereby the Board will pay a fixed rate and the interest rate exchange provider will pay a floating rate within the parameters set forth in Section 2 below and as permitted by (a) the Bond Resolution, as the same may be supplemented and amended; (b) the CSUS Board Derivative Policy, as the same may be supplemented; and amended and (c) Section 11-59.3-103, Colorado Revised Statutes, as amended (the “Interest Rate Exchange Agreement Act”).

2. The Interest Rate Exchange Transaction shall be subject to the following parameters:

(a) The notional amount shall be equal to the outstanding principal amount of the Series 2015D Bonds (which principal amount may include any additional principal that relates to either a refunding or reissuance of the Series 2015D Bonds).

(b) The rate to be paid by the Board pursuant to the Interest Rate Exchange Transaction shall not exceed 2.10% per annum.

(c) The floating rate to be paid by the counterparty shall be based upon the index or indices set forth in the ISDA Agreements, Schedules and the Confirmations and related documents.

(d) It shall contain a commencement date not later than March 1, 2023.

(e) The duration shall not extend beyond the final maturity of the Series 2015D Bonds or other Bonds to which it relates.

(f) The counterparty or counterparties shall be a party or parties recommended by the Board’s municipal advisor, North Slope Capital Advisors, and each shall constitute a Qualified Counterparty as defined in the Bond Resolution.

(g) It shall constitute a Qualified Exchange Agreement as defined in the Bond Resolution.

(h) The Interest Rate Exchange Transaction shall comply with the Interest Rate Exchange Agreement Act.

3. The following individuals, namely: Vice President for University Operations, the Chief Financial Officer of the System and the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to select a counterparty and to execute the ISDA Master Agreements, the Schedules and the Confirmations and related documents within the parameters set forth in Section 2 of this Resolution. Within such parameters, no further action of the members of the Board shall be required.

4. The Board is hereby authorized to execute and deliver any Supplemental Resolution or Pricing Certificate that may be necessary in order to effect the Interest Rate Exchange Transaction, which Supplemental Resolution or Pricing Certificate may include any amendments deemed necessary or desirable. The Vice President for University Operations, the Chief Financial Officer of the System and the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to execute any such Supplemental Resolution or Pricing Certificate and any necessary related or desirable document or certificate, and any of the persons listed above are hereby authorized to attest the same.

5. All of the findings and determinations required by the Interest Rate Exchange Agreement Act are hereby incorporated by this reference thereto and are deemed to have been made by the Board. Pursuant to Section 11-59.3-103(10) of the Interest Rate Exchange Agreement Act, the Board shall notify the State Treasurer when it executes the ISDA Master Agreements, the Schedules and the Confirmations.

6. The appropriate officers of the Board and the System are hereby authorized to take such further actions as are deemed necessary and desirable in connection with the transactions described in this Resolution. All action previously taken by the Board and the appropriate officers of the Board and the System directed toward the transactions described herein are hereby ratified, approved and confirmed.

7. If any section, paragraph, clause or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

8. This Resolution shall be in full force and effect upon its passage and adoption.

ADOPTED AND APPROVED as of October 6, 2017.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
D. Rico Munn
Chair of the Board

ATTEST:

By _____
Scott C. Johnson
Secretary

Appendix

JULY 2017



Report of the Colorado State University ORP Review Committee

Colorado State University



MyHR
Working Together

REPORT OF THE COLORADO STATE UNIVERSITY ORP REVIEW COMMITTEE – July 2017

INTRODUCTION

HB04-1007 took effect on August 4, 2004. The legislation followed a 2002 audit of “Optional Retirement Plans” (ORPs) available to certain faculty and non-classified employees in higher education by the State Auditor’s Office. Among other issues, the audit raised the question of the fiduciary obligations of governing boards and their respective members with respect to plans established under the provisions of CRS §§ 24-54.5-101 et seq. (the “ORP Statute”).

An ORP (the University’s Defined Contribution Plan for Retirement or DCP) was approved for Colorado State University by the State Board of Agriculture and implemented in the spring of 1993. The DCP became the required retirement plan for virtually all newly hired faculty and administrative-professional staff at CSU, replacing PERA. ORPs are now in existence in all of the institutions of higher education in the State with the exception of the schools under the control of the State Board for Community Colleges and Occupational Education. The University of Colorado has a defined contribution retirement plan for its faculty and non-classified staff which has been existence for many decades and was established under legislation pre-dating the ORP Statute.

The provisions of HB04-1007, as summarized below, are set forth in CRS §24-54.5-104.5.

Boards establishing plans under the ORP Statute must adopt a formal plan for selecting companies to act as fund sponsors. The Boards must:

- provide access to investment alternatives having a range of risk, benefit and cost;
- ensure that governing boards are permitted to monitor the selected fund sponsors’ compliance with their contractual obligations, including return on investment alternatives and total fees and expenses charged;
- conduct a periodic review of the financial viability and attractiveness of combining their plan with those of other governing boards;
- conduct a the periodic review of each fund sponsor from which participants may select investment alternatives and compare the performance of these sponsors with that of other sponsors of optional retirement plans available to public employees in the state. The reviews may be conducted by committee of the governing board, an institutional committee or personnel, external auditors or benefits consultant as determined by the boards. The reviews may be done by each board or in combination with other board(s). A full report by any such committee must be provided to each member of the governing board.

HB04-1007 provides that “so long as a governing board complies with the requirements set forth . . . [in CRS §24-54.5-104.5(1)] it shall be deemed to have met its responsibilities and fiduciary duties with respect to any optional retirement plan it has

established, and the governing board, its members, agents, employees and plan administrators shall have no liability whatsoever to participants in the plan.”

At the time of the initial ORP review in 2006, the representative from the Office of the General Counsel provided the informal opinion that the process followed by the State Board of Agriculture in 1993, when it implemented the DCP, satisfies the Board’s obligations under HB04-1007 for selecting plan sponsors offering investments with varying levels of risk, benefit and cost and for ensuring access to information that will permit the monitoring of the plan sponsors’ adherence to contractual obligations. As there have been no changes since the implementation, that opinion is still valid.

Additionally, the ORP statute requires Governing Boards to periodically conduct reviews of the DCP fund sponsors from which participants may select investment alternatives; establish selection criteria for fund sponsors when replacement or addition of fund sponsors is necessary; compare each fund sponsor’s performance to those available to other public employees in the State; and review the financial viability and attractiveness of combining the DCP with plans of the other colleges and universities. This Report reflects the fifth such review with the first being conducted in November 2006.

Since each ORP is to be compared to plans available to other public employers in Colorado, administrators from Colorado State University collaborated with administrators representing the other institutions with defined contribution retirement plans, or ORP’s, for their faculties and staff employees exempt from the State Personnel System [the former “State Colleges”- Metropolitan (Metropolitan State University of Denver), Western (Western State Colorado University), Adams (Adams State University) and Mesa (Colorado Mesa University), UNC, Fort Lewis College, Colorado State University Pueblo and the University of Colorado] to derive a common set of fund performance data. Consultants from Innovest Portfolio Solutions, LLC. (Innovest) developed those data and began analyzing the data in early 2017. Innovest issued their final report in April, 2017(the “Innovest Report”). The Innovest Report has been used as the basis of portions of the Committee’s review as noted later in this report.

At its June 22, 2006 meeting, the Board of Governors (Board) approved the use of institutional committees reporting to the Chancellor as the mechanism for conducting the periodic reviews contemplated by C.R.S. §24-54.5-104.5.

The institutional committees were charged to conduct a review of the DCP, including:

- I. reviewing and monitoring each authorized fund sponsor;
- II. establishing selection criteria for fund sponsors when fund sponsors are replaced or new fund sponsors are added;
- III. reviewing the financial viability and attractiveness of combining the CSU DCP with those of other institutions of higher education; and
- IV. comparing each fund sponsor’s performance to sponsors of other ORPs available to other public employees in the state.

The Chancellor is to provide each member of the Board with a copy of the full report of the Committee.

The Colorado State University committee is comprised of:

- Diana Prieto, Executive Director and Chief Human Resource Officer, Committee Chair
- Vickie Bajtelsmit, Professor and former Chair, Department of Finance and Real Estate and past-member and past-Chair of the University Benefits Committee
- Jennifer Bissell, INTO Coordinator, Registrar's Office, Current Chair of the University Benefits Committee (UBC)
- Lynn Borngrebe, Director of Budgets, Finances, and HR, International Programs, In-coming Chair, UBC
- Suzanne Zimmerer, Manager, Business and Financial Services
- Teri Suhr, Chief Total Rewards Officer, Human Resources
- Linda Schutjer, Sr. Legal Counsel, Office of the General Counsel
- Bill Liley, Human Resources Coordinator and Retired Human Resource Director.

ANALYSIS AND RECOMMENDATIONS

I. Reviewing and Monitoring each Authorized Fund Sponsor

- The fund sponsors for the CSU DCP are: FIDELITY INVESTMENTS/METLIFE; TIAA-CREF; and the VARIABLE ANNUITY LIFE INSURANCE COMPANY (VALIC). The committee's review of this factor indicates that, each remains in solid financial condition. All ratings are the most recent published by the respective rating services.

1. FIDELITY INVESTMENTS/METLIFE

- Fidelity Investments is the largest mutual fund company in the United States providing financial services for more than 25 million investors. Fidelity reports \$2.2 trillion in assets under management as of September 30, 2016. Fidelity's ratings are: Standard and Poor, A+ (6-15-15); AM Best, A+ (4-28-17).
- MetLife is one of the largest insurance and financial companies with operations in the U.S. and abroad with over 100 million customers in over 50 countries as of December, 31, 2016. MetLife's ratings are: Standard and Poor, A-- (2-25-16); Moody's, A3 (10-15-16); Fitch, A (10-6-16)-; A.M. Best, a- (10-7-16).

Note: Fidelity Investments and MetLife partnered so that they were able to meet the bid spec requirement of offering both mutual funds and annuity products through a "single" vendor, thereby offering investments with a range of risk, benefit and cost.

2. TIAA-CREF is one of the world's largest private pension systems. As of the first quarter 2017 report, TIAA-CREF had 5 million customers and \$938 billion in combined assets under management. Ratings are: Standard and Poor, AA+ (6-10-13); Moody's, Aa1 (8-8-16); Fitch, AAA (2-27-17); A. M. Best, A++ (6-8-17).
3. VALIC is a subsidiary of AIG (American International Group) a diversified financial group. . VALIC had 1.8 million participants, 23,000 plan sponsors and more than \$84 billion in assets under management as of December 31, 2016 and specializes in tax deferred retirement programs. VALIC's ratings are: Standard and Poor, A+ (2-15-17); Moody's, A2 (2-15-17); Fitch, A+ (2-14-17); A.M. Best, A (5-23-17).

Each of these companies provides high quality customer services and excellent communication and educational materials to their participants. VALIC provides a high level of personal service with several full time investment representatives available to participants while TIAA-CREF and FIDELITY INVESTMENTS/METLIFE provide service advice via on-line and telephone counseling coupled with frequent on-campus consultations with designated representatives. Each of the companies provides investment literature and other materials that describe the risks and asset classes of their various fund offerings along with web-based tutorials on asset allocation principles and risk/return analyses. Each of the firms remains responsive to institutional administrative needs and requirements.

Recommendation

The three companies currently authorized to provide services to the University's DCP participants are solid financially, provide high quality service to the participants and the University and offer a wide array of investment offerings, service styles and capabilities, and expenses. The Committee sees no need at this time to replace any of the present authorized vendors nor is there any significant advantage to plan participants in adding additional vendors. In fact, adding additional vendors would reduce total assets under management with the current vendors resulting, in some cases, a higher expense ratio to participants. As such, the committee recommends continuing the authorization of these three vendors.

Additionally, the Committee recognizes that an on-going analysis of trends in the defined contribution pension environment to ensure that plan participants are provided with the most effective and efficient record keeping and fund selection mix available is a critical component of the proper management of the DCP. To that effect, The Committee supports the efforts of Human Resources to explore Plan design options in the coming year.

II. Establish Selection Criteria for Fund Sponsors whenever Fund Sponsor's are Replaced or New Fund Sponsors are Added

The Committee reviewed the criteria utilized in 1992 to select the vendors currently authorized under the DCP. The selection criteria, outlined below, were developed in concert with consultants from Watson Wyatt (currently Towers Watson) who were retained as experts in such a selection processes. The criteria against which the proposals were judged included: financial stability; ability to offer products that conform to the intent (prudent investments); serviceability to participants and the university; and, conformity to the RFP requirements. Each of these broad categories was further refined with specific scoring factors such as education of participants; record keeping and client reporting capabilities; expenses, fees and other charges; and investment performance. A review of materials available from the Association of Governmental Defined Contribution Administrators, Inc. verify that the criteria utilized in 1992 continue to apply with certain updates for changes in technology such as the availability and quality of web based enrollment and investment modeling tools and whether or not companies are outsourcing their telephone and internet advice services.

Recommendation

Should the University decide to seek additional or replacement vendors, the Committee recommends that the selection process utilize the same criteria developed for the 1992 process, updated to evaluate emerging technologies and changes in business practices. Further, the Committee supports the retention of a consultant proficient in the pension plan management arena to assist in the evaluation and selection process should the University determine that new or replacement vendors are needed.

III. Review the Financial Viability and Attractiveness of Combining the CSU Plan with those of other Institutions of Higher Education

The ORP Statute authorizes each governing board of a state institution of higher education to establish one or more ORPs at the colleges or universities under its jurisdiction as an alternative to membership in PERA. Further, each governing board that establishes an ORP has the authority to set the terms and conditions of the plan, including criteria for eligibility, plan design, investment alternatives, employee contribution rates and employer contributions, if any, and other matters. Finally, the legislature declared that its purpose in permitting such plans is to:

- “enable the state colleges and universities of Colorado . . . to attract the most qualified faculty and administrators in order to preserve and enhance the ability of such colleges and universities to fulfill their educational, service, and research responsibilities”, and
- “provide the governing boards of the state colleges and universities. . . [with] the maximum flexibility to provide alternative optional retirement plans”.

In order to review the financial viability and attractiveness of combining the CSU DCP with optional retirement plans of other institutions of higher education, consideration of the following criteria is appropriate.

Managerial impact of combination

Currently, seven governing boards have established ORPs for eligible employees at the institutions they govern. Each of the institutions has a different educational mission, driving the need to recruit a different mix of faculty and staff. Each board defines eligibility for its optional retirement plan and sets its own rates of contribution based on its population of eligible employees, budgetary constraints, and its philosophy relative to the funding of the full array of fringe benefits in addition to its retirement plan. Occasionally, boards set different eligibility standards and contribution rates for employee groups at different institutions under their control. For example, the contribution rates and eligibility criteria in the CSU-DCP are different than those applicable to CSU Pueblo. Finally, in administering the CSU-DCP, the institution must manage the communication of vendor selection alternatives to new employees, implement vendor and investment selections by plan participants initially and during an annual open enrollment period, administer vendor solicitation of eligible employees and provide support and information to eligible employees throughout the year.

Combining the CSU DCP with plans of other institutions of higher education would require some form of unified management or administration, perhaps even up to and including defining common criteria for participation in and operation of the plan. Such combination would, of necessity, reduce the current level of control in structuring the contribution rates and/or other design elements of the CSU-DCP. Consolidation of the CSU-DCP with those offered by other boards would also likely require a unified management structure and plan administration at a central location, which may be less convenient and/or responsive to eligible institutional employees. Although unified management and administration may reduce overall personnel and system costs to each institution in acting as a “plan administrator” and providing these services, the price for such cost reduction may be a more “one size fits all” retirement plan, including a loss of flexibility and control at the institutional level and centralization of service representatives from the plan vendors.

Financial impact of combination

The primary issue with respect to the fiscal impact of combining the CSU-DCP with other institutional plans is whether the increased number of participants and increased average participant balances in a single plan, or at least under a single management umbrella, could result in cost efficiencies thus reducing costs to the participants. Such cost efficiencies could include reduced (or shared) plan administration costs as noted above, but the more substantive costs associated with such plans are the fees and expenses paid by participants with respect to the various investment alternatives. Therefore, the relevant question is whether the combination of the various plans would increase the number of participants and/or the “average participant balance” to the point that the expense ratios would be expected to be noticeably reduced.

- Currently, the data reflected in the Innovest Report indicate that expense ratios for all vendors in all plans are about the same.
- Therefore, it appears that no further efficiencies would be realized by larger institutions like CSU – although smaller institutions might benefit.
- We have been advised that even if all funds of the various state higher education institutions were brought under a single administrative/management umbrella, it would be unlikely to reduce significantly the expenses charged to participants unless a single exclusive vendor were also selected.

Recommendation

Based on the analysis outlined above, the Committee recommends that the University not combine its plan with others at this time as it is unlikely that any potential cost savings to the University or its participants would be outweighed by the loss of flexibility and local control over plan design, eligibility definitions, communication and administration. However, the potential for Plan simplification and increasing efficiencies by consolidating the defined contribution retirement plan available to faculty and staff of the three institutions reporting to the Board of Governors of the Colorado State University System deserves exploration. A review of the potential benefits as well as the impediments should be conducted at the System's Office level with participation by representatives from each of the affected institutions.

IV. Compare Each Fund Sponsor's Performance to Other Sponsors of Similar Plans Available to Other Public Employees in the State

The Innovest identified the appropriate comparison group of public employers in the state and compared performance across this group. The employers considered for peer comparison were CSU, CU, the plan maintained for the State Universities, UNC, Ft. Lewis, and CSU-Pueblo. Other public employers used for comparison included Larimer County; Colorado PERA (defined contribution plan only); the City of Westminster; the Denver Health and Hospital Authority; the City of Longmont; Summit County; and the Colorado Counties Officials and Employees Retirement Association (CCOERA).

As detailed in the Innovest Report, the CSU-DCP compares favorably against these peers based on the performance of its funds and the expense ratios. Through our three vendors, we offer over 300 investment choices, allowing our participants to select funds that meet their personal risk, return, and cost constraints as required by CRS §24-54.5-104.5(1)(a). Expense ratios are comparable to our peer institutions and generally lower than those at the other public employers.

The Innovest Report summarizes the performance of each individual fund as compared to others in the same fund category (e.g. stable value, small growth, etc.). Information on 1-, 3-, 5-, and 10-year returns for funds offered by Colorado Colleges and Universities and those offered by other public employers shows some variation across specific funds and time periods in each category. Overall, however, we conclude that the CSU funds'

performance was comparable to those of our peers and certainly within the range of expected returns for funds in each category.

Recommendation

Based on the foregoing, the Committee recommends no change at this time.

Closing Comments and Observations

- Human Resources will continue to monitor the performance of the vendors.
- The next survey of plans available to other public employees in the state is scheduled to commence research in 2020. The Committee recommends that the next periodic review of the CSU-DCP occur after the report from that process is received.
- Supporting materials, including the complete Innovest Report are available from the University's Executive Director/Chief Human Resource Officer.

Section 12

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

October 6, 2017

CSU-System Wide

- Continued meetings around collaboration between Fort Collins and Pueblo related to IT.
- Continue to make progress on system-wide academic integration opportunities in relation to admissions and transfers through the efforts of Dr. Cheryl Lovell.
- Executive Vice Chancellor Parsons met with President Mottet's CSU-Pueblo leadership council to provide an update on the National Western Center and Todos Santos projects.

Campus Updates

- Dr. Takeda Tinker, Dr. Mottet, and Executive Vice Chancellor Parsons all attended the CSU Fall Leadership Forum in Estes Park September 7-8, 2017. The forum focused on issues including freedom of speech and statewide demographic trends and their impact for Colorado higher education.
- President Frank conducted his annual statewide tour, meeting with alumni and Extension staff in communities including Yuma, Greeley, Fort Morgan, Lamar, Rocky Ford, and Pueblo.
- President Mottet and Executive Vice Chancellor Parsons attended the Agricultural Innovation Summit Sept. 6 at Colorado State University, where President Frank delivered one of the keynote presentations.
- CSU-Pueblo President Tim Mottet was named one of the nation's Top 30 "Technologists, Transformers & Trailblazers" by the Center for Digital Education in September.

CSU System Government Affairs – Federal

- Communicated with the Colorado congressional delegation about potential impact of a DACA repeal for the CSU System campuses and students. The Fort Collins and Pueblo campuses also coordinated their messaging around a potential appeal.

CSU System Government Affairs – State

- Meetings with key members of the legislature and local delegations continue.
- Chancellor Frank hosted the Capital Development Committee on a tour of the new multipurpose stadium and academic facilities August 30, 2017.
- Together with Board Chair Munn, Chancellor Frank met with Governor Hickenlooper, Lt. Governor Lynne, and higher education leadership from throughout the state to discuss the launch of CCHE's Master Plan for Higher Education. A reception followed, and we had a number of Board members there representing the CSU System.

Statewide Partnerships:

- Chancellor Frank was announced as the 2018 National Western Stock Show Citizen of the West.

- Executive Vice Chancellor Parsons was named a 2017 Denver Business Journal Outstanding woman in Business August 15.
- Special Advisor Tom Vilsack announced the launch of the new international water symposium, a joint effort of CSU and Denver Water. The inaugural symposium will take place April 26 and 27 in Denver. It will provide an introduction to the types of issues that will be tackled by the future CSU Water Resources Center at the National Western Center.
- Executive Vice Chancellor Parsons and Board Chair Munn attended the Boys and Girls Clubs of Metro Denver Flight to Luxury Event.
- Chancellor Frank attended the Western Stock Show Association Board meeting May 18 and July 13, 2017.
- Chancellor Frank served as keynote speaker for The Greenway Foundation's annual CDM Smith Reception on the River August 31.
- Executive Vice Chancellor Parsons attended the annual Denver Rustlers trip to the Colorado State Fair August 29, 2017, and was able to make many introductions with Dr. Mottet and key civic and business leaders.
- CSU System staff participated in the Biennial of the Americas conference in September in Denver, where special advisor Vilsack moderated a panel of water experts from public, private, and non-profit sectors.

Section 13

Colorado State University- Pueblo Reports

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



Colorado State University-Pueblo Student Representative's Report

Associated Students' Government President Jake Harmon

General Statement

Colorado State University-Pueblo has had a great start to the semester so far and is excited at the prospect of future student involvement initiatives. Associated Students Government has facilitated a great community internally within our organization and externally throughout the students of Colorado State University-Pueblo.

Campus and Student Initiative Projects

ASG started a project to get involved in helping the Hurricane Harvey victims in South Texas. ASG noticed that our students were frustrated that they could not reach out to these victims due to their strenuous work and school schedules, and so our students within ASG organized a student led relief effort and found great support within our community. ASG raised a total of \$3200 dollars and filled a U-Haul truck up with donations provided by the Pueblo community and within our institution. On Friday, September 15th, myself and five other students made the trip down to Houston and were able to spend all day Saturday distributing the goods throughout the community and within the church systems of the Houston area. This experience is agreed upon by all of the students that attended within ASG as being one of the most humbling and amazing experiences that we have had in college thus far.



External Initiative Projects

ASG is currently supporting the Student Veterans of America on a project that is pairing with the parking committee to bring a special “Purple Heart” parking to campus for combat veterans that received the metal of a Purple Heart while serving their country. Colorado State University Pueblo will be the first university in the state to provide this service to their students. Veterans make up approximately 10% of Colorado State University-Pueblo’s student population and this is one small way to show our appreciation for these students. The unveiling of this project will be on the day of the 10th ;the Friday before Veterans Day.

Internal Initiative Projects

To start off the year ASG worked along SEAL to put on the 2nd annual Packfest event where we found much success in drawing approximately 800 students out to our outside concert venue where we had a multitude of different activities and a concert to close the night. This was a great opportunity to get ASG in front of our students, and to show our purpose and presence on campus. The Occhiato University Center, “currently under renovation” is projected to be complete by December of this Fall. Within ASG we have focused on hiring and developing a strong group of leaders within this organization.

Closing Statement

ASG is working hard to be in service to meet the needs of the students this upcoming year. ASG is excited to take on the challenges that inevitably await during this next year and will strive to leave our campus community a better place than we received it. We are proud to have started the school year off strong.

**Colorado State University System
Board of Governors**

**CSU-Pueblo Faculty Representative Report
submitted by David Volk
September 22, 2017**

Fall 2017 Efforts and Initiatives:

- Starfish (software)
 - New program connects faculty, staff, administrators, and students in tracking student progress and facilitates communication to students who are experiencing academic or other difficulties. The software system replaces and improves previous University initiatives (Early Alert, Athlete Grade Check, etc.) Expected to improve retention by up to 3%.
- Documenting Student Learning Outcomes on Syllabi
 - Responding to HLC report, faculty and administration are working to ensure all University syllabi include appropriate departmental/General Education Student Learning Outcomes.
- Open-Source Textbook initiative
 - Library and Center for Teaching and Learning faculty are spearheading a campus-wide effort to encourage use and development of open-source textbooks. These materials are available at significant cost-savings to students over traditional textbooks. Faculty also have the option of custom-designing materials to specific course needs.

Faculty Senate Open Forum – issues Raised:

- University Communications and hiring
- Summer pay and workload
- Cost of Living Adjustments (COLA)

Council of Chairs ‘Faculty Talking to Faculty’ Open Forum – Issues Raised:

- Developing a richer academic culture (faculty, staff, student) on campus
 - explore programming and faculty opportunities to share and celebrate scholarship
- Improving organizational efficiency campus-wide
 - collect anecdotes (positive and negative) to share with Cabinet/President
- Developing the Academic Program
 - Coordinating with Extended Studies
 - credentialing, non-degree programs
 - prison education
 - Soliciting ideas from faculty
 - Revenue-sharing models

(over)

**September 2017 BOG
CSU-Pueblo Faculty Representative Report**

- Expand opportunities for faculty to learn Spanish
- Strengthening our HSI status and non-traditional student outreach
- Recruitment/Retention
 - Chairs actively analyzing who we lost and why

Faculty Senate Meeting – Monday, September 18, 2017

- Master of Social Work (2nd reading) – approved
- Granting Workload Equivalencies toward Tenure/Promotion to Honors Director (2nd reading) - approved

Current Goals (reprinted from July 2017 report)

The following list of goals was compiled by information provided by the Council of Chairs, Faculty Senate, and CHASS Dean. The Chairs Council will maintain an on-going list of goals through 2017-2018, to focus and direct the work of the Council, Senate, and other CSU-Pueblo organizations.

Short-Range goals

- Quicken the interview and hiring processes for new faculty.
 - *Are we expeditious and timely in recruiting the best faculty we can?*
- Increase transparency in the budgeting process and give college Deans greater authority in budget and hiring decisions.
 - *Are we centralizing budget decisions or engaging the entire campus in these decisions?*
 - *Are we utilizing the expertise and knowledge of our Deans effectively?*
- Empower faculty and staff at all levels to expedite work and improve quality of service delivered.
 - *Are we centralizing policy decisions or engaging the entire campus in these decisions?*
- Establish base-level compensation for graduate faculty, the chairing of thesis committees, and by whom this will be determined.
 - *Are we fairly compensating the additional work and responsibilities of graduate faculty?*
- Provide additional time for research and creative activities as well as service through a one-course reduction of the mandatory faculty load.
 - *Are faculty provided adequate time and support to be active scholars in their field?*
- Review campus policies and procedures, the role of non-academic offices in supporting academic units, and the role of academic units in designing the campus processes that support them.
 - *Are support units adequately meeting the needs of the academic units?*
- Consider a new content management system (Blackboard). The current contract was extended without input of faculty.
 - *Are we utilizing the best content management system for courses and are faculty satisfied with the system offered?*

- Institute a clock-stopping mechanism for tenure and promotion for time in rank for faculty demonstrating documentable need, allowing for the accommodation of emergent needs not currently addressed in the Faculty Handbook.
 - *Do we have policies that support faculty facing medical hardships, etc.?*

Long-Range goals

- Continue to implement recommendations of the campus-wide Equity Study
 - *Are we adequately addressing issues of salary compression and salary inequity in departments?*
 - *Are we losing faculty over these issues?*
- Strengthen our campus culture as an HSI and possible MSI.
 - *What changes in campus culture are evident around our HSI (and possible MSI) status?*
- Strengthen IT and computer functionality across campus.
 - *Are instructors provided the IT support and technology they need in their classrooms?*
- Increase philanthropic support of the academic program.
 - *Are we increasing private dollars toward the academic program?*
- Increase our community engagement and service role to Pueblo and southern Colorado.
 - *Are we making a difference in Pueblo and the region we serve?*

PRESIDENT'S REPORT

I. ACADEMIC EXCELLENCE

A. CSU-Pueblo President Named Top 30 Technologists, Transformers, and Trailblazers

Colorado State University-Pueblo President Dr. Timothy Mottet was named one of the 2017 Top 30 Technologists, Transformers and Trailblazers by The Center for Digital Education (CDE) -- 30 education and technology leaders across America who are transforming the education landscape through the use of digital tools. The 2017 winners were selected based on their efforts to improve education through effective implementation of technology-rich solutions; their impact on student outcomes; and their overall initiative, creativity and leadership skills.

B. CSU–Pueblo undergraduate engineering program ranks among nation’s top 75

Colorado State University-Pueblo’s undergraduate engineering program was ranked among the nation’s top 75 by U.S. News and World Report, moving up more than 20 spots from last year’s rankings. The undergraduate rankings include schools that do not offer a doctoral degree in engineering. CSU-Pueblo tied for 74th up from 97th in the 2017 rankings. The U.S. Air Force Academy was the only other Colorado school in this list at #5. U.S. News has separate rankings for undergraduate engineering programs at colleges that offer doctoral degrees in engineering and for engineering programs at colleges where the terminal degree in engineering is a bachelor's or master's degree. “We are pleased to receive this recognition from our peers, and we are proud of the contributions we make to Pueblo and southern Colorado,” said Dr. Jane Fraser, chair of engineering. “Our graduates are employed in local companies and in companies throughout Colorado, the U.S., and around the world.”

C. Colorado State University-Pueblo history professors attract national media attention

Colorado State University-Pueblo faculty members Dr. Jonathan Rees and Dr. Fawn Amber Montoya are in the national spotlight this month with Rees writing about classroom technology in the national higher education publication *Inside Higher Ed*, while Montoya will debut this weekend on C-SPAN 3 teaching a class on the Ludlow Massacre.

Rees is quoted extensively in an *Inside Higher Ed* article, “To Flip or not to Flip,” that addresses alternative learning approaches to the traditional classroom lecture. Rees was pleased to be sought out as an expert on the topic and says the article sums up where he is related to the use of technology in his own classrooms.

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Montoya will teach a 50-minute class on the Ludlow Massacre that will debut in September on C-SPAN 3. The taping occurred in a CS 101 course filmed last spring at CSU-Pueblo. The lecture focuses on the Ludlow Massacre and its impact on communities and families in Southern Colorado. Montoya was co-chair of the Governor-appointed Ludlow Massacre Centennial Commemoration Committee and has presented on the Ludlow Massacre within communities of Southern Colorado, at History Colorado, and at national conferences. Her book *Making an American Workforce: The Rockefellers and the Legacy of Ludlow* addresses the impact of the Ludlow massacre on a national and international level.

II. STUDENT ACCESS AND SUPPORT

A. Colorado State University-Pueblo named top Colorado school for economic mobility

A national company specializing in career outcomes has named Colorado State University-Pueblo as the top Colorado school for helping students move up the economic ladder. Zippia recently ranked the top schools by state in terms of which ones have the largest percentage of students who enter in a low income bracket and wind up in a much higher earning position. The Zippia ranking aligns with the 2015 Brookings Institute report, which ranked CSU-Pueblo second among all four year institutions in the state of Colorado in terms of the value-added benefits it provides its students. The Brookings report, *Beyond College Rankings: A Value-Added Approach to Assessing Two and Four-year Schools*, used government and private data sources to analyze the value of colleges based on the economic success of its graduates by measuring income, occupations, and loan repayment rates

III. DIVERSITY

V. COMMUNITY OUTREACH

A. CSU–Pueblo hosts new freshmen at Discover Downtown

For the second straight year, Colorado State University-Pueblo joined with a variety of community businesses and organizations to host nearly 700 freshmen and their parents at a Discover Downtown event. This year's event was co-sponsored by CSU-Pueblo, Historic Arkansas Riverwalk of Pueblo, Pueblo Downtown Association, Pueblo Parks and Recreation, the Pueblo Arts Alliance, El Pueblo History Museum, Professional Bull Riders, and the Greater Pueblo Chamber and Latino Chamber.

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B. Colorado State University-Pueblo sponsors alumni, student events at Colorado State Fair

Colorado State University-Pueblo sponsored events for alumni and area students as part of the 11-day Colorado State Fair, Aug. 25 - Sept. 4. CSU-Pueblo sponsored Back to School Fridays at the Colorado State Fair, August 25 and Sept. 1, offering free admission to students K-12 from Pueblo County schools and the surrounding areas on those two days along with a free ThunderHill ticket to a football contest, a free drink from Loaf N Jug, and a half price carnival band. Rev 89 broadcasted from the Carnival area on those days, and the CSU-Pueblo presence will be visible through flags, banners, advertising, and giveaway items..

C. School of Business to honor Keith Swerdfeger with Lifetime Business Achievement Award

Keith Swerdfeger, owner of one of the largest underground utility companies in Colorado, will be honored with the third Lifetime Business Achievement Award from the Malik and Seeme Hasan School of Business (HSB) at Colorado State University-Pueblo on October 21, according to HSB Dean Dr. Bruce C. Raymond. A dessert reception and cash bar will open at 7 p.m. in the White Gallery on the third floor of the Helen T. White Gallery Building of the Sangre de Cristo Arts Center with the presentation to follow in the Arts Center Theater at 8 p.m.

Since the humble beginnings of K.R. Swerdfeger Construction in 1968, Keith Swerdfeger and his wife, Sharon, have grown the company into one of the largest underground utility companies in Colorado, employing 250-500 employees with a \$10 million dollar annual payroll across six states.

VI. RESOURCE MANAGEMENT

A. Colorado State University System gift brings ThunderTron to CSU-Pueblo ThunderBowl

The Colorado State University System has provided a significant gift between its sister schools as it funded the transfer of a video display board from Hughes Stadium in Fort Collins to the Neta and Eddie DeRose ThunderBowl at Colorado State University-Pueblo.

CSU-Pueblo Director of Athletics Joe Folda said the 48' by 28' Daktronics scoreboard, originally valued at more than \$550,000 and now known as ThunderTron, will address

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issues he has heard through the years regarding the lack of instant replay and inadequate audio and video capabilities. The installation also came with a one-year service contract and training for CSU-Pueblo employees.

The CSU System funded the deconstruction, transport, and installation of the sound system and scoreboard to the tune of more than \$512,000 and pitched in an additional \$124,000 for related equipment for the system, including a scoreboard on the south end of stadium, new delay of game clocks and time clocks in the locker room and officials' room. Last fall, the system pitched in nearly \$300,000 for the installation of new turf at the ThunderBowl.

B. CSU-Pueblo Foundation hosts ribbon cutting at Thunder Village commercial complex

The Colorado State University-Pueblo Foundation held a ribbon cutting in August to mark the opening of Thunder Village, a 10,000-square-foot, \$2.4 million commercial complex located just south of the Neta and Eddie DeRose ThunderBowl. Thunder Village is a commercial development financed and managed by the CSU-Pueblo Foundation that will house three businesses and provide commercial services near the Belmont campus. No donor funds were used in transactions regarding the Thunder Village project. As the property manager, CSU-Pueblo will benefit from the rent collected from the occupants of Thunder Village.

C. CSU-Pueblo on track to save \$650,000 in first year of \$12.5 million Johnson Controls Performance Infrastructure contract

Johnson Controls will continue a 20-year relationship with Colorado State University-Pueblo (CSU-Pueblo) through a recent contract that enhances sustainability efforts through an improved infrastructure and a reduction in energy demands across the 278-acre campus, without capital expenditures. The university is on track to save \$650,000 in the first year of the \$12.5 million contract. The project addresses deferred maintenance, upgrades to existing equipment and systems and energy improvements over the next several years. Major elements include HVAC improvements, peak-shaving generators with distributed energy storage (battery storage), lighting improvements, water savings improvements, utility rate change and reduction. Engineers from the Colorado Energy Office provided collaborative guidance and consultative review of the Investment Grade Audit.

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D. Veterans Upward Bound Program at CSU-Pueblo renewed for five years with \$1.3 million

Colorado State University-Pueblo's Veterans Upward Bound (VUB) program has been awarded a five-year grant of more than \$1.3 million from the U.S. Department of Education to improve college access and preparing veterans for success in postsecondary studies. For the 2017-18 year, the CSU-Pueblo grant will total more than \$260,000. CSU-Pueblo has offered an Upward Bound program since 2002, equipping veterans with critical skills necessary to thrive and succeed in postsecondary education, as well as supporting them through any require remedial coursework. Services are provided annually to 125 eligible U.S. military veterans who have expressed the interest and commitment necessary exploring higher education, preparing and excelling in college. The services focus on year-round academic and social support, college preparation, financial literacy, connecting participants with veteran resources, mentoring, college/career exploration, assistance with the application process and community experiences.

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Action Item

MATTERS FOR ACTION:

Approval of revisions to the Colorado State University-Pueblo Administrative Professional Employee Handbook

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the revisions to the Colorado State University-Pueblo's Administrative Professional Employee Handbook

EXPLANATION:

Presented Dr. Timothy P. Mottet, President, and Karl Spiecker, Vice President for Finance and Administration

The CSU-Pueblo Administrative Professional Employee Handbook was first approved by the Board of Governors in 2007. The Handbook has not had a significant review since that time. The Administrative Professional Council sought to update their employee handbook to address issues important to their constituents. Items were removed from the Handbook that would be better included in a Human Resources guide and were not considered employment policies. The Handbook was also updated to conform with applicable law and other University policies and procedures. The following updates are included:

1. Salary Administration for Administrative Professionals – this includes a university compensation philosophy, a compensation committee, salary administration addressing equity and parity guidelines, merit pay opportunities and interim appointment salary adjustments.
2. Annual Leave Sharing policy – this allows employees to transfer their accrued annual leave to another Administrative Professional employee experiencing hardships related to serious health conditions.
3. Conflict of Interest – this includes updated information requiring an annual conflict of interest statement for all Administrative Professional employees.
4. Employee Study Privilege – this includes an increase in the amount of credit hours that an employee can utilize annually from 6 hours to 9 hours. It also allows CSU-Pueblo employees to take advantage of Board of Governors Policy 307, CSUS Board Faculty/Staff Study Privilege Policy.
5. Grievance Policy – This updates the current grievance policy to provide more structure within the grievance procedures.
6. The CSU-Pueblo Family and Medical Leave policy is attached to provide additional notice to employees.

Approved

Denied

Board Secretary

Date

The Board of Governors of the
 Colorado State University System
 Meeting Date: October 5, 2017
 Action Item

MATTERS FOR ACTION:

Approval of the Colorado State University-Pueblo Family and Medical Leave Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approves the Family and Medical Leave Policy for Colorado State University-Pueblo

EXPLANATION:

Presented by Dr. Timothy P. Mottet, President, and Karl Spiecker, Vice President for Finance and Administration

The Family and Medical Leave Act of 1993, as amended, requires the University to provide job protected, unpaid leave to eligible employees for serious health issues related to them and/or qualified family members. CSU-Pueblo has administered this requirement since the enactment of the Act. The policy brings the administration of the Act under one policy for all eligible employees, except State Classified Employees. The policy addresses the current requirements for members of the military and their families, along with requirements under the Colorado Family Care Act.

 Approved

 Denied

 Board Secretary

 Date

CSU-PUEBLO
Handbook
For
Administrative Professional Employees

CSU-PUEBLO Handbook for Administrative Professional Employees

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PREFACE

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APPENDIX A CSU-Pueblo FMLA Policy

PREFACE

Administrative Professional employees are defined as personnel who are officers and directors of administrative departments, personnel appointed by the Governing Board as officers of the Board, all such professional assistants to these officials whose appointments are by Board action, and administrative employees who do not have an academic rank or title. Administrative Professional positions are positions that are exempt from the State Personnel System under Colorado statutes, but are not academic faculty positions. The classification of a particular position as an Administrative Professional position must be coordinated with Human Resources.

The policies and procedures outlined in the *Handbook for Administrative Professional Employees* (hereinafter referred to as Handbook) are for your information and guidance as a Colorado State University-Pueblo (CSU-Pueblo) employee. Please become familiar with the policies of the institution of which you are a part and keep this Handbook conveniently available for reference. The policies and procedures contained in this Handbook may be amended at any time with approval from the Board of Governors, consistent with the procedures described in the Handbook. This handbook is approved by the Board of Governors of the Colorado State University System (hereinafter referred to as "the Board").

The Board has delegated certain personnel powers to the President, and the President has further delegated certain of these personnel powers to other officers of the University. All references in the *Handbook* to the authority of the Board and/or the President shall be deemed to include such delegations. However, the Board, may, from time to time, elect to exercise any personnel power delegated to the President (and which may have been further delegated to the Provost and vice presidents.)

All commitments and obligations of CSU-Pueblo and the Board contained in this *Handbook* are contingent upon the availability of state funds and are subject to Article XI, Sections 1 and 3 of the Constitution of the State of Colorado. Thus, commitment of employment beyond the current fiscal year is contingent upon sufficient appropriations of funds from the legislature. Such commitment without that contingency would be an unconstitutional pledge against the credit of the state made without spending authorization of the Colorado General Assembly.

Disclaimer: The employment policies and procedures outlined in the Handbook for Administrative Professional Employees are developed and maintained at the pleasure of CSU-Pueblo and may be changed at any time. Any statement made in the Handbook shall not constitute a contract of employment between CSU-Pueblo and any employee. Employment with CSU-Pueblo as an Administrative Professional Employee is at will and may be terminated by either the employer or employee at any time and for any reason. No manager, supervisor, department chair, Dean, Director or representative of CSU-Pueblo may make any contract, promise, or commitment contrary to those guidelines outlined in this handbook. Therefore, any alleged contract, promise, or commitment made by any of the foregoing identified individuals shall be unenforceable. The information contained herein is provided as a public service with the understanding that CSU-Pueblo makes no warranties, either expressed or implied, concerning the accuracy, completeness, reliability, or suitability of the information. Nor does CSU-Pueblo warrant that the use of this information is free of any claim of copyright infringement.

NOTICE OF NON-DISCRIMINATION

CSU-Pueblo is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs and activities, and the use of its facilities. The University takes affirmative action to employ qualified women, racial/ethnic minorities, protected veterans, and individuals with disabilities. Colorado State University-Pueblo does not discriminate on the basis of age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, veteran status, or because an individual has inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant.

The Office of Institutional Equity's Director & Title IX Coordinator is responsible for addressing compliance with federal, state, and local laws pertaining to nondiscrimination, civil rights, access, and equity. For any inquiries or concerns regarding discrimination or protected class harassment, or further information, please contact the Director & Title IX Coordinator in the Office of Institutional Equity, Josh Ernst Administration Building, 2200 Bonforte Boulevard, Room 304, Pueblo, Colorado 81001, (719) 549-2210. Individuals with non-academic disability related concerns should contact the University's ADA/504 Coordinator, who is also the University's Human Resources Director at (719) 549-2441, Administration Building, Room 306.

Protected Characteristics

age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, veteran status, or because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant, or any other characteristic protected by the University's Non-Discrimination Statement.

CHAPTER 1 HISTORY, MISSION, GENERAL ADMINISTRATION

1.1 History

CSU-Pueblo has served the changing needs of the citizens of Colorado for more than sixty years.

In 1933, the institution was incorporated as The Southern Colorado Junior College. Classes took place on the top floor of the Pueblo County Courthouse. The "Class of '35" graduated seventeen students. In 1936, the Colorado Fuel and Iron Corporation donated the first building on the Orman Avenue campus site. One year later, local citizens decided to support the institution with county taxes; they organized the Pueblo County Junior College District, and the institution was renamed Pueblo Junior College (PJC). In 1951, PJC became the first accredited junior college in Colorado. In 1952, the name was changed to Pueblo College.

A decade later, Colorado's General Assembly enacted legislation, effective in 1963, changing the name to Southern Colorado State College and making SCSC a four-year baccalaureate institution to be governed by the Board of Trustees of State Colleges. Southern Colorado State College received accreditation in 1966.

By then, four buildings had been erected on the new campus north of Pueblo's Belmont residential district. On July 1, 1975, the state legislature granted the institution university status. Three years later, the State Board of Agriculture assumed governance for the University of Southern Colorado.

On July 1, 1985 the State Board of Agriculture created the Colorado State University System including the University of Southern Colorado, Colorado State University, and Fort Lewis College. In spring 2002 the General Assembly passed legislation renaming the university CSU-Pueblo and defining its statutory mission as follows:

CSU-Pueblo is a major regional educational resource for economic growth, cultural enrichment, and social development to enhance the quality of life of Colorado's citizens. As such, the university is committed to community and regional involvement, and addressing the economic, social, cultural, and educational development concerns in southern Colorado and the state in general. Engagement in the region is a distinctive, fundamental purpose of the University and provides students with additional opportunities for leadership development, career preparation, and public service. Designated as a Hispanic Serving Institution by the federal government, CSU-Pueblo has a particular commitment to serve as an educational resource to the Latino communities of Pueblo and southern Colorado, providing access to higher education and assistance in addressing economic and social problems.

1.1.1 Accreditation

CSU-Pueblo is accredited at the bachelor and master's levels by the Higher Learning Commission. Such accreditation was reaffirmed in June 2017.

1.2 Mission

1.2.1 Statutory Mission and Role

There is hereby established a university at Pueblo, to be known as Colorado State University-Pueblo which shall be a regional, comprehensive university with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer a limited number of graduate programs (CRS 23-31.5-101).

1.2.2 Institutional Mission

CSU-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research, and service by providing leadership and access for its region while maintaining its commitment to diversity (adopted April, 2005, and reaffirmed fall 2015).

1.2.3 Institutional Goals and Priorities

In fulfilling its basic mission, the University regularly establishes long-range and short-term goals. The University is guided in this process by its Strategic Plan. Information on institutional goals and priorities is available in the current strategic plan available on the University website.

1.3 General Governance

1.3.1 The Board of Governors of the Colorado State University System (Board)

Under the state constitution and statutes, the general supervision of the University is vested in the Board of Governors of the Colorado State University System, which is the governing body of the University. The Board is the employer of University employees. The Board establishes policies for Administrative Professional employees as set forth in this Handbook for Administrative Professional Employees or in other documents, policies, or resolutions duly adopted by the Board.

1.3.1.1 Meetings of the Board of Governors

Information on Board meetings is available in the Office of the President or from the CSU System website.

1.3.2 Colorado State University System

The Board governs the Colorado State University System, which is administered by a chancellor. Information about the CSU System, including Board policies affecting CSU-Pueblo, is available in the Office of the President and from the CSU System's website.

1.3.3 Colorado Commission on Higher Education (CCHE)

The CCHE holds statutory responsibility for coordinating higher education's governing boards.

The CCHE Policy Manual, available in the University Library and in the offices of the Provost and the President, contains all commission policies and procedures. Visit the CCHE website for more information.

1.3.3.1 Meetings of the CCHE

Information on CCHE meetings is available in the Office of the Provost. Additional information is available on the CCHE website.

1.4 Organizational Chart

A current organizational chart, which may be amended from time to time without Board approval to reflect modifications implemented and authorized by the President, can be found on the University website.

CHAPTER 2 ADMINISTRATIVE PROFESSIONAL PERSONNEL POLICIES

This chapter becomes a part of every Administrative Professional's employment except to the extent that an individual Administrative Professional appointment is modified by mutual agreement in a specific provision. This chapter is the official statement of policies, obligations, responsibilities, rights, and privileges pertaining to Administrative Professional staff. Other University policies related to Administrative Professional employment are incorporated by reference into this chapter as so indicated. All Administrative Professional staff are required to be familiar with and abide by the terms and provisions of this chapter as a condition of their employment with the University. These policies are also available on the University website.

2.1 Administrative Professional Terms of Employment

All employment as an Administrative Professional is at-will. Full-time or part-time at-will employment is solely within the discretion of the University and may be terminated by the University or the employee at any time, with or without cause.

This Handbook provides for the general terms and conditions of an employee's appointment while employed at CSU-Pueblo. Specific terms and conditions, such as salary and type of appointment, will be communicated separately to the employee in writing.

2.1.1 Types of Appointments

Administrative appointments provide employment that is solely within the discretion of the University, with the exception of senior level administrators, and may be terminated by the University or employee at any time. Appointments may be regular full-time, regular part-time, , or interim. The duties, hours of work, and benefits eligibility of Administrative Professional positions may be changed at any time at the discretion of the University.

2.1.1.1 Regular Full-time Administrative Professional Appointments

Regular full-time Administrative Professional appointments are those Administrative Professional positions whose customary, regular authorized work schedules require forty (40) or more hours in a workweek. These positions are benefits eligible.

2.1.1.2 Regular Part-time Administrative Professional Appointments

Regular part-time Administrative Professional appointments are those Administrative Professional positions whose customary, regular authorized work schedules require at least twenty (20) hours but less than (40) hours in a workweek. These positions are benefits eligible.

2.1.1.3 Temporary Administrative Professional Appointments

Temporary Administrative Professional positions may be utilized for full-time and part-time, non-regular, as needed appointments of not more than twelve (12) months. Employees who work less than half time are not eligible for benefits. Non-student hourly employees are only eligible for benefits if they qualify for such benefits pursuant to federal law.

