

**BOARD OF GOVERNORS
MEETING December 2-3, 2021
Virtual**

THURSDAY, DECEMBER 2, 2021

CONVENE BOARD MEETING

9:00 a.m.

BOARD MEETING– CALL TO ORDER

- 1. BOARD CHAIR’S AGENDA (5)** 9:00 a.m. – 9:05 a.m.
Excellence in Teaching Award -Dr. Jennifer Davis, CSU Global
- 2. PUBLIC COMMENT (6)** 9:05 a.m. – 9:10 a.m.
Submitted Electronically
- 3. AUDIT AND FINANCE COMMITTEE (1 1/2 hr) (8)** 9:10 a.m. – 10:40 a.m.
Russell DeSalvo, Chair
Audit Items
 - Internal Audit Dashboard (11)
 - Status of FY 21-22 Audit Plan (12)
 - Review of Audit Reports Issued (13)
 - Status of Past Due Audit Recommendations (14)*Finance Items*
 - State Budget Update (15)
 - FY 2022 1st Quarter Financial Statements (21)
 - FY 2023 Campus Budget Scenarios with Enrollment Update and Tuition Discussion (30)
 - Action on Annual Reserves Report and Reserves Withdrawal (39)
 - CSU System Treasury Update (43)
 - Action on CSURF Capital Lease Annual Line of Credit Renewal (47)
 - Action on Fourth Amendment to the Fifteenth Supplemental Resolution (55)
 - New Todos Santos Model (60)

BREAK (10 mins)

- 4. CHANCELLOR’S REPORT (1 hr) (74)** 10:50 a.m. – 11:50 a.m.
 - Board education around critical higher ed topics of both local and national importance
 - Causes behind Males not attending College
 - Rural initiative report – Rick Miranda
 - Student success report – Rick Miranda
 - CSU Spur – Jocelyn Hittle (78)
 - CSU System IT – Banner Update – Pat Burns (81)

LUNCH (30 minutes)

11:50 a.m. – 12:20 p.m.

- 5. ANNUAL SAFETY/CLERY REPORTS (1 hr) (101)** 12:20 p.m. – 1:20 p.m.
 - Introduction and Overview – Jason Johnson
 - Chief Wendy Rich-Goldschmidt, CSU – Changing policing, new protocols, department challenges
 - Jannine Mohr CSU Highlights
 - Johnna Doyle CSU Pueblo Highlights
 - Action on new Board Policy 132 – Identification (110)

BREAK (10 mins)

- 6. ANNUAL RESEARCH REPORTS (113)** 1:30 p.m. – 2 :30 p.m.
- CSU – Alan Rudolph (45 mins) (114)
 - CSU Pueblo – Mohamed Abdelrahman (15 mins) (131)
- 7. CSU REPORTS (40 mins) (152)** 2:30 p.m. – 3:10 p.m.
- Student Report – Presented by Christian Dykson (5 min.) (153)
 - Faculty Report – Presented by Melinda Smith (5 min.) (161)
 - President’s Report – Presented by Joyce McConnell (30 min.) (164)
 - Courageous Strategic Transformation (CST) Update – Update (190)
- 8. CSU GLOBAL REPORTS (20 min.) (207)** 3:10 p.m. – 3:30 p.m.
- Student Report – Presented by Paige Martinez (5 min) (208)
 - Faculty Report – Presented by Sara Metz (5 mins) (209)
 - President’s Report – Presented by Pam Toney (10 min.) (211)
- 9. CSU SYSTEM STRATEGIC PLANNING DISCUSSION (30 mins) (220)** 3:30 p.m. – 4:00 p.m.

FRIDAY DECEMBER 3, 2021

RECONVENE BOARD MEETING

9:00 a.m.