2.1.1.4 Interim Administrative Professional Appointments

Interim Administrative Professional appointments are to positions previously held by full-time or part-time employees, required to cover critical position duties during extended leaves or when a position is vacated due to resignation or termination, during an extended search, or during a period of time while the position is under review. The appointments shall not exceed one year without a formal search unless extended by the President. The direct supervisor of the vacant position must submit a written request including rationale describing existing circumstances or conditions that warrant the need for an interim appointment to the appropriate Appointing Authority. Interim appointees may apply for the permanent position.

2.1.2 Calendar Definitions

For the purposes of the policies contained in this chapter, "academic year" shall mean that period of time encompassed by fall and spring semesters. "Fiscal year" shall mean **July 1** to the following **June 30**. "Calendar year" shall mean **January 1** through **December 31**. "Working day" shall mean any Monday, Tuesday, Wednesday, Thursday, or Friday during the calendar year that the University is officially open.

2.1.3 Rank Qualifications for Administrative Faculty

The qualifications for faculty rank for administrative faculty employed initially from outside the University shall meet or exceed those for academic faculty as stated in Section 2.3.1 of the Faculty Handbook.

2.1.4 Academic Faculty to Administrative Faculty

Academic faculty who accept full-time administrative appointments move automatically to administrative faculty status (Section 2.2.2 of the Faculty Handbook) at the same rank classification held under the academic faculty appointment. Tenured academic faculty retain tenure while holding administrative faculty appointments. Probationary academic faculty who accept administrative appointments cease progress toward tenure and become subject to administrative non-reappointment provisions. Administrative faculty shall be employed by administrative appointments and under the terms and conditions of this Administrative/Professional Handbook.

2.1.5 Administrative Faculty to Academic Faculty

Tenured administrative faculty, upon cessation of an administrative appointment, shall automatically receive tenured academic faculty appointments at their assigned rank and at a salary determined by the policy on salary administration (Section 2.13 of the Faculty Handbook).

The reassignment of an administrative faculty member to an academic faculty position shall not, because of such reassignment, result in a reduction in force of tenured faculty in the degree or program area to which the administrative faculty member is assigned. Non-tenured administrative faculty who leave for any reasons from administrative appointments, if they previously held probationary academic faculty appointments at the University, may return to probationary academic faculty appointments upon recommendation to the Dean and Provost by the appropriate Department Chair, in consultation with the faculty in the degree or program area. If approval is granted by the President, the individual shall hold a probationary academic faculty appointment and shall continue progress toward tenure in accordance with the provisions of Section 2.10 of the Faculty Handbook. Individuals employed initially as administrative faculty without tenure shall not be considered for academic faculty positions except by participation in a search and screen process for an authorized vacancy. In all cases, administrative faculty who change to academic faculty positions are expected to demonstrate currency in their discipline areas.

2.2 Basic Responsibilities of Administrative Professional Staff

2.2.1 Adherence to University Policies

As employees of the University, Administrative Professional staff are expected to adhere to official University policies as published in this Administrative Professional Handbook, the University catalog, the University Policy Library or otherwise promulgated by the Board of Governors.

The University's responsibility to provide a correct copy of this Handbook is achieved by posting this document on the CSU-Pueblo website and referencing it during new employee orientation.

2.2.2 Code of Ethics for Administrative Professional Employees

Each Administrative Professional staff at CSU-Pueblo shall:

- a. serve the public with respect, concern, courtesy and responsiveness;
- b. demonstrate the highest standards of personal integrity, truthfulness, and honesty and inspire public confidence and trust in the University and the CSU System;
- c. recognize that personal gains from public service are limited to recognition, salary, and normal employee benefits;
- d. not use public service to bestow any preferential benefit on anyone related to the public official by family, business or social relationship;
- e. not disclose or use or allow others to use confidential information acquired by virtue of University employment for private gain;
- f. not accept any fee, compensation, gift, payment of expense, or any other thing of monetary value, under circumstances in which the acceptance may result in or give the appearance of: (a) an undertaking to give preferential treatment to any person; (b) any loss of complete independence or impartiality; or (c) the making of a governmental decision outside official channels;
- g. not engage in outside employment unless the outside employment is disclosed to the President of the University and the employee's Appointing Authority and unless the outside employment does not interfere with the performance of the University duties;
- h. not use State time, property, equipment or supplies for private gain;
- i. not knowingly engage in any activity or business which creates a conflict of interest or has adverse effect on the confidence of the public in the integrity of the University;
- j. support equal educational access and employment opportunities in the University by all citizens regardless of age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, or veteran status.

2.3 Official Personnel Files

The official personnel file for each Administrative Professional employee shall be maintained by the University in accordance with state law. Applicable provisions of Colorado public records laws shall govern access to the personnel file. Following severance for any reason, personnel files shall be maintained in accordance with Schedule 8 of the Colorado State Archives Records Management Manual.

2.4 Conflict of Interest

The Board of Governors has declared that public employment is a public trust, and any effort to realize personal gain through official conduct, other than as compensation set through established processes, is a violation of that trust. All decisions of the Board of Governors, the University, and individual staff members in their Administrative Professional roles are to be made solely on the basis of a desire to promote the best interests of the institution.

2.4.1 Disclosure Responsibilities

In the event the Administrative Professional staff shall be called upon to consider a transaction involving the University and an organization with which a member of the Administrative Professional staff is "affiliated," such Administrative Professional staff member, upon receiving knowledge of the transaction, shall:

- a. fully disclose the precise nature of interest or involvement in such transaction and/or such organization; and
- b. refrain from consideration of the proposed transaction if it is determined that a conflict of interest exists.

2.4.2 Definitions

Dependent is defined as an employee's spouse, domestic partner, or unemancipated child, including stepchild or adoptee, under the age of 18, or anyone who receives more than one-half of their financial support during a year from the employee.

Familial relationships include relationships by blood, adoption, marriage, or domestic partnership; such relationships are with a partner, parent, grandparent, child, sibling, first cousin, uncle, aunt, nephew, niece, spouse, brother- or sister-in-law, father- or mother-in-law, son- or daughter-in-law, step-parent, or step-child.

Immediate family is defined as an employee's parent, spouse, child, sibling, parent's spouse, step child and adopted child, and their spouses.

A person covered by this Conflict of Interest policy is affiliated with an organization if he or she or a member of his or her immediate family:

- a. is an officer, director, trustee, partner, agent, or employee of such non-governmental organization; or
- b. is either the actual or beneficial owner of more than 5% of the stock or controlling interest of such non-governmental organization; or
- c. has any other direct or indirect dealings with such non-governmental organization from which he or she knowingly is materially benefited. For purposes of this subparagraph, it shall be presumed that a person is "materially benefited" if he/she receives, directly or indirectly, cash or other property (exclusive of dividends and interest) in excess of \$1,000 in any year in the aggregate.

2.4.3 Examples

The University possesses both tangible assets, such as buildings and equipment, and intangible assets, such as its reputation and prestige. Examples of potential conflict of interest include, but are not necessarily limited to:

- a. the initiation or orientation of an Administrative/Professional staff member's use of University resources to serve the needs of a private firm or public agency without approval of the University;
- b. transmission to a private firm or use for personal gain of the information, records, results, materials, or products that have been acquired through University research or employment when such discoveries are not made generally available;
- c. failure to inform the appropriate officer of the University about licensing agreements and inventions in which the University might have an equity;
- d. the use of University resources in consulting, without referring to the appropriate administrative office, the question whether appropriate costs should be defrayed by the outside agency;
- e. the use of students, without recompense from salary or academic credit, for work on

- behalf of an outside agency;
- f. the use of the University's name, facilities, or equipment for personal purposes or for which the employee receives remuneration for private gain;
 - g. personal use of University resources to support political candidates or non-profit organizations even when not for remuneration;
 - h. the purchase of major equipment, instruments, or supplies for University use from a private firm with which the employee is affiliated;
 - i. negotiation or influence upon the negotiation of contracts between the University and outside organizations with which an employee has consulting or other significant relations of material benefit to the employee;
 - j. hiring of immediate family members by employees;
 - k. certain types of outside employment as offers of employment involving assignments that have the potential to compromise the institutional position of the Administrative/Professional staff member;
 - l. performing work for clients for pay when the work in question falls within the regular assignment of the Administrative Professional staff member;
 - m. any outside relationships that conflict with the responsibilities of the Administrative Professional staff member;
 - n. consulting relationships involving activities with the potential to compromise the institutional position of the Administrative/Professional staff member;
 - o. financial interests in companies and other kinds of organizations doing business with the University; and financial gain to the individual that results from involvement in University decisions.

2.4.4 Procedures for Conflict of Interest Disclosure

As part of every new employee orientation, and after initial employment, on or before October 1 of each year, Administrative Professional employees will be required to complete the "Conflict of Interest Policy—Disclosure Form." The form shall indicate any and all activities or projects currently in progress or planned that have the potential for interpretation as a conflict of interest. In addition, the form shall be submitted at any time during the year prior to engaging in activities that have the potential for interpretation as a conflict of interest:

- a. if the employee has nothing to disclose at the time of initial orientation or annually on October 1, the form will be retained as part of the official personnel file; or
- b. if the employee indicates a potential conflict of interest during initial orientation or at any time during employment, the form will be completed at that time and forwarded to the immediate supervisor for review. The supervisor will review the information provided and may request additional information if necessary. The supervisor shall then render, on the form, an opinion indicating whether there is a conflict of interest;
- c. if the immediate supervisor determines that a potential conflict of interest exists, a memorandum identifying recommended action to eliminate the potential conflict will be attached to the form and forwarded to the appropriate Vice President for review;
- d. if a known or potential conflict of interest exists, the employee and the supervisor will develop a management plan that will outline steps necessary either to eliminate the conflict of interest or to manage the conflict of interest in a way that will not violate the

public trust.

The supervisor will forward the management plan and the conflict of interest form to the appropriate Appointing Authority for approval.

- e. The Appointing Authority shall review the submitted materials and may consult with University Counsel regarding the potential conflict and any agreements made at the previous step. The Appointing Authority shall issue a written decision on the form. This may include appending any agreement or management plan reached by the employee and supervisor. If the employee and the supervisor cannot develop a management plan, then the Appointing Authority shall issue a written decision that may include steps to be taken to eliminate the potential conflict. The Appointing Authority's decision is final.
- f. Disclosure forms shall be permanently maintained in the official personnel files.

If a known conflict of interest occurs, Administrative Professional employees shall be governed in their responsibilities for disclosure by statute

2.4.5 Sanctions by Statute

Sanctions covering conflict of interest by the state of Colorado are cited in the Colorado Revised Statutes, Section 18-8-308, "Failing to disclose a conflict of interest":

- a. "A public servant commits failing to disclose a conflict of interest if he [or she] exercises any substantial discretionary function in connection with a government contract, purchase, payment, or other pecuniary transaction without having given seventy-two hours' actual advance written notice to the secretary of state and to the governing body of the government which employs the public servant of the existence of a known potential conflicting interest of the public servant in the transaction with reference to which he is about to act in his official capacity.
- b. A 'potential conflicting interest' exists when the public servant is a director, president, general manager, or similar executive officer or owns or controls directly or indirectly a substantial interest in any nongovernmental entity participating in the transaction.
- c. Failing to disclose a conflict of interest is a class 2 misdemeanor."

2.5 Salary Administration for Administrative Professional Staff

"Salary" is defined as the dollar amount specified in the appointment notice as the compensation provided for services rendered. The President is responsible for approving the salaries and salary adjustments and increases as recommended by the Appointing Authority of an Administrative Professional employee. Administrative Professional employees are not authorized to be paid overtime unless designated as eligible by the Human Resources Office in accordance with the Fair Labor Standards Act (FLSA).

2.5.1. University Compensation Philosophy

The primary role of the compensation system is to establish a clear relationship between professional performance, job duties, and compensation to ensure that employees are recognized for their contributions, and to ensure that the University's resources are used efficiently and effectively. The University supports a compensation system that:

- a. uses survey data consistent with peer institutions with similar demographics such as type of institution, size of budget, enrollment, etc.;
- b. remains open to emerging compensation practices to address change in the workforce and the workplace over time;

- c. recognizes the value of staff and retains them by maintaining internal equity with comparable duties and responsibilities; and
- d. allocates compensation in a fair, yet flexible, manner in compliance with all applicable legal requirements.

2.5.2 Administrative Professional Compensation Committee

The Administrative Professional Compensation Committee serves to discuss, advocate for, and make recommendations to the President or their designee(s) based on available funding dependent upon resources and priorities; and pertaining to compensation philosophy, equity, parity, and merit for the Administrative Professional staff. This includes but is not limited to the process for determining salary, consistency in application of salary, potential increases in salary, and processes for determining interim appointment salary.

The Administrative Professional Compensation Committee will meet with Human Resources annually, at a minimum, to discuss and make recommendations pertaining to compensation philosophy, equity, parity, and merit for the Administrative Professional staff.

Administrative Professional Compensation Committee Composition

The Administrative Professional Compensation Committee shall be made up of six members recommended by the Administrative Professional Council (APC) Executive Committee and confirmed by the President. The Administrative Professional Council Executive Committee will make appropriate efforts to ensure that committee members include a broad representation of the Administrative Professional staff on campus including reporting lines, funding sources, and levels of responsibility. Administrative Professional Compensation Committee members shall meet the general requirements for APC representatives based on the APC Constitution and Bylaws including time in service at the University. Members shall be recommended and confirmed annually and are not term limited.

2.5.3 Salary Administration Policies

Increases in the base pay of the Administrative Professional staff shall be categorized as follows:

Equity and Parity Increases

- a. The President, in their sole and exclusive discretion and in response to specific annual budget requests, will determine whether salary increases addressing issues of equity and parity will be awarded and, if so, in what amount.
- b. Equity increases are intended to reduce or eliminate the salary disparities among existing and new employees. "Equity" takes into account performance evaluations, education, experience, and job duties.
- c. Parity increases address the competitiveness of University salaries with the salaries of staff at similar institutions, taking into account performance evaluations and other standards, including but not limited to education, experience, job duties, discipline, and variances among local economic conditions.
- d. Equity and parity issues will be studied periodically by the University.

Merit Increases

- a. Merit salary increases for Administrative Professional employees should be consistent with employee evaluation outcomes.
- b. All persons whose performance is rated as higher than satisfactory may be eligible to receive a merit increase when funds have been allocated for salary increases.

- c. Merit increases following evaluations shall not be awarded to any person who receives a composite rating of unsatisfactory.
- d. Administrative Professional staff members who are hired after July 1 will be evaluated for their partial year of employment and may be eligible for a prorated merit increase based on the start of their employment and funding availability.
- e. Employees who have been promoted during the current evaluation period must have performance evaluations in both positions. The combined evaluation rating may be used to determine the amount of the annual merit increase.

Interim Salary Adjustments

- a. Interim appointments should be limited to no more than one complete year, and Presidential approval is required with a documented timeline for the interim position's outcome.
- b. If an employee is appointed to fill an interim position, they must receive an updated job description that reflects the additional duties as interim.
- c. A formal review of past and present job descriptions will provide an appropriate update and begin the discussion on compensation and salary adjustment for additional duties.
- d. If the initial interim term must be extended beyond the original appointment, another meeting to discuss the extension and duties assignment, as well as appropriate compensation, must be held.

Salary Policies Applicable to Administrative Professional Staff

An annual review of the University's compensation issues for Administrative Professional employees will be conducted and documented by Human Resources.

The Office of Institutional Equity will evaluate proposed salary changes to ensure they do not create pay disparity on the basis of protected class status or have a disparate impact on protected classes.

2.6 Types of Leave/Leave Policies

General Information

Employees should refer to the Leave Use and Reporting Procedure on the Human Resources website, for specific details regarding requesting and reporting leave.

2.6.1 Annual Leave

Administrative Professional employees hired prior to July 1, 2003 earn 16 hours per month, pro-rated for part-time employment based on percent of appointment, with a maximum accrual 384 hours, also pro-rated for part-time employment, which may be carried forward to the next fiscal year. Employees hired after July 1, 2003 earn 16 hours per month, pro-rated for part-time employment, with a maximum accrual of 200 hours that may be carried forward to the next fiscal year. Effective July 1, 2005, leave will continue to accrue throughout the fiscal year, even if it is in excess of the maximum that may be carried forward. Leave earned above the maximum accrual rate that may be carried forward to the next fiscal year and not taken by June 30th is forfeited.

- a. Administrative Professional employees on less than 0.5 FTE appointments, temporary staff, and hourly employees do not earn annual leave.
- b. Annual leave does not accrue during leave without pay or unauthorized absence.

2.6.1.1 Payment of Accrued Annual Leave

Payout of annual leave at the time of termination or resignation will not exceed the maximum accrual rate of 384 or 200 hours, respectively. A “Request for Leave Payout” form must be completed and verified by the supervisor before final payment for accrued leave can be made.

2.6.2 Sick Leave

Medical certification may be required for any absence of more than three consecutive business days in order for the University to ensure compliance with the Family Medical Leave Act.

Administrative Professional staff earn 10 hours of sick leave per month (pro-rated for part-time) with a maximum accrual of 720 hours. This time may be used for personal or immediate family illness, non-occupational injury or doctor appointments that occur during regularly scheduled workdays. “Immediate family” in the context of the use of sick leave is defined as a spouse, domestic partner, children, or parent. **Payout of sick leave is not available.**

2.6.2.1 Family Medical Leave Act (FMLA)

Family and Medical Leave is a job protection benefit for eligible employees provided by the University in accordance with federal and state law. An eligible employee is entitled to take up to thirteen (13) work weeks of unpaid, job-protected leave for a specified family and medical reason with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. The University’s Family and Medical Leave policy applies to faculty, administrative professionals, and contracted employees and is attached as an appendix to this Handbook for the purpose of providing notice to the employees of their rights pursuant to the Family and Medical Leave Act. All employees must contact the Office of Human Resources for specific instructions on the use of FMLA and for a determination if they are eligible for FMLA leave. The University’s FMLA policy is also available on the CSU-Pueblo policy website.

2.6.3 Annual Leave Sharing Policy

The purpose of this program is to allow administrative faculty and administrative professional employees to transfer annual leave to an eligible employee who is experiencing a catastrophic illness or injury.

Eligibility: Permanent, regular administrative/professional and administrative faculty employees who have exhausted all applicable accrued leave and have not met eligibility for long-term disability benefits. Leave sharing is only intended as a last resort and is not a substitute for long-term disability or Worker’s Compensation benefits. Leave sharing may not be used when long-term disability is available but may be used during the 90 day waiting period. Donations may only be made by administrative faculty and administrative/professional employees who earn annual leave. This Leave Sharing Program does not apply to faculty, classified, adjunct faculty, or temporary employees.

Leave sharing is not an entitlement even if the case may qualify. Approval of each request for leave sharing is at the discretion of the President, whose decision is final, and decisions are not grievable. Donated leave is not part of annual leave payout upon termination or death. Only the required leave will be transferred to an eligible employee. Leave will not be granted in cases where leave abuse is evident. Leave sharing will only be granted once in any 12 month period from the date of initial approval. No leave sharing will be approved until an employee has exhausted all accrued leave. No leave sharing will be approved when the employee is receiving PERA disability payments, long-term disability benefits, or Worker’s Compensation benefits.

The leave sharing program is established specifically for catastrophic illness or injury, such as cancer, major heart attack, serious accident, etc. Normal pregnancy, common illness and

chronic diseases that do not pose a direct (imminent) threat to life are not qualified. Shared leave is counted concurrently against any family/medical leave entitlement. Awarded time may be applied retroactively to the beginning of the leave-without-pay period for the illness or injury for which it is granted.

Employees must submit an application for leave sharing and provide documentation of the condition. In the event that the employee is incapacitated and unable to make application, the employee's family may contact Human Resources to request leave sharing. Performance as identified in the performance reviews may be considered in the approval process. Employees who do not provide sufficient documentation may be denied participation.

Contributions may only be made from accrued and recorded annual leave, not based on future leave earnings. All contributions are voluntary and will remain confidential.

Employees requesting donated annual leave need to complete the Application for Direct Transfer of Leave and obtain approvals as indicated on the form. The form can be obtained from the Office of Human Resources.

Administrative Professional and Administrative Faculty employees may confidentially contribute, on a voluntary and basis, unused annual leave to another Administrative Professional or Administrative Faculty employee. Annual leave hours may be donated at the time the leave is needed. For information on contributing annual leave, contact the Human Resources office.

Requests for shared annual leave will be reviewed by Human Resources. If the application is approved by the President, Human Resources will notify the applicant as well as payroll. If a request is not approved, Human Resources will notify the requesting employee and no additional action shall be taken by Human Resources or the requesting employee.

2.6.4 Types of Leave

Holiday Leave

The State of Colorado grants 10 paid holidays per year. Colorado State University – Pueblo adheres to an alternate holiday schedule, which is available on the Human Resources website at: <https://www.csupueblo.edu/human-resources/index.html>. Should an employee terminate their employment with the University, there will not be a payout adjustment for holidays not taken during the fiscal year. No requests are necessary for holiday leave.

Funeral/Bereavement Leave

Administrative Professional staff may request funeral leave not to exceed five (5) working days without the loss of pay to make arrangements for/or attend the services of family members or others. A supervisor or Appointing Authority shall determine the amount of time to be granted based upon the travel distance, the mode of transportation, and the employee's relationship to the deceased. This type of leave may not be used for the purpose of settling an estate. An Appointing Authority may approve the entire 40 hours for a close family member even if funeral activities do not require this full amount of time.

Administrative Professional staff may also request leave not to exceed one (1) working day without loss of pay to attend services for a member of the University community.

Military Leave

Military Leave is granted in accordance with state and federal guidelines. Military leave requests must be accompanied by official military orders. Members of the National Guard or Reserves are granted 15 working days per calendar year for annual training or encampment. Appointing Authority signature is required on the leave request. Please contact Human Resources if you will be in this situation.

Jury Leave

Employees are granted leave with pay for periods required to serve on jury duty. A copy of the Jury Service from the Jury Commissioner must accompany the leave request. Appointing Authority signature is required on the leave request.

Civil Duty Leave

Employees who are officially subpoenaed or summoned to involuntarily appear in a judicial forum or compelled to appear before a judicial, legislative, or administrative body with civil power to compel attendance during regularly scheduled working hours, shall be entitled to receive leave with pay for a period of time necessary for such appearance if the appearance may not be reasonably accommodated by rescheduling the employee's work hours, as determined by the University. Employees must provide written proof that they have been called to testify and that the entity requiring the appearance has the authority to request such an appearance in order to qualify for this type of leave. This information must be provided to the Appointing Authority with the leave request and both must be forwarded to Human Resources after being signed by the Appointing Authority. Civil duty leave shall not be granted for appearances as an expert witness for a party to litigation. Civil duty leave must be approved in advance by the Appointing Authority. Civil duty leave is not deducted from the employees sick or annual leave balances.

Domestic Abuse Leave

An employee who has been employed by the University for at least twelve months and is a victim of domestic abuse, stalking or sexual assault or any other crime in which the underlying factual basis is domestic violence as these crimes are defined by Colorado law, may take up to three days of paid leave within a twelve-month period for the purpose of protecting themselves. This protection can occur through seeking a civil protection order, obtaining medical care or mental health counselling, making their home secure from the perpetrator of the domestic abuse, or seeking legal assistance to address the issues. Unless the leave is for the protection from imminent danger, the employee shall give notice to the University of taking such leave. Annual leave and/or sick leave shall be exhausted prior to this leave.

Leave without Pay

Requests for leave without pay require Appointing Authority approval and may require approval from the President.

Administrative Leave

Administrative leave may be granted for specific circumstances and must be approved in advance by an Appointing Authority. This type of leave is based on individual circumstances. The Appointing Authority will be responsible for determining which circumstances warrant the approval of Administrative Leave and whether it will be paid or unpaid.

An appointing authority may grant administrative leave with pay to attend approved meetings or conferences which are for the good of the state.

In the case of an emergency where the University may be forced to close for part or all of a scheduled work day, administrative leave shall be granted by Appointing Authorities. Employees will be notified by the University officials over the local radio stations, television stations, e-mail, social media, or notified by telephone. Unless a closing announcement is made in this manner, the University will be open.

Injury Leave

Employees who are injured or suffer an illness on the job are covered by Worker's Compensation Law. Please refer to the Worker's Compensation link on the Human Resources page of the CSU-Pueblo website or contact the Office of Human Resources for further information.

2.6.5 Scheduling Leave

Leave must be used responsibly and requires advance approval of the leave request, when foreseeable, by the supervisor. Leave that is not foreseeable (i.e. illness, accident, etc.) still requires a request be submitted immediately upon the employee's return and approved by the supervisor. Employees should refer to the Leave Use and Reporting Procedure in the Human Resources Office.

2.6.6 Leave Transfer/Reinstatement

Administrative Professional staff may request the transfer of annual and sick leave earned while employed by another state agency. Leave transfers are not a right, will only be considered from other recognized state agencies and must be approved by the Appointing Authority or President. Annual leave transfer will under no circumstances exceed forty (40) hours. No leave will be transferred from a non-state entity without the specific approval of the President.

Reinstatement of leave for employees who had prior service at the University will be reviewed on an individual basis. Leave balances must be able to be verified from the previous employment in order to be considered. Under no circumstances will leave be both transferred and reinstated for the same employee.

2.7 Supervising Responsibilities

As an Administrative Professional employee, the responsibility of supervising other employees may be necessary. Administrative Professional employees may be required to supervise other administrative professional employees, faculty, classified employees, non-student hourly employees, or student employees.

2.7.1 Performance Expectations and Assessment

Performance expectations will be communicated in various forms, both written and verbal, to employees throughout the year. Assessment will be formally conducted on a yearly basis. Performance management should include on-going communication and documentation. Supervisor should consult with Human Resources on performance related issues, documentation, and assessment.

Year-End Evaluation

Before April 30 of each year or as often as deemed necessary, the supervisor and employee meet to discuss final performance ratings. The supervisor and next level supervisor shall sign the performance evaluation form prior to reviewing it with the employee. The supervisor shall record the justification of the overall rating and any topics covered with the employee. The employee may add remarks regarding the evaluation in the space provided. If more space is needed by the supervisor or the employee, additional sheets may be attached. A written rebuttal by the employee will be attached to the evaluation for inclusion in the personnel file. A rating of unsatisfactory on any factor will require that the supervisor consider a performance improvement plan to address the deficiency. An overall rating of unsatisfactory may result in disciplinary action up to and including termination. Administrative Professional staff have no right to progressive discipline and may be terminated by the appointing authority as deemed appropriate.

Performance Evaluation Dispute

Employees who can document factual errors in the evaluation may submit a request for review to the supervisor and appropriate appointing authority. Only factual errors may be reviewed and the appointing authority will not substitute their judgment for that of the supervisor. The decision of the appointing authority is final. A performance evaluation dispute is not grievable.

2.8 Injury on Duty (IOD)

If an employee is injured while on duty, it is the employee's responsibility to notify the supervisor immediately. If medical attention is needed, the injured employee may select one of the multiple designated providers for treatment.

The injured employee and their supervisor are required to submit a "First Report of Injury" form with the details of the injury, illness, or disease to the Human Resources Office upon notice of injury but no later than four (4) days of the injury.

2.9 Fringe Benefits

2.9.1 Orientation

Orientation begins on the first day of employment. All new employees shall report to Human Resources on their first day to complete new hire paperwork required by state and federal law. This is also required in order to receive access to the University's computing resources.

In addition to the basic new hire paperwork, employees hire into 0.5 or greater positions that are eligible for benefits must also attend a detailed benefits orientation (conducted monthly). A Human Resources representative will discuss benefits, procedures, and policies during these meetings. Failure to attend the benefits orientation will result in the employee being enrolled in the default medical, dental, and retirement plans.

2.9.2 Payroll

Payday is the last working day of each month. Currently there is an exception for the June payroll, which is paid the first working day of July. Other dates may change pursuant to state law, which will be communicated to employees. All employees are required to participate in Direct Deposit. An employee's first paycheck shall be obtained at the University's cashier window; thereafter, paychecks are deposited directly to an employee's bank of choice. During orientation, each employee shall complete a direct deposit form.

2.9.3 Workers' Compensation

An employee that has been injured on the job or has sustained a work-related illness or disease is eligible for compensation and medical benefits as provided by the Workers' Compensation laws.

All work-related accidents and illnesses must be reported without delay to the immediate supervisor. The injured worker, and the supervisor, must complete the appropriate Report of Injury forms (available from Human Resources or the University website) no later than four (4) working days after the accident. CSU-Pueblo has selected multiple providers to treat our injured employees. These providers specialize in on-the-job injuries. The injured employee may select any of the designated providers, by completing the Provider form (available on the Human Resources page of the University website or in the Human Resources office.) **Once this form is completed**, the Human Resources Office will contact the selected provider to make arrangements for treatment. Employees must provide the Return to Work form to the Human Resources office and the immediate supervisor upon return from treatment. The supervisor and Human Resources staff will evaluate any temporary restrictions and temporarily adjust the employee's duties as appropriate.

- a. In the event of a life or limb-threatening emergency, the injured employee will be transported to the nearest emergency medical facility. **However, follow-up care**

MUST BE provided by one of the designated providers.

- b. If an employee is injured outside of normal business hours (8:00 a.m. to 5:00 p.m. Monday through Friday), he/she should seek treatment at the St. Mary-Corwin Medical Center emergency room, 1008 Minnequa Avenue, Pueblo, CO. If the injury is life threatening, call 911 or go to the nearest emergency room for treatment. A Return to Work form is required.
- c. If an employee is treated by any medical provider, other than the approved providers list, the employee will be responsible for payment for such treatment.

2.9.4 Health Insurance

It is the policy of the University that all 0.5 and above FTE employees have health insurance coverage. Thus, several health insurance plans are available through the University's participation in the Colorado Higher Education Insurance Benefits Alliance (CHEIBA). Employees (0.5 and above FTE) must enroll for medical insurance unless they waive coverage by providing evidence of coverage under another group plan. If coverage is waived, dependent coverage and dental coverage are also waived. Failure to make an election within 30 days of the first day of work will result in the employee being automatically enrolled in the default plan. Premiums on default coverage will be deducted on an after-tax basis. Changes to the medical plans may only be made during open enrollment or when there is a qualifying status change. For specific information on medical plan benefits and premiums, employees should review orientation materials or contact the Human Resources office.

2.9.5 Dental Insurance

Enrollment in a dental plan is also mandatory for 0.5 and above FTE employees and available through the University. Employees may not waive dental coverage unless they also waive medical coverage as defined above. Failure to make an election within 30 days of the first day of work will result in the employee being automatically enrolled in the default dental plan. Premiums will be deducted on default coverage on an after-tax basis. Changes to the dental plans may only be made during open enrollment or when there is a qualifying status change. For specific information on dental plan benefits and premiums, employees should review orientation materials or contact the Human Resources office.

2.9.6 Consolidated Omnibus Budget Reconciliation Act COBRA

Federal law was enacted on April 7, 1986, requiring that most employers sponsoring group health plans offer employees and their families the opportunity for a temporary extension of health and dental coverage at group rates. Employees who terminate employment have the opportunity to continue health coverage for 18 months. Dependent children, already covered through one of the plans, may continue coverage for 36 months. The employee will be responsible for the total premium plus a processing fee.

2.9.7 Life Insurance

Enrollment in a basic term life insurance plan is mandatory for University employees. Life insurance is offered through a plan selected by the University and the cost is shared between the employee and the University. Please see Loss Schedule of Indemnities for amount of payout. Accidental death and dismemberment (AD&D) coverage is included in the plan. Additional life and AD&D insurance plans are offered at a group rate. Please refer to your orientation information for further explanation or contact the Human Resources Office.

2.9.8 Long-Term Disability Insurance

Enrollment in long-term disability insurance is mandatory for University employees and is provided at no cost to the employee. This policy will pay 66 2/3% of basic monthly earnings up to a maximum monthly benefit of \$7,000 if an employee is unable to work because of a disability. The plan is payable on the 91st day of the disability if the provider so deems and after all accrued sick leave has been used. Employees who are vested with Public Employee Retirement Association (PERA) are also eligible for the PERA disability program. Refer to your orientation information, or contact the Human Resources office for more information.

2.9.9 Vision Insurance

A voluntary vision insurance plan is offered through the University. Please refer to your orientation information for the current providers and rates available, or contact the Human Resources office.

2.9.10 Flexible Spending Accounts

The University offers the following reimbursement accounts to employees who wish to have eligible expenses deducted from their salary on a pre-tax basis:

Dependent Care Reimbursement Account
Health Care Reimbursement Account

This program is available at no cost to the employee through a vendor selected by CHEIBA. It includes an optional debit card for a yearly fee paid by the employee.

2.9.11 Defined Contribution Plan

University employees do not contribute to Social Security and receive no Social Security Credit while employed at the University. Employees hired after March 1, 1986 do contribute to Medicare and are Medicare eligible. The State Board of Agriculture (SBA) established the CSU-Pueblo Defined Contribution Plan (DCP) and Optional Retirement Plan (ORP) for retirement for all employees on May 1, 1994. Plan contributions are invested, at the direction of each employee, in one or more plans available. All employee contributions to the plan are taken on a tax deferred basis so as not to be included in the employee's gross income for federal tax purposes.

All new employees are required to enroll in the University's DCP. If a new or current employee has an existing account with the Public Employee Retirement Association (PERA) and one year of PERA service credit, he/she may continue with that retirement plan. Otherwise, enrollment with one of the DCP's retirement carriers is required. Additional voluntary tax deferred retirement are available. Enrollment information is available in the Human Resources office.

2.9.12 Travel Insurance

University employees are covered through a vendor selected by CHEIBA while traveling for the University. The policy pays a maximum Accidental Death and Dismemberment benefit of \$100,000, if the accident results in death or dismemberment as defined by the plan. This insurance is offered at no cost to the employee. For specific information regarding this insurance, please see the benefit booklet or contact the Human Resources office.

2.9.13 Employee Tuition Reimbursement Program

The Board of Governors has determined that faculty and staff may be offered the privilege of enrolling in position-related and career enhancement courses offered by the campus, limited to "courses that will benefit the State and enhance the employee's performance."

Under the following conditions, Administrative Professional employees with appointments at half-time (0.5 FTE) or greater may register for credit courses at CSU-Pueblo, CSU-Fort Collins, or CSU Global—on a space-available basis—without the assessment of the student portion of total tuition or general fees to the employee.

- a. The employee must obtain the written consent from the head of his/her administrative unit to register for specific courses.
- b. Courses taken as an employee under the Employee Study Privilege Program should enhance the employee's performance and benefit the University. The value of this benefit may be taxable. Please refer to the Internal Revenue Code (26 U.S.C sections 127, 132(d) and 117) or consult with your tax professional in determining if this benefit

is taxable income. Supervisors may approve an employee's use of study privilege even if the subject matter is not directly related to current job duties if they determine it will enhance the employee's performance.

- c. Time off to attend courses during an employee's scheduled work hours requires approval of the supervisor, which should be granted unless there is no reasonable way for the employee to perform his/her duties at other times. Time off to attend courses voluntarily taken by the employee at their own request requires approval of the supervisor and the Appointing Authority. Time off to attend courses required by the department in order to improve job skills should be treated as administrative leave with pay and must be approved by the supervisor.
- d. Administrative Professional employees become eligible for this study privilege as soon as their employment begins.
- e. The President shall set the maximum number of credits for which eligible employees are permitted to apply for tuition reimbursement per academic year, including the previous summer term. For employees with full-time appointments, the maximum is nine (9) credits; for employees with appointments from 0.75 time to 0.99 time, the maximum is seven (7) credits; and for employees with appointments from 0.50 time to 0.74 time, the maximum is five (5) credits.

Certain tuition and fees are not covered by the study privilege (e.g. tuition covered under COF in situations in which you do not apply for and authorize COF or you audit a course, Special Courses fees, University Facility fee, and college charges for technology), so these must be paid by the employee at the time of registration.

- f. Tuition and fees covered may include base tuition, differential tuition, and program charges. A waiver of the University Technology fee and General fee will be credited to the student account.
- g. Only credit courses that are a part of the CSU-Pueblo, Colorado State University, and Colorado State University Global Campus General Catalog, are available under this benefit. These courses will be identified with a departmental course number. In particular, the study privilege does not cover the cost of continuous registration.
- h. The above credit maxima include courses which are audited by the employee rather than taken for credit. Tuition will be assessed for credits taken above the maximum amount allowed per employee.

Reciprocal Study Privilege:

To maximize the benefits of inter-campus collaboration, the Board of Governors has authorized qualified members of the faculty and staff of any CSUS campus to enroll in position-related and career enhancement courses offered by any CSUS campus.

Reciprocal Study Privileges at the CSU Ft. Collins Campus and CSU Global Campus, are available to eligible employees. This reciprocal study privilege is administered according to the policies and enrollment procedures of the host institution, except that eligibility of the individual applicant shall be defined and determined by the study privilege policies of CSU-Pueblo. It is the employee's responsibility to accurately complete the form subject to the host institution's policies, enrollment procedures, and deadlines.

The full cost of any courses in which the employee is enrolled that are not approved by CSU-Pueblo or the host institution shall become the employee's responsibility

2.9.14 Colorado State Employees Assistance Program (C-SEAP)

C-SEAP is a program designed to provide employees and their family with free, confidential, short-term counseling, referral, and assistance in times of need. C-SEAP can help with problems relating to the job, stress, drug or alcohol abuse, finances, relationship or family issues, grief, and legal questions. C-SEAP may be contacted directly. C-SEAP information is available on the University website.

2.9.15 Student Health Services

For a fee, an employee may use the Student Health Services for minor illnesses and routine services. Contact Student Health Services (located in the University Center) for details on services offered.

2.10 Grievance Procedures

The grievance procedure is intended to find resolution of employee issues at the lowest level and is intended to provide the opportunity to resolve issues at each level of the reporting structure. It is not intended to be adversarial or punitive. Grievances may only be filed for alleged violation, misinterpretation, or inconsistent application of established rules, established practices, procedures, policies, or laws. Any violation of the policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation will be handled in accordance with the procedures adopted by the Office of Institutional Equity.

Informal Resolution: The first effort in this process begins with an informal discussion with the direct supervisor or, if the issue is with the direct supervisor, the second-level supervisor. This discussion is intended to identify the specific issue and identify potential solutions. If the direct supervisor is not available for an extended period of time or is no longer in the assigned position, the second level supervisor will appoint an individual to serve as the assigned responsible supervisor for the purpose of resolving the issue.

In resolving a workplace problem or conflict, University supervisors and employees are expected to work together in a mutually respectful manner and to make a good faith effort to resolve such problems in a manner that is consistent with the needs of the University. If after an employee has worked with his or her direct supervisor or the second level supervisor, the problem is not yet resolved, an employee may meet with the Director of Human Resources to discuss the workplace problem. A discussion with the Director of Human Resources may be about any unresolved workplace problem that is of significant concern to the employee, the problem need not be limited to issues that are grievable. The Director of Human Resources may make further inquiry into the problem, take other actions that the Director determines are appropriate under the circumstances, and make recommendations. When necessary, the Director of Human Resources will refer an employee to the Office of Institutional Equity.

University Administrative Professional staff are prohibited from retaliating against an employee for seeking to discuss a personal workplace problem with his or her supervisor, or with the Director of Human Resources, or for filing a grievance. Employees are required to exercise good judgment in deciding what kinds of problems are sufficiently consequential to justify the staff time and other resources consumed in a grievance.

If the problem is not resolved, and the matter is grievable under this policy, the employee can proceed to Step 1 of the grievance process.

Step 1 – Written Grievance: If an employee and supervisor are unable to reach an acceptable solution during the informal step, an employee may submit a written grievance to the second level supervisor and Human Resources, with a copy to the supervisor within 10 business days of the informal resolution, or within a reasonable time frame if the issue or action is ongoing. This written grievance must include the following items:

- a. clear and concise statement of the nature of the grievance;
- b. citation of the official policy, procedure, rule, practice or law alleged to have been violated

(document the source if possible);

- c. the alleged violation or reason;
- d. the reason for dissatisfaction with the decision made at the informal level;
- e. a statement of the desired remedy;
- f. any pertinent information regarding the situation;
- g. signature and date of the submission.

The second level supervisor will review the submitted materials and any additional information relevant to the grievance, speak with appropriate personnel, and conduct a meeting with the employee. Within five business days of the meeting with the employee, the second level supervisor will issue a written decision.

The Director of Human Resources may initiate discussions with the grievant and the respondent to seek a resolution to the conflict at any stage in the grievance process. The grievant or respondent to the grievance may seek the assistance of the Director of Human Resources in devising a satisfactory resolution to the grievance at any time in the process. Any conflict resolution arrive at through consultation with the Director of Human Resources will be documented by the Director of Human Resources.

Step 2 - Appeal of Written Decision: An employee may file an appeal to the appropriate Vice President within five business days of receipt of the written decision. In the event the Vice President is the supervisor or second level supervisor, the President shall select a designee to respond to the Appeal of Written Decision. The Vice President/designee shall conduct a meeting with the employee within 10 business days of receipt of the appeal. The Vice President/designee will consider only information and issues included in the original written grievance. The Vice President/designee shall issue a written decision within 10 business days of the conclusion of the meeting.

Step 3 – Final Appeal: An employee may file an appeal to the President within five business days of receipt of the Step 2 written decision. The President may only consider those issues included in the original grievance. The President will issue a written decision within 15 business days of receipt of the appeal. The President's decision is final.

Note: All timelines may be waived or modified if agreed to by each party and/or in the best interest of resolving the issue.

2.11 Resignation

Administrative Professional personnel who intend to resign their positions shall submit a written letter of resignation to their supervisor and Appointing Authority with a copy provided to the Human Resources Office. Administrative Professional employees who intend to resign from the University should submit a written letter of resignation with an exact effective date. They are asked to consider the welfare of students and the effective operations of the University when determining the effective date. A resignation may be rescinded only if the employee and the Appointing Authority mutually agree. The employee must contact the Human Resources Department regarding exit procedures and processes.

CHAPTER 3 OTHER POLICIES AND PROCEDURES

3.1 Hiring Procedures for Administrative Professional Positions

In order to ensure that the University employs the highest quality academic faculty, administrative faculty, and professional staff available, and that the University is in full compliance with its obligations as an Affirmative Action/Equal Opportunity Employer, all authorized vacancies will be filled in accordance with hiring procedures approved by the President. A complete copy of these procedures is available in the Human Resources Office.

3.2 Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation

CSU-Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence (Domestic Violence, Dating Violence), Stalking, and Retaliation. Furthermore, CSU-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. A complete copy of this Policy is located in the Policy library.

Procedures for addressing any complaint or concern relative to this policy will be handled by the Office of Institutional Equity. Please refer to their website for a complete copy of the procedures for addressing a concern or complaint.

3.3 Disability Accommodations

Employees seeking disability resources and accommodation or who have related concerns should contact the University's ADA Coordinator-the Director of Human Resources. Administration Building- Suite 306. 2200 Bonforte Boulevard, Pueblo, Colorado 81001 (719) 549-2441.

3.4 Drug Free Workplace

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substances, including marijuana, are prohibited in the University workplace and will be grounds for disciplinary action, which may lead to suspension with or without pay, or to dismissal, at the discretion of the President. An Administrative Professional who is convicted of a felony drug offense must also notify his/her supervisor and the Human Resources Office of the conviction in writing, no later than five (5) days after the date of the conviction. Disciplinary action may occur based on the conviction. An Administrative Professional employee may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program as a condition of employment.

For purposes of this policy, "University workplace" shall be defined as any property owned, leased, or occupied by the University, and any place where University work is actually performed, including but not limited to off-campus activity sites.

For purposes of this policy, "conviction" shall mean a finding of guilt, a plea of guilty or no contest, the imposition of a sentence, a deferred sentence, or any combination of the above. "Controlled substance" shall mean a controlled substance as defined in schedules Y through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and related regulations (21 C.F.R. 1300.11 through 1300.15) as they may be amended from time to time. Marijuana is prohibited on campus regardless of whether a person holds a medical marijuana license.

Information on the University's drug free awareness program is available in the Human Resources Office or the Human Resources page of the University website.

Policies of CSU-Pueblo University Policy



Policy Title: Family and Medical Leave Policy

Category: Human Resources

Owner: Board of Governors

Policy ID#: 7-005-00

Contact:

Human Resources

Web: <http://www.csupueblo.edu/HR>

Email: hr@csupueblo.edu

Effective Date: 10/6/2017

Supersedes Policy ID#: 000

PURPOSE OF THIS POLICY

Colorado State University-Pueblo (CSU-Pueblo or the University) recognizes that its faculty and staff strive to balance the responsibility of their work and personal lives. This Family Medical Leave Policy is designed to support those efforts and to comply with the provisions of the Family Medical Leave Act of 1993 (FMLA), as later amended and applicable implementing regulations. This policy also contains provisions for compliance with the State of Colorado's Family Care Act

This policy provides rules and guidance for the use of Family and Medical Leave. Additional procedures, guidelines and forms for applying for Family and Medical Leave, recording the use of such leave and working with employees, are as prescribed by the Human Resources Department

APPLICATION OF THIS POLICY

This policy applies to faculty, administrative professional, and any contracted employees. This policy does not apply to State classified employees, however Family Medical Leave policies for State classified employees are contained in the procedures adopted by the Executive Director of the State Department of Personnel and Administration and those procedures will be followed by the University for State classified employees who are eligible for FMLA under those procedures

DEFINITIONS USED IN THIS POLICY

1. Eligible Employee – a person employed for at least twelve (12) months at CSU-Pueblo (need not have been consecutive) with at least 1250 hours of service during the immediately preceding 12 months. Faculty members teaching 9 month appointments who work half time or more are deemed to meet the 1250 hour threshold.
2. Spouse- a person who is legally married to an eligible employee, including a common-law spouse or same-gender spouse, domestic partner or civil union partner.
3. Child - includes biological children, adopted children, foster children, stepchildren, and legal wards of either the eligible employee or the eligible employee's Spouse, as well as any person for whom either the eligible employee or the eligible employee's Spouse is standing in loco parentis, provided that the child is under eighteen (18) years of age and/or is incapable of self-care because of a mental or physical disability.
4. Civil union partner – an individual who has entered into a civil union with another person pursuant to C.R.S.14-15-100 et seq.
5. Domestic partner - an adult at least 18 years of age who is the same gender as an employee, with whom the employee has shared an exclusive, committed relationship for at least one year with the intent for the relationship to last indefinitely; and who is not related to the employee by blood to a degree that would prohibit marriage.

POLICY STATEMENT

Family and Medical Leave is a job protection benefit for eligible employees provided by the University in accordance with the federal and state law. An eligible employee is entitled to take up to thirteen (13) work weeks of unpaid, job-protected leave for a specified family and medical reason with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Family and Medical Leave during a rolling twelve (12) month year begins on the first date the eligible employee uses Family and Medical Leave. The thirteen (13) work weeks of Family and Medical Leave do not need to be used consecutively. Leave may be taken in less than whole day increments. The eligible employee is not expected to "make up" the time taken as Family and Medical Leave. Family and Medical Leave may be taken for any one (1) or a combination of the following reasons:

1. the birth of a child and to care for the newborn child within one year of birth;
2. the placement with the eligible employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;

3. to care for the eligible employee's spouse, child, or parent who has a serious health condition;
4. a serious health condition that makes the eligible employee unable to perform the essential functions of their job;
5. any qualifying exigency arising out of the fact that the eligible employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or
6. Twenty-six workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the servicemember's spouse, son, daughter, parent, or next of kin (military caregiver leave).

Entitlement to Military Family Leave

An eligible employee may take Military Family Leave for a spouse, child, or parent on covered active duty or called to active duty status with the Armed Forces due to a "Qualifying Exigency," which is defined as one (1) of the following situations:

1. Advance notice of deployment that is one week or less.
2. Military events or related activities.
3. Urgent (as opposed to recurring or routine) child-care/school activities necessitated due to military service.
4. Exigent financial or legal tasks to deal with the family member's call to active duty.
5. Counseling for the eligible employee or a child which is provided by someone other than a healthcare provider if the need for the counseling arises from the covered active duty of a military family member.
6. Spending time with the service member on rest and recuperation breaks during deployment.
7. Post-deployment activities.
8. Other situations arising from the call to duty, as agreed upon by the eligible employee and his or her supervisor.

Entitlement to Military Caregiver Leave

An eligible employee who is the spouse, child, parent, or next of kin of a service member in the Armed Forces is entitled to up to twenty-six (26) work weeks of Military Caregiver Leave during a rolling twelve (12) month year to care for the service member if he or she becomes seriously injured or ill in the line of duty. The service

member must be undergoing medical treatment, recuperation, or therapy; be in outpatient care; or be on the temporary disability retired list. In addition to service members, this provision applies to a veteran undergoing medical treatment, recuperation, or therapy for an injury or illness that existed prior to the beginning of the veteran's active duty, but was aggravated by service in the Armed Forces. The veteran's discharge must have been other than dishonorable and must have been effective during the five (5) year period immediately preceding the date on which leave is to begin. The rolling year for Military Caregiver Leave begins on the first date that the eligible employee uses the Military Caregiver Leave, and this rolling year is distinct from the rolling year for any other Family Medical Leave. However, the use of Military Caregiver Leave cannot cause the total use of all types of Family Medical Leave to exceed twenty-six (26) work weeks during any twelve (12) month period.

Application for Family and Medical Leave

An eligible employee may request Family and Medical Leave, Military Family Leave or Military Caregiver Leave by contacting their supervisor and the Human Resources Department. Supervisors should immediately notify the Human Resources Department in all situations in which an employee's absence from work or requested leave will qualify or might qualify for any of these forms of leave. Timely notification of the Human Resources Department is essential in order to meet legally required time limits. The Human Resources Department will provide the necessary forms.

Information, such as medical documentation, may be requested in order to make a determination of eligibility. Ultimate determination of eligibility rests with Department of Human Resources. An application for leave under this policy should be made as soon as the eligible employee becomes aware of the need for such leave or as soon as practical thereafter. Planning for absences under this policy should, when practical, be scheduled so as to avoid the disruption to University activities.

Eligible employees do not have to share a medical diagnosis, but must provide enough information to the University so it can determine if the leave qualifies for FMLA protection. Sufficient information could include informing the University that the eligible employee is or will be unable to perform their job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Eligible employees must inform the University if the need for leave is for a reason for which FMLA leave was previously taken or certified. The University can require a certification or periodic recertification supporting the need

for leave. If the University determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

Once the University becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the University must notify the employee if they are eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the University must provide a reason for ineligibility. The University must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

Intermittent or Reduced Family and Medical Leave

Leave taken under this policy may be taken on an intermittent basis if this is approved by the Human Resources Department in consultation with the department or unit head. A request for intermittent or reduced Family and Medical Leave that is due to the eligible employee's own serious illness or to allow the eligible employee to care for a spouse, child, or parent who is ill must be approved when this is determined to be medically necessary.

Paid/Unpaid Leave

Leave under this policy is unpaid leave. The eligible employee must use their accrued sick leave, accrued annual leave, compensatory time off, Worker's Compensation wages or other forms of earned paid leave until such leave balances have been exhausted. This leave is concurrent with Family and Medical Leave. The eligible employee may choose which form of available paid leave to use.

Faculty who are taking Family and Medical Leave, Military Family Leave or Military Caregiver Leave will not have their leave accounts for those leaves charged on days when the University is closed for University scheduled holidays or scheduled academic breaks.

Administrative professional employees and contracted employees on Family and Medical Leave, Military Family Leave or Military Caregiver Leave will not have their leave accounts charged for University scheduled holidays.

Use of Additional Leave after Family and Medical Leave is Exhausted

After Family and Medical Leave, Military Family Leave or Military Caregiver Leave has been exhausted, the eligible employee may request additional time off using other types of leave. The granting of such additional leave is at the discretion of the appropriate appointing authority. Appointing authorities must consult with the Human Resources Department prior to deciding whether to grant or to deny the eligible employee's request.

Recording of Family and Medical Leave, Military and Family Leave or Military Caregiver Leave and Concurrent Paid Leave

Whenever an employee takes Family and Medical Leave, Military Family Leave or Military Caregiver Leave, the Human Resources Department is responsible for entering that leave into the university's automated leave system. The Human Resources Department will also enter any leave being used concurrently with unpaid leave.

Family and Medical Leave runs concurrently with the State of Colorado Parental Leave which may be taken anytime within the first twelve months from the Child's date of birth or placement for adoption.

Continuation of Benefits and Premiums

Eligible employees who are receiving a University contribution to their benefits at the time that a period of Family and Medical Leave, Military Family Leave or Military Caregiver Leave begins shall continue to receive those contributions and benefits during those periods of leave, regardless of whether or not other types of leave are being used concurrently to provide pay. An eligible employee who is on Family and Medical Leave, Military Family Leave or Military Caregiver Leave and is using paid leave concurrently will continue to pay their portion of the insured benefits premiums out of payroll deductions. An eligible employee who is not being paid through the payroll system must pay for their portion of the insurance premium directly to the University payroll office.

Return from Family and Medical Leave, Military Family Leave or Military Caregiver Leave

An eligible employee granted leave under this policy shall be returned to his or her same position, or a position of comparable pay and status, upon completion of the leave with the following exceptions:

1. An eligible employee whose employment is conditional upon having student status (e.g., a graduate assistant, or a student hourly employee) shall be returned to his or her former position or to a position of comparable pay and status, upon completion of the Family and Medical Leave only if his or her student status at the time of return qualifies him or her for his or her former employment status.
2. An eligible employee whose appointment has a specified ending date which is earlier than the completion of the leave or whose appointment would otherwise have terminated during the period of leave may not be entitled to reinstatement, in accordance with the provisions of the Family and Medical Leave Act. Departments and units must refer questions regarding the status of returning employees to the Human Resources Department.
3. Medical documentation of the fitness to return to work may be required by the supervisor in consultation with the Human Resources Department.
4. Any reason which would have resulted in the proper and lawful termination of the employment during the period of leave, other than the reason(s) for which Family and Medical Leave, Military Family Leave or Military Caregiver Leave was approved. Examples include (but are not limited to): termination as a final result of a disciplinary action; termination for lack of a necessary credential or license; or inability to perform one or more essential functions of the job.

Colorado Family Care Act

The Colorado Family Care Act, provides for persons in civil union relationships and domestic partner relationships the same leave entitlements as prescribed under the Family and Medical Leave Act. Leave provided for under the Act does not increase the total amount of leave available to the employee because this leave must run concurrently with Family and Medical Leave. Eligible employees may use authorized paid leave concurrently with Colorado Family Care Act leave in order remain in a paid status.

Employees using leave under the Colorado Family Care Act are subject to the same advance notice of the need to use leave requirements as employees under the Family and Medical Leave policies.

Enforcement

The University may not interfere with an eligible employee's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

Any person may file a complaint against the University based on the administration of the Family and Medical Leave Act by contacting the United States Department of Labor, Hour and Wage Division or by referring to their website <https://www.dol.gov/whd/howtofilecomplaint.htm>, or may bring a private lawsuit against the University. The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

RESPONSIBILITIES:

The Department of Human Resources administers this policy.

RELATED LAWS, POLICIES & PROCEDURES:

Family and Medical Leave Act of 1993 and later amendments
Colorado Family Care Act CRS 8-13.3-200 et seq.
Colorado Civil Union Act; CRS 14-15-100 et seq.

FORMS AND TOOLS

Please see the Human Resources Department for applicable forms.

APPROVALS

Approved by Dr. Timothy P. Mottet, President

Approved by the Board of Governors, October 6, 2017

Section 14

Annual Safety Reports

- Colorado State University – Jason Johnson, General Counsel
- Colorado State University-Pueblo – Johnna Doyle, Deputy General Counsel

CAMPUS SAFETY THE CLERY ACT

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



The Clery Act

Three Primary Requirements:

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

Campus Safety at CSU

- **CSU Public Safety Team**
 - **PST Executive Committee**
 - **Additional Team Members and Committees**
- **Colorado State University Police Department**
 - **Chief Scott Harris**
 - **CSUPD is a full-service law enforcement agency**
 - **Mission: CSUPD supports the educational mission of CSU by providing professional, community-based services that enhance the health and safety of all community members**
 - **Resource for safety and security issues on campus**
- **Coordination with Fort Collins Police Services, Larimer County Sheriff's Office, and other law enforcement agencies**

CSU Public Safety Team

Organizational Structure for Public Safety Management



BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

CSU Statistics

- **Safety statistics from CSU's Annual Security Report**
- **Crime statistics show a decrease in the number of reported sex offenses**
 - **21 sex offenses reported in 2016 (22 reports in 2015, and 28 reported in 2014)**
 - **26 reports of dating violence, domestic violence and stalking**
- **These reports are consistent with peer institutions and national trends: universities with comprehensive resources and services have experienced increased crime reporting**

Campus Safety at CSU-Pueblo

- **CSU-Pueblo Safety Team**
 - Associate VP of Facilities; Dean of Residence Life; Judicial Conduct Officer; Director of External Affairs; Sheriff's Office; Deputy General Counsel
- **Pueblo County Sheriff's Office**
 - Full service Law Enforcement: Lieutenant; Sergeant; 9 deputies
 - 24/7 coverage
 - Integrated into campus
 - Access to all Sheriff's Office resources and personnel
 - Provides training; participates on committees
 - Campus policing philosophy

CSU-PUEBLO STATISTICS

- **Safety statistics from CSU-Pueblo's annual security report**
 - **CSU-Pueblo had 6 sex offenses to report for Clery in 2016**
 - **Consistent numbers with the last 2 years**
 - **No reportable incidents of Domestic Violence**

Speakers on Campus

- **First Amendment rights of free speech and peaceful assembly**
- **University policy**
 - **establishes reasonable content neutral time, place, and manner restrictions**
 - **assure safety of campus and orderly university operations**
- **CSUPD/Sheriff's Office provides safety for events on campus**

Questions?

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COLORADO STATE UNIVERSITY SYSTEM



Colorado State University Annual Fire and Safety Report

2017 REPORT
BASED ON 2014-2016 STATISTICS

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About this Report

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

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

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

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

- Statistics for the types of crimes that the Clery Act requires the University to publish. These Clery crime categories are:
 - Criminal homicide (murder and non-negligent manslaughter)
 - Sex offenses (sexual assault, rape, fondling, incest, statutory rape)
 - Aggravated assault
 - Arson
 - Robbery
 - Burglary
 - Motor vehicle theft
 - Hate crimes, defined as “a criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator’s bias against the victim,” including the above crimes plus larceny-theft, simple assault, intimidation, destruction or vandalism of property
 - Dating violence, domestic violence and stalking
- Statistics of these crimes are provided for the previous three years. The statistics show these crimes that occurred on campus property and certain non-campus property and public property associated with the University, including:
 - Crimes by type, location and year

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

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

More information about university policy related to the Clery Act is at <http://policylibrary.colostate.edu/policy.aspx?id=557>.

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

- How to report a crime to CSU police

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

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

This annual report is published no later than Oct. 1 of each year and a notice of its publication is distributed via email to every CSU student and current employee. Prospective students are notified of the availability of the report by the Office of Admissions, and prospective employees are notified on the Human Resources website and in every job posting.

CSU Drug, Marijuana and Alcohol Policies

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

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

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

CSU does permit the lawful use of alcohol at events and in connection with activities on CSU property, with permission from the university Office of Risk Management and Insurance. For more information, see the policy at

<http://policylibrary.colostate.edu/policy.aspx?id=738>.

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

Students

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

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

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

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

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

CSU, through its Residence Life Office, Office of Student Conduct Services and CSU Police Department,

Protecting yourself from those who abuse prescription medication

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

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

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

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

Medications are your own business – keep your medical information, including and prescription medication information, private

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

Information adapted from Facts on Tap

vigorously enforces state underage drinking laws, local, state and federal drug laws, and the Student Conduct Code.

Employees

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

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

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

Each employee must notify the university's Human Resources Executive Director in writing no later than five days after being convicted for any criminal alcohol or drug statute violation. A conviction is a finding of guilt (including a plea of no contest or nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the criminal drug statutes. The university must take disciplinary action within 30 days after receipt of any notice; disciplinary sanctions include action up to and including termination, in accordance with university policies and procedures.

Colorado Immunity from Arrest and Prosecution Law

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

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

CSU Responsible Action Exemption Policy for Students

Students who seek medical attention for themselves or on behalf of another student related to drugs or alcohol consumption will not be charged with Student Conduct Code violations relating to that incident when they seek medical attention for themselves or another student either on or off campus.

- The student seeking exemption for the emergency must comply with the recommendations of the Student Conduct Services hearing officer. These may include an assessment related to drug or alcohol use and treatment recommendations, among others.
- Failure to complete an assessment may result in charges against the student filed with Student Conduct Services.

- The parents of students may be notified by the university if a student involved in the situation is younger than 21 and was transported to the hospital for medical attention.

More information on the policy resolutioncenter.colostate.edu/discipline-process-individual/.

Marijuana Use and Possession on Campus

The use and possession of marijuana is prohibited on campus. The potential health and behavioral impacts of marijuana do not fit with CSU's mission as an academic institution and a safe, fast-paced, high-functioning work environment. Possessing, using, or selling marijuana continues to be prohibited on campus and during university activities. Federal agencies continue to enforce federal law against those who facilitate the illegal use of marijuana, despite state law.

Colorado constitutional amendment 64 legalizes certain activities related to marijuana under Colorado law, yet Amendment 64 specifically authorizes the university – as a school and an employer – to prohibit the possession and use of marijuana. In addition, although Amendment 64 passed in Colorado, marijuana remains illegal under the federal Controlled Substances Act, which prohibits marijuana possession and use. This federal law applies to recreational and medical uses of marijuana. It is not a defense that the person holds a medical marijuana card.

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

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

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

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

While performing their job duties:

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

CSU Employee Drug, Alcohol Treatment and Educational Programs

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

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

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

The Colorado Division of Behavioral Health has established a comprehensive and coordinated program for the treatment of alcoholics and intoxicated individuals. It [lists](#) approved public and private treatment facilities, and coordinates a spectrum of primary substance abuse prevention programs and efforts. This list is available at <https://www.colorado.gov/pacific/cdhs/mental-health-0>.

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

- National Institute on Drug Abuse www.drugabuse.gov/publications/drugfacts/marijuana
- Substance Abuse and Mental Health Services Administration www.samhsa.gov
- CSU Health Network Marijuana Resources <http://health.colostate.edu/resources/marijuana>
- Colorado Department of Health and Environment marijuana Information <http://goodtoknowcolorado.com>

Student Drug and Alcohol Treatment and Educational Programs

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

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

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

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

DAY offers five specialized programs:

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

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

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

CSU Health Network
(970) 491-1702
www.health.colostate.edu

Legal Sanctions for Drug Abuse and Commonly Abused Drug Information

The following tables illustrate the legal sanctions for drug abuse under applicable laws, and describe some of the most commonly abused drugs and their health risks and affects:

Legal Sanctions for Substance Abuse

Offense	Type of Offense	Jail Term/Penalties	Fine	Driver's License
ALCOHOL				
Alcohol consumption/ possession: illegal under 21	Unclassified petty offense	24 - 36 hours community service; substance abuse education program	\$100 - \$250	Revoked
Juvenile DUI: Under 21 blood alcohol level (BAC) between .02 and .05 Zero tolerance law	Class A traffic infraction Repeat offender = Class 2 Traffic misdemeanor	24 hours community service	\$15 to \$100	Revoked
Driving while impaired (DWA) (BAC .05-.08)	Traffic misdemeanor	1st offense: 2-180 days jail; 24-48 hours community service 2nd offense: 10-365 days; 48-120 hours community service; 2 years probation 3rd offense or more: 60-365 days; 48-120 hours community service; 2 years probation; alcohol education program	1st offense: \$200-\$500 2nd offense: \$600 - \$1,500 3rd offense +: \$600 - \$1,500	Revoked if under 21
Driving under the influence of ethyl alcohol (BAC above .08)	Traffic misdemeanor	1st offense: 5-365 days; 48-96 hours community service 2nd offense: 10-365 days; 48-120 hours community service; 2 years probation 3rd offense or more: 60-365 days; 48-12- hours community service; alcohol education program; 2 years probation	1st offense: \$600-\$1,000 2nd offense: \$600 - \$1,500 3rd offense +: \$600 - \$1,500	Revoked
Open alcohol container	Class A traffic infraction	None	\$50	None
CONTROLLED SUBSTANCES				
Possession or sale:				
Schedule I and II, such as: Cocaine, Opium, Heroin, Morphine, Methadone, LSD, Mescaline, Psilocybin, GHB	Level 4 drug felony - possession	6 months - 1 year; 1 year parole period	\$1,000 - \$100,000	n/a
Schedule III, such as: PCP, Codeine, Diluadid	Level 1 drug misdemeanor - possession	6 months - 18 months	\$500 - \$5,000	n/a
Schedule IV, such as: Chloral Hydrate, tranquilizers, some barbiturates and stimulants	Level 1 drug misdemeanor - possession	6 months - 18 months	\$500 - \$5,000	n/a
Schedule V, such as Codeine and other narcotics	Level 1 drug misdemeanor - possession	6 months - 18 months	\$500 - \$5,000	n/a
Use:				
Schedule I, II	Level 2 drug misdemeanor	no imprisonment - 1 year	\$250 - \$1,000	n/a
Schedule III, IV, V	Level 2 drug misdemeanor	no imprisonment - 1 year	\$250 - \$1,000	n/a

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

Legal Sanctions for Substance Abuse

Offense	Type of Offense	Jail Term/Penalties	Fine	Driver's License
MARIJUANA				
Providing marijuana to a minor				
>2.5 lbs (>1lb concentrate)	Level 1 drug felony	8-32 years, 3 year parole	\$5,000 – \$1M	not available
>6oz – 2.5 lbs (3oz – 1lb concentrate)	Level 2 drug felony	4-8 years, 2 year parole	\$3,000 – \$750,000	not available
>1oz – 6oz (.5oz – 3oz concentrate)	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
≤1oz (≤.5oz concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
Manufacture or process without a license				
Any amount of marijuana or concentrate	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
Dispense, sell, distribute, or possess with intent to manufacture, dispense, sell, or distribute				
>50lbs (>25lbs concentrate)	Level 1 drug felony	8-32 years, 3 year parole	\$5,000 – \$1M	not available
>5lbs – 50lbs (>2.5lbs – 25lbs concentrate)	Level 2 drug felony	4-8 years, 2 year parole	\$3,000 – \$750,000	not available
>12oz – 5lbs (>6oz – 2.5lbs concentrate)	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
>4oz – 12oz (>2oz -6oz concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
≤4oz (≤2oz concentrate)	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
Possession of plants				
>30 plants	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
>6 – 30 plants	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
≤6 plants	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
Possession				
>12oz (>3 concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
>6oz – 12oz (<3oz concentrate)	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
>2oz – 6oz	Level 2 drug misdemeanor	0 – 12 months	\$250 - \$1,000	not available
≤2oz	Drug petty offense	none	\$100	not available
Public consumption, display, use				
<2oz	Drug petty offense	Up to 24 hours community service	\$100	not available
>2oz	See: Possession			

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

Substances: Category and Name	Examples of Commercial and Street Names	DEA Schedule/ How Administered**	Acute Effects/Health Risks
Tobacco			
Nicotine	Found in cigarettes, cigars, bidis, and smokeless tobacco (snuff, spit tobacco, chew)	Not scheduled/smoked, snorted, chewed	Increased blood pressure and heart rate/chronic lung disease; cardiovascular disease; stroke; cancers of the mouth, pharynx, larynx, esophagus, stomach, pancreas, cervix, kidney, bladder, and acute myeloid leukemia; adverse pregnancy outcomes; addiction
Alcohol			
Alcohol (ethyl alcohol)	Found in liquor, beer, and wine	Not scheduled/swallowed	In low doses, euphoria, mild stimulation, relaxation, lowered inhibitions; in higher doses, drowsiness, slurred speech, nausea, emotional volatility, loss of coordination, visual distortions, impaired memory, sexual dysfunction, loss of consciousness/increased risk of injuries, violence, fetal damage (in pregnant women); depression; neurologic deficits; hypertension; liver and heart disease; addiction; fatal overdose
Cannabinoids			
Marijuana	Blunt, dope, ganja, grass, herb, joint, bud, Mary Jane, pot, reefer, green, trees, smoke, sinsemilla, skunk, weed	I/smoked, swallowed	Euphoria; relaxation; slowed reaction time; distorted sensory perception; impaired balance and coordination; increased heart rate and appetite; impaired learning, memory; anxiety; panic attacks; psychosis/cough; frequent respiratory infections; possible mental health decline; addiction
Hashish	Boom, gangster, hash, hash oil, hemp	I/smoked, swallowed	
Opioids			
Heroin	<i>Diacetylmorphine</i> : smack, horse, brown sugar, dope, H, junk, skag, skunk, white horse, China white; cheese (with OTC cold medicine and antihistamine)	I/injected, smoked, snorted	Euphoria; drowsiness; impaired coordination; dizziness; confusion; nausea; sedation; feeling of heaviness in the body; slowed or arrested breathing/constipation; endocarditis; hepatitis; HIV; addiction; fatal overdose
Opium	<i>Laudanum, paregoric</i> : big O, black stuff, block, gum, hop	II, III, V/swallowed, smoked	
Stimulants			
Cocaine	<i>Cocaine hydrochloride</i> : blow, bump, C, candy, Charlie, coke, crack, flake, rock, snow, toot	II/snorted, smoked, injected	Increased heart rate, blood pressure, body temperature, metabolism; feelings of exhilaration; increased energy, mental alertness; tremors; reduced appetite; irritability; anxiety; panic; paranoia; violent behavior; psychosis/weight loss; insomnia; cardiac or cardiovascular complications; stroke; seizures; addiction Also, for cocaine —nasal damage from snorting Also, for methamphetamine —severe dental problems
Amphetamine	<i>Biphetamine, Dexedrine</i> : bennies, black beauties, crosses, hearts, LA turnaround, speed, truck drivers, uppers	II/swallowed, snorted, smoked, injected	
Methamphetamine	<i>Desoxyn</i> : meth, ice, crank, chalk, crystal, fire, glass, go fast, speed	II/swallowed, snorted, smoked, injected	
Club Drugs			
MDMA (methylenedioxymethamphetamine)	Ecstasy, Adam, clarity, Eve, lover's speed, peace, uppers	I/swallowed, snorted, injected	MDMA—mild hallucinogenic effects; increased tactile sensitivity, empathic feelings; lowered inhibition; anxiety; chills; sweating; teeth clenching; muscle cramping/sleep disturbances; depression; impaired memory; hyperthermia; addiction
Flunitrazepam***	<i>Rohypnol</i> : forget-me pill, Mexican Valium, R2, roach, Roche, roofies, roofinol, rope, rophies	IV/swallowed, snorted	Flunitrazepam—sedation; muscle relaxation; confusion; memory loss; dizziness; impaired coordination/addiction
GHB***	<i>Gamma-hydroxybutyrate</i> : G, Georgia home boy, grievous bodily harm, liquid ecstasy, soap, scoop, goop, liquid X	I/swallowed	GHB—drowsiness; nausea; headache; disorientation; loss of coordination; memory loss/unconsciousness; seizures; coma
Dissociative Drugs			
Ketamine	<i>Ketalar SV</i> : cat Valium, K, Special K, vitamin K	III/injected, snorted, smoked	Feelings of being separate from one's body and environment; impaired motor function/anxiety; tremors; numbness; memory loss; nausea
PCP and analogs	<i>Phencyclidine</i> : angel dust, boat, hog, love boat, peace pill	I, II/swallowed, smoked, injected	Also, for ketamine —analgesia; impaired memory; delirium; respiratory depression and arrest; death
Salvia divinorum	Salvia, Shepherdess's Herb, Maria Pastora, magic mint, Sally-D	Not scheduled/chewed, swallowed, smoked	Also, for PCP and analogs —analgesia; psychosis; aggression; violence; slurred speech; loss of coordination; hallucinations
Dextromethorphan (DXM)	Found in some cough and cold medications: Robotripping, Robo, Triple C	Not scheduled/swallowed	Also, for DXM —euphoria; slurred speech; confusion; dizziness; distorted visual perceptions
Hallucinogens			
LSD	<i>Lysergic acid diethylamide</i> : acid, blotter, cubes, microdot, yellow sunshine, blue heaven	I/swallowed, absorbed through mouth tissues	Altered states of perception and feeling; hallucinations; nausea Also, for LSD and mescaline —increased body temperature, heart rate, blood pressure; loss of appetite; sweating; sleeplessness; numbness; dizziness; weakness; tremors; impulsive behavior; rapid shifts in emotion
Mescaline	Buttons, cactus, mesc, peyote	I/swallowed, smoked	Also, for LSD —Flashbacks, Hallucinogen Persisting Perception Disorder
Psilocybin	Magic mushrooms, purple passion, shrooms, little smoke	I/swallowed	Also, for psilocybin —nervousness; paranoia; panic
Other Compounds			
Anabolic steroids	<i>Anadrol, Oxandrin, Durabolin, Depo-Testosterone, Equipoise</i> : roids, juice, gym candy, pumpers	III/injected, swallowed, applied to skin	Steroids —no intoxication effects/hypertension; blood clotting and cholesterol changes; liver cysts; hostility and aggression; acne; in adolescents—premature stoppage of growth; in males—prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females—menstrual irregularities, development of beard and other masculine characteristics
Inhalants	<i>Solvents (paint thinners, gasoline, glues); gases (butane, propane, aerosol propellants, nitrous oxide); nitrites (isoamyl, isobutyl, cyclohexyl)</i> : laughing gas, poppers, snappers, whippets	Not scheduled/inhaled through nose or mouth	Inhalants (varies by chemical) —stimulation; loss of inhibition; headache; nausea or vomiting; slurred speech; loss of motor coordination; wheezing/cramps; muscle weakness; depression; memory impairment; damage to cardiovascular and nervous systems; unconsciousness; sudden death

Substances: Category and Name	Examples of Commercial and Street Names	DEA Schedule/ How Administered**	Acute Effects/Health Risks
Prescription Medications			
CNS Depressants	For more information on prescription medications, please visit http://www.nida.nih.gov/DrugPages/PrescripDrugsChart.html .		
Stimulants			
Opioid Pain Relievers			

* Schedule I and II drugs have a high potential for abuse. They require greater storage security and have a quota on manufacturing, among other restrictions. Schedule I drugs are available for research only and have no approved medical use; Schedule II drugs are available only by prescription (unrefillable) and require a form for ordering. Schedule III and IV drugs are available by prescription, may have five refills in 6 months, and may be ordered orally. Some Schedule V drugs are available over the counter.

** Some of the health risks are directly related to the route of drug administration. For example, injection drug use can increase the risk of infection through needle contamination with staphylococci, HIV, hepatitis, and other organisms.

*** Associated with sexual assaults.

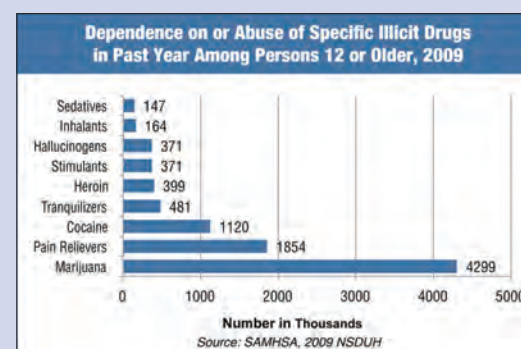
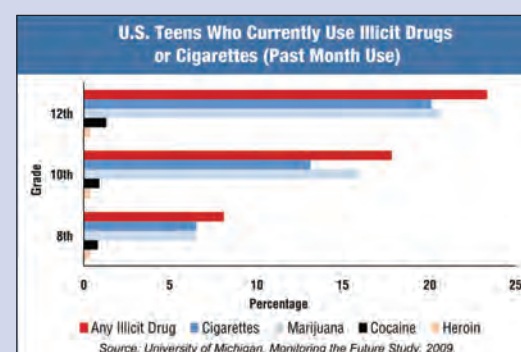
Principles of Drug Addiction Treatment

More than three decades of scientific research show that treatment can help drug-addicted individuals stop drug use, avoid relapse and successfully recover their lives. Based on this research, 13 fundamental principles that characterize effective drug abuse treatment have been developed. These principles are detailed in *NIDA's Principles of Drug Addiction Treatment: A Research-Based Guide*. The guide also describes different types of science-based treatments and provides answers to commonly asked questions.

- Addiction is a complex but treatable disease that affects brain function and behavior.** Drugs alter the brain's structure and how it functions, resulting in changes that persist long after drug use has ceased. This may help explain why abusers are at risk for relapse even after long periods of abstinence.
- No single treatment is appropriate for everyone.** Matching treatment settings, interventions, and services to an individual's particular problems and needs is critical to his or her ultimate success.
- Treatment needs to be readily available.** Because drug-addicted individuals may be uncertain about entering treatment, taking advantage of available services the moment people are ready for treatment is critical. Potential patients can be lost if treatment is not immediately available or readily accessible.
- Effective treatment attends to multiple needs of the individual, not just his or her drug abuse.** To be effective, treatment must address the individual's drug abuse and any associated medical, psychological, social, vocational, and legal problems.
- Remaining in treatment for an adequate period of time is critical.** The appropriate duration for an individual depends on the type and degree of his or her problems and needs. Research indicates that most addicted individuals need at least 3 months in treatment to significantly reduce or stop their drug use and that the best outcomes occur with longer durations of treatment.
- Counseling—individual and/or group—and other behavioral therapies are the most commonly used forms of drug abuse treatment.** Behavioral therapies vary in their focus and may involve addressing a patient's motivations to change, building skills to resist drug use, replacing drug-using activities with constructive and rewarding activities, improving problem-solving skills, and facilitating better interpersonal relationships.
- Medications are an important element of treatment for many patients, especially when combined with counseling and other behavioral therapies.** For example, methadone and buprenorphine are effective in helping individuals addicted to heroin or other opioids stabilize their lives and reduce their illicit drug use. Also, for persons addicted to nicotine, a nicotine replacement product (nicotine patches or gum) or an oral medication (bupropion or varenicline), can be an effective component of treatment when part of a comprehensive behavioral treatment program.
- An individual's treatment and services plan must be assessed continually and modified as necessary to ensure it meets his or her changing needs.** A patient may require varying combinations of services and treatment components during the course of treatment and recovery. In addition to counseling or psychotherapy, a patient may

require medication, medical services, family therapy, parenting instruction, vocational rehabilitation and/or social and legal services. For many patients, a continuing care approach provides the best results, with treatment intensity varying according to a person's changing needs.

- Many drug-addicted individuals also have other mental disorders.** Because drug abuse and addiction—both of which are mental disorders—often co-occur with other mental illnesses, patients presenting with one condition should be assessed for the other(s). And when these problems co-occur, treatment should address both (or all), including the use of medications as appropriate.
- Medically assisted detoxification is only the first stage of addiction treatment and by itself does little to change long-term drug abuse.** Although medically assisted detoxification can safely manage the acute physical symptoms of withdrawal, detoxification alone is rarely sufficient to help addicted individuals achieve long-term abstinence. Thus, patients should be encouraged to continue drug treatment following detoxification.
- Treatment does not need to be voluntary to be effective.** Sanctions or enticements from family, employment settings, and/or the criminal justice system can significantly increase treatment entry, retention rates, and the ultimate success of drug treatment interventions.
- Drug use during treatment must be monitored continuously, as lapses during treatment do occur.** Knowing their drug use is being monitored can be a powerful incentive for patients and can help them withstand urges to use drugs. Monitoring also provides an early indication of a return to drug use, signaling a possible need to adjust an individual's treatment plan to better meet his or her needs.
- Treatment programs should assess patients for the presence of HIV/AIDS, hepatitis B and C, tuberculosis, and other infectious diseases, as well as provide targeted risk-reduction counseling to help patients modify or change behaviors that place them at risk of contracting or spreading infectious diseases.** Targeted counseling specifically focused on reducing infectious disease risk can help patients further reduce or avoid substance-related and other high-risk behaviors. Treatment providers should encourage and support HIV screening and inform patients that highly active antiretroviral therapy (HAART) has proven effective in combating HIV, including among drug-abusing populations.



Student Rights and Responsibilities

Colorado State University expects students to:

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

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

The [Colorado State University Student Conduct Code](#) applies to conduct that occurs on or off campus and at university programs or activities.

Prohibited conduct is described in detail in the code. Violations of university drug and alcohol policies and state drug and alcohol laws, and all forms of sexual harassment, sexual misconduct, and sexual assault are code violations regardless of whether or not criminal charges result from the conduct. Disciplinary procedures under the code include the following steps:

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

This is just a brief summary of the disciplinary and appeal procedures. These procedures are described in full on the [Student Conduct Services website](#) (<https://resolutioncenter.colostate.edu/conduct-services/>).

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

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

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

Behavioral Expectations of Students Living on Campus

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

- Federal, state, and local laws
- [The CSU Student Conduct Code](#)
- Expectations outlined in the residential contract and [residence hall policies and procedures](#)

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

Disciplinary Records

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

Campus Police and How to Report a Crime

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

CSU Police Qualifications and Authority

About CSUPD:

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

About CSUPD officers:

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

About the CSU Police Department work on campus:

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

How to Report an Emergency or Crime

CSU encourages all community members to make accurate and prompt reports of crimes and other emergencies on campus and other CSU-owned or controlled property. Reports about on-campus incidents should be made to CSU police immediately; off campus incidents should be reported to the agency with jurisdiction (such as Fort Collins Police Services). Promptly reporting crimes provides law enforcement agencies with the best opportunity to effectively address safety issues. If the victim of a crime elects to report the crime, or when the victim is unable to report an incident, others are encouraged to promptly do so. More information is at <http://policylibrary.colostate.edu/policy.aspx?id=557>.

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

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

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

Tips for Reporting an Emergency when Calling 911

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

Report a Crime Anonymously

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

- Information you submit will be sent securely to CSU police without your identity being revealed.

- Please include as much detail as possible.
- If the crime you are reporting is an emergency, please call 911.
- Crimes reported anonymously to CSU police will be included in the Annual Fire and Safety Report as required by the Clery Act.

Confidentiality of Crime Reports

The university does not have a policy for confidential crime reporting. If you are the victim of a crime or want to report a crime, but do not want to pursue action within the university or criminal justice system, we ask that you still consider filing a report. Depending upon the circumstances of the crime you are reporting, you may be able file a report while maintaining your privacy. The CSU Police Department will do all it can to comply with your wish to keep your personally identifying information private, while also taking steps to ensure your safety and the safety of others. This also allows the university to compile accurate records on the number and types of incidents occurring on campus. Reports filed in this manner are counted and disclosed in the Annual Fire and Safety Report, without personally identifying information. In limited circumstances, the police department may not be able to assure privacy and will inform you in those cases. Anyone may call the CSU Police Department at 970-491-6425 to report concerning information. Callers may remain anonymous if they choose to do so.

In all publicly-available records, CSU does not include personally identifying information (it is either omitted or redacted).

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

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

The CSU Health Network Counseling Services office is located in the Health and Medical Center at the corner of College Ave. and Prospect Rd. Counseling Services may be reached during regular business hours by calling 970-491-6053. Emergency after-hours counselors are also available at 970-491-7111. These counselors do report crimes to the CSU Police Department for purposes of compiling statistics, but do not share information with CSUPD that could identify the victim.

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

Crime Prevention Programs

- CSU police, residence hall staff, Support and Safety Assessment, and the Women and Gender Advocacy Center are among groups on campus that provide safety and crime prevention educational programs in a variety of settings.
- General campus educational programs include fire safety, personal safety, interpersonal violence prevention, alcohol and drug awareness, and computer crimes. Many programs can be tailored to fit the needs of the audience. Interpersonal violence trainings include information about the crimes of sexual assault, domestic violence, dating violence, and stalking. For more information regarding education, outreach and events related to interpersonal violence, or to request a program, see <http://www.wgac.colostate.edu> or <http://www.supportandsafety.colostate.edu/sexual-harassment>.
- From Jan. 1 – Dec. 31, 2016, the CSU Police Department delivered 307 programs or presentations to 24,815 people, including students, parents, faculty, and staff.
- Programs can be scheduled by contacting CSUPD, and some programs are hosted and publicized on a continual basis throughout the year.

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

- Regularly patrolling residence halls
- Regularly patrolling all buildings on campus and checking doors and windows for security concerns, particularly after hours
- Reporting facilities issues such as lights and door locks that do not work correctly
- Surveying campus for security and safety issues
- Educating the campus community about crime prevention strategies
- Presenting educational programs to students, parents, and employees about general safety, sexual violence safety, DUI enforcement
- Teaching personal protection classes
- Teaching active assailant response classes
- Offering SafeWalk, a CSUPD service that provides a security escort from any campus location to another campus location or a location within three blocks of campus, year-round, from dusk to dawn

- Offering a registry for personal property (more information is at <http://source.colostate.edu/csupd-offers-online-registry-for-valuables/>)
- Educating campus about proactive reporting options to connect people who are struggling with mental health issues or who may be a risk to themselves or others with university resources and alerting campus offices that can address safety concerns presented by these individuals
- Providing a comprehensive resource to all employees regarding campus offices that can help them address people who present safety concerns
- Collaborating with committees and individuals across campus to identify and address safety and security needs for special events, new buildings, and concerns

More information about crime on campus:

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

Campus Security Programs

Building Access

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

Residence Hall Security

Residence hall security includes the following measures:

- The lobby area is staffed 24 hours a day.

- Lobbies and common areas are open during dining center hours and then accessible only by residents of the building after hours via keycard access.
- Floors and rooms are only accessible by residents with keycard access.
- All common bathrooms on the floors are also secured.
- Residents should not allow strangers access to the building, either by propping doors, lending keys, or opening doors for anyone waiting outside the building.
- Visitors and delivery people may use a house phone located outside the main entrance to contact the appropriate host to gain access, once all entries to the building are locked in the evening.
- All residence hall staff are trained on emergency response and have knowledge of evacuation and safety protocol in the event of an emergency.
- All lobby doors and common areas can be locked down during an emergency to permit access to residents of the building only. The option of locking buildings down entirely to prevent any access into the building is also available.
- CSU Police Department partners with Housing & Dining Services to develop a community-oriented policing program. A full-time, certified police officer is assigned to each residence hall and regularly patrols it to enhance relationships with students and increase security and safety awareness among students.

Campus Planning and Safety

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

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

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

Emergency Blue Light Phones

More than 60 emergency blue light phones are located throughout the campus. These emergency phones ring directly into the CSU Police Department dispatch center by simply pushing a button. [See map for locations.](#)

Crimes on Non-Campus Property

Sororities and fraternities

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

CSU Student Conduct Services receives reports of crimes that occur in fraternities and sororities that are recognized as student organizations by Colorado State University. Crimes occurring in fraternities and sororities are included in CSU's crime statistics for purposes of reporting under the Clery Act.

Off-campus locations

The CSU police department annually receives reports from Fort Collins police of all crimes that occurred within CSU's Clery geography. CSU police officers and dispatchers monitor Fort Collins police radio traffic and view daily crime logs from that agency. Student Conduct Services also regularly receives reports of crimes reported to Fort Collins Police that involve students.

Emergency Response

Colorado State University conducts emergency response exercises each year, including tabletop exercises, field exercises, and emergency notification systems tests to assess and evaluate university emergency plans and response. The university tests its notification systems once per semester. Notification system tests help the university prepare for emergencies and dangerous situations. The university will publicize its emergency evacuation procedures in conjunction with one of these tests through the university-wide online newsletter sent via email. The university annually schedules these drills and exercises by its emergency manager communicating with local agencies, university departments and residence hall staff. Annex U (Exercises) in the Emergency Response Plan describes different types of exercises, how they are set up, rules and procedures and needs assessments. The exercise needs assessment covers the exercise priorities relative to campus hazards.

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

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

Colorado State University's [emergency response plan](#) will help the community respond to hazards that may affect safety, health, and campus operations. The plan describes the planned

response to emergencies and delineates the roles and responsibilities of departments, divisions, and agencies that are expected to help protect life and property on campus. It also describes how the university works to reduce or eliminate threats to life and property.

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

Every employee is responsible for:

- Surveying buildings to proactively mitigate and plan for emergencies
- Helping notify the university about risks in buildings and on campus grounds, and educating colleagues about risks in their areas
- Knowing and understanding the building safety plan for the buildings they primarily occupy
- Learning the locations of exit routes, exit stairwells, pull stations, fire extinguishers and automatic external defibrillators, called AEDs
- Knowing and posting emergency phone numbers
- Participating in all fire drills, treating every alarm as an actual emergency and evacuating a building during an alarm
- Learning the needs of anyone for whom you are responsible who may need assistance during an emergency
- Knowing rally point locations
- Calling 911 immediately during an emergency

The university's emergency response plan is at <http://safety.colostate.edu/emergency-response-plan.aspx>.

Thor Guard Lightning Detection and Warning System

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

All outdoor activities must cease during red alert periods, and everyone in the area should seek shelter immediately. Appropriate shelter includes surrounding buildings, automobiles, and, when one of those is not available, dense woods or low-lying areas. When the danger has passed (a minimum of 10 minutes after the original alarm), an all-clear signal is given – the strobe light will stop flashing, and three separate, five-second blasts from the horns will sound. After the all-clear signal has sounded, it is safe to resume outdoor activities. However, good judgment should still govern, and if the conditions do not appear to be safe to resume activity, wait until conditions improve. More information about the Thor Guard system is available by emailing

EHS@colostate.edu or calling 970-491-4749. *Please note that the Thor Guard system's horns and strobe lights will be tested the first Tuesday of every month at about 9 a.m.*

Emergency Notifications and Timely Warnings

Emergency Notifications

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

When is an emergency notification necessary?

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

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

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

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

When initiating the process for considering an emergency alert, the chief or designee will consider the overall safety of the campus community and if an immediate threat is reported to exist. The chief or designee also will provide information appropriate to include in the alert about the incident to the public information officer or the information officer's backup to craft the alert. The institution will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency. Information that may harm the victim or compromise emergency response will not be included

in an alert. The information officer will verbally read or text the alert copy to the chief or designee for an immediate review for accuracy, and then send out the alert, further based on the process below.

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

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

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

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

Determining Segments of the Campus Community to Receive an Emergency Notification

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

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

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

Timely Warnings

When is a timely warning necessary?

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

How are timely warnings issued?

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

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

- The CSU emergency email system, which is moved as a priority message before all other email traffic into and out of the university system. This system sends emails to all students and employees, and no one can opt out of receiving messages.
- Postings to the Safety website, www.safety.colostate.edu.
- The CSU emergency text alert system. Students and employees must sign up for text alerts – no individuals are automatically enrolled. This system is generally reserved for emergency notifications. Students and employees are strongly encouraged to sign up for the university’s emergency text notification system and to periodically check to make sure that their mobile number in the system is correct. Students may enroll and verify their information through RamWeb and employees may enroll and verify their

information through the Human Resources self-service portal. It only takes a few moments to sign up for alerts, and doing so may help save your life or the life of another.

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

Warnings may also be posted on one or more of the university's social media sites, or by sharing paper notices to specific audiences on campus that may be threatened.

Procedures Used to Issue an Emergency Notification or Timely Warning

As to both emergency notifications and timely warnings, as soon as the emergency has been confirmed, university communications staff and the CSUPD Public Information Officer will work with the Chief of Police to determine the content of a notification message and send it. When time allows, two members of the Public Safety Executive Team will approve the message.

Emergency notifications or timely warnings will be directed to the university community by using one or more of the following:

- The CSU emergency email system
- Emergency text alert system
 - Students and employees must sign up for text alerts – no individuals are automatically enrolled
 - All emergency text alerts from CSU start with "CSU alert:"
 - Characters are limited, so alerts may be broken into more than one message and are denoted as "CSU alert 1," "CSU alert 2," etc.
- By posting to the CSU safety website
- CSUPD and Public Safety Team shared social media outlets

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

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

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

To determine who receives an alert, CSUPD, the Office of General Counsel and the public information officer will consult about whether or not a risk is contained to a specific population or area of campus and the type of alert being issued. Timely warnings will be sent to the entire campus community. Emergency notifications may be segmented depending on the nature of

emergency. The university has the ability to share an emergency notification via email with only students or only employees, or to target certain geographical areas of the university with printed fliers or verbal instructions if a situation warrants. These notifications can be expanded to include other segments or the entire campus as the situation unfolds. The entire campus will be notified if a threat is not contained to one geographical location or one population. The university's text and other electronic alert systems generally do not segment populations, but send to all campus members who are enrolled to receive them.

The decision to issue an emergency notification may be made by the CSU Chief of Police, an officer expressly authorized by the Chief of Police, or by the Public Safety Team. Because of the urgent nature of these notices, the university's primary objective will be to confirm whether or not such emergency conditions exist as quickly as possible, and, taking into account the safety of the community, determine the content of the notification and initiate the notification system without delay.

Determining the Contents of the Emergency Notification or Timely Warning

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

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

- Initial alerts warn all or part of the campus community of a danger and the actions they should take to safeguard their safety.
- Information pertaining to the reported incident will be screened to include the most information as possible, based on what occurred, where it occurred, and when it occurred.
- To achieve this, alerts will include descriptive phrase or word about the incident (such as robbery, assault, or hazardous materials spill), the location where an incident was reported to have occurred, the time of the incident or threat, and information that may assist with police response, such as a suspect description.
- Messages distributed in the early stage of a rapidly unfolding critical incident will generally be short, precise, and directive. Examples include: "CSU Alert: Assault reported outside of the south entrance to the Lory Student Center. Suspect is white female wearing a pink shirt, jeans. May be armed with a tire iron."

- Subsequent messages may be sent to inform the campus community about additional details of the situation if new information becomes available. These messages are generally distributed once first responders have additional information about the dangerous situation. Examples include: “CSU Alert 2: Suspect last seen running south through Lory Student Center plaza. Call 911 if suspect seen. When available updates at www.safety.colostate.edu.”
- Finally, when possible, an all-clear notice is sent once the situation is nearly or completely resolved.
 - The purpose of this message is to reassure the community that the university is working diligently to resolve the dangerous situation.
 - It can also be used to provide additional information about the situation and where resources will be available.
 - The notification goal is to ensure individuals are aware of the situation and that they know the steps to take to safeguard their personal and community safety.
 - Some situations do not reach a clear resolution, such as the location and arrest of a suspect, so it is not possible to always issue an all-clear.

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

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

Sharing Information with the Community outside of Campus

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

Missing Student Policy and Official Notification Procedures

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

If anyone believes that any CSU student who resides in on-campus housing is missing for more than 24 hours, he or she should immediately notify the CSU Police Department at 970-491-6425.

A person also may report that a student is missing to a residence hall advisor or director or to the Residence Life main office at 970-491-4719. All missing student reports must be immediately referred to CSUPD (in any case, no more than 24 hours after the report is received). Residence Life will alert CSUPD within 24 hours of determining that a student is missing, as required by law.

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

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

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

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

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

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

- The university will notify the confidential contact person identified by the missing student within 24 hours after determining that the student is missing.

- If the missing student is an unemancipated minor younger than 18, the student's custodial parent or guardian as identified in CSU records will also be notified within 24 hours from the time the student is determined missing.
- CSUPD will notify the local law enforcement agency where the student's residence is located.

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

The University prohibits sexual assault, domestic violence, dating violence and stalking.

Definitions You Should Know

Sexual assault means an actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:

- Any sexual contact when the victim is unable to consent.
- Intentional and unwelcome touching, coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts (defined as genital area, groin, inner thigh, buttocks, or breast).
- Sexual intercourse without consent, including acts commonly referred to as rape.
- **Consent** is defined under Colorado law as "cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent under the provisions of this [statute]. Submission under the influence of fear shall not constitute consent." [C.R.S. §18-3-401(1.5)].
 - CSU's policy is that: "Consent to sexual activity is consent that is informed, knowing and voluntary. Consent is active, not passive, and requires cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. Silence, in and of itself, cannot be interpreted as consent. Sexual activity with someone known, or who should be known, to be mentally or physically incapacitated by alcohol or other drug use, unconscious or in a state of blackout, or otherwise unable to give consent, is not valid consent. A person is considered to be incapable of giving consent when the person lacks the cognitive ability to make an important life decision, and this measure applies even when the same persons have engaged with one another in consensual sex in the past." CSU Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation (<http://policylibrary.colostate.edu/policy.aspx?id=710>)

Domestic violence includes felony or misdemeanor crimes of violence committed by someone who is a:

- Current or former spouse or partner of the victim
- Person with whom the victim shares a child in common

- Person who is cohabitating with or has cohabitated with the victim as a spouse or partner
- Person similarly situated to a spouse of the victim under the domestic or family violence laws of Colorado
- Or any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction

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

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

In Colorado, two people involved in an intimate relationship (e.g., married, boyfriend and girlfriend, intimate partner, etc.), where an argument results in injury, crime, or damage to property, or where violation of a valid restraining order is evident, are in a situation where an arrest is mandated; officers have no discretion. Often, police receive calls from the victims, from friends, or from concerned neighbors who hear the noise of an argument or fight.

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress. Examples stalking are:

- Follow you and show up wherever you are
- Send unwanted gifts, letters, cards, text messages, social media messages, or e-mails
- Damage your home, car, or other property
- Monitor your phone calls or computer use
- Use technology, like hidden cameras or global positioning systems, to track you
- Drive by or hang out at your home, school, or work
- Threaten to hurt you, your family, friends, or pets
- Find out about you by using public records or online search services, hiring investigators, going through your garbage, or contacting friends, family, neighbors, or co-workers
- Posting information or spreading rumors about you on the internet, through social media, in a public place, or by word of mouth
- Other actions that control, track, or frighten you

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

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

- (a) Makes a credible threat to another person and, in connection with the threat, repeatedly follows, approaches, contacts, or places under surveillance that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship.