- 10. CSU-PUEBLO REPORTS (30 mins) (221)** 9:00 a.m. – 9:30 a.m.
- Student Report – Presented by Mikayla Lerch (5 min) (222)
 - Faculty Report – Presented by Chris Picicci (5 min) (224)
 - President’s report – Presented by Tim Mottet (10 min) (227)
 - Vision 2028 Update (10 mins) (238)
- 11. ACADEMIC AND STUDENT AFFAIRS COMMITTEE(45 min) (255)** 9:30 a.m. – 10:15 a.m.
- Steve Gabel, Chair
- New Degree Programs
 - CSU: Master of Park and Protected Area Management (257)
 - CSU: Master of Prevention Science Practice (265)
 - CSU: Graduate Certificates in: (270)
 - Applied Investments
 - Corporate Finance
 - Organizational Leadership
 - Entrepreneurship and Innovation
 - CSU Global: Masters in Interdisciplinary Professional Studies (272)
 - CSU Global: Masters in Marketing (279)
 - CSU Global: Master of Business Administration (288)
 - CSU Pueblo: Certificate – Cannabis Biology & Chemistry (298)
 - CSU Pueblo: Certificate – Jake Jobs Certificate in Professional Entrepreneurship (299)
 - CSU Pueblo: Post Baccalaureate Certificate – Cannabis Biology and Chemistry (300)
 - CSU Pueblo: Post Baccalaureate Certificate – Education – Principal Leadership (301)
 - CSU Pueblo: Master of Engineering Management (MEM) (302)
 - CSU Pueblo: Master of Science in Cannabis Biology and Chemistry (306)
 - CSU Pueblo: Doctor of Education in Educational Leadership (Ed.D.) (312)
 - Faculty Manual Changes

Colorado State University System
Board of Governors Meeting Agenda
December 2-3, 2021

- Section B.2.4, Council of Deans (321)
- Section C.2.1.3.2 and C.2.1.9, Ex-Officio Members and Standing Committees of Faculty Council (322)
- Section E.10.5.1, Origin and Processing of Tenure Recommendations (345)
- Section E.13, Advancement in Rank (Promotion) (350)
- Final Enrollment Reports – CSU (356), CSU Pueblo (363), CSU Global (366)
- Sabbatical Requests: CSU (369)
- CSU-Pueblo: Academic Calendar (377)

BREAK (10 mins)

12. REAL ESTATE/FACILITIES COMMITTEE (15 mins) (381) 10:25 a.m. – 10:40 a.m.

Russell DeSalvo, Chair

Executive Session

Open Session

- Action on the Sale of the Hughes Site to the City of Fort Collins (383)

13. APPROVAL OF CONSENT AGENDA (5 min.) (388) 10:40 a.m. – 10:45 a.m.

Colorado State University System

- Minutes of the September 23, 2021 Audit and Finance Committee
- Minutes of the September 28-29, 2021 Board and Committee Meetings

Colorado State University

- Master of Park and Protected Area Management
- Master of Prevention Science Practice
- Graduate Certificates in:
 - Applied Investments
 - Corporate Finance
 - Organizational Leadership
 - Entrepreneurship and Innovation
- Faculty Manual Section E.15 Disciplinary Action for Tenured Faculty
- Faculty Manual Section B.2.4, Council of Deans
- Faculty Manual Section C.2.1.3.2 and C.2.1.9, Ex-Officio Members and Standing Committees of Faculty Council
- Faculty Manual Section E.10.5.1, Origin and Processing of Tenure Recommendations
- Faculty Manual Section E.13, Advancement in Rank (Promotion)

Colorado State University Pueblo

- Certificate – Cannabis Biology & Chemistry
- Certificate – Jake Jobs Certificate in Professional Entrepreneurship
- Post Baccalaureate Certificate – Cannabis Biology and Chemistry
- Post Baccalaureate Certificate – Education – Principal Leadership
- Master of Engineering Management (MEM)
- Master of Science in Cannabis Biology and Chemistry
- Doctor of Education in Educational Leadership (Ed.D.)
- Academic Calendar

Colorado State University Global

- Masters in Interdisciplinary Professional Studies
- CSU Global: Masters in Marketing
- CSU Global: Master of Business Administration

Colorado State University System
Board of Governors Meeting Agenda
December 2-3, 2021

14. Recognition of Outgoing Board Members - (30 mins) (399) 10:45 a.m. – 11:15 a.m.

BREAK (20 mins)

15. EXECUTIVE SESSION (1hr.) (400) 11:35 a.m. – 12:35 p.m.

16. EVALUATION COMMITTEE (1 hr) (401) 12:35 p.m. – 1:35 p.m.
Armando Valdez, Chair

ADJOURN BOARD MEETING **1:35 p.m.**

Next Board of Governors Board Meeting: February 2-4, 2022, CSU Pueblo, Denver

APPENDICES

I. Construction Reports (402)

II. Correspondence (413)

III. Higher Ed Readings (425)

Section 1

Board Chair's Agenda

2021 Excellence in Undergraduate Teaching Award



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

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

Board of Governors Excellence in Undergraduate Teaching Awards.