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

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

Reporting Interpersonal Violence

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

Victims of sexual assault, domestic violence, dating violence, or stalking who engage with the Office of Support and Safety Assessment or Women and Gender Advocacy Center are informed that they have several options available to them for involving law enforcement and campus authorities:

- Report the incident to the police
 - The victim or bystander may make a report to the CSU Police Department whenever a person has been impacted by one of these crimes. In an emergency or when threat of harm is imminent, immediately call 911. In non-emergencies, contact CSU police at 970-491-6425, or file a report online at www.police.colostate.edu/crime-reporting. You may also go in person to the CSU Police Department in Green Hall.
 - For crimes occurring off-campus, contact law enforcement for the local jurisdiction. Fort Collins Police Services may be reached at 970-221-6560. When a police report is made, the police will interview the person making the report, the victims, any witnesses, and the person or people alleged to have committed a crime.
- Receive assistance in reporting the incident to the police

- In an emergency, call 911.
 - When there is not an immediate threat to safety, call CSU police non-emergency number at 970-491-6425.
 - For help in making a report to law enforcement, contact the Office of Support and Safety Assessment by calling 970-491-7407. They will explain the steps required and what is involved, and will contact the appropriate law enforcement agency on your behalf to help you make the report.
 - Assistance may also be obtained by contacting Student Legal Services at 970-491-1482, or Women and Gender Advocacy Center at 970-492-4242.
- Decline to contact law enforcement, but still get help
 - The Office of Support and Safety Assessment provides resources and referrals to support services, law enforcement, and the Student Conduct Services, and can help a victim exercise the right to seek protective measures such as no-contact orders and restraining orders. Victims are informed in writing that CSU's Student Conduct Services (970-491-7165 or email SRCenter@colostate.edu) can issue no-contact orders to a student who is alleged to have committed discrimination, harassment, sexual harassment, sexual misconduct, relationship violence, stalking, or retaliation. Criminal and civil courts can issue restraining orders and other protective orders to crime victims, whether before, during, or after a criminal or civil trial (for example, by prohibiting the alleged perpetrator of the crime from having any contact with, or being within a certain distance of, the victim). Restraining orders are obtained by petitioning the local court for the jurisdiction, and assistance with the process may be provided through Women and Gender Advocacy Center or Student Legal Services. No-contact orders may be issued by Student Conduct Services at CSU, (see "Accommodations and Protective Measures against Interpersonal Violence" in this report).
 - Any accommodations or protective measures provided by the university to the victim will be maintained as confidential, to the extent that maintaining confidentiality would not impair the ability of the institution to provide such measures.
 - To file a request for each of these options, students may contact Support and Safety Assessment or Student Conduct Services.
 - The Office of Equal Opportunity (970-491-5836) also assists employees who have been impacted by these crimes.
- Report confidentially
 - In addition to the above reporting options, students may seek support and guidance from confidential campus resources that maintain the confidentiality of the victim or other person reporting:
 - Women and Gender Advocacy Center, 112 Student Services Building and 234 Lory Student Center, (970) 491-6384
 - Victim Assistance Team (970) 492-4242
 - CSU Counseling Services (970) 491-6053
 - Women's Clinic at CSU Health Network (970) 491-1754
 - CSU Health Network (970) 491-7121

- For employees, confidential resources include:
 - Office of the Ombuds and Employee Assistance Program by calling (970) 491-1527 or 1-800-497-9133, or online at <http://ombudsandeap.colostate.edu>.

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

Off-Campus Resources:

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

Victim Confidentiality

CSU recognizes the often-sensitive nature of sexual assault, domestic violence, dating violence, and stalking incidents. CSU offers confidential resources and protects the privacy of any individual who makes a report to the extent possible, while also meeting any obligations related to the investigation and response to known reports to protect the victim, prevent a recurrence or protect campus safety.

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

Information about Registered Sex Offenders

- Information about sex offenders currently registered at the university is available at the CSU Police Department Records Section during normal business hours.
- Information about offenders registered at Fort Collins Police Services or the Larimer County Sheriff's Office are available at those agencies.
- The State of Colorado convicted sex offender website is www.sor.state.co.us.

Additional Resources

- Executive Director of Support & Safety Assessment and Title IX Programs/Title IX Coordinator 970-491-7407
- Colorado State University Police Department 970-491-6425
- Director of Student Case Management & Referral Coordination 970-491-8051
- Office of Equal Opportunity 970-491-5836
- In the case of an emergency or ongoing threat, get to a safe location and call 911.

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

CSU strictly prohibits all acts of sexual assault, domestic violence, dating violence, and stalking through its Student Conduct Code (<https://resolutioncenter.colostate.edu/conduct-code/>) and its Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation Policy (<http://policylibrary.colostate.edu/policy.aspx?id=710>).

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

When there is evidence that a student may have committed acts of interpersonal violence, Student Conduct Services initiates disciplinary proceedings. The university investigates allegations of interpersonal violence against a student regardless of the geographic location of where the incident occurred: on or off campus, in Colorado, another state or in an international location.

The university may receive information about these situations from a variety of sources including:

- CSU police
- Other law enforcement agencies
- University offices such as the Office of Support & Safety Assessment
- Reports from the victim or bystanders

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

For an overview of the sexual misconduct and interpersonal violence investigation and adjudication process, see <http://supportandsafety.colostate.edu/process>. In all cases, whether involving a disciplinary process for students or employees, the university will provide a prompt, fair and impartial process from the initial investigation to the final result.

Proceedings Involving Students

CSU proceedings involving students include:

- Investigations into incidents involving students are conducted within approximately 60 days by the Office of Support and Safety Assessment, unless circumstances merit additional time to gather all relevant information to support an informed final report.
- Both impacted (the complainant or victim) and responding (the accused) parties are provided periodic reports and updates regarding the investigation's status.
- Upon completion of the investigation, the report is reviewed by Student Conduct Services to determine if disciplinary proceedings against a responding student are supported by the report.
- If disciplinary proceedings are appropriate, written notice will be provided to the student regarding the alleged conduct and violations of the Student Conduct Code, and a hearing will be scheduled.
- A hearing officer from Student Conduct Services will conduct a hearing with the student and any advisor or witnesses, and determine if a responding student is responsible for violating the interpersonal violence policy and the Student Conduct Code.
- Determinations are made using the preponderance of the evidence standard (which means that it is more likely than not that the alleged misconduct occurred).
- In all proceedings, including any related meetings or hearings, both the impacted party and responding party are entitled to the same opportunities to have others present at the hearing. This includes the right to be accompanied by an advisor of their choice.
- Both parties are informed in writing of the outcome of the proceeding within approximately ten business days, unless circumstances require more time to finalize the decision. The parties are also informed of the procedure and timeframe in which to file an appeal of the outcome, of any change to the results that occurs prior to the time that they become final, and when such results become final.
- Disclosure of the outcome is made to both parties, simultaneously, in writing; each individual is free to share or not share the details with third parties.
- Students found responsible for interpersonal violence face university disciplinary consequences and are subject to measures to protect the impacted party. These consequences and measures can include written warnings, a university notification to parents or legal guardians, required participation in educational programs, limitations on university activities, fines, restitution, no-contact orders, probation from living in any on-campus property or removal from university housing, academic suspension, probation, suspension and permanent expulsion.
- All investigations and proceedings are conducted by officials who receive annual training on interpersonal violence investigation, how to conduct an investigation, and how to conduct a proceeding in a manner that protects the safety of victims and promotes accountability.

Proceedings Involving Employees

Disciplinary proceedings for employees accused of interpersonal violence follow established state and university policies and procedures.

- For allegations of misconduct of a tenured faculty member, these procedures are set forth in the Academic Faculty and Administrative Professional Manual, in section E.15.
- For allegations against an administrative professional or non-tenured faculty member, disciplinary action up to and including termination of employment follows procedures described in the CSU Policy on Administrative Professionals and Non-Tenured Academic Faculty (<http://policylibrary.colostate.edu/policy.aspx?id=459>).
- For state classified employees, procedures are prescribed by state law and managed by Human Resources in accordance with the [Human Resources Manual, Section 3](#).
- In all cases, to initiate a disciplinary action involving an employee for sexual harassment, sexual assault, domestic violence, dating violence, or stalking, complainants must contact the Office of Equal Opportunity (970-491-5836, <http://oeo.colostate.edu>). Disciplinary measures for employees may include written reprimand, corrective actions, demotion, salary reduction, and termination of employment.
- Both the accuser and the accused will be provided simultaneously with notification, in writing, of the result of the disciplinary proceeding involving sexual assault, dating violence, domestic violence, or stalking.
- Disciplinary proceedings will be conducted by officials who, at a minimum, receive annual training on the issues related to dating violence, domestic violence, sexual assault and stalking, as well as how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
- Both the victim and the accused will be advised of the procedures for obtaining administrative review of the final outcome of the disciplinary proceeding.

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

Notification of Victims' Rights and Options

Every reported victim of an incident of sexual assault, domestic violence, dating violence, or stalking covered by university policy, whether the incident occurred on or off campus, will receive written notification of options and rights.

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

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

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

The above support and services are available to victims whether or not they choose to report the incident to law enforcement. To learn more about these support services and the option to have changes made to one's situation, contact the office of Support & Safety Assessment (<http://supportandsafety.colostate.edu/>, 970-491-7407).

The resources and services at Colorado State University include:

- CSU Police Department 970-491-6425
- Sexual Assault Victim Assistance Team, Victim Assistance Team 970-492-4242
- CSU Health Network 970-491-7121
- Counseling Services 970-491-6053
- Support and Safety Assessment 970-491-7407
- Student Conduct Services 970-491-7165
- Student Legal Services 970-491-1482 assists students who are victimized by crime, including assistance with non-immigrant U visas through a free initial consultation and a referral to an immigration attorney. Student Legal Services will advise victims regarding legal and university processes, victim impact statements for the prosecutor's office, no contact orders, civil protection or restraining orders, and the like. When Student Legal Services has a conflict of interest preventing assistance for a victim, the office will assure that the student is put in contact with the victim advocacy program through the District Attorney's office. If there are other areas of need not served by that program, Student Legal Services may refer a victim for an initial advisement by a community attorney at no charge to the student.
- Office of International Programs 970-491-5917 also provides assistance with visas to return to the United States after an absence, and referrals to immigration attorneys.
- Office of Financial Aid 970-491-6321
- Registrar's Office 970-491-4860
- Support and Safety Assessment 970-491-7407
- Student Conduct Services 970-491-7165

Resources available in the community include:

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

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

Victims who receive personal support from university resources can expect:

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

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

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

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

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

Procedures Victims Should Follow

When an incident of sexual assault, domestic violence, dating violence, or stalking is reported, victims are informed by WGAC (www.wgac.colostate.edu, 970-491-6384) or Support and Safety Assessment (<http://supportandsafety.colostate.edu/>, 970-491-7407) that it is important to preserve evidence so that a successful criminal prosecution remains an option, as well as to aid in any action to obtain a protective order. The victim of a sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical exam – which is important both to address any health issues that may arise and so that evidence may be collected. Any clothing removed should be placed in a paper, not plastic, bag.

When an incident of interpersonal violence occurs, consider:

- Documenting evidence of violence, such as bruising or other visible injuries, by taking photographs.
- Evidence of stalking including any communication, such as written notes, text messages, emails, voice mail or other communications should be saved and not altered in any way.
- A victim does not need to make a formal report to law enforcement or Colorado State University to access support resources, including confidential campus and community resources.
- While confidential resources may encourage a victim to report the incident to police, these offices will maintain confidentiality and not share identifying information with police.
- Confidential campus resources include:
 - Victim Assistance Team 970-492-4242
 - Women and Gender Advocacy Center 970-491-6384
 - Women's Clinic at CSU Health Network 970-491-1754
 - Counseling Services 970-491-6053
- Confidential community resources include:
 - SAVA - Sexual Assault Victim Advocate Center 970-472-4204
 - Crossroads Safehouse 970-530-2353
 - RAINN - Rape, Abuse & Incest National Network 1-800-656-HOPE

About Support Offered by the CSU Women and Gender Advocacy Center

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

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

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

- General information regarding Victim Assistance Team can be obtained by calling the Women and Gender Advocacy Center at 970-491-6384.
- Victims Assistance Team advocates work closely with victims and campus and community law enforcement agencies. This includes assisting victims of sexual assault in reporting these crimes to the police if they choose to do so.
- CSU advocates are informed on medical, law enforcement, legal procedure, and campus disciplinary options and can provide other referral sources to help ensure interpersonal violence victims receive the services they want or need, such as counseling.
- Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim.

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

Personal Safety Tips

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

Date rape drugs

For information on date rape drugs like GHB, Rohypnol, or Ketamine, contact:
Health Education and Prevention Services
(970) 491-1702
Women and Gender Advocacy Center (970)
491-6384

How to reduce your risk:

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

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

- Dizziness
 - Vomiting
 - Extreme drowsiness
 - Time that can’t be accounted for and can’t be attributed to anything else
 - Any other unexplained symptoms
- Try to retain a sample of the beverage.

present at bars and clubs, but also at parties and intimate gatherings. The reality is that date rape drugs can be slipped into your drink at any social setting.

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

Accommodations and Protective Measures against Interpersonal Violence

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

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

Student accommodations and protective measures

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

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

- **Interim University suspension:** The responding student is denied access to campus, classes, and university activities and privileges up to and through a student conduct hearing, if required.

The victim also will be referred to legal resources for assistance in obtaining court-ordered protection. Students may contact the Women and Gender Advocacy Center for assistance (970-491-6384, www.wgac.colostate.edu).

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

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

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

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

Employee resources

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

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

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

- New students are required to complete the university’s online sexual assault awareness and prevention program, which educates students on issues associated with sexual assault, relationship violence, and stalking. Students learn about consent, including how alcohol and drugs impair a person’s ability to give or receive consent, as well as how to help a friend, and how to intervene in a situation that might escalate to sexual assault.
- All incoming students and new employees are provided with education regarding interpersonal violence. This includes education about prevention, and the fact that the institution prohibits sexual assault, domestic violence, dating violence, and stalking in its policies. Descriptions of these programs may be found on the Women and Gender Advocacy website at <http://www.wgac.colostate.edu/>.
- CSU works to educate the campus community about interpersonal violence in an effort to prevent sexual assault, domestic violence, dating violence, and stalking before it occurs through the changing of social norms, risk reduction strategies and other approaches. The Women and Gender Advocacy Center reports that in 2016, Women and Gender Advocacy Center provided 163 educational programs or presentations that reached 8,513 students.
- Examples of these programs are:
 - Online sexual assault awareness and prevention program for all incoming students
 - Sexual harassment training is required for all employees
 - New employee orientation with interpersonal violence information and training
 - The Reframe campaign regarding interpersonal violence, consent and intervention, the details of which may be found online at <https://reframe.colostate.edu/>. Information is also provided to all CSU employees in the “red folder” for campus safety.
 - Posters about resources in all restrooms on campus (other campaigns are typically not allowed to post information in campus restrooms)
 - Regular safety messaging about sexual assault from the Public Safety Team
 - Bystander intervention training in the Women and Gender Advocacy Center’s Supporting Survivors program. A [full description of what this training entails is available online, http://www.wgac.colostate.edu/bystander-intervention](http://www.wgac.colostate.edu/bystander-intervention). This program includes learning about safe and positive options for bystander intervention.
 - The Red Whistle Brigade – students are trained to provide sexual assault education programs to their peers through a course offered every fall and spring semester.
- CSU is partnering with the City of Fort Collins, the first municipality in the nation to become an “It’s On Us” city, committed to preventing, reducing and understanding incidents of interpersonal violence.

Crime Statistics for Colorado State University

Crime statistics tell us what has been reported to officials. Statistics may or may not be representative of what is actually occurring. The *Chronicle of Higher Education* has noted that colleges and universities that have comprehensive resources and services experience an increase

in crime reporting, which is not necessarily a factor in determining the frequency of a crime. The university works hard to provide a safe environment in which to report crime and a culture encouraging our community to do so.

Crime, and specifically violent crime, is said to occur on most campuses in the United States.

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

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

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

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

	On-Campus Property			Residence Halls			Non-Campus Property			Public Property			Unfounded		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Murder & Nonnegligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rape	17	11	14	16	11	13	0	1	1	0	0	0	0	1	0
Fondling	11	11	7	9	11	5	1	0	1	0	0	0	0	0	1
Incest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dating Violence	4	10	10	0	8	6	2	1	0	2	0	1	0	0	0
Domestic Violence	7	4	3	5	1	1	1	3	5	0	2	1	0	1	0
Stalking	17	10	13	5	4	3	2	2	0	0	0	0	0	1	0
Robbery	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	2	1	0	0	0	0	0	1	2	0	0	0	0	0	0
Arson	5	6	6	5	5	4	0	0	0	0	0	0	0	0	0
Burglary	17	5	11	5	1	9	2	4	11	0	0	0	0	0	0
Motor Vehicle Theft	4	0	2	0	0	0	3	0	3	0	0	1	0	0	0
Hate Crimes*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arrests and Referrals															
Arrests for Liquor Law Violations	41	48	75	17	32	61	65	32	69	22	11	18	0	0	0
Alcohol disciplinary referrals	963	1037	1230	927	1004	1198	30	19	17	23	16	14	0	0	0
Arrests for Drug Abuse Violations	31	57	81	14	33	40	1	2	5	7	4	11	0	0	0
Drug disciplinary referrals	355	388	584	316	365	513	0	4	4	16	0	8	0	0	0
Arrests for Weapons Possession	2	1	1	0	0	0	0	0	0	1	0	1	0	0	0
Weapons disciplinary referrals	0	4	0	0	4	0	0	0	0	0	0	0	0	0	0

The numbers shown occurring in CSU Residence Halls are the portion broken out from the total which occurred on the CSU Campus.

Arrest categories report law violations in Clery geography for:

Liquor Law Violations, Drug Law Violations, and Illegal Weapons Violations.

Fraternities and Sororities are privately owned and are reported under the category of Non campus properties.

Non campus properties include:

- Loveland classroom
- University Village and Intl House
- Pingree Park
- Hughes Stadium
- Foothills Campus
- Denver Campus/Rocky Mtn Showdown
- Veterinary Teaching Hospital
- Todos Santos Center
- ARDEC
- Western Slope Diagnostics Lab
- International Study Programs

***Hate Crime information**

2014 was corrected to no hate crimes to report.

2014 originally stated there was 1 anti-Hispanic harassment hate crime which is not a Clery reportable crime

Fire Safety on Campus and Evacuation Procedures

In residence halls:

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

Poudre Fire Authority and CSU:

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

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

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

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

On campus in all buildings

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

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

To report a fire

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

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

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

General evacuation procedures and university emergency response

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

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

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

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

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

Moby Arena complex is evacuated by section:

- Moby Arena
- Moby-B Wing and Intramural Gym

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

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

Fire Statistics for Colorado State University

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

2016 Residence Hall Fire Stats/Safety Systems

Residence Hall	Address	# Fires	# Injured	# Deaths	Fire drills	Fire Alarm	Fire Sprinkler	Smoke detection	Fire Extinguishers	Evacuation Maps
Allison	551 W. Laurel St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Alpine Hall	910 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	No
AV Aspen	800 W. Pitkin St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
	One unintentional fire - Unattended cooking (Burned Food) - Damage amount \$0-\$99.									
Braiden	1101 Braiden Dr.	1	0	0	4	Yes	Full	Full	Throughout	Yes
	One intentional fire - Arson: Dumpster fire - Damage amount \$100-\$999.									
Corbett	801 W. Laurel St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
	One intentional fire - Arson: Burned light switch - Damage amount \$100-\$999.									
Cottonwood	511 W. Lake St.	0	0	0	2	Yes	Full	Full	Throughout	No
Durward	1001 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards	900 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Engineering	816 W. Pitkin St.	1	0	0	4	Yes	Full	Full	Throughout	Yes
	One intentional fire - Arson: Burned ceiling tiles in elevator - Damage amount \$100-\$999.									
AV Honors	810 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Ingersoll	1001 W. Pitkin St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
International House	1400 W. Elizabeth St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Lodgepole	521 W. Lake St.	0	0	0	2	Yes	Full	Full	Throughout	No
Newsom	700 W. Pitkin St.	2	0	0	4	Yes	No	Full	Throughout	Yes
	One intentional fire - Arson: Posters set on fire - Damage amount \$0-\$99.									
	One intentional fire - Arson: Posters and door set on fire - Damage amount \$100-\$999.									
Parmelee	701 W. Laurel St.	3	0	0	4	Yes	Full	Full	Throughout	Yes
	Two unintentional fires - Unattended cooking (Burned food) - Damage amount \$100-\$999 each.									
	One unintentional fire - Faulty Stove - Damage amount \$100-\$999.									
Pinon Hall	900 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	No
Summit	963 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Walnut	501 W. Lake St.	0	0	0	2	Yes	Full	Full	Throughout	No
Westfall	1009 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie	501 W. Prospect Rd.	0	0	0	0	No	No	Full	Throughout	No
University Village	1500/1600/1700 W. Plum St.	3	0	0	0	No	No	Full	Throughout	No
	Three unintentional fires - Unattended cooking (Burned food) - Damage amount \$100-\$999 each.									
Partial is defined as having the systems in the individual rooms only.										
Full is defined as having the systems in both the common areas and the individual rooms.										
University Village is University-owned apartments that are non-campus classified.										

2015 Fire Statistics

Residence Hall	Address	# Fires	# Injured	# Deaths	Fire drills	Fire Alarm	Fire Sprinkler	Smoke detection	Fire Extinguishers	Evacuation Maps	
Allison	551 W. Laurel St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes	
Alpine Hall	910 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	No	
AV Aspen	800 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes	
Braiden	1101 Braiden Dr.	0	0	0	4	Yes	Full	Full	Throughout	Yes	
Corbett	801 W. Laurel St.	3	0	0	4	Yes	Full	Full	Throughout	Yes	
	Three intentional fires - Arson: Burned posters – Damage amount \$0-\$99 each.										
Durward	1001 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes	
Edwards	900 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes	
AV Engineering	816 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes	
AV Honors	810 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes	
Ingersoll	1001 W. Pitkin St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes	
International House	1400 W. Elizabeth St.	0	0	0	4	Yes	Full	Full	Throughout	Yes	
Newsom	700 W. Pitkin St.	1	0	0	4	Yes	No	Full	Throughout	Yes	
	One intentional fire - Arson: Burned note card – Damage amount \$0-\$99.										
Parmelee	701 W. Laurel St.	1	0	0	4	Yes	Full	Full	Throughout	Yes	
	One unintentional cooking fire. Damage amount \$100-\$999.										
Pinion Hall	900 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	No	
Summit	963 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes	
Westfall	1009 W. Laurel St.	1	0	0	4	Yes	Full	Full	Throughout	Yes	
	One intentional fire - Arson: Burned access card reader – Damage amount \$0-\$99.										
Aggie	500/501 W. Prospect Rd.	0	0	0	0	No	No	Full	Throughout	No	
University Village	1500/1600/1700 W. Plum St.	9	0	0	0	No	No	Full	Throughout	No	
	Six unintentional cooking fires. Damage amount \$0-\$99 each.										
	Three unintentional cooking fires. Damage amount \$100-\$999 each.										

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

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

University Village is University-owned apartments that are non-campus classified.

2014 Fire Statistics

Residence Hall	Address	# Fires	# Injured	# Deaths	Fire drills	Fire Alarm	Fire Sprinkler	Smoke detection	Fire Extinguishers	Evacuation Maps
Allison	551 W. Laurel St. Two intentional fires - Arson: Two separate arsons with posters burned - Damage amount \$0- \$99 each	2	0	0	4	Yes	Partial	Full	Throughout	Yes
Alpine Hall	910 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	No
AV Aspen	800 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Braiden	1101 Braiden Dr.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett	801 W. Laurel St. One intentional fire - Arson: Burned smoke detector - Damage amount \$0 - \$99	1	0	0	4	Yes	Full	Full	Throughout	Yes
Durward	1001 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards	900 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Engineering	816 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
AV Honors	810 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Ingersoll	1001 W. Pitkin St.	0	0	0	4	Yes	Partial	Full	Throughout	Yes
International House	1400 W. Elizabeth St. One unintentional cooking fire. Damage amount \$0 - \$99.	1	0	0	4	Yes	Full	Full	Throughout	Yes
Newsom	700 W. Pitkin St. One intentional fire - Arson: Burned note on bulletin board. Damage amount \$0 - \$99	1	0	0	4	Yes	No	Full	Throughout	Yes
Parmelee	701 W. Laurel St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Pinion Hall	900 W. Plum St.	0	0	0	4	Yes	Full	Full	Throughout	No
Summit	963 W. Pitkin St.	0	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall	1009 W. Laurel St. One intentional fire - Arson: Burned fire pull station. Damage amount \$0 - \$99	1	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie	500/501 W. Prospect Rd.	0	0	0	0	No	No	Full	Throughout	No
University Village	1500/1600/1700 W. Plum St. One unintentional cooking fire. Damage amount \$0 - \$99.	1	0	0	0	No	No	Full	Throughout	No

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

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

University Village is University-owned apartments that are non-campus classified.



2017 FIRE SAFETY &

SECURITY REPORT

INCLUDING 2016 CRIME STATISTICS

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Colorado State University – Pueblo Non Discrimination Statement

Colorado State University-Pueblo (CSU-Pueblo or University) does not discriminate on the basis of age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, veteran status, or because an individual has inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. CSU-Pueblo complies with the Equal Pay Act, Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments, the Americans with Disabilities Act, as amended, Section 503/504 of the Rehabilitation Act, the Age Discrimination Act, Age Discrimination in Employment Act, the Vietnam Era Veterans' Readjustment Assistance Act, the Pregnancy Discrimination Act, Executive Order 11246, as amended, Violence Against Women Reauthorization Act of 2013, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. The University offers equal opportunity in employment, admissions, and educational programs and activities. The University promotes equal opportunity and treatment in employment through a positive and continuing affirmative action program for minorities, women, individuals with disabilities, and veterans.

For any inquiries or concerns regarding discrimination or harassment, please contact Joshua R. Ernst (josh.ernst@csupueblo.edu), Director and Title IX Coordinator in the Office of Institutional Equity at (719) 549-2210, Administration Building – Room 304. Student seeking disability resources and accommodations or who have other related concerns, should contact Justin Hiniker (dro@csupueblo.edu), Director of the Disability Resource & Support Center at (719) 549-2648, Library and Academic Resource Center (LARC) – Room 169. Employees or guests seeking disability resources and accommodations or who have other related concerns, should contact the University's ADA/504 Coordinator, Ralph Jacobs (ralph.jacobs@csupueblo.edu), Director of Human Resources at (719) 549-2441, Administration Building – Room 306. Individuals who believe they have experienced discrimination or harassment in a CSU-Pueblo may also file a complaint with the Office for Civil Rights, U.S. Department of Education, whose address is Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310 Denver, CO 80204-3582, (303) 844-5695, ocr.denver@ed.gov.



Message from Colorado State University – Pueblo President

To the Campus Community:

The 2017 Fire Safety and Security Report contains important information about our campus environment.

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

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

Timothy P. Mottet

President

EMERGENCY DIAL 911

ON-CAMPUS

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

OFF-CAMPUS

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

CAMPUS EMERGENCY CALL BOXES

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

SEE CALL BOX MAP on Page 46

Stay Informed – Daily Crime Log

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

<https://www.csupueblo.edu/campus-safety/sheriffs-office/2017-crime-logs.html>



Message from the Pueblo County Sheriff

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

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

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

If you have questions or concerns about campus safety, do not hesitate to contact Lt. Steve Bryant at our CSU-Pueblo Campus Sheriff's Office at 719-549-2373. For further information regarding the Pueblo County Sheriff's Office, visit: <http://www.sheriff.co.pueblo.co.us/>

Kirk Taylor
Sheriff

SAFETY



Introduction

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

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

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

Preparing the Annual Report

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

- Associate Vice President of Facilities Management
- Pueblo County Sheriff's Office at CSU-Pueblo
- Dean of Student Affairs
- CSU System Deputy General Counsel
- Executive Director of External Affairs
- Director of Student Conduct and Case Management
- Parking and Safety Manager
- Office of Institutional Equity

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

Law Enforcement Qualifications & Authority

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

Law Enforcement Partnerships

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



***This report is posted on the
CSU-Pueblo website***

<https://www.csupueblo.edu/campus-safety/index.html>

***Copies of the report are retained in the Offices
of
Admissions
External Affairs
Human Resources
Facilities Management
Dean of Student Affairs
CSU System Deputy General Counsel***

Take Safety Precautions

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

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

Reporting a Crime

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

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

Confidential Crime Reporting

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

Reporting a Crime to a Campus Security Authority (CSA)

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

WHO IS A CAMPUS SECURITY AUTHORITY?

Pueblo County Sheriff's Office at CSU-Pueblo
 Parking Operations Staff
 Vice President for Enrollment Management and Student Affairs
 Dean of Student Affairs
 Director of Student Engagement and Leadership
 Office of Student Engagement and Leadership Staff
 Director & Title IX Coordinator, Office of Institutional Equity
 Office of Institutional Equity Staff
 Student Organization Advisors
 Director of Student Conduct and Case Management
 Assistant Director of Health Education and Prevention
 Director of Diversity and Inclusion
 Director of Residence Life and Housing
 Residence Life Coordinators
 Resident Assistants
 All Athletics Department Staff
 All Athletics Department Volunteers
 Extended Studies Student Advisors
 Site Manager at University Tower
 Site Manager at Fort Carson
 Director of Center for Academic Enrichment
 Center for Academic Enrichment Advisors
 Director of Disability Resource and Support Center
 Student Recreation Center Professional Staff
 Student Recreation Center Front Desk Staff
 Director of Student Support Services (SSS)
 Education Development Specialist (SSS)
 Associate Vice President for Facilities
 Director of Auxiliary Services
 Director of Career Center
 Director of Student Financial Services
 Financial Aid Counselors
 Director of International Programs
 Assistant Director of International Programs
 Director of English Language Institute
 Hasan School of Business Academic Advisors
 Coordinator of CAMP Program
 Academic Improvement Program Coordinator
 Writing Room and General Education Coordinator
 Director of Honors Program
 Director of Presidents Leadership Program
 Director of STEM Learning
 Center

Exemption from Reporting

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

Secure Access to Campus Facilities

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

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

Secure Access to Residential Facilities

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

Security Considerations in Building Maintenance

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

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

Timely Warning & Emergency Notification

Timely Warning

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

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

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

Emergency Notification

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

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

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

How to sign up for the Emergency Alert System

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

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

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

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

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

FACULTY AND STAFF REGISTER THROUGH THE FACULTY & STAFF PORTAL

MORE INFORMATION CAN BE FOUND ONLINE AT:

<https://www.csupueblo.edu/campus-safety/csu-pueblo-alert.html>

Crime Prevention

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

Crime Prevention Services

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

Additional information regarding crime prevention services can be found in the CSU-Pueblo Student Handbook, csupueblo.edu/StudentLife/Pages/CSU-Pueblo-Student-Handbook.aspx.

Colorado State Law Definitions

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

Consent – Colorado Revised Statute § 18-3-401

(1.5) “Consent” for sexual activity means cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent. Submission under the influence of fear shall not constitute consent.

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

(1) Any actor who knowingly inflicts sexual intrusion or sexual penetration on a victim commits sexual assault if: The actor causes submission of the victim by means of sufficient consequences reasonably calculated to cause submission against the victim’s will; or

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

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

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

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

(1.5) Any person who knowingly, with or without sexual contact, induces or coerces a child by any of the means set forth in section 18-3-402 to expose intimate parts or to engage in any sexual contact, intrusion, or penetration

with another person, for the purpose of the actor's own sexual gratification, commits unlawful sexual contact. For the purposes of this subsection (1.5), the term "child" means any person under the age of eighteen years.

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

Domestic violence means an act or threatened act of violence upon a person with whom the actor is or has been involved in an intimate relationship. Intimate relationship means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time. Domestic violence also includes any other crime against a person, or against property, including an animal, or any municipal ordinance violation against a person, or against property, including an animal, when used as a method of coercion, control, punishment, intimidation, or revenge directed against a person with whom the actor is or has been involved in an intimate relationship. (Note: in Colorado, "dating violence" is included with the broader definition of domestic violence).

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

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

Violence Against Women Reauthorization Act (VAWA) Definitions

Dating Violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition-

- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence is defined as a felony or misdemeanor crime of violence committed—

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred;
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred

Stalking is defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

- Fear for the person's safety or the safety of others; or

- Suffer substantial emotional distress.
- For the purposes of this definition—
- Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.

Sexual Misconduct, Intimate Partner Violence (Domestic Violence and Dating Violence), & Stalking

CSU-Pueblo is committed to equal educational and employment opportunities, and to the elimination of all form of sexual misconduct, intimate partner violence (domestic violence and dating violence), and stalking. Furthermore, CSU-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. CSU-Pueblo prohibits any conduct that constitutes sexual misconduct (including non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, and sexual harassment), intimate partner violence (including dating violence and domestic violence), and stalking. As such, CSU-Pueblo prohibits the crimes of dating violence, domestic violence, sexual assault and stalking as defined in the Clery Act..

Sexual Misconduct, Intimate Partner Violence, & Stalking

WHAT IS SEXUAL MISCONDUCT UNDER CSU-PUEBLO POLICY?

Sexual misconduct means non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, or sexual harassment.

Non-Consensual Sexual Contact means either

intentional sexual contact or touching, however slight, by a Responding Party of a Reporting Party's Intimate Body Parts (or any materials such as clothing, covering the immediate area of the Intimate Body Parts) without the Reporting Party's Consent and/or by force; or

intentional sexual contact or touching, however slight, of a Reporting Party with a Responding Party's Intimate Body Parts (or any materials such as clothing, covering the immediate area of the Intimate Body Parts) without the Reporting Party's Consent and/or by force.

Non-Consensual Sexual Intercourse means either

oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the contact or penetration, without the Reporting Party's Consent and/or by force; or

penetration, no matter how slight, of a person's vagina or anus with any body part or object without the Reporting Party's Consent and/or by force.

Sexual Exploitation means conduct involving a Responding Party taking, or attempting to take, non-consensual or abusive sexual advantage of a Reporting Party when such conduct would not

otherwise be defined as Non-Consensual Sexual Contact, Non-Consensual Sexual Intercourse, or Sexual Harassment

WHAT IS INTIMATE PARTNER VIOLENCE UNDER CSU-PUEBLO POLICY?

Intimate Partner Violence is either dating violence or domestic violence.

Dating violence means an act or threatened act of violence upon a Reporting Party by a Responding Party who has been in a social relationship of a romantic or intimate nature with the Reporting Party. This includes, but is not limited to, threats, sexual or physical abuse, property damage, and violence or threat of violence to one's self, animals, or to the family members of the romantic or intimate partner when used as a method of coercion, control, punishment, intimidation or revenge. Whether there was a romantic or intimate relationship will be gauged by the length of the relationship, the type of relationship, and frequency of interaction between the persons involved in the relationship. Dating Violence does not include acts covered under the definition of Domestic Violence.

Domestic violence means an act or threatened act of violence upon a Reporting Party with whom the Responding Party is or has been involved in an intimate relationship. This includes, but is not limited to, threats, sexual or physical abuse, property damage, and violence or threat of violence to one's self, animals, or to the family members of the romantic or intimate partner when used as a method of coercion, control, punishment, intimidation or revenge. For purposes of Domestic Violence, an "intimate relationship" means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time.

WHAT IS STALKING UNDER CSU-PUEBLO POLICY?

Stalking means engaging in a course of conduct directed at a Reporting Party that would cause a reasonable person to fear for their safety or the safety of others; repeated conduct which reasonably and subjectively causes a Reporting Party to fear for their safety or the safety of another; or repeated conduct which causes a Reporting Party to alter their activities in response to the repeated conduct. Such conduct may include but is not limited to any of the following: following or approaching a Reporting Party, someone with whom that Reporting Party has or has had a continuing relationship, or a member of that Reporting Party's family or household; contacting a Reporting Party, someone with whom that Reporting Party has or has had a continuing relationship, or a member of that Reporting Party's family or household whether or not conversation ensues; and placing a Reporting Party, someone with whom that Reporting Party has or has had a continuing relationship, or a member of that Reporting Party's family or household under surveillance.

WHAT TO DO IF THIS HAS OCCURRED TO YOU?

A student or employee has multiple options for reporting an allegation of prohibited conduct to the University. It is an individual's choice whether or not to file a complaint with the appropriate law enforcement agency. Filing a complaint with law enforcement is not required in order for CSU-Pueblo to investigate a concern of sexual misconduct, intimate partner violence, or stalking. Furthermore, reporting a concern to law enforcement is not a prerequisite for receiving resources and reasonable accommodations through the University. The University can and will assist an individual with making a report to the appropriate law enforcement agency if they so choose.

To report an allegation of sexual misconduct, intimate partner violence, or stalking, as well as allegations of discrimination, protected class harassment, and retaliation to CSU-Pueblo, an

individual should contact the Office of Institutional Equity's Director, who is also the University's Title IX Coordinator:

Josh Ernst, Director & Title IX Coordinator
Office of Institutional Equity
Administration Building – Suite 304
(719) 549-2210
josh.ernst@csupueblo.edu

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

Pueblo County Sheriff's Office
Administration Building 108
(719) 549-2373 – non-emergency number

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

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

Contact information for law enforcement agencies in other jurisdictions where the University has physical operations can be found under the reporting tab on the Office of Institutional Equity's webpage at <https://www.csupueblo.edu/institutional-equity/>.

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

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

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

If a student or employee contacts the Pueblo Rape Crisis Center, the Center also will assist with reporting the crime. The Pueblo Rape Crisis Center, (719) 549-0549, will provide an advocate to accompany the student or employee to the hospital and also will inform them of additional resources. The Rape Crisis Center operates a 24-hour hotline for services. A Community Organization for Victim Assistance (ACOVA), 719-583-6250, can also provide an advocate to assist an individual with

reporting an allegation to law enforcement or accompanying the individual to the hospital for a forensic exam. Parkview Medical Center in Pueblo provides Sexual Assault Nurse Examiners (SANE) who can conduct the appropriate and necessary examination to preserve evidence and provide medical assistance.

WHAT THE UNIVERSITY WILL DO?

Upon receiving a report of sexual misconduct, intimate partner violence and stalking, the University will forward that report to the University's Title IX Coordinator, who is the Director of the Office of Institutional Equity. The Title IX Coordinator will provide the student or employee with written information regarding resources within the University and the community in the event that they are an alleged victim of sexual misconduct, intimate partner violence, or stalking. The University will provide the student or employee with written notification regarding student counseling services, employee assistance programs, health services, mental health services, victim advocacy, and legal-aid services. The University also will provide the student or employee with written notification of where to obtain assistance with visa and immigration issues and student financial aid. A list of these resources can be found below. The Pueblo County Sheriff's Office can provide transportation, if needed, and an advocate from the University, the community, or another support person, can accompany victims to the hospital and remain throughout any exam.

The University will provide an alleged victim written notification about options for and available assistance in and how to request changes to their academic, living, transportation and working situations. The Title IX Coordinator will coordinate the provision of these accommodations upon request, and requests should generally be directed to the Title IX Coordinator. The University also will provide information on how to obtain a protective order through the courts. University Officials may issue an administrative no-contact order, enforceable via the Student Code of Conduct. Accommodations requested and protective measures will be provided to the alleged victim regardless of whether they report the incident to law enforcement. Individuals interested in an administrative no-contact order should contact the Title IX Coordinator.

Also, the University will abide by the terms of a validly issued protection order. ACOVA (whose contact information is below) can assist you with requesting a protection order through the county courts. Information on protection orders and ACOVA's protection order clinic is also available on ACOVA's website at <https://acovapueblo.org/>.

Important Tips to Preserve Evidence



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

CONFIDENTIALITY & PRIVACY

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

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

The University recognizes that an individual may wish to further maintain their privacy beyond the scope described above. As such, the Director of the Office of Institutional Equity, in their capacity as the Title IX Coordinator, or designee, will respectfully consider all requests by an alleged victim: that their identifying information not be shared with the other party; that the alleged prohibited conduct not be

investigated by the University; or to otherwise not participate in an investigation by the University. The University also recognizes that it has an obligation to provide a safe environment for all University Members, free from sexual misconduct, intimate partner violence, and stalking. A request for additional privacy may severely limit the University's ability to provide a safe environment free from prohibited conduct, investigate the allegations, and pursue disciplinary action against an individual, if warranted. Therefore, there may be circumstances in which the University cannot honor a request for further privacy in light of the University's obligation to provide a safe and non-discriminatory environment for all University Community Members.

Important Numbers to Report and/or Receive Services Related to Sexual Assault

Emergency

911

On-Campus Services

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

Off-Campus Services

Pueblo Police Department	(719) 553-2502
Pueblo Rape Crisis Center	(719) 549-0549
Parkview Medical Center	(719) 584-4400
National Sexual Assault Hotline	(800) 656-4673
ACOVA	(719) 583.6250
Colorado Legal Services	(719) 545-6708
YWCA-Pueblo	(719) 542-6904

Disciplinary Action Procedures for Sexual Misconduct, Intimate Partner Violence (Dating Violence and Domestic Violence), & Stalking

The University's Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation expressly prohibits any conduct that constitutes Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, and Retaliation. A student or employee alleged to have engaged in prohibited conduct may be subject to investigation and discipline for their conduct.

During any process defined under University's Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation or its Procedures, both the Reporting Party and the Responding Party has the following rights.

- (A) The right to have a support person or advisor of their choice accompany them during any stage of the process.
 - (1) The support person or advisor may not be permitted to ask or answer questions, or otherwise speak or advocate on behalf of the party.

- (2) The support person or advisor may be asked to leave any meeting if the support person or advisor becomes disruptive or otherwise substantially interferes with the process.
 - (3) The support person or advisor may be an attorney, family member, faculty or staff member, a trusted friend, or anyone else the party chooses.
 - (4) The support person or advisor should not be a person who may reasonably be called as a witness as part of an investigation. A support person or advisor who is also a witness may be asked to leave a meeting during which substantive information regarding the conduct alleged to have violated the Policy are being discussed.
- (B) The right to participate or decline to participate in the process. However, even if a party declines to participate, the University may, in some instances, continue to investigate the matter and issue an investigative report and discipline, if warranted, based on available information.
 - (C) The right to consult at any time with any other resources.
 - (D) The right to request support services, assistance, accommodations, and Interim Measures.
 - (E) The right to reasonable updates regarding the status of the resolution process.
 - (F) The right not to have their irrelevant past sexual history discussed during the process.

The University's disciplinary procedure for resolving alleged violations of the Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation involve two main phases, as outlined below. The first phase involves the investigation and determination if a violation of the policy occurred. The second phase involves the determination of disciplinary action if a violation was found to have occurred. All allegations of a violation of the Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation must be proven by a preponderance of the evidence. This means that in the judgment of the individual or institutional body responsible for determining if a violation occurred, it is more likely than not that a violation of the Policy occurred.

I. **Formal Investigation/Resolution**

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

- (1) Upon the direction of the Director of OIE, or designee, OIE will undertake a prompt and equitable formal investigation of an alleged violation of the Policy.
- (2) OIE will advise the Reporting Party, in writing, that the University is initiating an investigation into their complaint. This notice will include, at a minimum:
 - (a) a copy, or link to an electronic copy, of the Policy and these Procedures;
 - (b) the identity of the Responding Party;
 - (c) the identity of the investigator assigned to investigate the matter;
 - (d) the factual description which serves as the basis for the investigation into the alleged violation of the Policy;
 - (e) the provision(s) of the Policy alleged to have been violated, including the definition of the prohibited conduct alleged to have occurred; and
 - (f) a recitation of the Reporting Party's rights under these Procedures.

(B) **Notice of Investigation**

- (1) Within fourteen (14) days of initiating a formal investigation under these Procedures, OIE will provide, to the Responding Party, a written notice of investigation. This notice will include, at a minimum:

- (a) a copy, or link to an electronic copy, of the Policy and these Procedures;
 - (b) the identity of the Reporting Party;
 - (c) the identity of the investigator assigned to investigate the matter;
 - (d) the factual description which serves as the basis for the investigation into the alleged violation of the Policy;
 - (e) the provision(s) of the Policy alleged to have been violated, including the definition of the prohibited conduct alleged to have occurred;
 - (f) a recitation of the Reporting Party's rights under these Procedures;
 - (g) a request for the Responding Party to contact investigator within three (3) days to schedule a meeting to discuss the allegations against them; and
 - (h) a statement that if the Responding Party does not contact the investigator in a timely manner to schedule a meeting, schedules a meeting but does not attend the meeting, or elects not to participate in the formal investigation, OIE may complete its formal investigation based on the otherwise available information.
- (2) This notice of investigation may be sent to the Responding Party via their University e-mail account, permanent addresses appearing in the University's records, an address appearing in a police report, or hand delivery. The notice is considered delivered on the date hand-delivered or sent via e-mail. Notices sent via the United States Postal Service or other carrier will be considered delivered two days after the notice was deposited with the carrier.
- (3) A copy of this notice may also be sent to the following individuals.
- (a) If the Responding Party is faculty or staff, a copy of the written notice may also be provided to: (i) the Vice President for the Responding Party's division or the Provost; (ii) the Director of Human Resources; and (iii) other appropriate people.
 - (b) If the Responding Party is a student, a copy of the written notice may be sent to: (i) the Director of Student Conduct & Case Management; and (ii) other appropriate people.
 - (c) If the Responding Party is a Contractor, Guest, Volunteer, etc., a copy of the written notice may be sent to any appropriate people, including the entity responsible for the relationship between the Reporting Party and the University.

(C) Investigatory Process & Information Collection

- (1) Unless either party indicates an unwillingness to participate in the formal investigatory process, OIE will separately interview the Reporting Party and the Responding Party.
- (2) Individuals will be provided at least forty-eight (48) hours written notice of any interview or other meeting where their presence is requested. An individual may waive this advance notice by agreeing to attend an interview or other meeting with less than forty-eight (48) hours advance notice.
- (3) It is within OIE's discretion to interview a Reporting Party, Responding Party, or any witness multiple times.
- (4) Within five days of being interviewed by OIE, the Reporting Party or the Responding Party may supplement their oral statements with a written statement provided to the investigator.
- (5) Subsequent to being interviewed by OIE, the Reporting Party, Responding Party, and any witnesses will be provided with a written summary of the information they provided during their interview.
- (6) A Reporting Party, Responding Party, and any witnesses interviewed by OIE may provide OIE with evidence, documentary or otherwise, that the person deems relevant to the investigation.

(D) Information Review

- (1) Upon the conclusion of the investigatory process outlined in section (C), the Reporting Party and the Responding Party will be given the opportunity to review: (a) an overview of the investigation undertaken; and (b) a written summary of all of the available evidence, information, and statements to be considered as part of the investigatory report.
- (2) OIE will provide simultaneous written notice to the Reporting Party and the Responding Party that this information is available for review.
- (3) This information will be available for review for at least three (3) days.
- (4) This information will be reviewed in person and under the supervision of an OIE representative.
- (5) No information reviewed may be removed from the location where the review occurs.
- (6) No photocopies, photographs, or other reproductions of the information may be made; however notes may be taken freely.
- (7) The Reporting Party and the Responding Party will have at least two (2) days after reviewing this information to provide written comments to the investigator regarding the information reviewed. These written comments may include, but are not limited to, additional information for consideration and questions for the other party or witnesses.
- (8) After the parties have had an opportunity to exercise their right to review and comment, the investigator will either prepare an investigative report or reopen the investigation for the limited purpose of addressing any new material evidence or questions posed as part of the parties' right to review and comment.
- (9) In the event that the investigator reopens the investigation for limited purposes, the parties will be afforded a second opportunity to exercise their rights under this Section 1.01(D). Notwithstanding the foregoing, the parties may not abuse their rights under this Section 1.01(D) in order to unreasonably delay the formal investigation/resolution process.

(E) Investigative Report

- (1) After the Reporting Party and Responding Party have had the opportunity to exercise their rights under Section 1.01(D), the investigators will prepare a written investigative report.
- (2) Each investigative report will contain, at a minimum:
 - (a) an overview of the investigation undertaken;
 - (b) a summary of all of the available evidence, information, and statements to be considered;
 - (c) findings of fact based on the available evidence and testimony;
 - (d) a conclusion as to whether or not a violation of the Policy occurred, or if insufficient evidence exists to make such a conclusion;
 - (e) the rationale and analysis in support of the findings of fact and conclusion; and
 - (f) recommended sanctions to eliminate the prohibited conduct, prevent its recurrence, and remedy its effects.
- (3) If the Responding Party is a student, any findings of fact and conclusions contained within the investigative report will be recommended findings of fact and recommended conclusions.
- (4) A copy of the investigator's final investigative report will be provided to either the Director of Student Conduct and Case Management (if the Responding Party is a student) or the Responding Party's supervisor and appointing authority (if the Responding Party is an employee).

- (5) The Reporting Party and Responding Party may make arrangements with OIE to review a copy of the final investigative report.

(F) Notification of Outcome

OIE will advise the Reporting Party and Responding Party simultaneously in writing of the result or outcome of the formal investigation, including the rationale for the result or outcome. This written notice will also include, at a minimum a description of the next steps in the formal resolution process, including appeal rights available at that time, if any.

(G) Disciplinary Processes & Sanctioning

(1) Generally

- (a) The disciplinary authority shall be responsible for implementing any sanctions or otherwise ensuring any discipline or sanctions are implemented.
- (b) Under no circumstances is mediation an appropriate means of determining a sanction or discipline when an individual is found to have engaged in Sexual Misconduct, as defined by the Policy.
- (c) Even if a Responding Party is found not to have violated the Policy, the University may direct in writing that the Reporting Party, in the Reporting Party's role as a University Community Member, cease behavior that, if continued or accumulated, would constitute a conduct prohibited by the Policy.
- (d) Upon determining the appropriate discipline or sanction, the disciplinary authority will simultaneously inform the Reporting Party, Responding Party, and Director of OIE, or designee, in writing of the terms and conditions of the sanction or discipline to be imposed, and the rationale for that decision.
- (e) The Reporting Party and Responding Party must be afforded equitable rights, to the extent either has any rights, under any process used to determine an appropriate sanction or discipline.

(2) If Reporting Party is a student

(a) Potential Sanctions/Discipline

(i) Loss of Privileges

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

(ii) No Contact Orders

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

(iii) Community Service/Activity

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

(iv) Educational Assignment

A Responding Party is required to complete a specified educational assignment related to the violation committed. Such educational assignments may include completion of a workshop or seminar, class, report, paper, project, writing a letter of apology, seeking

academic counseling or substance abuse screening, alcohol or drug program and/or consultation, counseling consultation, psychological or psychiatric evaluation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the Responding Party was found responsible.

(v) Educational Fund Payment

Reasonable fees may be imposed.

(vi) Residence Hall Transfer or Removal

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

(vii) Restitution

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

(viii) Coach Referral

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

(ix) Warning

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

(x) Probation

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

(xi) Deferred Suspension

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

(xii) Suspension

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

(xiii) Expulsion

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

(b) Disciplinary Procedures

- (i) Upon receipt of an investigative report from OIE, the Director of Student Conduct and Case Management will appoint a trained Conduct Officer, who may be the Director of Student Conduct and Case Management, to consider the materials within the investigative report.
- (ii) The Conduct Officer will review the investigative report, and if they believe additional investigation is necessary, may request the investigator reopen the investigation for a limited purpose. This request must be made in writing to the investigator and state the rationale for the request. Within two (2) business days of the request, the investigator will respond in writing to the Conduct Officer either informing the Conduct Officer that the request is granted or denied, and the rationale for that decision. If the investigation is reopened, the Director of OIE, or designee, will advise the Reporting Party and the Responding Party that the investigation will be reopened and the limited basis for which the investigation is reopened. Reopening the investigation for the limited basis at the request of the Conduct Officer will trigger the rights of Section 1.01(D).
- (iii) The Conduct Officer will request to meet with both the Reporting Party and Responding Party separately and independently of the other. The purposes of these meetings is not to receive additional material evidence or engage in further investigation into the allegations. Rather, the purpose of these meetings if for the parties to have an opportunity to address the investigative report with the Conduct Officer prior to a decision being made as to whether or not a violation of the Policy occurred. Although the parties may not present new evidence to the Conduct Officer, they may provide an impact or mitigation statement or discuss why the evidence does or does not support their allegations, the recommended findings, or recommended conclusion.
- (iv) After the Conduct Officer has met with both parties, or afforded the parties the opportunity to meet, the Conduct Officer will issue a written determination as to whether or not a violation of the Policy occurred. The Conduct Officer is not required to accept the recommended finds and conclusions of the investigator, but should give deference to them. The written determination must also include the rationale for the Conduct Officer’s decision. Furthermore, the written determination must include notice of the disciplinary action, if any, to be taken against the Responding Party and a statement of the parties appeal rights. A copy of this written determination should be simultaneously communicated to the Reporting Party and Responding Party, as well as the Director of OIE.

(3) If Responding Party is faculty or staff

(a) Potential Disciplinary Sanctions

- (i) **Written Reprimand**
Written documentation of a failure to abide by University policy or procedures maintained in the employee’s personnel file.
- (ii) **Educational Programs**
Participation in educational programs, such as training, workshops, seminars, or other educational activities.
- (iii) **Revocation of Privileges**
Revocation of University privileges, such as participation in extra-curricular, service, or volunteer activities, for a definite or indefinite period of time.

(iv) Campus Restrictions

Limitations on the times and/or places where a Responding Party may be present on campus.

(v) No Contact Orders

Prohibition on all forms of contact with certain people.

(vi) Suspension

Exclusion from work, with or without pay, and other related activities as set forth for a definite period of time.

(vii) Termination

Permanent separation of the employment relationship.

(b) Disciplinary Procedures – Generally

- (i) The appointing/disciplinary authority may initiate formal action against a Responding Party if they were found to have violated the Policy pursuant to the generally applicable disciplinary procedures. The specific procedures for disciplining a Responding Party who is an employee will be determined based upon the generally applicable disciplinary procedures for the Responding Party's employee group (e.g. faculty, classified staff, administrative-professional staff, etc.).
- (ii) The appointing/disciplinary authority may have access to the investigative records and may consult with the investigator or Director of OIE in order to take appropriate action.
- (iii) The appointing/disciplinary authority shall simultaneously notify the Reporting Party, Responding Party, and Director of OIE of any sanctions imposed and any other steps taken by the University to remedy the effects of the prohibited conduct, address its effects, and prevent its reoccurrence.

(c) Disciplinary Procedures – Faculty

Faculty members are subject to disciplinary action pursuant to the Faculty Handbook, found at <https://www.csupueblo.edu/faculty-senate/doc/faculty-handbook.pdf>.

(d) Disciplinary Procedures – Administrative/Professional Staff

Administrative/Professional staff have no right to progressive discipline or a formal disciplinary process. As such, they may be disciplined or terminated by the appointing authority as deemed appropriate.

(e) Disciplinary Procedures – Classified Staff

Classified staff are subject to disciplinary action pursuant to State of Colorado State Personnel Board rule 6, found at: https://www.colorado.gov/pacific/sites/default/files/Rules%2001-14-15_1.pdf

(4) If Responding Party is a guest, contractor, etc.**(a) Potential Disciplinary Sanctions****(i) Trespass Warning**

Notice that future visits to campus may result in a criminal charge of trespassing.

(ii) Campus Restrictions

Limitations on the times and/or places where a Respondent may be present on campus.

(iii) No Contact Orders

Prohibition on all forms of contact with certain people while on campus.

(iv) Relationship Termination

Termination of the relationship (e.g. contractual, volunteer, sponsorship, athletic booster, donor, etc.) between the Respondent and the University.

(b) Disciplinary Procedures

- (i) The nature of determining sanctions or discipline against a contractor, guest, etc. will vary depending upon the nature of the relationship between the third party and the University.
- (ii) Regardless of the manner in which disciplinary sanctions are determined, the Reporting Party and Director of OIE must be notified of the sanctions imposed by the entity responsible for imposing the same.

(5) Additional Remedies, Interventions, and Accommodations

- (a) Regardless of the nature of the Responding Party's relationship with the University, or any disciplinary actions taken against a Responding Party, additional remedies, interventions, and accommodations may be available to a Reporting Party, including a Third Party Reporting Party, or a University Community Member, either individually or collectively.
- (b) The Director of OIE, or designee, will coordinate additional remedies, interventions, and accommodations, if any.
- (c) Additional remedies, interventions, and accommodations, if any, will be determined on a case-by-case basis.
- (d) Possible additional remedies, interventions, and accommodations include, but are not limited to, the following:
 - (i) Residential reassignments;
 - (ii) Changes to academic assignments;
 - (iii) Physical or mental health related accommodations;
 - (iv) Counseling;
 - (v) Referral to a University unit, other than OIE, for additional consideration;
 - (vi) Evaluation of policies or procedures;
 - (vii) Educational programs or forums.

II. Timelines

- (A) OIE endeavors to complete a formal investigation/resolution process under these Procedures within sixty (60) days of initiation of the formal investigation. However, all timelines expressed in these Procedures are meant to be guidelines and not rigid requirements.
- (B) Factors that may affect the length of time necessary to completely resolve an alleged violation of the Policy through a formal investigation include, but are not limited to: the complexity of the allegations; the availability of the Reporting Party, the Responding Party, witnesses, and evidence; the effect of concurrent criminal investigations; intervening closures of University; the necessity to afford the Responding Party due process; and any other unforeseeable circumstances
- (C) The Reporting Party and the Responding Party each have an obligation to meet deadlines as requested by OIE. OIE will only grant extensions of time for good cause shown.
- (D) In the event a University unit or employee determines it requires additional time beyond the time frames set forth in these Procedures to fully and properly carry out its responsibilities under these Procedures, it will provide simultaneous written notice to the Reporting Party, the Responding Party, and the Director of OIE, or designee, notifying them of the anticipated length of the delay and the general nature of the circumstances causing the delay.

III. Final Notifications

For matters addressed through formal investigation and resolution, upon exhaustion of all appeals, or if no appeals are filed in a timely manner, the Director of OIE, or designee, shall provide simultaneous written notice to the Reporting Party and Responding Party that the results of the formal investigation and resolution process are final.

Educational Programs for Sexual Assault, Intimate Partner Violence (Dating Violence, Domestic Violence) & Stalking Awareness

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

As part of new student orientation, all incoming students (either first year or transfers), are required to participate in online orientation. This online orientation includes a recorded video of the University's Title IX Coordinator discussing the above topics, as well as providing an overview of the Office of Institutional Equity. Furthermore, all incoming students are required to complete the online program *Haven*. In addition to the topics discussed above, the two part *Haven* program, developed by EVERFI, addresses other related topics such as healthy relationships.

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

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

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

Throughout the year, educational programs on preventing and responding to sexual assault are presented in the residence halls, and educational programs and information tables are available throughout the year in various campus locations. Similarly, Bystander Intervention Training is provided throughout the year in varied formats. Topics include general information and definitions, scenarios, questions, action steps, and available resources. Students are provided with examples of when and how to intervene in various situations.

In addition to specific trainings, sexual assault awareness information brochures are made available to all students, staff and faculty. The brochures identify services and resources available and provide contact information for reporting a sexual assault. Similarly, all residence hall rooms were provided, before the start of the academic year, a refrigerator magnet with information regarding how to report allegations of sexual misconduct, intimate partner violence, and stalking.



Alcohol and Other Drug Policy

PURPOSE

Colorado State University-Pueblo recognizes the dangers and effects that alcohol and other drugs have on the success of students and believes that the health and safety of our students are fundamental to developing and sustaining an environment that furthers academic and student development.

This Policy applies to all students, student organizations, Greek organizations, athletic and club sports teams, and to their visitors at CSU-Pueblo. In addition, students, student organizations, Greek organizations, and athletic and club sports teams at CSU-Pueblo are held to the standards of this Policy whether on or off campus.

POLICY

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

A. Alcohol

1. Underage Possession or Consumption

If you are under age 21, you cannot purchase, possess, or consume alcohol.

2. Providing Alcohol to Minors

No student, regardless of age, shall provide alcohol to anyone under age 21.

3. Public Intoxication

Being intoxicated by alcohol in a public space and being a danger to yourself or others is prohibited.

4. Severe Intoxication

Being intoxicated by alcohol to a level that requires, or appears to require, medical attention or supervision by others, is prohibited.

5. Drinking Games and Paraphernalia

The possession or use of drinking devices that dispense alcohol, such as funnels, luges, keg taps, etc. are prohibited. The promotion, possession, or playing of alcohol drinking games, such as beer pong, are prohibited.

6. Alcohol in the Residence Halls and other University Housing

Possession or consumption of alcoholic beverages or the possession of alcohol containers (including empty alcohol containers) are prohibited in the University Village at Walking Stick Apartments, Crestone, Culebra, and Greenhorn residence halls, regardless of age.

7. Irresponsible Serving of Alcohol

When providing alcohol to those of the legal age to drink, students must practice responsible serving procedures. Irresponsible serving procedures include, but are not limited to: providing alcohol to intoxicated individuals, providing alcohol to minors, allowing such individuals to drive, or creating environments of binge drinking.

8. Driving While Ability Impaired or Driving Under the Influence

Students are required to follow the laws of the State of Colorado regarding alcohol and/or drugs and driving. Students receiving citations for DWAI or DUI also may be sanctioned by the University.

B. Other Drugs**1. Possession, Use, or Sale of Marijuana**

Pursuant to Federal law, possession, use, or sale of marijuana are prohibited on campus. Marijuana possession, use, or sale also are prohibited at University-sponsored events, even if held off-campus.

2. Medical Marijuana

Students and guests who have been issued a Medical Marijuana Identification Card by the State of Colorado, or have a license from another state, may not possess, use, or sell marijuana on University property, including in University housing areas. Medical Marijuana possession, use, or sale also are prohibited at University-sponsored events, even if held off campus.

3. Illicit Substances

Possession, use, or sale of illicit substances are prohibited. Illicit substances include scheduled amphetamines, anabolic steroids, cocaine, hallucinogens, heroin, inhalants, marijuana, methamphetamines, tranquilizers, etc. Unscheduled substances also are prohibited (e.g. street drugs).

4. Prescription Medication

Students or guests who have been prescribed medications (including scheduled drugs) may only use those medications as prescribed. Any other use or unauthorized sale is prohibited.

C. Medical Amnesty & Emergencies

1. Medical Amnesty

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

2. Failure to Respond to an Alcohol or Drug-Related Emergency

Students who fail to call for medical assistance in an alcohol or drug-related emergency may be subject to disciplinary action and may receive enhanced sanctions.

PROCEDURE

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

DEFINITIONS

Alcohol, Alcoholic Beverages, and Alcohol Containers

- Alcohol is any substance with ethyl alcohol or ethanol designed for the purpose of human consumption.
- An alcoholic beverage is defined as any liquid containing at least 3.2% ethanol (or pure alcohol). A standard size drink of alcohol is one 12 oz. beer, one 5 oz. glass of wine, one 1.5 oz. shot of an 80-proof liquor, one 12 oz. wine cooler, or any beverage with an equivalent ethanol (or pure alcohol) content of approximately 0.5-0.6 oz.
- An alcohol container is any container (glass, aluminum can, etc.) in which alcohol is or was contained. This includes retail containers, thermoses, kegs, etc.

THE ALCOHOL AND OTHER DRUG POLICY IS AVAILABLE AT:

<https://www.csupueblo.edu/student-affairs/doc/alcohol-other-drug-policy.pdf>

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

Alcohol and Other Drug Prevention Programs

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

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

Some students may be mandated to complete an assessment and educational intervention track with the Assistant Director of Health Education and Prevention as a result of violating the Alcohol and Other Drug Policy. More information about the University's drug and alcohol education programs (pre-matriculation survey, parent orientation, "Even Zombies Know," etc.) can be found in the 2017 Drug Free Schools and Communities Act Biennial Review notification at:

<https://www.csupueblo.edu/counseling-center/doc/2017-CSU-Pueblo-Biennial-Review-Final.pdf>

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

Call (719) 549-2121 to schedule an appointment with the Assistant Director of Health Education, and Prevention.

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

Missing Student Policy

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

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

- The Pueblo County Sheriff's Office at CSU-Pueblo at (719) 549-2373

- The Dean of Student Affairs at (719) 549-2586
- The Residence Life Coordinator on-call at (719) 549-2707

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

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

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

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

Fire Safety



Fire Safety

REPORTING A FIRE

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

EVACUATION PROCEDURES

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

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

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

FIRE PROTECTION SERVICES

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

<http://www.pueblo.us/index.aspx?NID=235>

Fire Suppression and Detection Systems

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

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

Smoke alarms are located in individual living quarters in Crestone, Culebra, and Greenhorn halls. Belmont Hall utilizes battery-powered smoke alarms while Crestone, Culebra, and Greenhorn halls utilize 120VAC hardwired

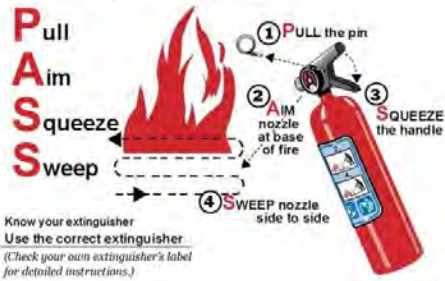
units with battery back-up. As noted above, these are used only for local evacuation purposes within the room and are not connected to the building fire alarm system.



EVACUATION PROCEDURES

csupueblo.edu/EHS/FireSafety/Pages/default.aspx

To operate an extinguisher:



FIRE EXTINGUISHER PROCEDURES

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

FIRE EMERGENCY – Call 911



Fire Suppression and Detection Systems

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

Fire Drills

Belmont Hall	0
Culebra Hall	2
Crestone Hall	2
Greenhorn Hall	2
Walking Stick Apartments	0

Tampering with Fire and Safety Equipment

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

Electrical Appliances, Smoking, and Open Flame Policies

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

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

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

The use of tobacco products and smoking are prohibited in the residence halls. The use of tobacco products is prohibited within 25 feet of any such building intake duct, window, or entrance or entryway, including ramps, walkways, pathways, and any such similar means of entry, unless a University designated tobacco use shelter is provided. Tobacco products must be used in the designated areas. Persons who wish to use tobacco products outside of the residence hall shall do so in a manner that minimizes an accumulation of smoke and tobacco waste. Individuals who use tobacco products are responsible for the proper disposal of such in designated receptacles.

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

Fire Safety Education

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

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



Fire Statistics

Fire Statistics												
Building	Fires			Fire-related Fatalities			Fire-related Injuries			Value of Property Damages		
Year	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Belmont Hall	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0
Culebra Hall	0	0	1	0	0	0	0	0	0	\$0	\$0	\$0
Crestone Hall	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0
Greenhorn Hall	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0
Walking Stick Apartment	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0

NOTE: Belmont Residence Hall closed to residents May 2015.



Campus Crime Statistics

Colorado State University – Pueblo Crime Statistics

CATEGORIES OF CRIME STATISTICS

AS REQUIRED BY CLERY ACT

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

2. **HATE CRIMES – REPORTED BY CATEGORY OF PREJUDICE**
 - a. Theft
 - b. Simple Assault
 - c. Intimidation
 - d. Criminal Mischief/Property damage
 - e. Any other crime involving bodily injury

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

3. **ARRESTS OR REFERRALS FOR DISCIPLINARY ACTION - For illegal weapons possession and violation of drug and liquor laws.**

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

DEFINITIONS OF STATISTICS

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

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

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

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

CSU-Pueblo Clery Crime Statistics	On Campus			Campus Housing			Non Campus			Public Property		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Criminal Offenses												
Murder and Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense												
Rape	6	3	4	6	3	3	0	0	0	0	0	0
Fondling	1	2	2	0	1	1	0	0	0	0	0	0
Non-forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	9	1	8	6	1	0	0	0	0	0	0	0
Motor Vehicle Theft	0	3	7	0	0	0	0	1	0	0	0	0
Arson	0	0	1	0	0	0	0	0	0	0	0	0
Arrest or Summons												
Illegal weapons	0	2	0	0	0	0	0	0	0	0	0	0
Violations of Drug Laws	5	6	7	4	4	7	0	0	0	0	0	0
Violation of Liquor Laws	14	23	26	12	21	23	0	0	0	1	0	0
Referrals for Disciplinary Actions Only												
Illegal Weapons	0	0	0	0	0	0	0	0	0	0	0	0
Drug Violations	52	16	18	52	16	18	0	0	0	0	0	0
Liquor Violations	71	52	51	71	52	51	0	0	3	0	0	0
Hate Crimes												
Murder / Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Non-forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Larceny / Theft	0	0	0	0	0	0	0	0	0	0	0	0
Simple Assault	0	0	0	0	0	0	0	0	0	0	0	0
Intimidation	0	0	0	0	0	0	0	0	0	0	0	0
Destruction / Damage / Vandalism of Property	0	0	0	0	0	0	0	0	0	0	0	0
Violence Against Woman Act Offenses												
Domestic Violence	1	3	0	1	1	0	0	0	0	0	0	0
Dating Violence	2	4	0	0	3	0	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	0	1	0	0	0
Unfounded												
Unfounded Crimes	1*	0	0	1*	0	0	0	0	0	0	0	0

Colorado Law Defines Consent as:

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

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

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

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

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

Non-Campus Property:

CSU-Pueblo Extended Studies sites (Fort Carson, and Phoenix Tower location, PEDCO Building),
CSU-Pueblo Athletics practice and competition sites (Runyon Field Sports Complex, City Park Tennis Complex, Walking Stick Golf Course) and CSU-Pueblo School of Nursing instruction sites (Banner Health Facility, Colorado State University Library)

Public Property:

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

Categorizing Forcible Sex Offenses as Rape or Fondling:

New reporting requirement beginning Jan. 2014

Unfounded Crimes:

New reporting category beginning Jan. 2014

*Unfounded crime in 2014 was originally reported as a forcible sex offense – rape. The conclusion of the investigation resulted in false reporting charges being filed by the District Attorney.

Section 15

Consent Agenda

- Colorado State University System
 - Minutes of the August 1-2, 2017 Meeting and Committee Meetings
- Colorado State University
 - Ph.D. in Watershed Science
- Colorado State University - Pueblo
 - Master of Social Work
 - Doctor of Nursing Practice
 - Faculty Handbook Revision - Appendix B

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University-Global Campus, Greenwood Village
August 1, 2017**

CALL TO ORDER

Vice Chair Tuor called the meeting to order at 8:32 a.m.

ROLL

Governors present: D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Dennis Flores; Mark Gustafson; William Mosher; Dean Singleton; Jake Harmon, Student Representative, CSU-Pueblo; Keith Knies, Student Representative, CSU-Global Campus; Margarita Lenk, Faculty Representative, CSU; Josh Silva, Student Representative, CSU; David Volk, Faculty Representative, CSU-Pueblo; Tony Vrba, Faculty Representative, CSU-Global Campus

Administrators present: Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; Timothy Mottet, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Jason Johnson, General Counsel, CSU System; Lynn Johnson, Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Susy Serrano, Director of Internal Auditing, CSU System

System Staff present: Melanie Geary, Executive Assistant; Wayne Hall, IT Technician; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

Guests present: Lszusa Balogh, Ace Fellow, CSU; Jon Bellum, Provost and Executive Vice President, CSU-Global Campus; Anne Cleary, Psychology Professor, CSU; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Kathleen Henry, President/CEO, CSURF; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Blanche Hughes, Vice President of Student Affairs, CSU; Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo; Cheryl Lovell, CSU System; Tom Milligan, Vice President for External Relations, CSU; Barry Smith, Faculty, CSU-Global Campus; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo

Vice Chair Tuor reported that Chair Munn and Governor Mosher would be joining the meeting shortly.

EVALUATION COMMITTEE

Vice Chair Tuor convened the committee meeting and asked for a motion to move into executive session. **Motion/Action:** Governor Flores made the motion; Governor Robbe Rhodes seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of discussing and evaluating public staff and to receive legal advice, confidential pursuant to statute as set forth in the meeting notice. The meeting convened in executive session at 8:33 a.m. and reconvened in open public session at 12:30 p.m.

The meeting recessed for lunch with the CSU-Global Campus Advisory Council. Chair Munn called the regular business meeting to order at 1:33 p.m. and reviewed the agenda.

PUBLIC COMMENT

Chair Munn confirmed that no one had signed in to address the Board.

BOARD CHAIR'S AGENDA

General Counsel Johnson administered the oath of office for Governor Harmon.

FY 2017-18 Meeting Calendar: Chair Munn reported there was a change in the meeting calendar with the June 2018 retreat to be held May 31st-June 1st at the C Lazy U Ranch.

CSU Foundation/Board Dinner: At the request of the Chair, Dr. Takeda-Tinker provided background on the CSU System Foundation Board and the creation of Beyond Campus Inc. to provide outsource services for education.

Undergraduate Excellence in Teaching Award: Chair Munn explained the award was established by the Board to honor excellence in undergraduate teaching at each of the three campuses. Dr. Bellum then introduced Dr. Smith, the CSU-Global Campus recipient. Chair Munn presented the award to Dr. Smith who expressed his appreciation for the honor.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Flores convened the meeting and reviewed the agenda. He then asked Dr. Miranda for his report.

Approval of Degree Candidates: Dr. Miranda recalled that several years ago the Board began granting annual blanket approval of degree candidates in August due to the frequency of conferring degrees for CSU-Global Campus. **Motion/Action:** The motion for approval of Colorado State University degree candidates who satisfy their academic requirements during AY 2017-18 was made, seconded and carried unanimously. **Motion/Action:** The motion for approval of CSU-Pueblo degree candidates for AY 2017-18 was made, seconded and carried unanimously. **Motion/Action:** Governor Gustafson moved to approve the degree candidates for CSU-Global Campus for AY 2017-18. Governor Singleton seconded and the motion carried unanimously.

AY 2016-17 Degrees Awarded: In conjunction with the policy change for annual approval of degree candidates, annual reports on the number of degrees conferred the prior year are presented. Dr. Miranda reviewed the statistics for each of the three campuses with comparisons to prior years.

Approval of Program Review Schedules: Dr. Miranda reported that annually the Board grants approval of program review schedules and approximately half of the degree programs in the CSU College of Liberal Arts will be reviewed during AY 2017-18. **Motion/Action:** Governor Singleton moved to approve; Governor Mosher seconded; and the motion carried unanimously. There are eight academic programs at CSU-Pueblo that will be reviewed in AY 2017-18 and the program review calendar through AY 2022-23 was provided. **Motion/Action:** Governor Singleton moved to approve the program review schedule; Governor Gustafson seconded; and the motion carried unanimously.

Annual Faculty Activity Reports: Every August reports are presented on faculty activity for the prior year that include annual performance reviews, promotions, tenure, and post-tenure reviews.

Colorado State University: The written report provided an overview of the comprehensive hiring process that includes competitive national searches. There is an annual review and appointment process for faculty who are on regular appointments that have not yet acquired tenure. All tenured faculty undergo a

post-tenure comprehensive review every five years unless the review is delayed. For tenured faculty whose performance scores are below expectations, there is a process to create a professional development plan with a tracking mechanism to restore faculty to expected productivity levels. Data was provided on the 1,170 tenured and tenure-track faculty who underwent annual reviews in 2016; the tenure and promotion activity; the comprehensive review summary with four professional development plans implemented; and an eight-year comprehensive review summary.

Dr. Miranda reviewed the faculty undergraduate and graduate workload analysis with comparisons to peers. Faculty demographics reflect a historical level for the number of women faculty and progress has been made for minority faculty. He commented on the faculty compensation comparisons through data sets from IPEDS, AAUP and CUPA with CSU rankings generally in the 90% to 97% range. A separate promotion and tenure report was provided for actions taken for 75 candidates with no denials.

CSU-Pueblo: The report format is similar to CSU's and includes the hiring process, annual reviews and statistics, reappointment process, tenure and promotion statistics with three actions in 2016-17, and fourteen post-tenure reviews in 2016-17 with no management plans. The three-year workload activity data reflects stable student/faculty ratios and extraordinary grant levels for the past several years. Compensation compared to peers and demographics were provided. All peer comparisons were extracted from IPEDS and next year the CUPA methodology which provides comparisons in each discipline will also be utilized.

CSU-Global Campus: The report utilizes IPEDS data and diverges in format from the other campuses due to differences as a fully online campus. Statistics were provided on the number of faculty by program, demographics, and five years of workload analysis which illustrates a steady increase. Comparisons of faculty salaries reflect an 88% average of the peer median and the formal peer group will be reviewed during the coming year to ensure alignment.

Science of Learning Presentation: Dr. Miranda reminded the Board that, based on the June retreat discussions, there will be a series of presentations on how students learn that will include both academic and co-curricular matters. He introduced Dr. Cleary who is an expert in memory issues and is very active in the science of learning.

Dr. Cleary remarked that the science of learning is a broad field and the presentation focused on learning as it pertains to students in higher education settings in order to provide skills to be good self-learners in college and beyond. She explained the pervasive disconnect between impressions and factors that assist with learning and the obstacles to overcome intuition or erroneous beliefs. Examples of learning styles and brain games for distributed learning vs. massing, restudying vs. testing and fluency/accessibility were provided to illustrate this disconnect.

Dr. Cleary reviewed the goals of a science of learning class, PSY 152, and the survey conclusions that indicate the course is successful in changing perceptions and providing techniques to assist learning. Future directions include reaching more students and instructors; working cooperatively with other faculty, on-campus groups and other universities to optimize student learning and outcomes; and developing new research projects. Conversation followed on memory vs. learning, faculty incentives and release times for research, research-infused teaching, and changing student and institutional habits.

CSU-PUEBLO CAMPUS REPORTS

Student Report: Governor Harmon reported upcoming events include Discover Downtown; the opening of Thunder Village with a ribbon-cutting ceremony; and an ASG retreat. Projects to be undertaken include a survey to gather information to help with retention and enrollment rates; a new parking project

to provide special parking for veteran students who received a Purple Heart; and the creation of an orchard through a \$5,000 grant with a remembrance plaque that will provide a tranquil place on campus.

Faculty Report: Governor Volk explained the written report outlines both short and long-term goals for the coming year paired with questions for the Board's consideration. He reflected on the continuing challenges and distinct mission of CSU-Pueblo. Governor Volk extended an invitation to attend the August 26-27 performances of an opera he had written which was a personal life goal.

President's Report: Dr. Mottet indicated the written report outlined university accomplishments during the past several months. During his first month of service, three leadership councils have been established to create a higher level of governance. Work has begun to identify performance metrics on enrollment, retention, graduation and placement of graduates as well as student engagement and employee satisfaction.

Priorities identified that will be validated and mapped to strategic planning initiatives are 1) improving performance metrics; 2) designing a differentiated vision for the university; 3) addressing compensation concerns; 4) enhancing financial stability; 5) creating opportunities for staff development; 6) appropriately marketing and positioning the university; and 7) maximizing organizational efficiencies. A university leadership team retreat with 25 attendees was held to begin addressing the priorities and enhancing leadership competencies. Dr. Mottet offered a convocation message on August 14th to outline initiatives and a pathway forward.

The meeting recessed for a break at 3:35 p.m. and reconvened at 3:48 p.m.

REAL ESTATE/FACILITIES COMMITTEE

Committee Chair Mosher indicated there was an action item related to the revised program plan for the CSU Water Resources Center at the National Western Center (NWC). Ms. Parsons explained the original program plan approved in May 2016 has been expanded with programmatic updates and the acquisition of land parcels for the three CSU NWC projects at an estimated cost of \$27.7 million that includes services to make the sites ready for construction. The full program plan developed in conjunction with Denver Water is available online. Board approval is required to submit the amended program plan to the CCHE and move it forward through the legislative process required by HB 1344 for certificates of participation to fund the NWC projects. **Motion/Action:** Governor Tuor moved to approve; Governor Singleton seconded; and the motion was carried unanimously. The NWC framework agreement is in process and will be finalized.

Committee Chair Mosher reported there was a CSU naming matter to be discussed in executive session and then approved in open session.

EXECUTIVE SESSION

Chair Munn asked for a motion to convene in executive session. **Motion/Action:** Vice Chair Tuor made the motion; Governor Singleton seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of discussing the purchase or sale of property and to receive the litigation report and legal advice, all confidential pursuant to statute as set forth in the meeting notice. The meeting convened in executive session at 3:49 p.m. Vice Chair Tuor assumed leadership when Chair Munn recused himself during the portion of executive session that related to CSU-Global Campus. The meeting adjourned for the day at 4:45 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University-Global Campus, Greenwood Village
August 2, 2017**

CALL TO ORDER

Chair Munn called the meeting to order at 8:32 a.m.

ROLL

Governors present: D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Dennis Flores; Kim Jordan; William Mosher; Dean Singleton; Jake Harmon, Student Representative, CSU-Pueblo; Keith Knies, Student Representative, CSU-Global Campus; Margarita Lenk, Faculty Representative, CSU; Josh Silva, Student Representative, CSU; David Volk, Faculty Representative, CSU-Pueblo; Tony Vrba, Faculty Representative, CSU-Global Campus

Administrators present: Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; Timothy Mottet, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Jason Johnson, General Counsel, CSU System; Lynn Johnson, Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Susy Serrano, Director of Internal Auditing, CSU System

System Staff present: Melanie Geary, Executive Assistant; Wayne Hall, IT Technician; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

Guests present: Jon Bellum Provost and Executive Vice President, CSU-Global Campus; Lisa Cooper, Student, CSU-Global Campus; Rebecca Chopp, Chancellor, University of Denver; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Joe Folda, Athletic Director, CSU-Pueblo; Kathleen Henry, President/CEO, CSURF; Margaret Henry, Treasurer, CSU System; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Anne Hudgens, Executive Director, Health Network, CSU; Blanche Hughes, Vice President of Student Affairs, CSU; Susan James, Professor and member, PCWGE, CSU; Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo; Cheryl Lovell, CSU System; Kelly Lyell, Reporter, Coloradoan; Rebecca Lynch, Student, CSU-Global Campus; Tom Milligan, Vice President for External Relations, CSU; Kerry Mitchell, Faculty, CSU-Global Campus; Joe Parker, Athletic Director, CSU; Karli Peterson, Faculty, CSU-Global Campus; Barry Smith, Faculty, CSU-Global Campus; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Michael Stanton, Student, CSU-Global Campus; Jason Warr, Associate Vice President of Finance and Compliance, CSU-Global Campus

Chair Munn convened the meeting and reviewed the agenda.

STRATEGIC MAPPING

Ms. Parsons reviewed the mission, three strategies, work areas and outcomes in the revised CSU System strategic map that incorporated the discussion at the June retreat. The institutional strategic plans that will feed into and support the strategic map will be presented during the coming year as follows: October, CSU; December, CSU-Global Campus; and February, CSU-Pueblo.

Dr. Miranda reported the first CSU FutureLearn course titled “Water Scarcity: Crisis and Response” went live two weeks ago and a second course with the working title of “Water for People: Gender, Human Rights and Diplomacy” to address the social justice aspect of water issues is in process. The courses are to be marketed jointly with FutureLearn and are non-credit, mini-MOOC courses.

Ms. Parsons reported work area progress includes a recent meeting on the integration of IT systems across all three institutions in areas such as student and HR systems. Ways to increase engagement opportunities for the campuses are being explored and include apprising CSU-Pueblo of the National Western Center (NWC) projects.

CSU-GLOBAL CAMPUS REPORTS

Faculty Report: Governor Vrba offered to answer questions on the written report. Faculty members Drs. Smith, Peterson and Mitchell then shared their personal experiences of working at CSU-Global Campus.

Student Report: Governor Knies indicated his written report included his personal story of how CSU-Global Campus is helping him to achieve his American dream. Ms. Cooper, Mr. Stanton and Ms. Lynch shared their personal learning experiences at CSU-Global Campus. Governor Knies shared data from the CSU-Global Campus Outreach Advocates Program: 75% of all post-secondary students are non-traditional students; nearly one-third of all CSU-Global Campus students are from underserved populations; and over 40% of the students are first generation. In response to a question, each presenter explained how they were introduced to the structure of online learning.

President’s Report: Dr. Takeda-Tinker recalled how the Board approved the \$12 million loan to create CSU-Global Campus ten years ago. Positive contributions the university has made to Colorado and the nation include:

- CSU-Global Campus has graduated over 10,000 students and currently serves over 18,000 students in every US state and territory, and 55 countries.
- Over 19,000 Colorado students have either graduated or are actively taking classes, and students and alumni are in 63 out of 64 counties in Colorado. Over 445,000 credits have been provided that has saved the state millions in COF.
- Nearly 700,000 semester credits have been transferred towards bachelor’s degrees for Colorado students. Student success is facilitated through dual enrollment, IB and AP credit for more than double the established rate at about 69% vs. the industry average of 27%.
- The economic benefits for students based on a third-party commissioned study totals \$160 million in Colorado and \$394 million nationally. The tax benefit in higher tax revenue is \$81 million for Colorado and \$335 million nationally. Social benefits through improved health, lower crime and unemployment savings equate to \$791 million in Colorado and \$1.2 billion nationally.
- Total positive economic impact is \$1 billion for Colorado and \$1.97 billion nationally.
- CSU-Global Campus is partners with the Colorado Work Force, other education advancement initiatives, the Colorado Community College system, 250 Colorado businesses and military bases, and over 500 military bases across the country.
- Based on Equifax data, five years after graduation CSU-Global Campus bachelor degree students are making an average salary of \$79,000 vs. the national average of \$59,000, and master degree alumni earn \$93,000 vs. the national average of \$69,000.
- CSU-Global Campus provides high quality, affordable education with guaranteed tuition for students that maintain active status. There are no student fees; free tuition planning is provided; live tutoring and tech support, access to the Career Center and library resources are available 24/7; and every course is offered every month in eight-week terms. Average class size for undergraduates is thirteen and nine for graduate students.

- The university also offers competency-based and prior learning programs and internships integrated into apprenticeship programs for college credit.
- Of the highly educated faculty, 86% have terminal degrees and 93% have work experience in areas of their doctorates.
- The newest expansion is serving freshmen in all states except Colorado and freshmen 1st to 3rd term retention over six trimesters is 78.8%

A handout was provided on recent online college rankings. CSU-Global ranked #1 in the 2017 Military Advanced Education & Transition Guide; #15 for 2016 Best Online Bachelor Degree Programs, U.S. News and World Report; and #3 Top 50 Best Value for online graduate schools for 2017, Value Colleges.

When asked about major changes over the past ten years, Dr. Takeda-Tinker responded on the demographical changes, behaviors and types of support as the student population has shifted from Baby Boomers to the Gen Z. When asked about what might have been done differently, Dr. Takeda-Tinker responded “running more live experiments since that is the key to the future.”

ATHLETIC REPORTS

Colorado State University: Mr. Parker commented on the positive, productive year in 2016 for intercollegiate athletes at CSU. Under academic performance, he reviewed the student-athlete graduation rates with CSU second in the Mountain West (MW); graduation rates compared to peers; the Academic Progress Rate with ten of sixteen sports scoring a perfect 1000 score; team GPAs with the second highest cumulative GPA on record; and school records with 152 student-athletes earning academic all-MW recognition for 3.0+ GPAs and 90 MW scholar-athlete awards for 3.5+ GPA. Athletic performance achievements included several coaching milestones; three MW championships; ten NCAA postseason competitions and thirteen programs in postseason events; the third-best combined winning percentage in the nation for four revenue-producing sports; and several individual honors in men’s track and field.

Mr. Parker reviewed the expenditures and revenues in the 2016-17 financial report with a balanced budget. He remarked on the enthusiasm for the new stadium with season ticket sales having almost reached the goal of 15,000. Dr. Frank commented on the positive return on the net university investment. He explained the distribution for financial aid that is paid back to the university as scholarship revenue and noted projections for the stadium have exceeded the highest financial model.

CSU-Pueblo: Mr. Folda reviewed highlights of the 2016 academic performance that included the overall student-athlete GPA was 3.06; 120 student-athletes earned academic all-RMAC recognition; four individuals earned all-American recognition; and one individual earned an NCAA Elite 90 award for the second time. The 47% federal graduation rate is above the overall student population and the average team GPA was 3.0. There is a new student academic success coordinator that will be assisting with tracking student-athlete success.

Athletic performance highlights included the football team won the RMAC conference championship for the 5th time in the past six years; the women’s soccer team participated in NCAA tournament for the first time in school history; the women’s basketball team finished the season with a record 28 wins and hosted the NCAA South Central Region tournament; the men’s wrestling team won the RMAC championship; and both the men’s and women’s track and field teams participated in post-season NCAA events. The new strength and conditioning facility was completed; the training room and first floor in the field house were revitalized with funds raised by the Friends of Football; and there are new lights in Massari Arena. Through collaboration within the CSU System, there is new turf at the ThunderBowl and the video board was replaced with the one from the now defunct Hughes Stadium.

The meeting recessed for a break at 10:10 a.m. and reconvened at 10:28 a.m.

AUDIT AND FINANCE COMMITTEE

Committee Chair Robbe Rhodes convened the meeting and asked Ms. Serrano to begin the audit report.

Status of FY 2017-18 Audit Plan: Ms. Serrano reviewed the four audits in progress: CSU IT Disaster Preparedness; CSU Management of Financial Commitments; CSU-Pueblo Office of International Programs; and an Internal Audit Quality Assurance Review. The CSU IT Data Centers audit evolved into a consolidation project with the IT audit manager participating through a subcommittee and the audit has now been closed. Dr. Frank commented on the importance of the financial commitment audit that includes the faculty start-up packages.

Audit Reports and Recommendations: Ms. Serrano summarized the recommendations in the four audit reports that were issued since the last Board meeting. The recommendation for the CSU-Global Campus Financial Reporting Controls audit has been implemented and the audit is closed. Five of the six compliance recommendations for the CSU Athletics audit in the areas of financial aid administration, playing and practice seasons, and travel have been implemented. The audit of CSU's hiring process focused largely on the talent management software program and the recommendation to improve user friendliness is being evaluated by Human Resources. There was one recommendation to improve controls related to risk assessment for the CSU Office of Sponsored Programs.

Past Due Audit Recommendations: Currently there are six overdue recommendations at CSU-Pueblo and one at CSU. Each unit has been contacted and progress is being made towards implementation.

Higher Education Funding and Model Update: Ms. Johnson explained how the 2% budget reduction required by SB 17-267 for all principle departments in the State's general fund could potentially impact tuition revenue. Budget scenarios to be brought forward beginning with the October meeting will reflect the anticipated 2% revenue reduction to the funding that is allocated through the Long Bill. The DHE has started the cost driver analysis and potentially there may be adjustments in the funding model related to remediation, first generation students, and other areas.

Based upon the June economic forecast, the state's general fund revenues are expected to moderately grow at a projected 6.1% rate. With SB 17-267 and the removal of the hospital provider fee from under TABOR, the overall TABOR cap has been reduced by \$200 million. There is uncertainty on the federal budget which could also have budget implications for higher education, particularly in research activities if there are reductions in the facilities and administrative recovery limits related to federal grants.

FY 19 Campus Incremental E&G Budget Presentations: Through data extrapolated from the annual CSU financial accountability report that is developed from the audited financial statements, Dr. Frank commented on the cost shifting that has occurred with reductions in state support. He reviewed the revenue and expenses of the overall \$1.2 billion budget that includes restricted funds through research grants and foundation philanthropic funds. The \$25+ million incremental E&G budget, a relatively small amount of the overall campus budget, includes student tuition and state support and is critical to the overall teaching mission with the related institutional support and quality investments. Employee compensation, financial aid and academic incentive funding account for approximately 84% of the previous year's E&G budget with the remainder for mandatory expenditures.

Colorado State University: Ms. Johnson explained the academic incentive funding is driven by enrollment growth and is directed to the academic units to provide the necessary resources to support the growth. The FY 19 E&G budget has been drafted on a 2.8% inflationary adjusted basis and flat enrollment for the

initial discussions. She reviewed the new revenue resources with a 2.8% increase in all tuition categories except the PVM program at 7%; a 2% reduction in state funding, excluding tuition, through SB 17-267; and, under expenses, a 2.8% increase for staff compensation, resulting in a net deficit of \$9.6 million. No adjustments for multi-year investments and quality enhancements were included in the draft inflationary adjusted budget.

Colorado State University-Pueblo: Mr. Spiecker explained the inflationary adjusted budget was prepared similarly to CSU's draft budget and includes the potential 2% state funding reduction. He reviewed new resources, financial aid and new expenses with a 2.8% increase in staff compensation, resulting in a net deficit of approximately \$1.7 million. Discussion followed on budgeting for flat enrollment instead of declining enrollment at CSU-Pueblo, and consistent and comparable budget formatting across the CSU System.

CSU-Global Campus: Mr. Warr reported CSU-Global Campus utilizes a different budget approach due to monthly enrollments with a mix of new and continuing students and monthly metrics to track progress. He reviewed the assumptions in the draft FY 19 E&G budget for new resources and expenditures with a target of 11,025 new students; a graduate to undergraduate ratio of 31%-69%; and a net of \$3.3 million in new resources. Adjustments with the dynamic enrollment will be made as necessary. Dr. Takeda-Tinker explained expenditures are slightly higher with increased faculty and leadership costs, and the net overall operating income should be at 33% this current fiscal year compared to last year's target of 34%.

Dr. Frank reiterated that these draft budgets are the first for FY 19 to begin the annual budgeting process. The budgets will be updated and presented at all upcoming Audit and Finance Committee meetings.

Approval of Institutional Plans for Student Fees: Ms. Johnson explained both CSU and CSU-Pueblo are required on an annual basis to submit to the DHE institutional plans for student fees that are developed in conjunction with student leadership and the student fee review boards. For CSU, there are a few editorial and formatting modifications. For CSU-Pueblo, the most significant change is to increase the number of student representatives on the student fee review board from six to ten. **Motion/Action:** Governor Mosher moved to approve; Governor Flores seconded; and the motion carried unanimously.

Update on CSU System Treasury: Ms. Henry reported an investment advisory committee has been formed with four community members and Governor Robbe Rhodes serving as the Board member. The first committee meeting will be held on August 15th and the agenda will be to review the draft investment policy, the committee charter and an RFP to search for an investment advisor. The funds are currently invested with the state treasury and, excluding bond proceed funds, the total for the new CSU System treasury approximates \$600 million. Ms. Johnson explained there will be three liquidity tiers for long-term, mid-term and operating capital. Dr. Frank commented on the potential to improve return on investments.

Variable Rate Debt Management: Ms. Henry recalled that there was \$66 million in variable rate debt issued within the total \$235 million bond issuance for the new CSU stadium. A committee was formed to continually monitor the variable rate which has increased and the related potential impact on the stadium pro forma. Options are being considered to "fix-out" the variable rate which involves the inclusion of a swap contract. A swap contract would require due diligence by the Board due to SEC requirements for training on the associated risks that would need to be conducted by North Slope Capital, the System's Financial Advisor. Another requirement is to have a derivative/swap policy; the current Board derivative policy has been reviewed by bond counsel and North Slope Capital, and deemed to be adequate.

Ms. Henry clarified the action would be a contract, not a refunding, and the existing variable rate private placement bond would remain intact. She also clarified that North Slope Capital would only be an advisor

to find an independent third party. Annual charges for the swap contract and service fees for the variable debt would be calculated into the pro forma and there are ways to mitigate risks associated with a swap contract. The term for the variable rate debt is amortized at 40 years along with the other debt associated with the stadium. The due diligence will continue with an update and potential training at the October meeting.

12th Supplemental Resolution: Ms. Henry listed the projects that were to be funded through the approval of the 11th Supplemental Resolution in October 2016. Also included within that resolution was approval of short-term bridge financing to cover construction costs as pledge payments are received. The option of utilizing a commercial paper program is being pursued but the process will not be completed within the stipulated twelve months. Accordingly, the 12th Supplemental Resolution is being brought forward to extend the approval. **Motion/Action:** Governor Flores moved to approve; Governor Mosher seconded; and the motion carried unanimously.

Approval of Five-Year State Capital Construction Plan: Ms. Johnson explained the five-year capital construction plan approved in May 2017 has been revised to include the land and updates on the CSU Water Center at the NWC. Another modification is the refinement on the overall costs for the renovation of the CSU Shepardson building. **Motion/Action:** Governor Mosher moved to approve; Governor Singleton seconded; and the motion carried unanimously.

CHANCELLOR'S REPORT

Dr. Frank indicated the written report would stand as submitted.

National Western Center: Ms. Parsons reported work continues on finalizing the framework agreement and the CSU Water Resources program plan. As part of HB 1344, the annual progress report to the Governor was due the previous week. In addition to participating in numerous committees, internally CSU is organizing around the NWC programming and there are numerous upcoming events in September that include the Ag Innovation Summit, the Ag Day football game and a plenary session at the Biennials of the Americas. In April 2018, there will be a water symposium.

The meeting recessed for lunch at 12:17 p.m. and reconvened at 1:00 p.m.

WOMEN'S INITIATIVE

Chair Munn reconvened the meeting after lunch and asked Dr. Frank to begin the presentation. Dr. Frank recalled his challenge to the campus a few years ago to make CSU the best higher education institution for women to work and learn. Previously, under President Yates, a President's Commission on Women and Gender Equity (PCWGE) was created and a subcommittee chaired by Dr. Ellen Fisher, the Standing Committee on the Status of Women Faculty (SCSWF), has more recently been established. Other activities are occurring under the direction of the Director of the Women's Initiatives with collaborations across the campus. Salary equity studies have been undertaken and there are external groups that have been providing input. Dr. Frank introduced Dr. James, a member of the PCWGE, and Dr. Chopp, co-chair of the President's External Advisory Council on the Status of Women.

Dr. James provided an overview of the mission and work of the PCWGE and the SCSWF to address the challenges for women faculty. Activities include campus-wide climate surveys; policy review and development, such as new bullying and parental leave policies; a women faculty qualitative research project with published results; and the creation of the President's External Advisory Council.

Dr. James reviewed major findings based on the survey data, such as gender-based inequities and bias, disproportionate service loads; recommendations for accountability, consistency and transparency; and the work to be addressed moving forward. The complete list of recommendations is available on the website. An invitation was extended to attend the 20th anniversary celebration of the PCWGE on October 3, 2017.

Dr. Chopp commended Dr. Frank for creating the external commission and listed the members of the committee. She reflected on the opportunity to discuss equity in the workforce and the need for higher education to be a leader in addressing inequities. Research shows diverse teams are more productive and, conversely, there is still a discrepancy in recruiting, promoting and retaining women faculty. To move forward proactively, recommendations include develop clear strategic goals and objectives with metrics and an implementation plan; training; policy review to create consistency; internal climate transformation and utilization of male champions; and diversify senior leadership.

CHANCELLOR'S REPORT *(continued)*

Student Health Insurance Presentation: Ms. Hudgens explained that most large colleges and universities aspire to offer health insurance. CSU has offered health insurance plans since 1964 and has required international students to carry health insurance since 1968. The university works to find the right balance between making students have health insurance by offering a plan that is less expensive than the insurance marketplace but also honoring existing coverage for students that are covered on family plans until age 26. There is a variety of students who enroll in the CSU plan including those who are lower income as well as older, nontraditional or graduate students who are often international students.

Ms. Holliday reported the standards for regional comprehensive institutions are different. CSU-Pueblo ended its health insurance plans in spring of 2013 when enrollment dropped by double digits and the costs increased significantly for both the university and students. Most of the students have coverage either through family plans or are working adults with their own coverage. There are also students who are covered by Medicaid. There has not been much interest by the students for a university health insurance plan and there is a process in place for referrals within the local area for coverage. The university has also examined requirements for similar institutions in Colorado. CSU-Pueblo does require health insurance coverage for student-athletes and nursing students and assists these student with finding coverage. International students are also required to either purchase a plan or provide evidence of self-pay. The student health center on campus provides many services for \$10 or less.

Stadium Report: Ms. Parsons reported the project remains on-time and on-budget; premium seating is sold out; season tickets and three-pack game tickets have exceeded the pro forma; and the VIP passes are sold out. Scope has not been overrun and the expenditure of the contingency funds, as outlined in the written report, are approximately \$2.5 million for code; \$400,000 for add-alternate cosmetics such as more seatbacks; and \$600,000 for additional health and safety requests that are above and beyond code. The expenditures for the academic and alumni portions of the stadium are segregated and both remain on-time and on-budget.