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

The Board believes,

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



Dr. Jennifer Davis
Colorado State University - Global Campus

Dr. Jennifer Davis has served as Adjunct Faculty with Colorado State University's Global Campus since 2017. She teaches a variety of subjects in both the graduate and undergraduate Healthcare Management and Administration programs. Over the course of her diverse career, she has also served as a clinical instructor with the University of Colorado and the University of Minnesota, has presented as a guest faculty at Boston University and the Institute of Healthcare Improvement, and has practiced as a licensed pharmacist in hospital, retail & industry settings. Dr. Davis has held a variety of formal leadership positions over her diverse 25-year healthcare career. She currently serves as the Corporate Director of Pharmacy Services for a mid-sized healthcare system.

Dr. Davis has been recognized as a Fellow with the American Society of Health-System Pharmacists and with several healthcare leadership awards including the VHA Medication Management Award, the Lean Excellence in Pharmacy Award, and the Generation RX Champions Award. She is an active leader in a number of local and national organizations including the American College of Healthcare Executives, Colorado Pharmacist Society (CPS), and the American Society of Health-System Pharmacists (ASHP). Currently, Dr. Davis serves on the Colorado Pharmacists Society Board of Directors and is the Chairperson of the Colorado Academy of Health-System Pharmacists.

Dr. Davis received her Doctorate in Pharmacy from the University of Minnesota in Minneapolis, Minnesota. She went on to complete a clinical residency program at Hennepin County Medical Center in Minneapolis and subsequently completed a Master of Business Administration degree with Regis University and a Master of Information System Management degree at Keller Graduate School of Business. Dr. Davis's passions include health, education, and the great outdoors. In her free time, Dr. Davis enjoys skiing and hiking in Colorado's beautiful mountains and spending time with her family.

Section 2

Public Comment

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Section 3

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
December 2, 2021**

Audit

1. Internal Auditing Dashboard and Status of FY 2021-2022 Audit Plan
2. Review of Audit Reports Issued
3. Past Due Audit Recommendations

Finance

4. FY 2023 Governor's Budget Request
5. FY 2022 1st Quarter Financial Statements
6. Campus Budget Updates with Tuition Discussion
7. Action – Reserves Report and Approval of Reserves Withdrawal
8. Treasury Update
9. Action – Fourth Amendment to the Fifteenth Supplemental Resolution
10. Action – CSURF Capital Lease Annual Renewal

Internal Audit



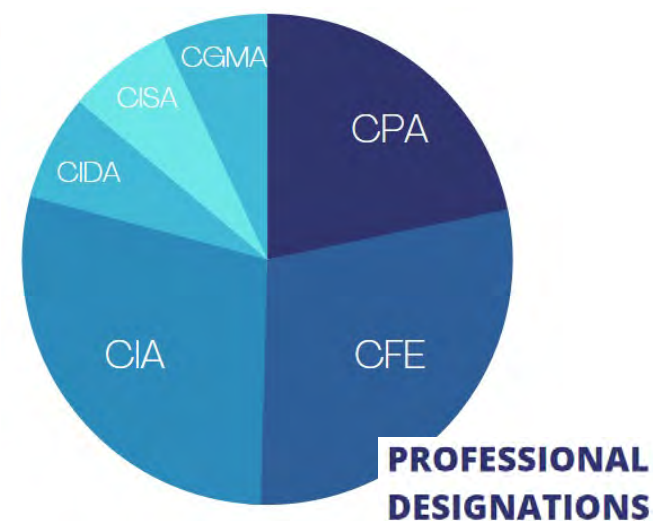
FISCAL YEAR 2022

DASHBOARD

Status of FY 2022 Audit Plan: Projects Initiated



Status of FY 2022 Audit Plan: % Completed



**COLORADO STATE UNIVERSITY SYSTEM INTERNAL AUDITING
STATUS OF FISCAL YEAR 2022 AUDIT PLAN**

Reports Issued		
Institution	Audit Area	Status
CSU	Continuous Auditing – Financial Fraud Risk	Report 22-01
CSU	Continuous Auditing – Athletics Scholarship Aid	Report 22-02
CSU	Athletics Compliance Audit	Report 22-03
CSU	Continuous Auditing – CSU Sponsored Research	Report 22-04
CSUP	Continuous Auditing – CSUP Sponsored Research	Report 22-05
CSU	NSF Cost of Education Awards Special Project	Report 22-06
CSUP	Athletics Compliance Audit	Report 22-07
CSUP	Network Security Consultation	Report 22-08
CSU	Special Project to OGC	Memo 22-09