Ms. Johnson added that MOUs on splitting the operating costs for the academic areas are being developed between the academic departments. Dr. Frank provided an overview of how the operating pro forma will be populated to track expenses and revenue generated upon commencing stadium operations to demonstrate the university is meeting its commitment to use no general funds, tuition, fees or state support. The pro forma was designed with excess revenues to be designated to the reserves bucket with a possibility to deploy the excess reserves to academics and thereby reduce the investment in athletics programs.

Approval of CSUS Board Policy Amendments: General Counsel Johnson reported the last substantial update of the policy manual was in 2013. He reviewed the substantive changes in policies 100, 112 and 113 and the new policy 404 for in-state tuition.

Approval of CSU-Pueblo Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking and Retaliation Policy: Dr. Mottet explained the new policy is a combination of three existing policies that were last revised in May 2011. The Office of Equal Opportunity and Affirmative Action/Title IX Coordinator at CSU-Pueblo worked with Deputy General Counsel Doyle to ensure alignment with changes in law and best practices. In addition to general enhancements, there are clear definitions and clarification on reporting and investigating complaints.

Motion/Action: Governor Tuor moved to approve the amended CSU System Board policy manual and the CSU-Pueblo discrimination policy. Governor Jordan seconded and the motion carried unanimously.

Government Relations Update: Dr. Frank reported there was nothing to report on the state level at this time and work continues with the federal lobbyists.

COLORADO STATE UNIVERSITY REPORTS

Student Report: Governor Silva outlined ASCSU priorities that include collaboration with the city on the Fort Collins Master Plan and Transportation Plan, and collaboration with various partners through a new position focused on innovation and technology as a central point of contact. He continues to participate on the Game Day committee and is working on the student tailgating experience. Other initiatives include expand the Ram Ride program; enhance civic engagement; promote sustainability in the collegiate readership program; and, through a new food security specialist position, explore a campus-wide health fair.

Faculty Report: Governor Lenk noted highlights in the written report from the May Faculty Council meeting include an increased focus on initiatives for student success in learning and engagement; advancements through the Unizen consortium for digital data storage; and changes to the faculty evaluation process to improve responses. Two factoids presented in the report were the MURALS project for faculty mentoring through projects and presentations, and changes to the Honors Program with global and cross-cultural aspects that include seminars to expand critical thinking, accountability and leadership for the future. Dr. Miranda shared his appreciation for the MURALS program and the valuable partnership between the Office of Student Affairs and the faculty.

President's Report: Dr. Frank indicated the written report would stand as submitted.

APPROVAL OF CONSENT AGENDA

Chair Munn indicated the remaining item on the consent agenda is the approval of the June minutes.

Motion/Action: Governor Robbe Rhodes moved to approve; Governor Flores seconded; and the motion carried unanimously.

EVALUATION COMMITTEE *(continued)*

Governor Tuor reported the work of the committee includes the evaluation of the individual performances and consideration of salaries and compensation, including direct salary benefits and incentive compensation, with comparisons to peer organizations. There is no standard contract for the presidents and each has different terms on salary and incentive compensation. **Motion:** Governor Tuor moved to approve incentive compensation in the amount of \$90,000 for Dr. Takeda-Tinker, in accordance with her

employment contract, to be deferred into the executive longevity plan and deferred compensation accounts in accordance with the annual limits imposed by the federal tax laws. For Dr. Frank, in the dual role of Chancellor and President of CSU, the recommendation in accordance with his employment contract is approval of \$150,000 as incentive compensation which will be funded by donor-directed monies in the CSU Foundation Leadership Excellence Fund. For General Counsel Johnson, the recommendation is approval of a \$20,000 increase in his annual base compensation. **Action:** Governor Flores seconded and the motion carried unanimously.

REAL ESTATE/FACILITIES COMMITTEE *(continued)*

Motion/Action: Governor Mosher moved to approve the naming action item related to the hall within the CSU Alumni Association. Governor Tuor seconded and the motion carried unanimously.

With no further business to come before the Board, the meeting was adjourned at 2:22 p.m.

Board of Governors of the Colorado State University System
Meeting Date: October 6, 2017
Consent Item

MATTERS FOR ACTION:

New Degree Program: Ph.D. in Watershed Science

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a new Ph.D. in Watershed Science, in the Department of Ecosystem Science & Sustainability.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Doctor of Philosophy degree in Watershed Science trains students in the interdisciplinary study of the physical, chemical, biological, and social factors that affect the quantity, quality, and flux of water. The program provides students with the training to study watershed function and address watershed problems.

The Department of Ecosystem Science and Sustainability (ESS) houses both a B.S. and an M.S. degree in Watershed Science, and we propose adding a Doctor of Philosophy (Ph.D.) degree in Watershed Science. This addition will bring all three Watershed Science degree programs together in one department and build strength in interdisciplinary Watershed Science.

This Ph.D. currently exists as a specialization in the Geosciences Ph.D. and is being simultaneously elevated to its own degree program, and moved to a more appropriate department (Ecosystem Science and Sustainability).

MATTERS FOR CONSENT:

New Degree Program: Master of Social Work

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Humanities and Social Sciences to establish a new Master's Degree in Social Work. If approved, this degree will be effective in fall 2018.

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

CSU-Pueblo has an accredited Bachelor of Social Work (BSW) program, and the enrollment in Pueblo is higher than at any time in the past 10 years. Students, along with local and statewide stakeholders, have expressed strong interest in developing a Master of Social Work (MSW) program at CSU-Pueblo, to serve the needs of southeastern Colorado and beyond. This includes substantial needs for practitioners to serve military veterans and others suffering from PTSD, to serve communities facing issues of substance abuse, and to meet a variety of social needs - especially since many currently employed practitioners are near retirement.

This proposed MSW degree program provides two entry options for students: admission directly into the MSW program once a student has been awarded an accredited Bachelor of Social Work (BSW) degree, referred to as Advanced Standing, and a longer program that can be accessed by anyone with any undergraduate degree, referred to as Foundation. Advanced Standing courses cover fall, spring and summer semesters, if the student is full time. When the student is full time, Foundation courses cover a summer and an academic year; Foundation students must then also complete the same course content as the Advanced Standing program. The Foundation curriculum is consistent with the core coursework of the BSW.

Board of Governors of the Colorado State University System

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The curriculum in this degree is advanced generalist, which means that graduates will be prepared to intervene at multiple levels: micro, mezzo, and macro. (Briefly, these terms refer to individuals; families and small groups; and larger entities, such as organizations and communities, respectively.) This proposed degree program includes additional courses at each level in order to increase the strength of the focus. In addition, we have chosen to make coursework in trauma required due to the amount of research that suggests social workers and other helping professionals are subjected to deleterious amounts of vicarious and secondary trauma. Of course, we work with individuals and families who have experienced such trauma, too. Therefore, we know that the earlier we introduce understanding of the effects of trauma and insert self-care into the curriculum, we can help to prevent the burnout that is characteristic of social work. The above curricular details distinguish our proposed degree from other programs.

If approved by all entities, the MSW could begin in fall 2018.

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MATTERS FOR CONSENT:

New Degree Program: Doctor of Nursing Practice

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Engineering, Education and Professional Studies to establish a new Doctorate degree, the Doctor of Nursing Practice (DNP). If approved, this degree will be effective in fall 2018.

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing. In response to the nation's attempts to reform the health care system, the American Association of the Colleges of Nursing (AACN), along with seven nurse practitioner organizations, endorsed transitioning the current master's degree to the DNP to prepare the nurse practitioner for high-level clinical practice. The changing demands of the nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes.

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MATTERS FOR CONSENT:

CSU-Pueblo Faculty Handbook revision – Appendix B

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to the Colorado State University-Pueblo Faculty Handbook, Appendix B.

EXPLANATION:

Presented by Rick Kreminski, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The proposed revision for the CSU-Pueblo Faculty Handbook has been adopted by the CSU-Pueblo Faculty Senate on March 27, 2017. The request is to update the campus syllabus standard template to include materials relevant for courses that are part of the campus general education program and/or part of the statewide GT Pathways program, in addition to instructor of record where appropriate and modality of delivery, as well as updating the names/titles of various offices and personnel on campus.

NOTE: Revisions are noted in the following manner:
Additions – underlined Deletions – ~~strikethrough~~

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APPENDIX B
SYLLABUS TEMPLATE
Colorado State University-Pueblo
Department Name
Syllabus for COURSE NUMBER & TITLE,
SECTION, DAYS, TIME, LOCATION, SEMESTER, YEAR, MODALITY

Instructor Name:

Instructor of Record:

Instructor Office:

Phone:

E-mail:

Department Office Phone:

Fax:

~~Class: Course Number-Section Number (Call Number), Class Hours, Days, & Location~~

Office Hours: Be specific, consider including “and by appointment”

Course Description: (Catalog language required at a minimum.)

Prerequisite: (If any)

Course Objectives/Instructional Methods: Course objectives are those things you expect students to know and be able to do as a consequence of taking the course. They are written in terms of demonstrable behaviors, e.g., students will construct appropriate hypotheses in the field of natural sciences.

STUDENT LEARNING OUTCOMES (SLOs) must be included for Program, Gen Ed and/or GT Pathways as appropriate to the course designation(s).

General Education SLOs: General Education courses should include ties to the relevant CSU-Pueblo Gen Ed SLOs for that course; all Gen Ed SLOs are copied below.

- Use the English language to communicate with clarity, coherence and persuasiveness, demonstrating critical analysis, logic, precision and rhetorical awareness. (Communication)
- Identify, analyze and evaluate arguments and sources of information to make informed and logical judgments, to arrive at reasoned and meaningful arguments and positions, and to formulate and apply ideas to new contexts. (Critical Thinking)
- Articulate the nature of a multicultural society and recognize the role of aesthetic awareness, foreign language skills, cultural and social perspectives or human and institutional systems of the past and present. (Diversity and Social Responsibility)

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- Clarify and evaluate their own values and ethical conduct and analyze the values and ethical conduct of others. (Personal Values and Ethics)
- Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems. (Quantitative Reasoning)
- Apply the scientific method, laboratory techniques, mathematical principles and/or experimental design. (Scientific Reasoning)
- Identify and evaluate wellness principles, including mental, emotional and physical health, needed to make informed choices. (Wellness and Well-Being)

GT Pathways SLOs: General Education courses that have been approved for GT Pathways also must include language indicating that the course is part of the GT Pathways program, as well as the specific content and competency language required by the state. See GT Pathways documents for this language.

(e.g., GT-XY1 This course satisfies the Guaranteed Transfer (GT) Pathways Requirements for XY in The Colorado Commission on Higher Education has approved [prefix & number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-XY1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>. This designation verifies the following Content Criteria and Competencies are met in this course. (See GT Pathways document for specific required language.)

Required Text and Other Materials: (If any)

~~**Suggested Reading and Viewing:**~~

~~**Department or College Learning Goals:** Include these as appropriate for your department and college.~~

~~**Course Objectives/Instructional Methods:** Course objectives are those things you expect students to know and be able to do as a consequence of taking the course. They are written in terms of demonstrable behaviors, e.g., students will construct appropriate hypotheses in the field of natural sciences.~~

Course Requirements:

Suggested Reading and Viewing.

Homework: Provide policies including if/how homework will be graded and factored into the course grade, and deadline policies (how late homework will be handled).

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Exams, Quizzes, and Projects: Provide policy on missed exams or quizzes, and consider notifying students of the scheduled final exam date/time.

Use of Technology: Explain what will be used/required/optional and how to access it.

Attendance/Participation: Policies are at discretion of the professor. If utilized, explain how your policies impact a student's course grade. Check departmental standards. If a student's attendance is not meeting your expectations and you have concerns about the student, consult with your department chair or associate dean.

Extra Credit: If offered, it must be fairly and universally offered, not just to selected students. Be specific on how it is factored into the grading.

Grading: Be very specific regarding the components of the grade and include "floors" for each of the letter grades (A range through F). One possible way to state a "floor" is as follows: an overall average of xx percent will receive at least a grade of A-. (Grades and grading policy are specified in the university Catalog.)

Accommodations: (*The AY12-13 statement appears below; contact DRSC@ for current statement*)

This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: (*Can use the suggested policy below, or an existing Instructor, Department or College Policy*)

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student ~~Services and Enrollment Management~~ Affairs. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

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Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student ~~Services and Enrollment Management~~ Affairs who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student ~~Services and Enrollment Management~~ Affairs' decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Early Alert: ~~(To be included for general education courses~~ *Optional*)

This course ~~is part of CSU-Pueblo's general education program, and~~ participates in the Early Alert program. Early in the semester, information about student performance in this class will be communicated to Student Academic Services. This information is then relayed to academic advisors and others involved in supporting student success. Your advisor may then ask to meet with you to discuss your progress. The program is designed to promote success among our students through proactive advising, and through referral to appropriate resources. The effort continues throughout the semester, and instructor concerns can be posted to the Early Alert system at any time.

Important Dates: Could include a general schedule of topics covered in the course including deadlines on major assignments, could include drop/add dates, midterm and final exam dates

Other Policies: *(optional)*

Could address policies pertaining to cell phone/electronic devices, courteous behavior suggestions, grade appeal procedures. Regarding cell phones, here is one possible wording: ELECTRONIC DEVICES: Please turn off and put out of sight all electronic devices during class time. The interruptions they cause disrupt class and interfere with the learning process. A repeat offender may lose credit for the day's work.

In addition, if applicable, include "Exam Day Classroom Policy" and/or "College Code of Conduct."

Learning Resources: *(optional)*

Math Learning Center (location, hours, etc.)

Writing Center (location, hours, etc.)

General Education Tutoring Center (location, hours, disciplines, etc.)

~~PROPEL~~ Science Learning Center (location, hours, disciplines, etc.)

Class Schedule *(optional)*¹



¹ Class schedule is tentative. There may be changes due to unexpected events and/or factors.



APPENDICES




- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings


APPENDIX I



Construction Status Reports

Project	Bonds/Funding		Occupancy	Status as of Sept. 1, 2017
<p>Multipurpose Stadium</p> <p>Total Budget: \$220,000,000</p>	<p>\$220,000,000-bond funds</p> <p>Stadium Revenue</p>		<p>July 2017</p>	<p>The new multi-use stadium is complete, within budget and on schedule.</p> <p>Grand opening celebration on Aug 5, 2017 with first game on Aug 26, 2017.</p>
<p>Stadium Alumni and Academic Space</p> <p>Total Budget: \$18,500,000</p>	<p>\$18,500,000-bond funds</p> <p>General Fund and Alumni</p>		<p>August 2017</p>	<p>This project consists of approximately 82,000 gsf of classroom, advising and Alumni Center space, within budget and on schedule.</p> <p>Academic and alumni space is open and occupied.</p>
<p>Biology Building</p> <p>Total Budget: \$70,000,000</p>	<p>\$70,000,000-bond funds</p> <p>Student Facility Fee, General Fund and Donations</p>		<p>July 2017</p>	<p>This project constructed an approximately 152,000 gsf biology building, within budget and on schedule.</p> <p>Building is open and occupied. Grand opening celebration scheduled for Oct 14.</p>

Project	Bonds/Funding		Occupancy	Status as of Sept. 1, 2017
<p>Chemistry Research Building</p> <p>Total Budget: \$56,566,618</p>	<p>\$5,400,000-bond funds</p> <p>General fund</p> <p>State funding: \$51,166,618</p>		<p>August 2017</p>	<p>This project constructed an approximately 61,000 gsf chemistry building, within budget and on schedule.</p> <p>Building is open and occupied. Grand opening celebration scheduled for Oct 14.</p>
<p>C. Wayne McIlwraith Translational Medicine Institute and Research Horse Barn</p> <p>Total Budget: \$77,800,000</p>	<p>\$9,600,000 bond funds</p> <p>General fund</p> <p>Remaining funding from donations and NWC COPs.</p>		<p>March 2019</p>	<p>This project will construct an approximately 130,000 gsf research building and a 48 stall research horse barn on South Campus.</p> <p>Utilities and foundations underway, Construction Documents complete, expect steel erection to begin mid-September. Project is approximately 22% complete.</p>

Project	Bonds/Funding		Occupancy	Status as of Sept. 1, 2017
<p>Michael Smith Natural Resources Addition</p> <p>Total Budget: \$20,200,000</p>	<p>\$5,000,000-bond funds</p> <p>General fund</p> <p>Remaining funding from donations and Student Facility Fees.</p>		<p>August 2018</p>	<p>This project will construct an approximately 37,400 gsf addition to the Warner College of Natural Resources.</p> <p>Project is in budget and on schedule. Basement is complete and steel erection to begin in October. Project is approximately 22% complete.</p>
<p>Shields and Elizabeth Underpass</p> <p>Total Budget: \$10,800,000</p>	<p>\$10,800,000</p> <p>General Fund</p>		<p>August 2017</p>	<p>This project constructed a bike and pedestrian underpass at West Elizabeth Street and Shields Street.</p> <p>Project is complete.</p>
<p>Richardson Design Center</p> <p>Total Budget: \$16,500,000</p>	<p>All funding from donations and General Fund</p>		<p>January 2019</p>	<p>This project will construct an approximately 41,000 gsf building to house interdisciplinary design programs.</p> <p>Design documents underway. Contractor mobilization in late September. Groundbreaking scheduled for September 27, 2017.</p>

Project	Bonds/Funding		Occupancy	Status as of Sept. 1, 2017
<p>JBS Global Food Innovation Center in Honor of Gary & Kay Smith</p> <p>Total Budget: \$20,000,000</p>	<p>All funding from donations and General Fund</p>		<p>December 2018</p>	<p>This project will construct an approximately 36,600 gsf food animal handling and meat processing facility addition to Animal Sciences.</p> <p>Site utilities underway.</p>
<p>Health Education and Outreach Center</p> <p>Total Budget: \$23,200,000</p>	<p>Funding from NWC COPs and Student Facility Fee cash</p>		<p>December 2018</p>	<p>This project will construct an approximately 38,000 gsf addition to the Anatomy-Zoology building for new gross and neuro anatomy laboratories and National Western Center program space.</p> <p>Design documents underway. Contractor mobilization in late September.</p>

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 09/14/2017	Description
Corridor Extension @ Student Recreation Center	\$856,260 Student Rec. Ctr. Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	\$1,062,500 Student Fee-- \$300,000 Parking funds---\$301,000 Building Repair/Replacement--\$462,500			Construction Completed February 2012	
Occhiato University Center Renovation and Addition	\$35,000,000 Debt to be repaid with student fee facility fees, grants, & auxiliary services revenue			Occhiato University Center Schematic Design completed. Design Development Phase completed. GMP established, Notice to Proceed to Commence Construction issued November 3, 2015. All Bid Packages 1, 2, 3, underway- (Earth work, utilities, foundations, steel frame, electrical, plumbing, HVAC, finishes) Design- Build Team of Nunn Construction/hord-coplan-macht Architects. Phase 1 (New Addition) 100% complete, occupied November 28, 2016. Phase 2 (ACM Abatement Completed February 6, 2017. Phase 2 Renovation area hvac, electrical, plumbing, and finishes ongoing. Entire project approximately 89% overall complete to date. Phase 2 Renovation area Occupancy scheduled for December 2017, Completion scheduled 03/2018. Project	
Exterior Door Security Access Control at all Academic Buildings. Phase II	\$998,351 Controlled Maintenance		12/2015	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 11 academic buildings.	Project under budget and on schedule. 11 buildings are live on-line. Project is Complete
New General Classroom Building	\$16,000,000 Capital Funds		Construction Start 06/14 Completion 07/15	Completion July 28, 2015. On time and on budget. Classes are in process.. G H Phipps Construction Co., General Contractor hord-coplan-macht Architects	
Soccer/Lacrosse Complex	\$3,100,000 cash funded project from grants and donations		Construction began 3/2014, Completion Phase 1 field and bleachers June 2014, Phase 2 Building completed February 1, 2016	Phase 2 (building) 100% complete. Occupancy on February 1, 2016 Press box Completed 6/1/16 (Phase 1-- Synthetic turf field--- completed and in use.) H. W. Houston General Contractor	

APPENDIX II

Correspondence

From: "Neth,Cara" <Cara.Neth@ColoState.EDU>
Date: August 18, 2017 at 2:34:27 PM MDT
To: "jkefalashd52@frii.com" <jkefalashd52@frii.com>
Subject: Response to Dr. Mary Meyer's Report

Good afternoon, Senator Kefalas--

Thanks again for the time to review Dr. Meyer's report regarding Colorado State University's spending on academics and athletics and her disappointment regarding the status of the Data Science major. We do not know the source of all of Dr. Meyer's data, but her conclusions appear to have ignored several key factors:

1. She focuses on rising tuition revenue without also noting the changes in state funding during this same time period. As you know, tuition is the only funding available to mitigate cuts in state budgets, which were particularly dramatic during the period of time in question. In this 10-year period, state funding declined by approximately \$38M from its peak of \$130M in 2009. By 2016, only \$27M of this \$38M reduction in state funding had been restored to CSU. The total amount of State funding in 2016 is only \$5M greater than that provided in 2004. As a result, tuition revenue was the primary source of funding to the university in covering annual inflationary costs as well as enrollment growth.
2. It appears she may have been comparing our academic college budget reports to our annual report to the NCAA. These reports are not comparable as to source of funding and purpose. The numbers she is using for athletic spending seem to include funds relating to financial aid as expenditures, when they are actually resources (roughly a quarter of the total athletics expense budget) that are essentially a pass-through that comes back as revenue to the University.
3. The data she appears to be using also ignores that, during this 10-year period, we have made significant, specific, and targeted investments in academics that don't show up in college budgets. These include substantial investments in academic facilities; our Student Success Initiatives, which have involved large investments in faculty development, academic support, advising and more; and our critical investments in institutional financial aid. Her numbers also do not include spending on the Professional Veterinary Medicine program, which is one of our premier academic programs – and one of our most expensive.

Given that context, the numbers actually tell a much different story than what Dr. Meyer implies. During the period in question, a time of significant state funding cuts, academic college budgets increased more than \$77 million, while the institutional investment in athletics increased only \$6.4 million (and we are hopeful this will decline in the coming years with expected increases in athletics revenues). This is in line with the university's longstanding commitment to invest in our core mission – academics – over administrative and co-curricular expenditures. That \$77 million increase also reflects the changes we have made in the last decade to direct differential tuition revenues directly back to the colleges. At the same time, we have strived to make essential investments in all parts of the University where possible to ensure a high level of quality in all we do.

As President Frank noted in his message last week, her assessment of the status of the Data Science major is simply misinformed. The budget proposed to start the program did not comply with key parameters set out by the Provost, and the Dean and Provost are working to come into alignment on those issues. The college and Provost very much intend to move forward with the major once they can agree on a budget. The issue is completely unrelated to intercollegiate athletics, despite Dr. Meyer's equating of the two matters.

Thank you for the opportunity to review this information, and I hope this analysis is helpful to you. All of these budget reports are publicly available on our website, but as is apparent here, a single report may not tell the full story.

Have a wonderful weekend,

Cara

Cara J. Neth
Director, Presidential and Administrative Communications
Office of the President
Colorado State University

From: bobvangermeersch@aol.com
Sent: Saturday, August 5, 2017 11:52:41 AM (UTC-07:00) Mountain Time (US & Canada)
To: CSUS Board
Subject: attached report

Dear Governors

I have attached a report written by Dr. Mary Meyer who is a faculty member at CSU in the statics dept.
It should raise questions about the athletics report Dr. Frank and Joe Parker gave you in the Aug. 2017 BOG Meeting.

QUESTIONS TO ASK:

1. Why is your accounting report different than the CSU report to the NCAA?
2. Is the report, using the altered accounting system, audited? If yes, let's read the report.
3. Why is the NCAA report not acceptable.
4. Should the BOG get an independent ,third party, report?
5. I'm sure you can think up a lot more.

Regards
Bob Vangermeersch
Fort Collins CO.
970-223-0493

From: Ferris,Christopher
Sent: Thursday, September 7, 2017 4:51 PM
To: 'tysch@rams.colostate.edu' <tysch@rams.colostate.edu>
Subject: FW: Thank You From Coach Bobo

Dear Tyler,

Coach Bobo, The President's Office and the Board's Office shared your note with me and I am responding on behalf of all three. Thank you so much for making time to connect and share your feedback.

I am so sorry to learn about your inconvenience. It has been because of the outstanding support of our students, faculty, staff, and community that the new On Campus Stadium is a reality.

I do want to make sure I share a parking option that may be helpful to you. The South College Avenue Parking Garage is available to students who are required to repark. This option is significantly closer to campus than Research Blvd. and hopefully would not require the same time commitment for you to get back home. We do understand repark is still required and really appreciate your help in making game day possible on campus.

Tyler, though email is always helpful due to our busy schedules, I am happy to connect with you on the phone if you would like to discuss further. I hate learning that you feel like less of Ram. This is an amazing institution with terrific people and opportunities for all of us. It is important to me that I do all that I can to help. If you would like to talk on the phone, please just let me know and we can schedule a time at your convenience.

Thanks, Tyler.

Chris



From: Tyler Schultz [<mailto:tysch@rams.colostate.edu>]
Sent: Thursday, September 7, 2017 1:24 AM
To: Bobo, Mike <Coach.Bobo@colostate.edu>; CSUS Board <csus_board@Mail.Colostate.edu>; presofc <presofc@colostate.edu>
Subject: Re: Thank You From Coach Bobo

Dear Coach Bobo, CSU administration, and CSU BOD:

While I appreciate the generosity and some recognition of the students, I would much rather receive a discount on my expensive parking permit, or have the expense put towards a parking garage for stadium traffic, than get a t-shirt.

Being forced to repark two weeks ago was a big inconvenience. I had an off-campus commitment until midnight, and the only lot where I could find parking was on Research Blvd. It took over half an hour to get home with no shuttle service. I have a similar commitment this Friday night, and there are probably many other students in the same situation.

I'm disappointed by how the administration and the athletic department are handling the parking situation. It's unreasonable to have the permit rate raised by over \$100, not be able to use it, and get nothing more than a souvenir for so much expenditure. It also makes me feel like less of a Ram, because it seems that CSU is more concerned with ticket sales than with student welfare.

Please help me be proud to be a CSU Ram!

Regards,
- Tyler Schultz

On Wed, Sep 6, 2017 at 10:28 AM Colorado State Football <CSURamsInfo@colostate.edu> wrote:
A Special Message



Dear Ram,

August 26 was a historic day for Colorado State University. The return of football to campus after 49 years was a celebration for the entire Ram community across the generations.

We could not have delivered this great day to the many alumni and community members who returned to campus without your cooperation in the repark program. Making those residence hall lots available to fans, many of them our parents, grandparents and family members, was a tangible sign of welcome and shared community.

In appreciation of your cooperation and the changes required by repark we are providing each 2017-18 resident student parking permit holder a free Colorado State University green Under Armour T-shirt. To claim your T-shirt, please visit the Rams Ticket Office located at the McGraw Athletic Center during its normal business hours **(10:00 a.m. – 5:00 p.m.) beginning Wednesday, September 6, 2017**. This thank you is limited to those resident students with current year parking permits and you will be asked to show your student ID for verification against the list provided by Parking & Transportation Services.

Thank you again for helping make the first game at the new Colorado State Stadium such a resounding success! GO RAMS!



Mike Bobo

Head Football Coach

TO EDUCATE, ENGAGE AND EXCEL

PURCHASE TICKETS | CSURAMS.COM | RAM CLUB | SHOP

Colorado State University Athletics | 120 Campus Delivery | Colorado State University | Fort Collins, CO 80523-0120

Phone: (800) 491-RAMS (728) ramtx@colostate.edu CSURams.com

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Geary, Melanie

From: Mottet, Timothy P <timothy.mottet@csupueblo.edu>
Sent: Friday, September 29, 2017 6:19 AM
To: Steven A. Clifton; provost.office@csupueblo.edu; William.Folkestad@csu.pueblo.edu; Langer, Carol L; Reilly-Sandoval, Arlene F.; CSUS Board
Cc: Stacie E Kwitek
Subject: Re: Letter to Board of Governors

Thank you Steven. I appreciate your support.

It is important to me that as a regional comprehensive university, we do all we can to meet your professional talent needs.

Again, thank you.

~Timothy

oooooooo

Timothy Mottet, President
 Colorado State University
 2200 Bonforte Blvd
 Pueblo, Colorado 81001
 719-549-2951

From: "Steven A. Clifton" <steven.clifton@state.co.us>
Date: Thursday, September 28, 2017 at 1:31 PM
To: Timothy Mottet <timothy.mottet@csupueblo.edu>, "provost.office@csupueblo.edu" <provost.office@csupueblo.edu>, "William.Folkestad@csu.pueblo.edu" <William.Folkestad@csu.pueblo.edu>, "Langer, Carol L" <carol.langer@csupueblo.edu>, "Reilly-Sandoval, Arlene F." <a.reillysandoval@csupueblo.edu>, "csus_board@mail.colostate.edu" <csus_board@mail.colostate.edu>
Cc: Stacie E Kwitek <stacie.kwitek@state.co.us>
Subject: Letter to Board of Governors

Hello All,
 Attached please find a letter regarding the Masters of Social Work Program at CSU-Pueblo.
 Thank you,
 Steve

Steven A. Clifton
 Director
 Fremont County Department of Human Services
 719-269-2002

This e-mail and any attachments from the Fremont County Department of Human Services are confidential and intended solely for the use of the individual or entity to which it is addressed. The information contained herein may include protected or otherwise privileged information. Unauthorized review, forwarding, printing, copying, distributing, or using such information is strictly prohibited and may be unlawful. If you have received this message in error, please notify the sender by replying to this message and delete the e-mail without further disclosure.

DIRECTOR
Steven A. Clifton
Phone: (719) 275-2318
Fax: (719) 275-5206

FREMONT COUNTY
Department of Human Services
172 Justice Center Road
Canon City, Colorado 81212

520
COUNTY BOARD
Tim Payne Dist. 1
Debbie Bell Dist. 2
Dwayne McFall Dist. 3

September 28, 2017

TO: COLORADO STATE UNIVERISTY
BOARD OF GOVERNORS

D. Rico Munn, Chair <http://www.csusof-governors/board>
Nancy R. Tuor, Vice Chair <http://www.csusof-governors/board>
Scott C. Johnson, Secretary <http://www.csusof-governors/board>
Jane Robbe Rhodes, Treasurer <http://www.csusof-governors/board>
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Kim Jordan, Member <http://www.csusof-governors/board>
Dean Singleton, Member <http://www.csusof-governors/board>
William E. Mosher, Member <http://www.csusof-governors/board>

President, Colorado State University – Pueblo

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Greeting to each of you,

Again, I am writing on behalf of the Southeast and San Luis Valley Directors of Human Services, as well as many Mental Health and Behavioral Health Organizations and Advocacy Agencies including El Paso, Teller, Pueblo and Fremont and other southwestern counties. These agencies and I have previously communicated with the Board of Governors in our unwavering support of the initiation of the master's program of social work on the CSU Pueblo campus. Our collective work in the legislature are an important advocacy and educational set of voices supporting human services and policy development. Based on this we are again sharing our hope that you will continue to support the development of the MSW program at CSU Pueblo. This letter is to underscore our commitment and our willingness to work with that program.

To restate, these counties offer employment opportunities for 950-1150 caseworkers at the BSW and MSW level in Southern and in the San Luis Valley areas of Colorado in child welfare and many other employment opportunities in the other agencies. In each of the agencies each county has some staff who desire to continue their education by pursuing a MSW degree. The demand for qualified and well trained professionals remains strong and enduring.

We are hopeful you have been presented the information that illustrates this program will be self-sufficient and actually be a financial asset to the University. Already we have many individuals who wish to enter a competitive application process to the program. Overall and once underway, the social work program (including both BSW and MSW students) will be placing over 130 students each year in agencies throughout Colorado. This extends our social justice model but also enhances the presence of the University by way of service, research and grant opportunities for faculty.

We wish to underscore that social workers are present in all human services fields, including: child welfare, foster care, adoption, transitional homes for children, adolescents and older adults, educational settings working with children who are at-risk and challenged in numerous ways, substance abuse facilities, mental health programs, public health centers, state and federal government officials and, many more. This is a distinct profession quite separate from other social science degrees since this degree is nationally recognized as a terminal professional degree and is licensed to practice in each state. Both the BSW and MSW programs, are discrete professional programs that must meet the objectives and accreditation requirements set forth by the Council on Social Work Education. Each student must formally apply for admission after meeting academic and other requirements.

While this letter has been a re-iteration of previous correspondence we do wish to highlight one newer development. The BSW program has been awarded an IVE grant which offers stipends of over \$7,000 each to 10 students. This effort has already assisted students to graduate and be fully employed in child welfare settings. Equally important has been the support from this region to implement this program as agencies have volunteered numerous hours to insure student's success. This region wants the best from CSU Pueblo and we offer this as an indication that the constituents of CSU Pueblo want to continue to work together with the Department of Social Work—especially as the department will grow.

We appreciate your willingness to review our letters of support over time. There are many issues competing for your time and for the University resources. We are confident that this program will add to enrollment numbers, financial stability and the professionalism of the University. With this addition along with the high degree of regional and statewide support, this program will be an asset.

Thank you,



Steven A. Clifton

Director

Fremont County Department of Human Services

APPENDIX III

Higher Ed Readings

Not who you think: The truth about today's college students

The Washington Post; 7/14/2017

Since the Great Recession ended in 2010, 95 percent of new jobs created have gone to people with some type of education beyond high school – a degree, certificate, or other credential – and 70 percent have gone to those with at least a bachelor's degree. Yet, only 55 percent of the country, according to a Pew Research Center report, think that colleges have a positive effect on the country, and there is sharp division based on politics: 58 percent of Republicans think college has a *negative* effect. Part of this divide is due to an outdated view of who today's college students are. While prevalent media stories focus on campus protests or sexual assault at keg parties, the reality is that more than one-third of today's college students are over 25, more than half have jobs, and more than one-quarter are raising children.

Why men are the new college minority

The Atlantic; 8/8/2017

As recently as the 1970s, male college students outnumbered female students on campus 58 to 42 percent. Today, those numbers are almost entirely reversed: according to the U.S. Department of Education women make up 56 percent of students on campus are expected to make up 57 percent by 2026. Many boys past the eighth or ninth grade perceive little benefit to college, a sentiment that has roots all the way back in the kindergarten years when boys are slower to learn to read than girls. Many low-income boys have no college-educated role models and may feel they have more alternatives to college than girls, seeing many of the men in their lives go through vocational training and work blue collar jobs. And the problem is not limited to boys of color, which presents other issues: Jerlando Jackson at the University of Wisconsin, Madison says, "it's a tough discussion to have...when you have to start the conversation with, 'white males are not doing as well as one might historically think.'"

The hidden cost of college: rising student fees

The Washington Post; 8/24/2017

According to a study by Robert Kelchen, an assistant professor of higher education at Seton Hall University, student fees have risen 95 percent at public four-year college (and 61 percent at private colleges). Fees are a popular way to pay for things like athletics – almost half of all subsidies public universities provide to athletics programs come from student fees – and amenities needed to keep up with competitors like rec centers and student unions. But Kelchen worries that these "consumption amenities" help attract low-achieving, high-income applicants but raise the cost significantly for low-income students already struggling to pay their bills.

A free-speech to-do list for college administrators

The Wall Street Journal; 9/4/2017

A checklist for the new school year regarding free speech with items such as disseminate a clear statement of free-speech values campus-wide; publish a clear statement supporting the presence of controversial figures before specific incidents occur; create a transparent and neutral procedure for approving events; ensure the safety of all; and create and enforce rules that prohibit the disruption of others' speech during authorized campus events.

The free speech-hate speech trade-off

The New York Times; 9/13/2017

A discussion between Erwin Chemerinsky, dean of the UC Berkeley School of Law and one of the foremost legal scholars on the First Amendment, and Natalie Shutler, editor of the New York Times "On Campus" column, about hate speech, censorship, and what campuses can and can't (or should and shouldn't) do.

Elevating life in Colorado: The value of premier research universities (CU-CSU insert)

Op-ed by Tony Frank and Bruce Benson, as well as infographics and information about the impact of CSU and CU in the community. Originally published as an insert in the Denver Post during the week of the Showdown.

Todos Santos Center Program Report 2016-2017 and Special Edition newsletter

See our first ever program report for the CSU Todos Santos Center and the accompanying Special Edition newsletter.

Todos Santos Center August newsletter

Also check out our latest regular edition newsletter for the CSU Todos Santos Center, sent to subscribers in late August.

NOT WHO YOU THINK: THE TRUTH ABOUT TODAY'S COLLEGE STUDENTS

The Washington Post

Jamie Merisotis is president and chief executive of Lumina Foundation, an education nonprofit.

An observation about school made by a Georgia lawyer 60 years ago still makes sense in very different times.

“Fathers send their sons to college either because they went to college — or because they didn’t,” said Lanham L. Henderson.

He’d get an argument about that today, judging from the recent plunge in our national regard for higher education.

In case you haven’t seen it, a Pew Research Center report shows that just over half the public, 55 percent, say that colleges and universities have a positive effect on the country.

But there’s a sharp division based on worldviews. The survey shows 58 percent of Republicans and people who lean Republican say colleges have a negative effect. Among Democrats it’s just the opposite: 72 percent see a positive effect.

You and I may have our theories about this. The divisions in our country take up countless hours of cable TV bandwidth and Internet argument. I’m not wading into that swamp, but I’ve got some good news when it comes to the future of American young people and our country’s prospects overall.

First, think about Henderson’s experience. After attending hometown public schools, he went on to the University of Georgia and Harvard before serving six terms in Congress starting in 1947.

Back then, in the post-World War II surge of growth and American dominance, anything seemed possible — with or without a college education. Breadwinners could more easily find steady work at good pay, opportunities that today are recalled with a gauzy nostalgia.

But even then, families knew the value of education, the pride of accomplishment in providing a better life for the next generation. As Henderson the Georgia lawyer knew, parents grasped that value, either because they themselves had been to college — or because they hadn’t.

Fast-forward a few decades, and there are two critical points that families need to understand:

First, there really is no choice when it comes to education or training after high school. Since the end of the Great Recession a few years ago, almost all the decent, living-wage jobs have gone to people with degrees or high-quality certificates.

If you have any doubt, consider this stunning fact: According to Georgetown University’s Center on Education and the Workforce, 95 percent of new jobs created since the Great Recession ended

in late 2010 went to people with an education beyond high school — a degree, certificate, or another credential. More than 70 percent of those new jobs went to people with a bachelor's degree or higher.

Secondly, not only are the economic prospects of educated people better than ever, but there's a troubling shortage of well-trained and educated workers in America that could leave millions of jobs unfilled.

This postsecondary gap isn't just about college, either. When we talk about education and training after high school we're talking about everything from two- and four-year diplomas to high-quality certificates, and certifications in manufacturing technology, medicine, and other fields.

This is a case of mutual need: Millions of American young people — not to mention their parents and other family members — need education and training to secure a middle-class life. And their country, in return, needs them: America can't compete globally without every bit of talent we can muster.

When we foster that talent, the circle is complete: Those with higher credentials earn more, are healthier and participate more in civic life.

Look, it's easy to understand the confusion. The endlessly repeated video of campus protests, the perception of liberal elites, the thousand images repeated daily by the critics of college life. How, some would say, is this helping?

But the sensational images are just that — images, not the reality of most higher education across the country. While protests — a fundamental American right, by the way — may take up part of the space at a few schools, the story is much different elsewhere.

Most of what we think we know about college students — the image of very young adults, just out of high school — is outdated. More than a third of today's students are over 25. More than half of them have jobs and more than a quarter are raising children.

In short, the image of angry protests or keg-tapping Animal House denizens doesn't describe the military veterans, people rebooting their skills and second-career students you're more likely to see.

Of course, this much is true: A divided country's wounds could take years to heal. Let's acknowledge that, respect each other and rediscover the civility we're known for.

While we're at it, let's remember the source of so much prosperity that built our nation. In good times and bad, America's trained and educated workforce made us a leader in the world.

Now's not the time to stop. Instead, let's support and grow America's opportunities for education and training after high school — our families and our future depend on it.

WHY MEN ARE THE NEW COLLEGE MINORITY

The Atlantic

Jessica Smith raised an arm and pointed across the lobby of the university student center like an ornithologist who had just spied a rare breed in the underbrush.

“There’s one,” she said.

It was, in fact, an unusual bird that Smith had spotted, especially on this campus: *masculum collegium discipulus*. A male college student.

Women outnumber men by [more than six to one](#) here at Carlow University, where Smith is a senior and an orientation leader who was preparing to welcome incoming freshmen.

That’s an extreme example of a surprising shift besetting all of higher education.

Where men once went to college in proportions far higher than women—58 percent to 42 percent as recently as the 1970s—the ratio has now almost exactly reversed.

This fall, women will comprise more than 56 percent of students on campuses nationwide, [according to the U.S. Department of Education](#). Some 2.2 million fewer men than women will be enrolled in college this year. And the trend shows no sign of abating. By 2026, [the department estimates](#), 57 percent of college students will be women.

The new minority on campus? Men.

That’s an irony not lost on Jennifer Carlo, the vice president of student engagement and student affairs at Carlow University, which is trying all kinds of ideas to bolster its supply of men—including showcasing male college-success stories as examples to prospective applicants.

“It didn’t used to be that you were worried about providing role models and mentors for males,” Carlo mused.

Started as an all-women’s college by an order of nuns, Carlow has had a longer road to travel than most other institutions to balance its enrollment by gender; although it has admitted men to its degree programs for nearly 50 years, it has recruited them aggressively only since 2004.

The university is adding sports teams to attract more men, including men’s track and field this fall, and men are disproportionately represented in the promotional photos on its website and marketing materials. There are also new degree programs in fields such as business meant in part to appeal to men.

Carlow has a lot of competition. Reeling from a years-long decline in overall enrollment, colleges and universities nationwide are vying for all the students they can get, and suddenly paying new attention to bolstering the number of men who apply. “Oh, my heavens, yes,” Carlo

said. The flow of prospective students has been dropping off for so long, she said, “you’ve got to have everybody.”

So while much attention has been focused on the controversy over gender-neutral bathrooms on campuses, she said, the much bigger gender issue behind the scenes at universities and colleges is how to draw more men.

Though advocates complain that few in higher education are doing enough to keep those men who do get there from leaving, there’s consensus that men’s reluctance to enroll in the first place isn’t necessarily the colleges’ fault. The problem has its origins as early as primary school, only to be fueled later on by economic forces that discourage men from believing a degree is worth the time and money.

“It’s funny that it’s the colleges that are finally seeing this issue and trying to resolve it,” said Patrick Maloney, the president of the Nativity School, a Jesuit Catholic middle school in the central Massachusetts city of Worcester that tries to aim low-income boys toward college. That’s because, by the time students reach college age, Maloney said, “It’s way too late. You’ve already lost them. Maybe [admissions officers] should be going into middle schools and start talking to fifth-graders about the benefits of college education.”

Or even earlier than that. The “anti-school, anti-education sentiment” in boys has roots in kindergarten, when they’re slower to learn to read than girls, said Jim Shelley, the manager of the Men’s Resource Center at Lakeland Community College in Ohio. Girls at the primary and secondary level worldwide far outperform boys in reading, [according to the Organization of Economic Cooperation and Development](#).

That disparity continues until, “by eighth or ninth grade, boys have lost interest,” Shelley said.

Many boys beyond that point perceive little benefit to college, especially considering its cost, said Jerlando Jackson, the director and chief research scientist at Wisconsin’s Equity and Inclusion Laboratory at the University of Wisconsin, Madison, who has written about this. To them, he said, it means a lot of sacrifice for a vague payoff far in the future.

Low-income boys in places with the most economic inequality, in particular, suffer [what one study called](#) the “economic despair” of seeing little hope for financial advancement. “They think, ‘Well, I could just start out working in the mall and in six years make the same as a classmate who goes to college and whose first post-college job pays them less than I’ll be making then,’” Jackson said.

Meanwhile, boys in many American communities don’t see male role models who have been to college and succeeded, said Keith Bullock at Kentucky’s Berea College ([56 percent female](#)). Bullock is the coordinator of programs to support male students, many of them from Appalachia. “They don’t have those examples of doctors and lawyers and professionals.”

Men may also feel they have more alternatives to college than girls do. “For a lot of my [male] high school friends, it was just too much time,” said Smith, the orientation leader at Carlow.

“They were ready to get out. As opposed to a four-year college, they could go to an 18-month [vocational-education] program and make just as much money.”

That was the choice of at least one high-school classmate of Vinny Bucci, the male Carlow student Smith pointed out across the student center.

“I had a friend who, instead of going to college, went into trade work, and he said he’d have a job before I did,” said Bucci, who just earned a biology degree and is headed on to graduate school to become a mental-health counselor. “And he does. But when he’s 45, he’ll be miserable.”

He’s also likely to be poorer. People with bachelor’s degrees earn 56 percent more, on average, than people with only high-school educations, [according to the Federal Reserve Bank of New York](#).

Shelley works with men over 25 who took the route that Bucci’s classmate did, but then got tired of their lives in manual labor and returned to community college. Asked why they were giving school a try again, they tell him, “‘All I do is play video games and hang out with friends. I need to do something with my life.’ I’ve had a number of young men refer to themselves as losers because they hadn’t gotten traction in any career.”

Other male returnees are breadwinners. “Men need to know perhaps more than women what the payoff is going to be,” said Shelley: “‘If I commit to this, what am I going to take away from it? Is there going to be a job two years from now when I walk across the commencement stage?’”

Men who do enroll in college, at whatever age, are more likely than women to drop out, and they graduate at lower rates, [the Education Department reports](#). That’s one thing universities and colleges can address directly, but generally don’t, Shelley said.

Through 21 years running one of the few campus support centers exclusively for men, he said, “I’ve thought it can only get better. But it just has gone nowhere. Not only are there not programs like ours that are supportive of male students, but at most college campuses the attitude is that men are the problem. ... I’ve had male students tell me that their first week in college they were made to feel like potential rapists.”

Added Maloney: “There’s a lot of attention on empowering girls. I’m not saying there’s anything wrong with that, but males are the ones in crisis in education.”

Jackson thinks there’s a surprising racial component. There’s not much work being done to encourage boys to go to college, he said, because not all of those boys are from racial and ethnic minorities society regards as disadvantaged. A lot of them are white.

“It’s a tough discussion to have and a hard pill to swallow when you have to start the conversation with, ‘White males are not doing as well as one might historically think,’” he said. “We’re uncomfortable as a nation having a discussion that includes white males as a part of a group that is having limited success.”

The male students under his care are black, white, and Hispanic, Bullock said, and they all face similar pressures. He escorts them to the counseling and advising offices and texts them every day to make sure they get to class on time and know when tests are scheduled. “My guys,” he calls them. He also works with them on study habits and time management. “It’s very challenging. It’s very emotional. Sometimes I’m hugging them up and there’s times when I feel I have to curse them out.”

As for how to recruit males to campuses in the first place, Stefanie Niles, the vice president for enrollment at Dickinson College ([57 percent female](#)), said it’s important that they see other men on campus.

“We think about, ‘What will appeal to young men?’” she said. “Young men want to see other young men like themselves, so we want to make sure we showcase that.”

The college also waits to reach out to males until they are already seniors in high school, since it’s found that boys get serious about college much later than the girls it recruits as early as November of their sophomore years.

Alex Santiago was one of those boys who decided late to go to college. At the Nativity School in Worcester, he said, “me and my friends competed to see who would get better grades.” But as he grew older, “I started to sort of rebel, and by eighth-grade year I don’t think I spent one day out of detention. I didn’t see the point in going to school.”

The son of a single mother who immigrated from the Dominican Republic, Santiago said he had neighbors and cousins who had gone to college but wound up working jobs for which they didn’t need higher educations. “That was what I was exposed to. That’s what shaped a lot of my negative thoughts toward colleges.”

Even popular culture tended to discourage him. “It jumps back to influence,” said Santiago. “What are you feeding your mind and who are you looking up to? If you’re looking up to these rappers or social-media influencers, you’re going to want to do what they’re doing,” and that doesn’t necessarily include going to college.

Then something happened, said Santiago, who at 22 is now a senior at Clark University majoring in economics and paying part of his tuition by driving a delivery truck for an auto parts wholesaler. “I wish I could tell you what it was. But something clicked in me that was that I have to get things together now if I want to become something in the future.”

One of his male friends from childhood is in jail. Others have kids of their own.

“They fit right into the cycle of what I was used to seeing,” he said. But Santiago bucked that trend: “I’m not somebody who’s okay with coasting through life.”

THE HIDDEN COST OF COLLEGE: RISING STUDENT FEES

The Washington Post

With tuition bills arriving as the fall semester starts, students and parents might notice a line with a pretty big number next to it: student fees.

During their college search, many prospective students tend to pay attention to tuition. But in the last decade, fees have started to make up a larger share of the overall bill, particularly at public campuses. Since 2000, student fees have actually grown faster than tuition in percentage terms. Fees rose 95 percent at public four-year colleges (and 61 percent at private colleges), according [to a study by Robert Kelchen](#), an assistant professor of higher education at Seton Hall University. Because the sticker price is often much lower at a public college than a private institution, the hike in student fees hasn't gone unnoticed.

“Student fees have traditionally been used to fund specific campus programs such as student unions and recreational facilities,” Kelchen wrote in his study, “but the number and types of fees have increased substantially over the past two decades.”

Those include technology fees, library fees, and athletics fees. Nearly half of all subsidies public universities provide to athletics programs come from student fees. Public colleges like using fees when they need to raise overall prices because they typically get to keep the revenue generated from fees, unlike tuition dollars which are sometimes funneled through state coffers. What's more, students usually get to vote on new fees or fee increases. Many of these measures easily pass because the students who vote mostly have graduated by the time the fees are in place.

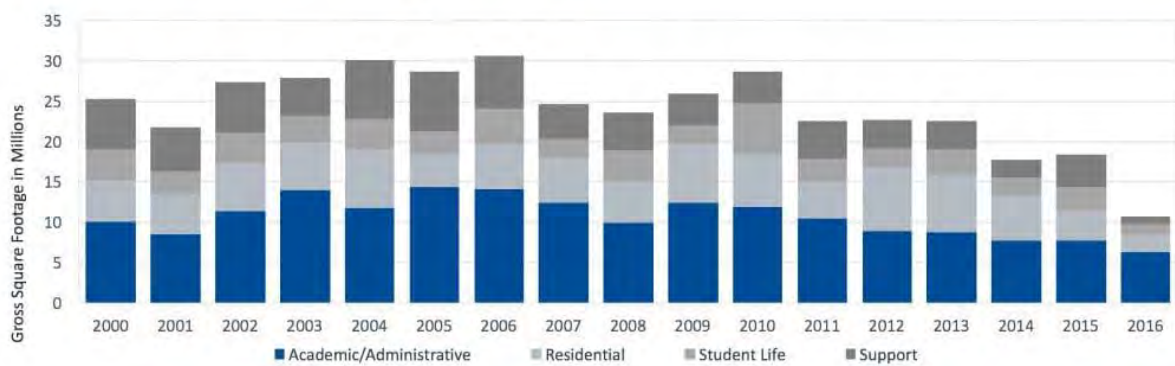
As Kelchen noted in his study, fees are a popular way to pay for amenities, such as recreation centers and student unions, needed to keep up with competitors. This arms race on so-called consumption amenities—so named because have no lasting value for students—helps attract relatively low-achieving, high-income applicants who do not receive large financial-aid packages, according to researchers, but raises the cost for everyone else, especially low-income students struggling to pay bills.

Even fees of a few hundred dollars can cause low-income students to quit school. A [recent analysis by the 11 public universities in the University Innovation Alliance](#), including Michigan State, Ohio State, and the University of Texas, found that nearly 4,000 seniors with good grades are at risk of dropping out because they are carrying unpaid balances of less than \$1,000. (This month, the alliance announced it is going to test the idea of micro-grants for students who are just short of paying their bill to determine if it helps them graduate on time.)

Whether fees will keep going up is unclear. On one hand, Kelchen found that some public colleges are using fees as a revenue source to pay for core operations that are no longer covered by state appropriations. On the other hand, there is evidence that colleges are tiring of the amenities arms race. Campus construction appears to be slowing.

“The last three years represent the three leanest years of new construction since at least 2000,” said Jay Pearlman, an associate vice president at the higher education construction consulting firm Sightlines.

New Construction by Function



Perhaps students are frustrated with higher fees. More likely, colleges have built all the amenities they need for the next decade. After all, campuses only need one recreation center with a climbing wall, but they require multiple classroom buildings.

Higher education as an industry is also heading into a lean period of growth. Enrollment has fallen five straight years. Last spring there were [81,000 fewer high-school graduates](#) than the year before. After decades of a fairly steady upward expansion in the number of high school graduates nationally, in the next decade only the South and to a certain extent the West will account for nearly all the growth in the high-school population. At the same time, the Northeast and Midwest—home to the highest density of colleges—show a continued and steady decline.

This demographic trend, along with an increase in the number of low-income students, will require colleges to compete more on price. And when that happens, prospective students and their families will likely pay more attention to all the ways they are being charged by schools, including the multitude of fees.

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<https://www.wsj.com/articles/a-free-speech-to-do-list-for-college-administrators-1504550276>

COMMENTARY

A Free-Speech To-Do List for College Administrators

Set clear, neutral rules and support the rights of controversial speakers before a crisis begins.



At the University of California, Berkeley, Aug. 15. PHOTO: MARCIO JOSE SANCHEZ/ASSOCIATED PRESS

By *Erwin Chemerinsky and Howard Gillman*

Sept. 4, 2017 2:37 p.m. ET

During the past year appearances by controversial speakers on college campuses have led to a string of tense, sometimes violent, incidents. As students return to school, administrators will again face the challenge of protecting freedom of speech while ensuring safety for their students, staff and faculty. We offer this checklist to help them prepare for the difficult issues that are sure to arise.

1. Disseminate a clear statement of free-speech values and create opportunities to teach the campus community about free speech. Senior administrators at colleges and universities need to communicate with their communities the vital importance of freedom of expression and academic freedom for higher education. At a minimum, they must state that all ideas and views can be expressed, no matter how controversial or offensive, and must explain why a university can't fulfill its core purpose without this freedom.

Campus officials can no longer assume this is obvious and therefore unnecessary. Our experience is that too many students, faculty and administrators lack familiarity with basic principles of free expression and academic freedom. Because protection of offensive speech comes naturally to few, campuses should supplement strong free-speech statements with online resources and educational programming that allow all members of the community to develop a better understanding of the issues. For example, schools can include a discussion of free-speech issues at their freshman orientation programs.

But freedom of expression is never absolute. Some speech—such as true threats and harassment and interfering with the speech of others—is not protected. Campuses can enact regulations that ensure ample opportunities for communication while preventing interference with the teaching and research of faculty and students.

2. Publish a clear statement supporting the presence of controversial speakers before particular incidents occur. Speakers should never be excluded because of their views, but campus officials also need to explain that it is completely appropriate, and indeed desirable, for students and faculty to express disagreement with speakers they find

through the media, and counter-events that highlight different messages. As the old saying goes, the answer to speech we don't like is more speech.

3. Devise and publicize transparent and neutral procedures for approving events.

Campuses typically require advance permission for use of their facilities. There is no free-speech right for groups to demand unconditional access to limited campus venues at a time of their choosing. But the procedures and the criteria for receiving such approval must be clear, stated in advance and applicable to all. Otherwise such fair limitations could be abused.

4. Ensure everyone's safety. Campuses need to prepare security assessments that ensure adequate protection for controversial speakers and their audiences. A campus might insist on venues that make it easier to prevent protesters from blocking access to the event, and it might require tickets or university identification to minimize the chances of disruption. Speakers in uncontrolled venues on campus public spaces have no right to speak without interruption or rebuttal from a gathering audience, but they do have a right to be protected from violence or threats of violence.

5. Put in place rules that prohibit disrupting the speech of others during authorized campus events—with disciplinary measures when appropriate. Campuses undermine free speech by not responding adequately to those who disrupt others when they are exercising their First Amendment rights. Administrators must defend against the heckler's veto, where the reaction of the audience can silence the speaker. This does not mean that every minor disruption be treated with severe sanctions. That would also chill speech. But severe or persistent efforts by students to prevent the expression of certain views should be treated as a serious violation of codes of student conduct.

In our roles as university officials, we are aware of the difficulty many campuses face regarding free speech. Careful messaging and planning before crises develop can make a huge difference.

Mr. Chemerinsky is dean of the University of California, Berkeley School of Law. Mr. Gillman is chancellor of the University of California, Irvine. They are authors of "Free Speech on Campus," recently published by Yale University Press.

THE FREE SPEECH-HATE SPEECH TRADE-OFF

The New York Times

“Controversies over freedom of speech on college campuses have existed as long as there have been college campuses. But the specific issues vary with each generation.”

That is the first line of Erwin Chemerinsky’s new book, “Free Speech on Campus,” written with Howard Gillman. Mr. Chemerinsky is not only one of the foremost legal scholars on the First Amendment but also a firsthand witness to the free speech debates of today as the new dean of the University of California Berkeley School of Law.

Here he talks with Natalie Shutler, the editor of the [On Campus](#) column, about hate speech, censorship and what campuses can and can’t do. This interview has been edited and condensed.

Natalie Shutler: Hi, Professor! I have spent the past year talking with college students about free speech and, as you know all too well, it’s a contentious topic for them. In this loud internet age, in which provocative opinions are hitting us constantly and from all sides, plenty of students don’t see value in hosting more of the same on their campuses. One thing I appreciate about your new book is that you are thoughtful about these students’ concerns, even if you disagree with their conclusions.

Erwin Chemerinsky: I think we have to be attentive to the fact that many students want to restrict speech because of very laudable instincts. They want to protect other students from hate speech. They want to create an inclusive community for all. But the response to hate speech can’t be to prohibit and punish it. It’s unconstitutional. We have to find other ways to create inclusive communities.

Natalie: For many students, it’s not just about hate speech, but the kind of speech that creates harm. This term is agonizingly broad and open to wildly different interpretations. But students aren’t wrong in thinking that speech can be a weapon.

Erwin: Students are quite right. We protect speech *because* of its effects. If speech had no effects, it wouldn’t be a fundamental right. Those effects can be positive but they can also be very negative. Speech can cause enormous harm. It can be hurtful, it can cause people to be excluded, and it can interfere with education or employment. Especially in colleges and universities, we have to be attentive to that.

Natalie: But you do take a hard line in your book that even hate speech must be protected.

Erwin: The law under the First Amendment is clear: Hate speech is protected speech. Over 300 colleges and universities adopted hate speech codes in the early 1990s. Every one to be challenged in court was ruled unconstitutional. And there are good reasons for that.

After some really ugly incidents at the University of Michigan in the late 1980s, the school adopted a hate speech code that was undoubtedly well intentioned. But a federal court declared it

unconstitutional, in part, because it was so vague. It said that there could not be speech that “demeans or stigmatizes” anyone based on race or gender. But what does that mean? A sociobiology student who challenged the law said, “I want to study whether there are inherent differences between women and men. What if my conclusions are deemed stigmatizing on the basis of gender?” And during the years Michigan’s speech code was on the books, more than 20 black students were charged with racist speech by white students. There wasn’t a single instance of a white student being punished for racist speech, even though that was what had prompted the drafting of the Michigan speech code in the first place.

That’s part of a much bigger historical pattern: As we saw in Michigan, when hate speech codes or laws are adopted, they are most often directed at the very groups they are meant to protect.

Natalie: You make the distinction in your new book that this doesn’t mean that the First Amendment is absolute. For example, there is no constitutional protection for a [“true threat”](#) or for harassment. Campuses can protect students against that kind of speech. But before you address unprotected speech, maybe we should talk a bit about the history of free speech, which you lay out in your book.

Erwin: It is hard to imagine social progress anywhere that wasn’t dependent on freedom of speech. The civil rights protests of the 1960s — the lunch counter sit-ins, the marches and demonstrations — were essential to federal civil rights acts and the end of Jim Crow laws that segregated every aspect of the South. The anti-Vietnam War protests were crucial for the end of that war. This has been true throughout American history. The 19th Amendment that gave women the right to vote was the product of demonstrations and speech.

Natalie: Now, as you point out, many students associate free speech with the vitriol of the internet more than they do with the civil rights movement. I feel for them. The internet is terrible. But how do you see things turning around? How do you think students could begin to associate free speech as something for the vulnerable?

Erwin: Some of this is about a lack of education about the history of freedom of speech. I do worry that students today may equate free speech more with cruel or racist posts on Yik Yak than with the civil rights protests of the 1960s. But even when students talk about harm and safety, they need to remember how malleable those terms are. There is no doubt that the civil rights protests deeply offended many Southerners, however objectionable that may sound to us today. An example like that illustrates why offensiveness to an audience can’t justify stopping speech.

Natalie: Identity is important to nearly every college student I talk to, regardless of their background or political persuasion. You make the case that free speech is the basis for asserting identities and, in particular, was necessary for the expansion in public of countercultural identities — including, and I’m reading straight from the book here, “forms of expression that challenge traditional religion, prevailing social mores, familiar lifestyle choices, inherited views about sexuality, or historic gender roles.” But of course, some identities are much more vulnerable to intimidation than others.

You argue that college administrations need not ignore that. An administration can't bar a campus speaker, but it can engage in its own speech by reaffirming the social standards of the community and reaching out to students who might be offended or hurt. Campuses don't need to stand behind offensive speakers; they just need to allow them the opportunity to speak.

Erwin: I think it's so important for campus officials to respond to and condemn hate speech. Just because the First Amendment protects a right to say something, that doesn't mean it *should* be said.

Campus officials can describe the type of community they want to create and denounce hate speech as inconsistent with it. Many years ago, when I was teaching at the University of Southern California Law School, someone wrote a very offensive homophobic slur on a chalkboard. The dean did not try to find out who did it or threaten punishment. Instead, he wrote a very powerful statement about why what happened was inconsistent with the community we aspired to be. His message had an enormously positive effect.

Also, it is very important that the students themselves respond to offensive speech. They can hold counter-demonstrations, teach-ins and protests. All of that is protected speech. They just can't protest in a way that interferes with the ability of others to speak.

The law is clear that even in places that are open to speech, there can be time, place and manner restrictions, so long as there are adequate places for free speech. There is a right to speak on the campus, but there is no right to come into my classroom and shout me down. There is a right to use public streets and sidewalks, but a city can prevent trucks with sound amplification equipment from playing music in the middle of the night. Dormitories are also a very special place of repose for students. It's their home, and the Supreme Court has recognized the protection of privacy of people in their homes. So there can be much greater restrictions in dormitories — but it always has to be content neutral. It can't be based on content or message.

Natalie: Right, so you could say that no one is allowed to hang flags from their window, but not that no one is allowed to hang Confederate flags from their window.

Erwin: Exactly.

Natalie: Obviously violence — like what we saw in Charlottesville and could presumably expect near other college towns in the coming year — is not protected by the Constitution. But I have heard from many students that they are frustrated with the idea that people of color and other vulnerable demographic groups are responsible for staying nonviolent and peaceful when aggressive demonstrators march on their colleges. It's not that they want violence, but that they feel that they are being told to respond to aggression with passivity. Could you comment on that? I certainly understand where they are coming from.

Erwin: There is no right to engage in violence. Campuses can take steps to prevent violence — such as preventing weapons at demonstrations, having speakers be in areas where safety can best be assured, and moving counter-demonstrations to another area. Also, if speech is a true threat —

causing a person to reasonably fear imminent physical harm — it is not protected by the First Amendment.

Natalie: What about the argument that some inflammatory speakers come to campus with the express aim of creating a hostile environment?

Erwin: It is important to recognize that a public university has no choice but to allow speakers on campus even if their message is regarded as hateful or racist. If the campus tried to exclude such a speaker, it would get sued and the speaker would win and likely would be made a martyr for the First Amendment in the process. Nothing can be gained by exclusion. But the campus must ensure safety for its students, staff and faculty. This might include regulating where the controversial speaker is allowed to be present and, likely, it will include more of a police presence. I am sympathetic to the concerns of students who are wary about more police coming to campus, but not having law enforcement present in the face of a danger to public safety risks even greater harms.

The central principle of the First Amendment — and of academic freedom — is that all ideas and views can be expressed. Sometimes they are ideas and views that we might consider noble, that advance equality. Sometimes they might be ideas that we abhor. But there is no way to empower a government or campus administration to restrict speech without allowing for the possibility that tomorrow, it will be our speech that is restricted.



COLORADO STATE UNIVERSITY



University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

ELEVATING LIFE IN COLORADO

THE VALUE OF PREMIER RESEARCH UNIVERSITIES



Tony Frank
President of Colorado State University



Bruce Benson
President of the University of Colorado

By Bruce D. Benson and Dr. Tony Frank

Research universities such as Colorado State University and the University of Colorado play a significant role in our state and society. Their value to Coloradans is immense and the return on the state's investment is substantial.

Some may wonder the difference between a research university and any other college or university. After all, we all educate students. We all contribute to our communities. We all offer an array of extracurricular activities. We all have alumni.

Yet research universities go far beyond the traditional activities of college and add significant value to our state and society. Our institutions have become the primary research and development laborato-

ries for American industry. Consider just a sampling of things in our daily lives that emerged from research universities: lasers, antibiotics, bar codes, FM radio, LED lighting, pap smears, electric toothbrushes, GPS technology. At CU and CSU, our researchers have collaborated on better cancer treatments, energy efficiencies, public health initiatives, safer food and many more advancements. They are the vanguard of new ideas.

CSU and CU are engines of discovery and innovation where scientists and researchers improve lives and advance knowledge. They attract large amounts of federal funding to Colorado (about \$1.5 billion last year) that has a significant ripple effect on our state's economy. We are a critical driver of Colorado's economy with a combined impact of nearly \$15 billion annually. CU and CSU are deeply involved in every major economic sector in the state, ensuring our competitiveness. We are magnets for business and industry in search of a highly skilled workforce and a high quality of life.

Research infrastructure creates jobs, and discoveries often lead to the creation of companies. Research that emerged from labs at CSU and CU has led to the creation of dozens of companies in the past few years. In the past 20 years, CSU and

CU have received 839 patents and their research has resulted in the creation of nearly 200 companies.

Our universities attract the best and brightest students from our state and beyond. We provide a high-quality education at an efficient cost, all while ensuring access to all qualified Coloradans. Our graduate programs provide students with advanced knowledge and specialization. Our students get to work in research laboratories alongside some of the top scientists in the world. We prepare the highly skilled workforce our state needs.

Perhaps most important, we are an integral part of the fabric of our state. CSU was founded in 1870 and CU in 1876, the year Colorado became a state. We are firm believers in our public mission and understand that serving our state is our primary imperative. We do so not only by educating students, but also by fostering partnerships with business, government and the nonprofit sector to leverage our collective activities and make Colorado a better place.

We're proud to be an integral part of our great state and we look forward to continuing our contributions to Colorado and beyond.

CSU & CU Collective Impact *by the numbers*

Alumni in Colorado
350,537

Degrees awarded annually
25,667

Spin-off companies
Over the past 20 years, CSU and CU research has resulted in the creation of nearly
200 Companies

Student enrollment
118,642

Annual research funding
\$1.3 billion

CSU and CU share many things, including educational programs, research projects, and a commitment to Colorado. We also share alumni. Since 1992, 5,140 people have earned degrees from both institutions. You may recognize some from this sampling.



Bill Ritter
41st Governor of Colorado /
Director, Colorado Futures
Center at CSU
Political Science, CSU, 1978
Juris Doctor, CU, 1981



Cory Gardner
United States Senator
Political Science, CSU, 1997
Juris Doctor, CU, 2001



Roy Romer
39th Governor of Colorado
Agricultural economics,
CSU, 1950
Juris Doctor, CU, 1952



Dr. Kjell Lindgren
Astronaut, NASA
Master of Science degree in
Cardiovascular Physiology,
CSU, 1996
Doctor of Medicine, CU, 2002



Dr. Greg Myers
Anesthesiologist and
Assistant Medical Professor,
Denver Health
Inducted into the College
Football Hall of Fame, 2012
CSU, 1995
Doctor of Medicine, CU, 2006



Kevin Unger
President / CEO Northern
Colorado for UHealth
Sociology, CSU, 1992
Business and Health
Administration,
CU Denver, 2002
Doctor of Philosophy, CSU, 2013



Amy Parsons
Executive Vice Chancellor
of the CSU System
Political Science, CSU, 1995
Juris Doctor, CU, 1999



Dr. Kevin Fitzgerald
Celebrity veterinarian
Doctor of Comparative
Endocrinology, CU, 1978
Doctor of Veterinary Medicine,
CSU, 1983

Driving discovery and innovation that is key to Colorado's success

The Colorado Office of Economic Development cites 14 primary sectors that drive the state's economy and help it thrive. CSU and CU are key players in all those sectors, particularly the seven in STEM fields. Our researchers improve lives, advance knowledge, create companies, and fuel discovery and innovation. Our students are active participants alongside some of the top scientists and thinkers in the world, adding value to their education and preparing them for the highly skilled workforce that Colorado needs to be competitive. Here is a small sampling of the work our researchers are doing in each sector.



CREATIVE INDUSTRIES

CSU's Global Social & Sustainability Enterprise MBA is a top social enterprise program in the country. The degree charges students with channeling their entrepreneurial skills to solve the most complex global challenges, and 100% of students create a business during the program.



"I did it." It was a mumbled statement the National Center for Media Forensics team at CU Denver pulled from the muffled recording of a murder suspect. The center is the only college program in the U.S. that educates graduate students in analyzing and interpreting audio, video and image evidence obtained during investigations.



DEFENSE/HOMELAND SECURITY

CSU's BioMARC vaccine manufacturing facility aids in the development of vaccines for Ebola, Marburg, and equine encephalitis. BioMARC, housed at the university's Infectious Disease Research Center, produces biopharmaceutical products and maintains support from the U.S. Department of Defense.

CU Colorado Springs houses the National Cybersecurity Center, which focuses on research and workforce education and training; cybersecurity rapid response; and training for private sector executives and public officials. The campus offers a full set of degrees and certificates in the field.



ELECTRONICS

The Smart Village Minigrid project at CSU partners with the Rwandan government to deploy small electrical grids in rural areas of the country, where there is no access to a national grid. Scientists design and field-test modular, clean energy minigrids to develop an integrated, micro-utility approach for catalyzing rural economic development.

Faculty at CU Colorado Springs are driving transportation innovation by studying the management and control of high-capacity battery systems such as those powering hybrid and electric vehicles. The university's High-Capacity Battery Research and Test Laboratory houses equipment to test cells, modules and battery packs.



ENERGY/NATURAL RESOURCES

CSU's Energy Institute provides leading expertise in the study of methane emissions from natural gas. Working with industry partners, scientists have led the discovery of new methods for finding and reducing methane leaks at every stage of natural gas production.

Scientists from CU Boulder are part of the world's largest wind mapping project in Portugal, which will allow a better understanding of global wind behavior. The project will improve wind energy electricity generation and provide insight into air pollution, weather forecasting, wildfire forecasting and transportation issues.



FINANCIAL SERVICES

Researchers at CSU are working to better understand the role of entrepreneurship, gender, and finance in Colorado and national economies. The Regional Economic Development Institute (REDI) leads research on the importance of entrepreneurs to local job creation, as well as how unique difficulties and opportunities of women entrepreneurs relate to local economic outcomes.

CU Boulder's Leeds School of Business features the Center for Research on Consumer Financial Decision Making. Faculty research and collaboration with industry and government lead to innovations in public policy, business and consumer education. Their exploration of judgment, psychology, consumer research, behavioral finance and behavioral economics improves understanding consumer decision making.



FOOD/AGRICULTURE

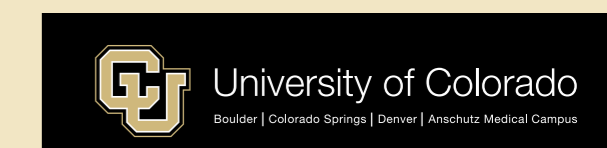
CSU's Fermentation Science and Technology program is creating the next leaders in the microbrewery industry. Students learn the science and art of fermenting foods and beverages, as well as development of practical research and outreach initiatives to answer questions facing the growing fermentation-related industries in Colorado, the United States, and the world.

At her 13-acre urban farm, CU Denver faculty member Amanda Weaver and her students partnered with the city of Wheat Ridge to study invasive weed grazing, and restoring public urban soils and landscapes using rotational goat grazing.



HEALTH/WELLNESS

The Flint Animal Cancer Center at CSU is the preeminent cancer center for animals, offering the latest in diagnostics and treatment. CSU's team has been a leader in comparative oncology for more than three decades, and its integrative approach brings together human and animal doctors to cure cancer.



Researchers at the Rocky Mountain Alzheimer's Disease Center at the CU Anschutz Medical Campus are making progress in the fight against a disease that afflicts more than five million Americans. They are exploring links between Alzheimer's and conditions such as Down Syndrome and rheumatoid arthritis. CU doctors have seen promising results in clinical trials for the drug Leukine, including improvements in thinking, memory and the ability to perform everyday tasks.



INFRASTRUCTURE ENGINEERING

The CSU Center for Risk-Based Community Resilience Planning identifies and quantifies what makes strong, healthy, hazard-resistant communities. Under a \$20-million National Institutes of Standards and Technology agreement, the center unifies the efforts of infrastructure engineers, urban planners, social scientists, and economists.

CU Denver's College of Engineering and Applied Science and the School of Public Affairs collaborate on The Center for Sustainable Infrastructure Systems, where engineers and professionals from public policy, public affairs, public health and business development work toward solutions that consider an infrastructure's performance and its impact on people, prosperity and the planet.



TECHNOLOGY/INFORMATION

CSU's Center for Configuration Analytics and Automation works to protect large, networked computer systems from cyberattacks. The center solves cybersecurity challenges, and protects information technology environments, the Internet of Things, cloud and data centers, and critical infrastructure.

Franck Vernerey, assistant professor of civil environmental and architectural engineering at CU Boulder, is modeling robots that emulate maggots' squirming movement to prompt them to creep through tubes. Soon, these tiny 'bots may be small and mobile options that travel through the body to deliver pharmaceuticals where they're needed.



TRANSPORTATION/LOGISTICS

CSU is a partner in the Northern Colorado Sustainable Systems Analysis Network to provide Colorado municipalities with systems analysis to enhance strategies in climate mitigation, waste reduction, and water conservation. Such efforts help governments evaluate sustainability initiatives.

Kevin Krizek, professor of environmental design at CU Boulder, found that automated vehicles can greatly increase street capacity. An average freeway travel lane is typically 3.6 meters wide. However, with automated vehicles a standard lane might only have to be 2 meters, which could nearly double traffic capacity.



TOURISM/OUTDOOR RECREATION

Reproduction scientists at CSU developed a genetically pure herd of bison from Yellowstone National Park. The Laramie Foothills Bison Conservation Herd was released into the Soapstone Prairie Natural Area, north of Fort Collins, in 2015; thus, occupying the area for the first time in 150 years, and revitalizing the area's outdoor tourism.

The Business Research Division in the Leeds School of Business at CU Boulder puts its expertise to use in many industries, including tourism and recreation. Customized marketing and economic impact studies provide valuable insight. The division presents the Colorado Business Economic Outlook Forum each December in Denver.



ADVANCED MANUFACTURING

The National Science Foundation-supported Next-Generation Photovoltaics Center at CSU performs cutting-edge solar photovoltaic research and has achieved some of the highest efficiencies to date for cadmium-telluride solar cells, pushing the boundaries of solar cell technologies and minimizing associated costs.



The Advanced Medical Technologies Laboratory at CU Boulder creates breakthrough surgical tools and devices – including robotics. Once the novel implements are designed, the lab models how they'll interact with patients, optimizing the devices as they transform from idea into reality.



AEROSPACE

A CSU team is behind instrumentation aboard the National Oceanic and Atmospheric Administration's newest in-orbit weather satellite, GOES-16. The technology on the satellite provides high-resolution pictures of Earth's weather events, and is changing the speed, accuracy, and life-saving potential of weather forecasting.

CU Boulder is the lead on NASA's MAVEN mission, which is studying the upper atmosphere of Mars. The mission recently passed 1,000 days of orbiting the red planet, providing scientists with insight about solar wind, gas exchange in the upper atmosphere and changes to the Martian climate.

BIOSCIENCES

Researchers, scientists, and industry representatives at the CSU Infectious Disease Research Center investigate the biochemistry, molecular biology, and epidemiology of bacteria and viruses that cause human and animal diseases. CSU is a leader in research on West Nile virus, drug-resistant tuberculosis, yellow fever, dengue, hantavirus, plague, and tularemia, among others.

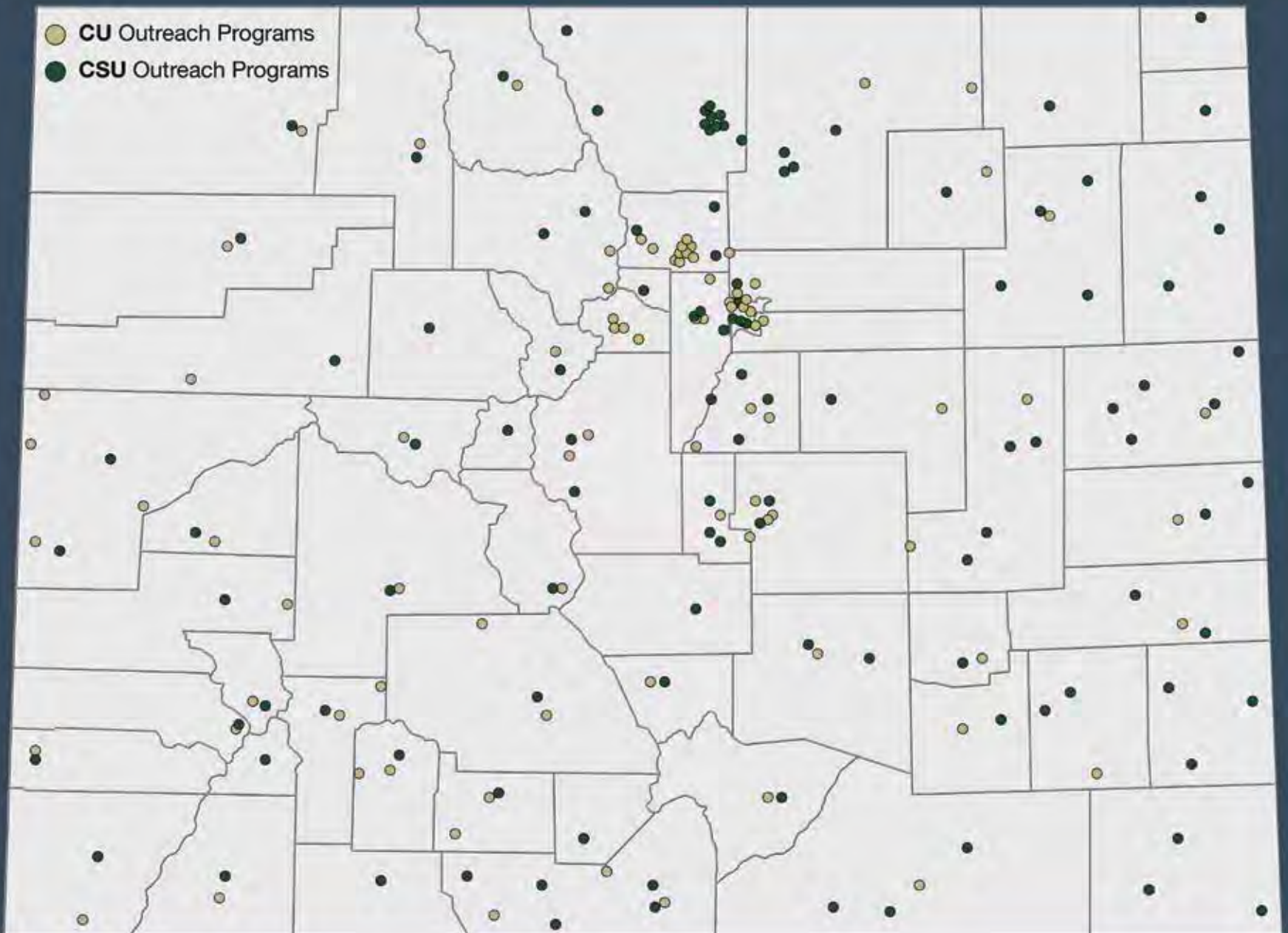
At CU's BioFrontiers Institute, researchers from all four CU campuses in the life sciences, physical sciences, computer science and engineering collaborate and also partner with industry to transform discoveries into new tools. Led by Nobel laureate Tom Cech, it aims to improve health in areas including regenerative biology, bioimaging and computational biology.



Serving communities across Colorado

From the Western Slope to the Eastern Plains, in communities large and small, CU and CSU go far beyond the borders of our campuses to serve Colorado. We share expertise, engage K-12 students and schools, work with civic and business leaders, and conduct research projects on issues that matter to communities. CSU Extension offices work in every

Colorado county to provide educational information and programs that safeguard health, increase livelihood, and enhance well-being. CU doctors provide health care services in some 400 clinics around the state. Both our universities are deeply committed to elevating life in Colorado and enhancing the quality of life in our great state. This map depicts communities where we are proud to partner, and the examples below provide a small sampling of the many ways we serve Colorado communities.



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

The CU Boulder School of Law hosts the Public Constitutional Literacy Initiative aimed at teaching high school students around the state various aspects of the Constitution and its applications to everyday life. CU law students, joined by faculty, alumni and local attorneys, travel to high schools across Colorado to deliver interactive lessons on the Constitution. Another strand of the initiative allows high school students to participate in a moot court, where they present arguments to a volunteer panel of judges and attorneys.

The CU Cancer Center's Community Engagement Program extends cancer care and other specialty treatments into rural communities around the state. CU doctors with specialties ranging from oncology to neurosurgery to cardiology travel to rural hospitals to bring specialty care and access to clinical trials to patients who wouldn't otherwise have that opportunity. Many of the partner medical centers cannot afford to employ specialists, so CU brings the specialists to them.



COLORADO STATE UNIVERSITY

The Little Shop of Physics is a hands-on science program that takes more than 100 experiments on the road throughout Colorado to visit schools and provide teacher workshops. Staff and student expertise in developing lessons demonstrates that anyone of any age can understand science. In 2016, the student-run program worked with more than 300 teachers and 15,000 students, focused on outreach efforts within Native American reservations and underserved areas.

The award-winning CSU Department of Design and Merchandising hosts a 2-week-long workshop for middle school girls showcasing that an interest in fashion can be tapped to nurture skills in science, technology, engineering and math (STEM) disciplines. Fashion FUNdamentals, taught by CSU faculty and students, teaches courses in fiber science, historic textiles, computer-aided design, costing and pricing, store design, 3D foot scanning, and wearable technology.

PROGRAM REPORT

2016 - 2017



Colorado State University

TODOS SANTOS CENTER

BAJA CALIFORNIA SUR, MÉXICO



FALL 2017



THE COLORADO STATE UNIVERSITY TODOS SANTOS CENTER has been open for nearly two years now, serving the students and faculty of Colorado State, the Todos Santos community, and the greater Baja California Sur region. It is with great pride that we take this opportunity to reflect on the impact of the programs offered through our Todos Santos Center. Colorado State has strived to create global citizens by allowing our students to have a meaningful international experience in Baja California Sur, as well as to create bridges of cultural understanding by bringing educational and wellness opportunities to the people of Todos Santos, who have embraced our University's efforts in creating this center.

We are proud to report a 60 percent increase of Colorado State students participating in trips to Todos Santos, and 94 visits from Colorado State faculty and staff in conjunction with 52 educational programs and research trips to the center. More exceptional is the level of engagement we have experienced with the people of Todos Santos and the greater Baja California Sur region: More than 4,000 people from the local community have attended Colorado State workshops and events, and more than 1,000 animals have been helped through vaccinations and spay/neuter clinics staffed by Colorado State veterinary students.

These numbers demonstrate the academic and community efforts that have taken place through the Colorado State Todos Santos Center, but we know the impact is much greater. Todos Santos visitors have gained profound and lasting experiences, whether through studying wildlife in an ecosystem far from Colorado, participating in a Kids Do It All theatre production, or sharing innovative composting techniques while learning agricultural methods refined through generations of family farming. The beauty and environment of Todos Santos inspire unforgettable learning opportunities for all involved.

We are grateful to the community of Todos Santos for partnering with us, and we look forward to deepening our connection in the coming years through expanded programming and enhanced interactions among learners.

Sincerely,

Dr. Tony Frank

President, Colorado State University

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FY 17

JULY 1, 2016 - JUNE 30, 2017

4,166

PEOPLE FROM THE LOCAL
COMMUNITY ATTEND CSU
WORKSHOPS AND EVENTS

138

STUDENT
VISITS

52

PROGRAMS AND
RESEARCH VISITS

94

FACULTY AND
STAFF VISITS

1,127

ANIMALS HELPED
THROUGH VACCINATIONS,
SPAY/NEUTER, ETC.

50+

COMMUNITY
PARTNERS

2,300+

K-12 STUDENTS
ENGAGED

430

STUDENT
CREDIT HOURS

864

HOURS OF ENGLISH
INSTRUCTION

CSU AND CSURF ADVISORY MEMBERS, FACULTY, AND PROGRAM LEADERS

OUR TEAM

Dr. Denise Apodaca
 Dr. Larissa Bailey
 Donna Baily
 Dr. Chris Bareither
 Dr. Kevin Bestgen
 Julie Birdsall
 Dr. Daniel Bowan
 Kayla Brown
 McKenzie Campbell
 Dr. Will Clements
 Dr. Jim Cooney
 Dr. Paul Doherty
 Dr. Lisa Dysleski
 Dr. Melissa Edwards
 Dr. Addy Elliott
 Scott Farley
 Dr. Oscar Felix
 Sheila Ferguson
 Mark Gill
 Mariana Gonzalez Guzman
 Thom Hadley
 Kathleen Henry
 Dr. Kim Hoke
 Nancy Hurt
 Dr. Kate Huyvaert
 Jason Johnson
 Zach Johnson
 Aimee Jones
 Dr. Brian Jones
 Dr. Shane Kanatous
 Kim Kita
 Dr. Jen Krafchick
 Dr. Suellen Melzer
 Dr. C.W. Miller
 Tom Milligan
 Dr. Cody Minor
 Dr. Rick Miranda
 Teresa Egea Molines
 Dr. Tai Montgomery
 Tiana Nelson
 Gabriela Ocadiz
 Amy Parsons
 Dr. Graham Peers
 Aines Castro Prieto
 Dr. James Pritchett
 Dr. Andrea Purdy
 Ann Randall
 Amy Rex
 Dr. William Sanford
 Dr. Julie Savidge
 Dr. Daniel Sloan
 Dr. Bruno Sobral
 Dr. Danielle Straatmann
 Laura Thornes
 Anne Van Arsdall
 Seth Webb
 Dr. Dana Winkelman
 Dr. Grace Wright

THE CSU TODOS SANTOS CENTER is truly a collaborative effort, bridging cultures and inspiring the cultivation of generations of global citizens and thriving communities through collaboration, experience, and exchange of knowledge.

Thank you to our faculty partners, whose programs you will read about in the upcoming pages; to all of the students from the United States and Mexico who participate in courses and research; to the administrators and leaders; and to the growing network of Baja California Sur community partners.

The three legal entities of Colorado State University, Colorado State University Research Foundation, and Colorado State University Research Foundation Mexico Civil Association partner to deliver the programs at the CSU Todos Santos Center. Through the legal structure of the CSURF Mexico AC, CSU answers the call of the 21st-century land-grant university by leveraging high-impact practices in education and creating meaningful long-term opportunities and relationships across borders to address global challenges. The CSURF Mexico AC is a Mexican non-profit social assistance organization with an educational focus, hosts programs and research from CSU, functions as a hub for community engagement in Todos Santos, and features various local workshops and events for Baja California Sur residents. The CSU Todos Santos Center's growing success is attributed to the efforts, advising, guidance, and participation of the following:

The CSU Board of Governors, the CSURF Board of Directors, Joint CSU-CSURF Steering Committee, CSU Education Abroad, college deans, the Office of International Programs, and Baja California Sur partners and advisers.

The CSURF Mexico AC is proud to be recognized by Mexico's Secretary of Government as an exemplary employer.

THANK YOU TO OUR LOCAL PARTNERS

Activities at the CSU Todos Santos Center are made possible through partnership and participation from a growing network in Baja California Sur, including universities, government agencies, nonprofit organizations, public and private schools, citizen advisers, and others. Thank you to all program partners and participating members of the regional community:

Agricole
 Centro Cultural de Todos Santos
 Centro de Estudios Científicos y Tecnológicos (CECyT)
 Centro de Investigación Científica y de Educación Superior de Ensenada (CICESE)
 Centro de Investigaciones Biológicas del Noreste (CIBNOR)
 Centro de Salud Todos Santos
 Centro Interdisciplinario de Ciencias Marinas (CICIMAR)
 Centro Municipal de Atención Canino (CEMAC)
 Comisión Nacional del Agua (CONAGUA)
 Community Members of BCS
 Delegación Todos Santos
 Ejido El Pescadero
 Ejido Todos Santos
 Escuela Pacífica
 Gobierno de Baja California Sur
 Instituto Tecnológico de La Paz (ITLP)
 Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
 Internado
 Jazamango
 Jóvenes Líderes de Baja California Sur
 Livestock Association
 Los Cabos Humane Society
 Me Interesa Ayudar A Un Gatito (MIAU Gatito)
 Other K-12 Public Schools
 La Palapa Society
 El Pescadero School
 Ponguinguola
 Pueblo Mágico Committee
 Punto Verde
 Salas Family
 Hotel San Cristóbal
 Secretaría de Turismo del Estado de Baja California Sur
 Secretaría de Medio Ambiente y Recursos Naturales (SEMARNAT)
 Sierra School
 Sistema Nacional para el Desarrollo Integral de la Familia (DIF)
 Sistemas Naturales y Desarrollo (SINADES)
 Subdelegación del El Pescadero
 Todos Educando
 Todos Santos Eco Adventures (TOSEA)
 Todos Santos Fishermen Cooperativa
 Todos Santos Private Transportation
 Tres Santos
 Todos Santos Montessori Learning Center
 Universidad Autónoma de Baja California (UABC)
 Universidad Autónoma de Baja California Sur (UABCS)
 Universidad Autónoma de Yucatán (UADY)
 Universidad Mundial
 Universidad Pedagógica Nacional (UPN)
 University of Utah



FIELD MARINE BIOLOGY

Field Marine Biology exposed CSU students to the incredible diversity of marine life found around Todos Santos and the Peninsula of Baja California Sur. Seven CSU students spent 2.5 weeks exploring a range of organisms in the ocean, from plankton to sea lions. Students also had the opportunity to learn from Todos Santos fishermen and interact with and host workshops for local students.



FISH, WILDLIFE & CONSERVATION BIOLOGY WINTER BREAK PROGRAM

The annual two-week Fish, Wildlife, and Conservation Biology program included excursions and experiential learning opportunities in Todos Santos and La Paz, and along the beaches and deserts of the region. Twenty-two students and three faculty members visited the diverse ecosystems of the Pacific Ocean, Sea of Cortez, estuaries, deserts, and mountains to learn about the natural history of fish and wildlife species, understand wildlife management and conservation history, and identify common and contrasting wildlife management practices.



FISH, WILDLIFE & CONSERVATION BIOLOGY BIOBLITZ

Colorado State University students in the Fish, Wildlife, and Conservation Biology semester education abroad program at the CSU Todos Santos Center hosted the program's first BioBlitz for students within the local community. The BioBlitz – a race to identify as many species of plants, animals, and other organisms as possible in a short time period – allowed an interactive educational opportunity for the more than 500 local student participants, ranging from elementary to high school. Fifteen CSU students crafted experiential learning activities and hosted the event with students from PACE, a science education outreach program at CIBNOR, one of CSU's educational partners in Mexico.



FISH, WILDLIFE & CONSERVATION BIOLOGY SEMESTER PROGRAM

Sixteen fish, wildlife, and conservation biology students lived and learned together at CSU's Todos Santos Center over the course of the spring semester. Classroom-based lectures focused on the theory and approaches used to study fish and wildlife populations and the marine and desert ecosystems they inhabit in and around Todos Santos, Baja California Sur, Mexico. Field excursions, hands-on learning in the field, and students' own research projects provided high-impact learning opportunities that promoted integration of principles in conservation biology and fish and wildlife ecology across the curriculum, ultimately leading to better mastery of learning objectives.



COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES STUDENT EXTERNSHIP PROGRAM

The Veterinary Student Externship Program engages fourth-year CSU veterinary students in two-week educational and cultural exchange opportunities in Baja California Sur. Throughout the year, eight teams of CSU students provided surgical and medical support to local shelters, participated in spay/neuter campaigns, and observed clinical cases at the UABCS Veterinary Teaching Hospital. The teams participated in nine community spay/neuter campaigns, providing more than 700 free surgeries to the public. In addition, CSU supports and organizes a biannual and collaborative spay/neuter campaign with veterinarians and veterinary students from Todos Santos, La Paz, and the United States. Two veterinary students from UABCS also spent two months learning at the CSU James L. Voss Veterinary Teaching Hospital in Fort Collins.

COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES RESEARCH PROGRAMS

The College of Veterinary Medicine and Biomedical Sciences conducts two animal-based research projects in Todos Santos. One is a multiyear research study in collaboration with public health officials and veterinarians to determine the prevalence of tick-borne disease among pets in the region. The 2016 research provided a case study in understanding and interrupting cycles of zoonotic diseases, which infect people and animals. In a second study during the Spring 2017 semester, seven CSU teams of veterinary students visited local ranch families and carried out a survey to understand the needs and challenges of subsistence ranching in the region. At the end of the semester, CSU hosted an International Conference of Health and Nutrition of Livestock, for local ranchers, with speakers from CSU, UABCS, and UADY.

COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES OUTREACH PROGRAMS

The Veterinary Student Externship Program introduced two outreach programs focusing on information exchange with the community. The first project was an after-school education program for youth interested in animal care and well-being. Twenty high school students attended weekly lectures from professionals, learning about the many ways one can work with animals, from dogs and cats, to cattle, sea lions, and seabirds. At the completion of the semester, several student groups presented animal conservation projects to their families and the public. The veterinary team also participated in the creation of a support and educational network for animal rescue organizations within Baja California Sur. These biweekly lectures shared information on best practices for health and care of dogs and cats in rescue and adoption settings.



ANATOMY AND PHYSIOLOGY

The CSU Anatomy and Physiology program took eight students to teach basic anatomical and physiological concepts to K-6 students in Todos Santos and El Pescadero. More than 880 local students and community members engaged in workshops about circulatory, respiratory, vestibular, visual, musculoskeletal, gastrointestinal, hormonal, and nervous systems. The CSU team partnered with faculty and undergraduate students from Universidad Pedagogica Nacional in La Paz.



LOCAL ENGLISH CLASSES

In response to a need identified in the 2015 Community Needs Assessment, and with support from donor funding, CSU began offering English classes to residents in the summer of 2016. The CSU Todos Santos Center English courses were held both at the CSU Todos Santos Center (for adult learners), and also in the nearby city of El Pescadero for students of all ages. More than 95 people from the Baja California Sur region enrolled in the first cohort of classes, and the program has continued to a second year.



ONE HEALTH IN THE AMERICAS WORKSHOP

In November 2016, researchers traveled from around the United States and the countries of the Americas to Todos Santos to share best practices and discuss the formation of a One Health in the Americas Network. The conference brought together key researchers from CSU, La Paz, and around the Americas to begin to foster research connections and ideations. This led to publication of an article titled "International Partnerships Contribute to a One Healthier Community in Baja California Sur, Mexico" in the *International Journal of Health, Wellness, and Society*. The co-authors will be guest presenters at the second annual One Health in the Americas workshop in Cuba.



SUMMER RESEARCH COURSE

CSU students and faculty from the Department of Clinical Sciences collaborated with the Centro de Investigaciones Biológicas del Noroeste S.C. in La Paz. The CSU research team was designing inhibitors against several enzymes for the clinical management of: colorectal, hepatocellular, and breast carcinomas; B-cell leukemias; and Zika virus. In addition to scientific data experiments, team members worked on their Spanish language skills, embraced the cultural immersion offered by an extended stay at the Todos Santos Center, and presented a final report in Spanish to CIBNOR. This course was funded by a National Science Foundation grant.



COMPUTATIONAL BIOLOGY AND GENOMICS

The CSU Department of Biology conducted a second one-week workshop on computational biology and genomics. A dozen participants came to the CSU Todos Santos Center from local research institutions for the workshop, which focused on training in the core computational tools necessary for analyzing genomic data in the modern biological sciences.



SUSTAINABLE AGRICULTURE

In sustainable agriculture, cultural and service opportunities with the local community and youth allowed students to gain experience in a cross-cultural setting. Seven CSU students and 20 faculty from CSU partner institution Universidad Autónoma de Baja California Sur, worked together to tackle the next steps in developing a demonstration and education farm at the CSU Todos Santos Farm, while incorporating technical knowledge gained through ever-expanding local, regional, national, and international resources. A CSU graduate student also hosted a food preservation workshop for the local community, where attendees learned about food safety facts related to canning, pickling, and quick pickling.





LITTLE SHOP OF PHYSICS

In January, the Little Shop of Physics, a program of the College of Natural Sciences, traveled to the Colorado State University Todos Santos Center to spread enthusiasm for science. The group landed in Mexico with seven people – and eight trunks that held more than 60 hands-on science experiments developed in their campus lab. In just four days, the group worked with more than 1,000 students from a dozen schools in Todos Santos and the nearby town of Pescadero as well as members of the local community at two public events.



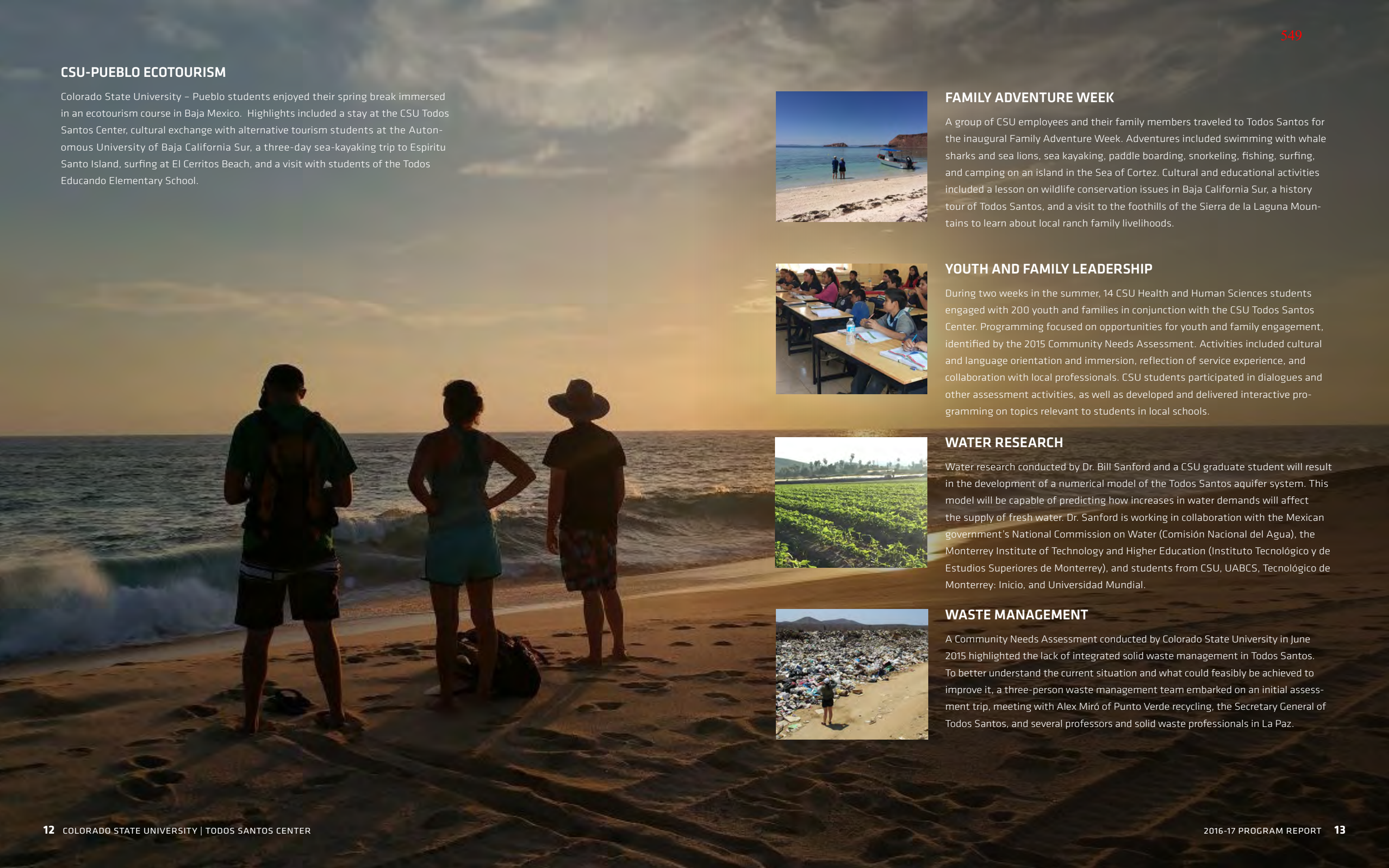
KIDS DO IT ALL

Since 2014, CSU's School of Music, Theatre, and Dance has hosted a Kids Do It All theatre camp in Todos Santos for children from Colorado and from the local community. The annual CSU student-led effort in Todos Santos is an adaptation of a long-standing and popular music-theatre program, and the Todos Santos version of the program creates a bilingual and bicultural experience for kids ages 7-12. More than 50 children participate in the camp, and the students conclude the week by performing a play for the community.



CSU-PUEBLO ECOTOURISM

Colorado State University – Pueblo students enjoyed their spring break immersed in an ecotourism course in Baja Mexico. Highlights included a stay at the CSU Todos Santos Center, cultural exchange with alternative tourism students at the Autonomous University of Baja California Sur, a three-day sea-kayaking trip to Espiritu Santo Island, surfing at El Cerritos Beach, and a visit with students of the Todos Educando Elementary School.



FAMILY ADVENTURE WEEK

A group of CSU employees and their family members traveled to Todos Santos for the inaugural Family Adventure Week. Adventures included swimming with whale sharks and sea lions, sea kayaking, paddle boarding, snorkeling, fishing, surfing, and camping on an island in the Sea of Cortez. Cultural and educational activities included a lesson on wildlife conservation issues in Baja California Sur, a history tour of Todos Santos, and a visit to the foothills of the Sierra de la Laguna Mountains to learn about local ranch family livelihoods.



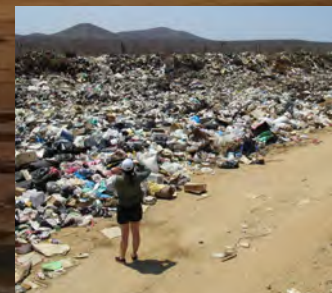
YOUTH AND FAMILY LEADERSHIP

During two weeks in the summer, 14 CSU Health and Human Sciences students engaged with 200 youth and families in conjunction with the CSU Todos Santos Center. Programming focused on opportunities for youth and family engagement, identified by the 2015 Community Needs Assessment. Activities included cultural and language orientation and immersion, reflection of service experience, and collaboration with local professionals. CSU students participated in dialogues and other assessment activities, as well as developed and delivered interactive programming on topics relevant to students in local schools.



WATER RESEARCH

Water research conducted by Dr. Bill Sanford and a CSU graduate student will result in the development of a numerical model of the Todos Santos aquifer system. This model will be capable of predicting how increases in water demands will affect the supply of fresh water. Dr. Sanford is working in collaboration with the Mexican government’s National Commission on Water (Comisión Nacional del Agua), the Monterrey Institute of Technology and Higher Education (Instituto Tecnológico y de Estudios Superiores de Monterrey), and students from CSU, UABCS, Tecnológico de Monterrey: Inicio, and Universidad Mundial.



WASTE MANAGEMENT

A Community Needs Assessment conducted by Colorado State University in June 2015 highlighted the lack of integrated solid waste management in Todos Santos. To better understand the current situation and what could feasibly be achieved to improve it, a three-person waste management team embarked on an initial assessment trip, meeting with Alex Miró of Punto Verde recycling, the Secretary General of Todos Santos, and several professors and solid waste professionals in La Paz.

THE COLORADO STATE UNIVERSITY TODOS SANTOS CENTER

is proud to work with the Baja California Sur community and serve as an extension for University education and outreach. The center will continue to bring new programming, including Interior Design, Service Learning, Oceanography, and a Student Leadership Exchange. CSU will also continue to expand opportunities with CSU Pueblo, other universities, and educationally focused user groups. For the latest information on programs and events at the CSU Todos Santos Center, please visit todossantos.colostate.edu.

.....

VISION: To cultivate generations of global citizens and thriving communities through collaboration, experience, and exchange of knowledge.

VISIÓN: cultivar generaciones de ciudadanos globales y comunidades prósperas a través de la colaboración, las experiencias, y el intercambio de conocimientos.

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For more information, visit: todossantos.colostate.edu.



Amy Parsons, Executive Vice Chancellor, CSU System | amy.parsons@colostate.edu

Kim Kita, Director of Special Projects and Partnerships | kim.kita@colostate.edu

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More than 4,000 members of the Baja California Sur community have attended workshops or classes at the Colorado State University Todos Santos Center, according to the Center's 2016-2017 Program Report released this week.

The report outlines more than 50 community partners engaged with the university's international hub, and showcases more than a dozen for-credit courses at the Center for CSU students.

"These numbers demonstrate the academic and community efforts that have taken place through the Colorado State Todos Santos Center, but we know the impact is much greater," said Tony Frank, CSU president.

[Read more](#), or view the full Program Report [here](#).



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According to the Meaningful Theory of Learning, there is a relation between previous and new knowledge. This relationship can be described as a process influenced by various factors, elements, and circumstances; from the environment created by the teacher to the experiences lived by the students.

In this sense, Colorado State University, through the Department of Biomedical Sciences, provided the town communities of Todos Santos and Pescadero in Baja California Sur, Mexico, an



educational space of great value during the development of the Science Expo on Anatomy and Physiology, held in May.

The Director of the CSU Todos Santos Center, Dr. Aines Castro Prieto, and McKenzie Campbell - responsible for outreach - extended an invitation to Dr. Hedgart Ojeda Famaña, director of the National Pedagogical University Unit 03A (UPN03A), to participate in that event, and the "first academic meeting between students from CSU and UPN03A" was organized.

Students of Biomedical Sciences of CSU and Educational Psychology and Pedagogy of UPN03A, lived together for three days carrying out activities of scientific dissemination with a pedagogical approach, through the design and development of play strategies and didactic material, previously planned, organized, and translated by the students themselves.

Unlike other similar events, this occasion was distinguished by the collaborative work among CSU-UPN03A university students, who utilized this space of academic exchange as way to experience pedagogical theory in practice in addition to linking it with disciplinary knowledge of Biomedical Sciences.

Undoubtedly, leaving aside the language differences, based initially on didactic interests, an academic, cultural, and human relationship has been established between the students of CSU and UPN03A.

-Patricia Verdugo Flores, Outreach Coordinator UPN03A

CSU is proud to welcome Paty Verdugo Flores and UPN as new collaborators, engaging with the CSU and Todos Santos communities. [Read more about UPN03A here.](#)

Latest Stories



Join our efforts

CSU needs your support to expand international educational experiences for students, enhance the CSU Todos Santos Center facilities, and develop innovative research.

[Click here to learn more.](#)

[Computational Biology workshop brings researchers together](#)



[Spanish- and English-speaking students connect through science in Todos Santos](#)



[CSU students focus on international community engagement](#)



[CSU offers English language courses in Baja California Sur, at community request](#)

In Profile



Seth Webb

Assistant Director, CSU Mountain Campus, and leader of Family Adventure Week at the CSU Todos Santos Center

"The authenticity, friendliness, and willingness of the community to engage in cultural exchange really struck me on all of my trips ... [as well as the] amazing access to the natural splendors and abundant adventure activities of Baja California Sur.

From my first visit to my most recent, I have been really impressed with all of the Center staff's focus on serving the Todos Santos community in a genuine way, and their efforts to provide student, faculty and staff opportunities to engage in learning and research in the area."



[Read more about Webb's experience at the CSU Todos Santos Center.](#)

[Team conducts initial assessment of solid waste management in Todos Santos](#)

[Click here for events at the Todos Santos Center](#)



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THE CONVERSATION US

2016 Stakeholder Report

FROM THE EDITOR

2016 was a tumultuous and unpredictable year, not least in the world of journalism where facts and expertise found themselves under siege from “fake news” and elected officials.

Here at The Conversation, however, we continued to attract readers by holding true to our mission to provide context and insight about stories that matter by working with academics to translate their ideas and research to the general public.

Where else could you find pieces on the rise of white identity politics and why American elections are ranked worst among Western democracies alongside a first hand account of an OB-GYN treating Zika, an insider’s description of how scientists detected gravitational waves and the story of how public bathrooms got separated by gender in the first place?

The past year we brought you coverage of the most extraordinary U.S. election campaign in recent memory. But, as you will see from the individual desk editors’ reports on the following pages, The Conversation was also able to highlight scholarship that provides critical and sometimes surprising context to the headline issues of undocumented immigration and Flint, Michigan’s water crisis; that proposes solutions to the everyday problems worrying Americans such as bullying in schools and antibiotic resistance; and that challenges accepted thinking about labor unions and crocodiles.

The end of 2016 and beginning of 2017 saw an exciting expansion of our coverage with the establishment of three new editor positions covering data & applied mathematics; ethics & religion; and philanthropy & nonprofits.

Since our launch in October 2014, The Conversation US has published over 4,000 articles from over 3,400 scholars from over 525 academic institutions. We are immensely grateful to our contributors. It is a privilege for our editorial team to work with them as, indeed, it is for me to work with such a dedicated and professional group of editors.

Thanks, too, to our readers who, I am proud to say, come from every corner of the United States. We are proud of our impact in the U.S. media and we're proud to be part of a growing international network with Conversation editions in Australia, the UK, Africa and France.

As we enter a time of political and social turbulence at home and abroad, independent evidence-based journalism could not be more important. The path ahead for The Conversation is clear. We look forward to you keeping us company as we continue to promote truthful information and strengthen journalism by unlocking the rich diversity of academic ideas and research to audiences across America.



Maria Balinska

Editor and Co-CEO The Conversation US

OUR CHARTER

- *Inform public debate with knowledge-based journalism that is responsible, ethical and supported by evidence.*
- *Unlock the knowledge of researchers and academics to provide the public with clarity and insight into society's biggest problems.*
- *Create an open site for people around the world to share best practices and collaborate on developing smart, sustainable solutions.*
- *Provide a fact-based and editorially independent forum, free of commercial or political bias.*
- *Support and foster academic freedom to conduct research, teach, write and publish.*
- *Ensure the site's integrity by only obtaining non- partisan sponsorship from education, government and private partners. Any advertising will be relevant and non-obtrusive.*

- *Protect editorial freedom in all commercial agreements.*
- *Ensure quality, diverse and intelligible content reaches the widest possible audience by employing experienced editors to curate the site.*
- *Set the standard in journalism best practice. Be open, transparent and accountable. Where errors occur correct them expeditiously.*

FROM THE EXECUTIVE DIRECTOR

The Conversation US has come a long way since its launch in October 2014. We were fortunate at the beginning to have six major foundations willing to fund an idea that was already thriving in Australia and the UK. Now, just two and a half years on, we have increased our funding significantly – thanks to delivering to the wider public trusted, evidence-based journalism that is authored by academics working with our experienced editors. It is the editorial product that drives The Conversation’s success.

We are said to live in a post-truth time where a viable business model for quality news looks lost forever, social media dominates how people get information and misinformation and spin are getting hard to identify.

The Conversation is proving what is possible.

The Bill and Melinda Gates Foundation, the Howard Hughes Medical Institute, the Robert Wood Johnson Foundation, the Alfred P. Sloan Foundation, the Gordon and Betty Moore Foundation and the William and Flora Hewlett Foundation were our partners for launch. In a significant vote of confidence in our mission and our success to date, both HHMI and Robert Wood Johnson decided at the end of 2016 to renew funding for TCUS.

Since 2015 we have also attracted support from a number of other leading foundations including the Carnegie Corporation of NY, the Knight Foundation, the Rita Allen Foundation, the Henry Luce Foundation, the Simons Foundation and the Lilly Endowment. We are proud to have added the Ford Foundation to that list in early 2017.

In January of 2016 we launched the university membership model, which is the backbone of our sister editions in Australia and the UK. We were fortunate to have 19 highly regarded research universities sign up as founding members. Since then, we have added 17 more universities and colleges to bring the total to 36.

Also in 2016 after a 90-day audit of our content, the Associated Press entered into a formal partnership with The Conversation US. This is a significant development. TCUS content now lives on AP Mobile and AP News. Our stories are among those being tweeted out monthly to the 9.3 million Twitter followers of the AP. They are being published regularly by AP clients across the country – in regional and local markets from Indiana to Texas.

In April 2017, the AP hosted the AP University and Foundation Summit in partnership with The Conversation. Ten of our university supporters along with six of our foundation supporters and many media representatives attended alongside the executive team of The Conversation and senior leadership at the AP. The main item on the agenda: how to make sure academics and researchers are sharing their knowledge about issues that are important to everyday people.

Thanks to our fundraising success, we have been able to hire a Director of University Relations to grow our university membership. We have also added a Director of Foundation Relations.

We have many opportunities that lie ahead as we move beyond our startup phase. Access to trusted, evidence-based analysis and news has never been harder to get and never been more crucial to inform a functioning democracy.

We have added a donation button to the site and are grateful for the individual contributions that are coming in regularly. I look forward to authoring this report one year from now with the expectations of significantly more growth and success.

In the meantime, I want to thank all of our supporting university and foundation funders. Without your backing, we would not be here!



Bruce Wilson

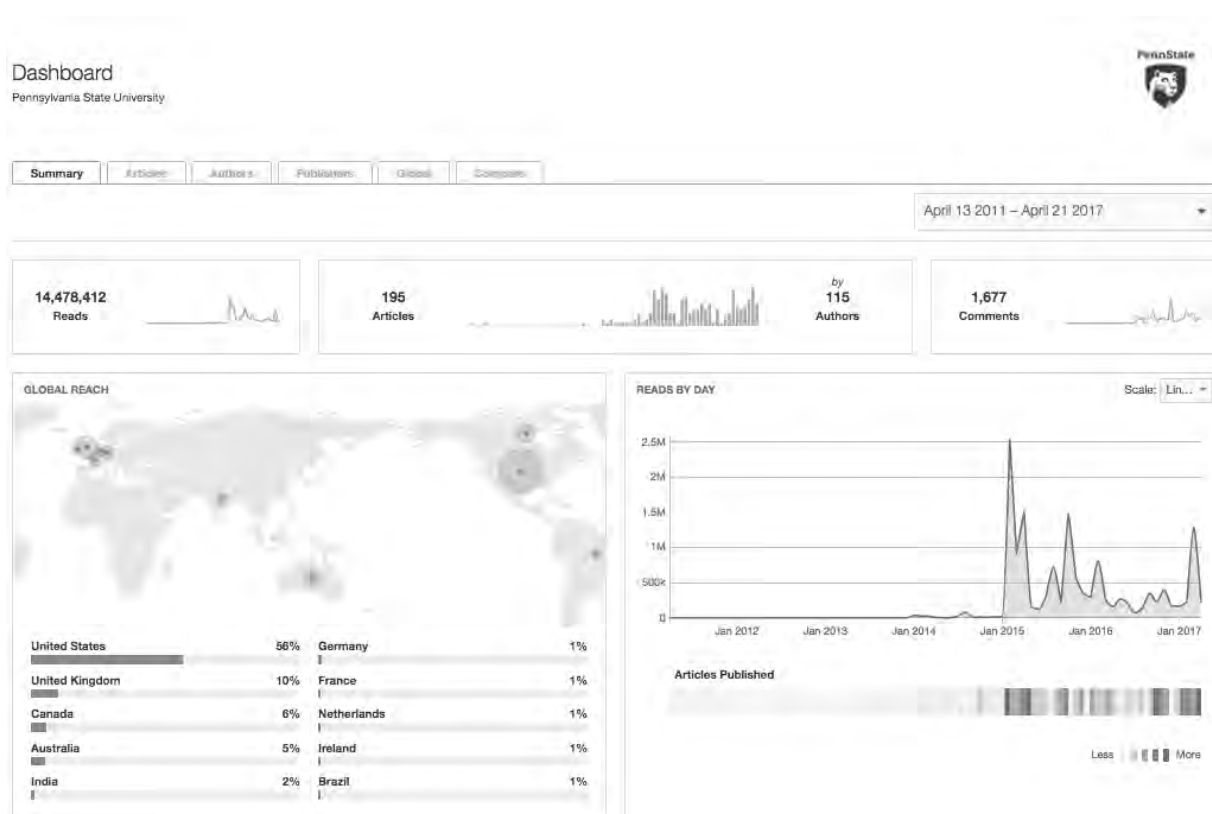
Executive Director & Co-CEO

MEMBERSHIP

The Conversation US is funded through a combination of foundation grants and annual university membership dues. While a researcher at any university can write for The Conversation, member universities receive special benefits that include:

- A graphical dashboard with metrics that report on all their faculty's articles through republication statistics, social media engagement and comments.
- Campus visits from The Conversation staff to provide training for faculty on how to pitch ideas based upon their research and how to write for the general public.
- Forward planning advice and alerts of future story themes.
- "Expert requests" for articles on specific topics that are sent out daily by our editors.
- Input to our advisory board on policy and procedural matters.

Today 36 academic member institutions formally support our mission of providing research-based analysis written by academics to the general public. Our team has traveled across the country visiting member schools to learn about their cutting-edge scholarship, to work with faculty to hone pitches, and to collaborate with university media relations teams on expanding the impact of academic research.



AUDIENCE

As of the date of this publication, the monthly audience of The Conversation US website has grown to over 1 million users. Monthly reads of our content through Creative Commons on other media and republishers exceeds 7 million.

According to our 2016 reader survey, The Conversation US reaches a diverse audience – less than 33% of our readers are academics, and 50% work full time. Our readers are equally split by gender. 64% of our readers completed college and 47% hold an advanced degree. We have readers in over 92 countries, but our largest audience (69%) is from the U.S.



Sometimes popular academic writings don't seem to jive with the times. The Conversation does."



I like the idea of news items being written by a person who has some background knowledge of the topic."



It's refreshing to read articles that do not fall back on sarcasm, idioms, irreverence, or other current digital writing tropes to engage the reader."

TOP 5 COUNTRIES BY READERSHIP

1. United States

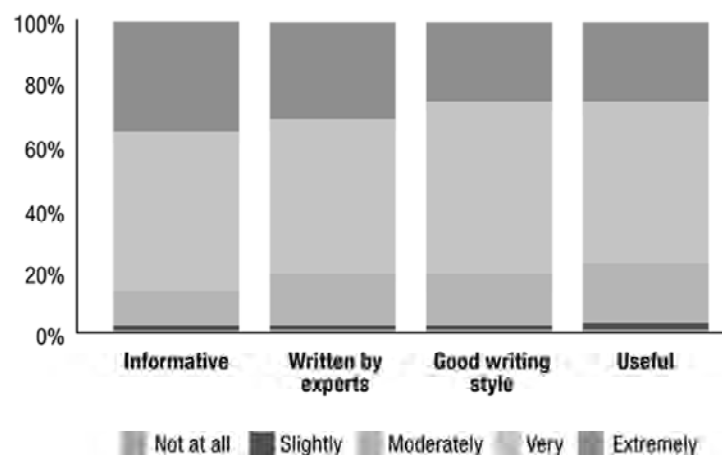
2. Australia

3. Canada

4. France

5. United Kingdom

READERS EVALUATION*



**Results compiled from over 3,200 responses to our survey conducted January, 2016.*

OUR READERS



51% Male / 49% Female



73% Under 64



**67% have an
undergrad degree**



**47% have an
advanced degree**



50% work full-time



8% are students

MONTHLY AUDIENCE AS OF 5/17

**1.02 million users
on site**

**7 million reach
through republication**

MEDIA AND REPUBLICATION

Republication is at the core of The Conversation's model: we distribute content to an enormously wide range of publishers under our Creative Commons license. In 2016, nearly 85% of the reading of our content was done on others' websites, greatly expanding diversity.

In 2016, our republication network grew substantially. Publishers who began using our content included Smithsonian Magazine, PBS Newshour, PRI's The World, Marketwatch, Tegna (the group of 46 local websites formerly known as Gannett Broadcasting), and Lee Enterprise (a chain of 44 local newspapers). Online-only outlets such as The Inertia (an extreme sports site), Inverse (a pop culture/science site), The Daily Beast (news and commentary site) and DeSmogBlog (a climate change site) also came on board.

Internationally, our stories were translated and published by outlets including Nexo (Brazil), El Pais (Spain), Digi24 (Romania), Novoye Vremya (Ukraine), and Newsphere (Japan).

Newspapers including the Bangor Daily News, Arizona Republic, Houston Chronicle, and Louisville Courier-Journal put our content in print as well as online.



Successes for Republishers:

American Medical Association warns of health and safety problems from 'white' LED streetlights -

CNN.com

Normalizing fascists -

SmithsonianMag.com *Pleasure is good: How*

French children acquire a taste for life - **Houston**

Chronicle

Five things that explain Donald Trump's stunning presidential election victory - **PBS Newshour**

As Republicans ready to dismantle ACA, insurers likely to bolt - *Business Insider & Marketwatch*

Roots of opioid epidemic can be traced back to

two key changes in pain management - **Mineral**

Wells (TX) Index

“

Republishing articles from The Conversation is simple and fast. Their stories fill in gaps in our coverage and present fresh and smart angles to our readers.”

Dave Beard

(Former) Executive Editor, PRI.org

“

Stories from The Conversation have been a great complement to our original reporting at CNN Health, providing unusual angles on popular stories and sometimes answering questions readers didn't know they had."

Katherine Dillinger

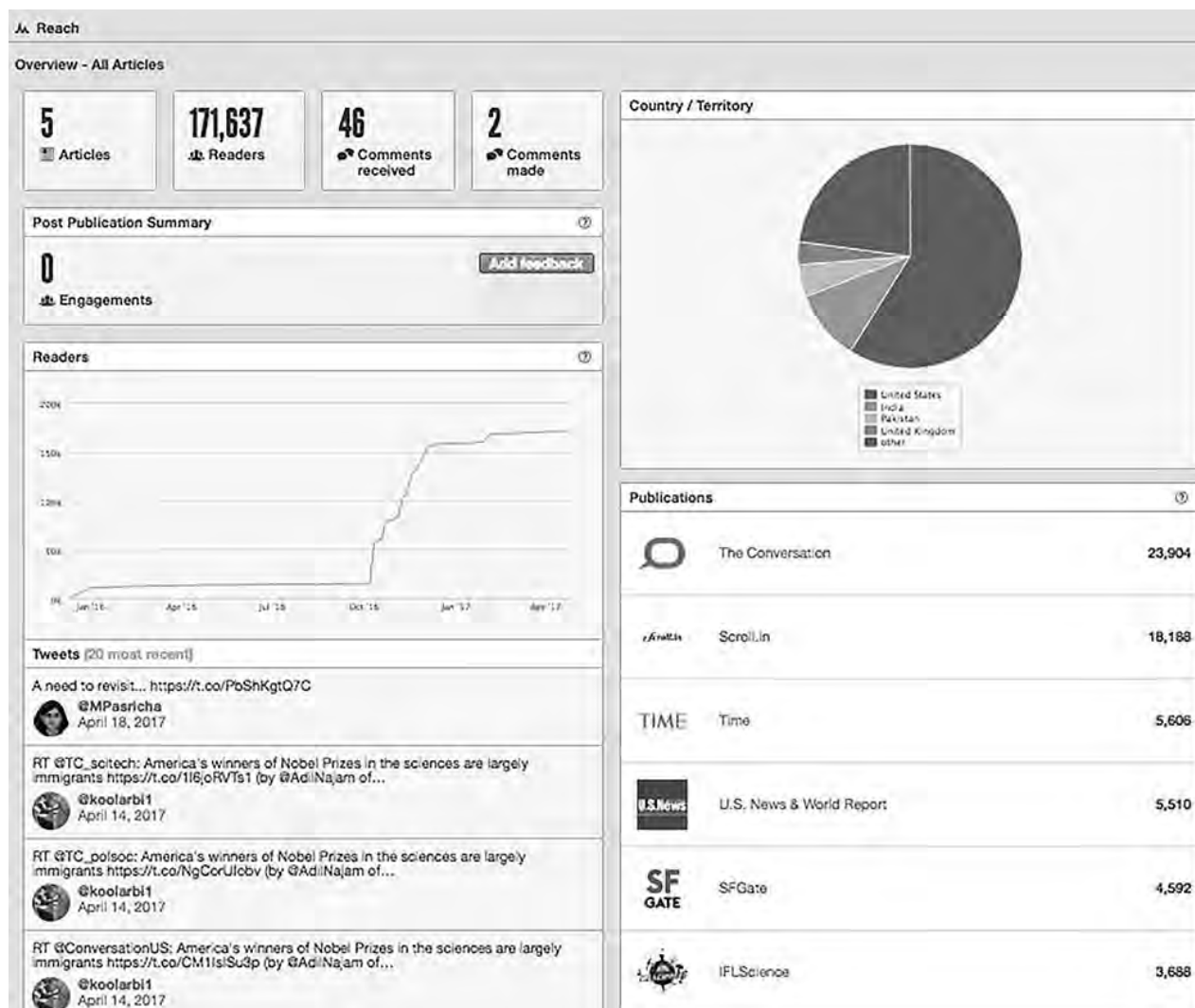
Producer, CNN Health

RESEARCH & ENGAGEMENT METRICS

We provide our authors and member institutions with a dashboard and metrics to track the engagement and impact after publication of each of the articles they have contributed to The Conversation.

These dashboards report on reach and readership, tracking the number of reads, location of readers, the names and numbers of republication sites, social media reach and more.

Individual authors are provided their own dashboard where they can track each of their articles and the effect of all of their articles. Member institutions can track the impact of each of their faculty authors and see the aggregate impact of the articles published through The Conversation.



ENGAGEMENT & IMPACT

“

I direct the Public Engagement Project at University of Massachusetts at Amherst where we teach our faculty the skills of engaging a broader public. That The Conversation provides educational services each year – teaching faculty how to pitch stories and write compelling opening paragraphs – is tremendous and lowers the threshold for faculty who want to write for the general public.

That's huge for a university to suddenly have so many more of their researchers read all over the world. For individual faculty it is also very gratifying to be able, in one article, to share their research with more people than they may have in their entire career.”



Amy Schalet

*Associate Professor of Sociology,
Director of the Public Engagement Project,
University of Massachusetts Amherst*



The best thing about The Conversation, in my own experience, is that they actually don't just publish what you write, they really work with you.

We academics might think that we write for a living, but we write in a particular way. To get your point across to the general public, you need to write in a different way, and also understand how the reader is going to be reading it.

And that is what The Conversation does. They hold your hand and, without being intrusive to the argument, they work with you to make your point clear and get it across to readers so they really understand what you are trying to say.”

**Adil Najam**

*Dean, Frederick S. Pardee School of
Global Studies, Boston University*



Famous journalists have referred to my Conversation pieces on TV, I've been interviewed widely because of my publications on the site, and I have an advance book contract with a university press for a book based on one of my articles for The Conversation.

My articles have been translated into several languages and have been read around the world, which means that my work has a much larger impact than it would have with just publishing in academic venues.”

**Jennifer Mercieca**

*Aggie Agora Director
Liberal Arts Administrative Fellow
Associate Professor, Department of Communication, Texas A&M University*

“

The Conversation is a unique outlet that brings together the best academic minds with outstanding editors with a simple goal: to quickly share critical content on a variety of relevant topics. Being able to pitch, edit, and interact with staff through their online submission process facilitated a smooth process of getting published. I had the opportunity to contribute to the inaugural issue and share my research with a wide audience. As a result, I made valuable connections with people all over the world.”



Daina Ramey Berry

Associate Professor of History and African and African Diaspora Studies and the Oliver H. Radkey Fellow in American History at University of Texas, Austin

“

It's really important to have outlets like The Conversation, and articles like this which we know are reliable and fact-based. As scientists and social scientists we need to tell the public what is going on. We are talking about a post-truth era, but truth is so robust and it needs to be defended.”



Stephanie Malin

*Assistant Professor of Sociology,
Colorado State University*



I was pleased to co-author an article for The Conversation about key factors in a transformative college education. I joined with Peter Felten, executive director of Elon University's Center for Engaged Learning, to reach nearly 26,000 readers, many of them students and parents who were preparing for the start of the academic year. In a time when some question the value of higher education, we appreciated the opportunity to provide a substantive, research-based piece that helps families understand what matters most in the college experience. Thanks to The Conversation for helping us reach beyond the walls of academia on a topic that is vital to the future of our society."

**Leo M. Lambert**

President, Elon University



Writing for The Conversation is one of the highlights of my academic career. The Conversation provides great visibility.

When I publish in The Conversation my arguments reach a wide audience in just days.

This time-scale is amazing compared to academic journals which take years.

The Conversation is also great since they are willing to publish both serious and lighter posts. Publishing these articles has boosted my engagement with students and colleagues. Even some of the fluffiest articles I have written, like *Are Blondes Actually Dumb*, are quite worthwhile since they have provided a starting point for serious discussions about discrimination.”



Jay L. Zagorsky

*Economist and Research Scientist,
The Ohio State University*



The Conversation has provided an excellent outlet for social scientists to translate their research for a wider audience. It is wonderful to have a platform that values academic scholarship, with editors that work closely with researchers to effectively highlight interesting and timely research findings for the general public.”



Cecilia H. Mo

*Assistant Professor of Political Science,
Vanderbilt University*

OUR CMS PLATFORM

The Conversation's Content Management System (CMS) provides authors and editors with a seamless platform for collaboration. Easy to use, the editing software ensures that the most up-to-date version of an article is accessible by anyone involved in the process from anywhere in the world.

Through the CMS we provide guidelines for authors not used to writing for the public. Our readability index makes it immediately obvious when clarity is needed, and our history bar ensures accountability of our edits.

Through it all, authors have control of the process. Authors approve final copy before it can be published. Many academics say that using our unique CMS is one of the best things about writing for The Conversation.

History **Edit** Preview Mobile
Approvals Finish

Headline

Water, weather, new worlds: Cassini mission revealed Saturn's secrets

H B I **Saved** 1,085 words Readabil

[Cassini](https://saturn.jpl.nasa.gov) is the most sophisticated space probe ever built. Launched in 1997 as a joint NASA/European Space Agency mission, it took seven years to journey to Saturn. It's been orbiting the sixth planet from the Sun ever since, sending back data of immense scientific value and images of magnificent beauty.

Cassini now begins one last campaign. Dubbed [the Grand Finale](https://saturn.jpl.nasa.gov/mission/grand-finale/overview/), it will end on Sept. 15, 2017 with the probe plunging into Saturn's atmosphere where it will burn up. Although Saturn [was visited](https://solarsystem.nasa.gov/missions/pioneer11/indepth) by [three spacecraft](https://voyager.jpl.nasa.gov) in the 70s and 80s, [my fellow scientists and I](https://saturn.jpl.nasa.gov/mission/team/) couldn't have imagined what the Cassini space probe would discover during its sojourn at the ringed planet when it launched 20 years ago.

A planet of dynamic change

<image id="166396" align="right" source="SOURCE?" caption="Storm Saturn" />

Massive storms periodically appear in Saturn's cloud tops, known as Great White Spots, observed by Earth-bound telescopes. Cassini has a front-row seat to these events. We have discovered that just like Earth's thunderstorms, these storms contain [lightning](https://saturn.jpl.nasa.gov/resources/4943/) and hail.

Cassini has been orbiting Saturn long enough to observe seasonal changes that cause variations in its weather patterns, not unlike the seasons on Earth. Periodic storms often appear in late summer in Saturn's northern hemisphere.

In 2010, during northern springtime, an unusually early and intense storm appeared in Saturn's cloud tops. It was a storm of such immensity that it [encircled the entire planet](http://www.sciencedirect.com/science/article/pii/S0019103512005192), and lasted for almost a year. It was literally not until the storm ate its own tail that it eventually sputtered and faded. Studying storms such as this and comparing them to similar events on other planets (think Jupiter's

Requirements

- Dan Reisenfeld must approve the piece

Collaborators

- Maggie Villiger Editor
- Dan Reisenfeld Lead Author

Interviewees

Disclosures ✓ Dan Reisenfeld **Edit**
Dan Reisenfeld receives funding from NASA.

Brief (sent) Word count: 800
Deadline: April 19, 2017 11.00pm (2 days ago)
A basic "explainer" article about Saturn. You're writing for interested non experts, so please include lots of background...
[View](#) [Edit](#)

Lead image



Standfirst

As the probe starts its 'Grand Finale,' a Cassini team member describes the amazing discoveries it made
147 characters

The standfirst will appear below the headline in page placements and the newsletter.

Topics

- Astronomy
- Space
- Planets
- Solar system
- Saturn
- Cassini
- Space exploration

HIGHLIGHTS: ARTS + CULTURE

Photo Credit: REUTERS/Stefan Wermuth

The Rio Olympics and the presidential campaign were two major news events that the

Arts and Culture desk covered over the past year.

For the Olympics, instead of relaying medal counts, our writers contributed pieces on a range of topics, from how Olympic athletes earn a living to doping in ancient Greece and how the Games can impact the architecture and infrastructure of host cities.

During the election campaign, we published a series of articles on the language and rhetoric of the candidates, bringing in scholars who have spent their careers studying the techniques politicians use to inspire, deceive and connect with voters.

We also commissioned historians to help contextualize today's issues and events, with articles about the police beating that opened America's eyes to Jim Crow's brutality, what studying 19th-century writings and drawings of kids can teach us, and the years Woody Guthrie spent living in one of Fred Trump's Brooklyn apartment complexes as a resentful tenant.

The deaths of Prince and David Bowie received substantial coverage, and we ran stories about the end of "American Idol" and the decline of two other distinctly American institutions: the neighborhood barbershop and the roadside motel.

But we also noted the emergence of new cultural phenomena, whether it was the nationwide clown scare, the Mannequin Challenge, the ways social media apps have changed the way we travel or one man's quest to solve the mystery of the "Worldwide Hum."

Our experts didn't limit their coverage to the United States. We ran articles about an Indonesian ethnicity that recognizes five genders; how residents of a small Norwegian city battle the wintertime blues; the ways that TV dating shows changed romantic relationships in China; IS' looted antiquities trade; the war on Mexican journalists; and the Czech Republic's booming fertility industry.

Nick Lehr

Arts + Culture Editor

HIGH IMPACT ARTICLES

“Could the language barrier actually fall within the next 10 years?” David Arbesu, University of South Florida

“Woody Guthrie, ‘Old Man Trump’ and a real estate empire’s racist foundations” Will Kaufman, University of Central Lancashire

“The rhetorical brilliance of Trump the demagogue” Jennifer Mercieca, Texas A&M University

“In a digital archive of fugitive slave ads, a new portrait of slavery emerges” Joshua Rothman, University of Alabama

“How did public bathrooms get to be separated by sex in the first place?” Terry S. Kogan, University of Utah

“What’s lost when we photograph life instead of experiencing it?” Rebecca Macmillan, University of Texas at Austin

HIGHLIGHTS: BUSINESS + ECONOMY

Photo Credit: AP Photo/Richard Drew

Our 2016 coverage explored the economic and business repercussions of a host of historic events, from Brexit and warming ties with Cuba to the U.S. presidential election. In each case, our aim was to provide readers with insightful and original analysis and scholarship to help them understand what’s really at stake.

Income inequality, immigration and trade were recurring themes, including on the campaign trail, and we provided extensive coverage of each from a variety of angles. In particular, we put together a series on inequality that examined its severity, underlying causes and potential solutions.

The presidential election shattered decades of bipartisan consensus favoring free trade. We followed the ups and downs of the Trans-Pacific Partnership as President Obama's signature accord floundered, and commissioned a variety of analyses exploring the successes and failures of globalization.

We chronicled the U.S. economy's continued recovery from the financial crisis, as well as the impact of the Federal Reserve as it gradually resumed a path of raising interest rates.

Beyond the banner headlines, 2016 featured a diverse range of topics, including the impact of robots on the labor market, why people go hungry, corruption, regulation and the economics of marriage. And behavioral economists shared their insights into the intersection of human behavior and economic activity.

We also looked beyond U.S. shores and provided readers with expert updates on emerging markets like Brazil and Turkey and whether the nuclear deal with Iran would spur investment there. China was the subject of many articles as well, such as whether it manipulates its currency and how to compete there.

Bryan Keogh

Senior Economy + Business Editor

HIGH IMPACT ARTICLES

"Why do oil prices keep going down?" Marcelle Arak, University of Colorado Denver and Sheila Tschinkel, Emory University

"How to get ready for the economic recession coming in 2017." Jay L. Zagorsky, The Ohio State University

*“Is Trump right that the TPP will destroy millions of jobs and cede U.S. sovereignty?”
Greg Wright, University of California, Merced, Emily J. Blanchard, Dartmouth College*

*“We’ve been measuring inequality wrong – here’s the real story.” Alan Auerbach,
University of California, Berkeley and Laurence J. Kotlikoff, Boston University*

*“Why America’s labor unions are about to die.” Raymond Hogler, Colorado State
University*

“Is the American Dream dead?” Mechele Dickerson, University of Texas at Austin

*“As Obama makes historic visit, is Cuba ready for change?” William A. Messina,
University of Florida and Brian Gendreau, University of Florida*

HIGHLIGHTS: EDUCATION

Photo Credit: Shutterstock/Rawpixel.com

While our Education desk tracked the many issues that surfaced during the 2016 presidential campaign, we also covered other critical stories, such as the globalization of American universities, sanctuary campuses and sexual assault and hunger on campus.

Debt-free college was another major focus and our scholar contributors challenged common assumptions. One article, for example, explained how students with the most debt are typically the least likely to struggle to repay their loans. Other pieces discussed the difficulties being faced by universities that can’t be addressed by providing free tuition and took a hard look at the impact of drastic funding cuts on public universities.

The education desk also tackled controversial debates in higher education such as the impact of guns on campus and whether the tenure system has become outdated.

Researchers on K-12 education provided evidence-based pieces on issues that many parents struggle with, such as children’s screen time, homework, and creative ways to read and play with children. They looked at bullying and school choice as well as the particular challenges facing English language learners and arguments behind the movement to opt out of testing altogether.

An important ongoing series for us has been the impact of race in education, which, as researchers have shown, starts from pre-school. Among the subjects covered: why black children get suspended in preschool for minor offenses; why black families homeschool their children; and why fewer black children get identified as gifted.

Finally, we have been highlighting the changing fate of libraries – how some are disappearing but others are innovating. Librarians are, for example, playing an increasingly important role in the push back against “fake news.”

Kalpana Jain

Senior Education Editor

HIGH IMPACT ARTICLES

“Has the library outlived its usefulness in the age of Internet? You’d be surprised” Donald A. Barclay, University of California, Merced

“Is it OK to spank a misbehaving child once in a while?” Ronald W. Pies, Tufts, University

“Is today’s university the new multinational corporation?” Jason Lane, State University of New York at Albany and Kevin Kinser, State University of New York at Albany

“What summertime means for black children” Keffrelyn Brown, University of Texas at Austin and Anthony L. Brown, University of Texas at Austin

“When do children develop their gender identity?” Vanessa LoBue, Rutgers University Newark

“Here’s how homeschooling is changing America” Kyle Greenwalt, Michigan State University

HIGHLIGHTS: ENVIRONMENT + ENERGY

Photo Credit: Andrew Cullen/Reuters

Environment and energy coverage in 2016 spanned the gamut from science to policy – and often lived at the intersection of both. In the run-up to the U.S. election and after, we asked academics to provide evidence-based analysis on many of the vital questions facing policymakers in Washington, D.C. and state capitals. This included looks at public lands, environmental regulation, sources of energy and climate change policies.

Publishing the latest scientific research was a mainstay as well: how global warming is affecting wine harvests, the impact of microplastics on the oceans, reducing water pollution from agriculture, or the (bloated) energy use of marijuana farms. Our authors also wrote about public health and the environment, global climate negotiations, the health of oceans and our waterways, and – everyone’s favorite – wildlife, with coyotes and Galapagos tortoises.

Our desk keeps close tabs on the news, looking to provide context and insight on current events. During the Flint water crisis, the Ph.D. students from Virginia Tech who helped blow the whistle wrote about their experience putting science into action. A professor of public land politics from the University of Oregon wrote a dispatch from the Malheur Wildlife Refuge standoff. Our coverage of the high-profile Dakota Access Pipeline protests in North Dakota included perspectives from Native American scholars.

Many newsrooms do not have the resources to employ environmental reporters, and energy is often the purview of the business section of newspapers, a fairly narrow view of a topic that affects so many aspects of society. And indeed, a wide variety of media have republished our articles on environment and energy – everything from local radio stations and the Bangor Daily News to CNN and Scientific American. As such, we see The Conversation’s environment and energy coverage fulfilling a crucial role in today’s media landscape.

Martin LaMonica

Deputy Editor and Environment + Energy Editor

Jennifer Weeks

Environment + Energy Editor

HIGH IMPACT ARTICLES

“Who politicized the environment and climate change?” Brian C. Black, Pennsylvania State University

“Why the Native American pipeline resistance in North Dakota is about climate justice” Kyle Powys Whyte, Michigan State University

“Malheur occupation is over, but the war for America’s public lands rages on” Peter Walker, University of Oregon

“American Medical Association warns of health and safety problems from ‘white’ LED streetlights” Richard G. “Bugs” Stevens, University of Connecticut

“Trump Questionnaire recalls dark history of ideology-driven science” Paul N. Edwards, University of Michigan

HIGHLIGHTS: HEALTH + MEDICINE

Photo Credit: AP Photo/Gerald Herbert

The Conversation US expanded its health care coverage capabilities in 2016, allowing us to offer scholarly expertise not only on medical research and consumer health but also on health care policy.

And, wow, was there ever health care policy to cover in 2016.

The Affordable Care Act became one of the most debated topics during the presidential campaign, with Donald Trump vowing to repeal and replace the signature act and Hillary Clinton promising to fix it. We offered analysis aiming to explain the complicated details of the ACA in simple terms. We engaged scholars who are experts in health policy, health insurance and public health to explain the ups and downs and ins and outs of the law.

Policy was also important in our coverage of the Zika outbreak and the growing opioid epidemic. In addition, our experts explained the history of the Zika virus as well as firsthand accounts of treating pregnant women with Zika. We explained how over-prescribing of opioids – after pain was listed as “the sixth vital sign” – contributed to the epidemic and tracked the rise of illicitly made counterfeit opioids.

We highlighted research that is changing people’s lives or has the potential to do so – from how some women with early-stage breast cancer can safely forgo chemotherapy to why it really may matter if you feed a virus but starve bacteria when you are sick.

Finally, we continued to make sure that our readers were getting the latest expertise on diet and consumer health trends. An article bearing the disappointing tidings that having sex does not burn a lot of calories was one of the most popular of the year.

Lynne Anderson

Senior Health + Medicine Editor

HIGH IMPACT ARTICLES

“Feed a virus but starve bacteria? When you’re sick, it may really matter” Ruslan Medzhitov, Yale University

“Early stage breast cancer: How to know whether to forgo chemo” Valerie Malyvanh Jansen, Vanderbilt University and Ingrid Mayer, Vanderbilt University

“What’s ailing the ACA: insurers or Congress?” J.B. Silvers, Case Western Reserve University

“Want to lose weight? Train the brain, not the body” Laurel Mellin, University of California, San Francisco

“Why so many people regain weight after dieting” Kenneth McLeod, Binghamton University, State University of New York

“Why a Zika vaccine is a long way off” Robert Bednarczyk, Emory University

HIGHLIGHTS: POLITICS + SOCIETY

Photo Credit: Trump supporter – AP Photo/Paul Sancya

Coverage from the Politics and Society desk challenged readers’ assumptions during 2016. Distinguished scholars explained why American elections are the worst among Western democracies, showed us evidence that young Americans don’t hold democracy in high regard and laid out the reasons why Mexican immigration isn’t such a big deal.

Under the direction of the politics and society editors, the entire U.S. editorial staff contributed to our election coverage. We highlighted this coverage on a special Election 2016 page starting during primary season. We produced explainers on the election process, scene setters, instant analysis of important events and explored the evolving role of the U.S. on a global stage. One standout was an election night piece that helped examine Donald Trump's unexpected win while many pundits were still catching their breath. We experimented with new story types and found success with global panels and essential reads of archival material. History and rhetoric were two subject areas which highlighted the strengths of our model.

Our desk was also able to take a deep look at immigration, producing over 30 pieces examining the issue from a variety of viewpoints.

Criminal justice was another strong focus, with articles delving into police shootings, hashtag activism, mass incarceration and the death penalty.

We looked at the broader world with stories on U.S. foreign policy, nuclear weapons, the evolving U.S./Cuba relationship and the historic Colombian peace deal.

Emily Costello

Senior Politics + Society Editor

Danielle Douez

Associate Politics + Society Editor

HIGH IMPACT ARTICLES

"Young voters embrace Sanders, but not democracy." Christopher Beem, Pennsylvania State University

"American elections are ranked worst among Western democracies. Here's why." Pippa Norris, Harvard University

“Normalizing fascists.” John Broich, Case Western Reserve University

“More Mexicans are leaving the U.S. than coming across the border.” David Cook Martin, Grinnell College

“Donald Trump and the rise of White Identity in Politics” Eric D. Knowles, New York University and Linda R. Tropp, University of Massachusetts Amherst

HIGHLIGHTS: SCIENCE + TECH

Photo Credit: SXS

In an unusual election year, we provided science and technology context to campaign news. Our academic authors assessed particular platform positions, for instance on closing the digital divide, and summarized social science research on leadership styles. They also pointed out what candidates neglect when they ignore science. We ran a series of articles about funding for R&D – connecting the dots between federal dollars, new discoveries and economic gains.

As part of a focus on cybercrime – and how to defend against it – we covered questions around election security and vote hacking. Through a wider lens, we looked at issues of cyber safety and privacy, both in terms of individuals’ experiences as well as policy and law.

One of the biggest science stories of the year was the detection of gravitational waves by an international team of scientists, one of whom wrote an insider’s take on the discovery for our readers. We coordinated coverage with The Conversation colleagues around the world – with articles on the discovery itself, its implications for future research, as well as how the media covers this kind of breakthrough.

Our desk also brought to light new research in psychology, publishing articles on biases, false confessions, how we understand other minds and a series about the science of humor.

Gaming was another focus area, with story topics ranging from Pokémon GO, to how gaming could improve your retirement, and the ethics of game design.

We also monitored developments in the rapidly advancing areas of artificial intelligence and robotics – and what they mean for human relationships, trust and jobs.

In recognition of the efforts of the Science + Technology editors in the U.S. and at our sister sites, RealClearScience listed The Conversation as one of the top 10 go-to resources for science journalism in 2016.

Maggie Villiger

Senior Science + Technology Editor

Jeff Inglis

Science + Technology Editor

HIGH IMPACT ARTICLES

“New genetically engineered American chestnut will help restore the decimated, iconic tree” William Powell, State University of New York College of Environmental Science and Forestry

“Protect your privacy during turbulent times: A hacker’s guide to being cyber-safe” Timothy Summers, University of Maryland

“Why do science issues seem to divide us along party lines?” Lauren Griffin, University of Florida

“The Search for the Value of Pi” Xiaojing Ye, Georgia State University

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Margaret Drain is a television executive, producer and journalist and the former vice president of national programs for WGBH/Boston and a producer at CBS News, NY.



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Thomas Fiedler began his tenure as Dean of the College of Communication in 2008, following a distinguished career in journalism.



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