Audits in Progress							
Institution	Audit Area	Timeline					
		Jul	Aug	Sep	Oct	Nov	Dec
CSU	Conflict of Interest Audit	Green	Yellow	Yellow	Yellow	Yellow	Red
CSU	Sponsored Program Billing & Receivable Audit	Green	Yellow	Yellow	Yellow	Yellow	Red
CSUP	Facilities Recharge Accounts Audit		Green	Yellow	Yellow	Red	
CSU	FY22 Financial Fraud Continuous Audit – Develop.		Green	Yellow	Yellow	Yellow	Yellow
CSU	IT Vendor Management Audit				Green	Yellow	Yellow
CSU	ADA Compliance Audit - Student Accessibility					Green	Yellow
CSUP	Vision 2028 Financial Controls & President's Office					Green	Yellow
All	Hotline follow-up, investigations, and special project	Ongoing					
All	Audit follow-up	Ongoing					
All	Continuous Auditing – Ongoing Evaluation	Ongoing					

Remaining Audits							
Institution	Audit Area	Timeline					
		Jul	Aug	Sep	Oct	Nov	Dec
CSU	Facilities Recharge Accounts Audit						Green
CSU	VP Diversity (Now Inclusive Excellence) Audit						Green
CSUG	ADA Compliance - Student Accessibility Audit						
CSU, CSUP	COVID19 Relief Funds Audit/Consultation						
CSU-P	Sustainability of High-Risk Recommendations Audit						
CSU	Distributed IT Risk Assessment Consultation						
CSU	Housing Management System Consultation						
CSUP	Clery Act Compliance Audit						
CSU	Athletics Compliance Audit						

Timeline Adjusted Due to Special Project
 Planning
 Fieldwork
 Reporting

Network Security Consultation – Colorado State University Pueblo

EXECUTIVE SUMMARY

October 29, 2021

Background Information

Colorado State University Pueblo is currently positioning itself to become “The People’s University of the Southwest United States by 2028” through a bold new visioning plan. Technology security is critical for ensuring CSU Pueblo can achieve this vision because it ensures data will remain confidential, technology is available for users when needed, and the data stored is consistent, accurate, and complete. The Center for Internet Security (CIS) Critical Security Controls are a holistic set of cybersecurity best practices that, if implemented, can help prevent cyber-attacks and minimize security risks to the networked systems and data.

Because of the possible impact of inadequate technology security controls, Internal Auditing and CSU Pueblo management agreed that Internal Auditing would contract consultative services from RubinBrown to assist with identifying and documenting the security posture of the CSU Pueblo technology and provide management with information to help CSU Pueblo make informed decisions related to technology security.

Scope and Objectives

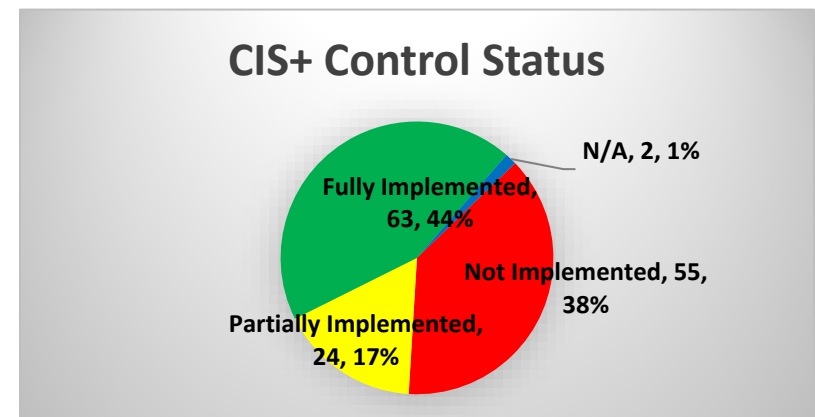
The nature of the work was a consultation. Consulting services are advisory in nature and generally performed at the specific request of a group seeking advice. When performing consulting services, external assessors maintain objectivity and do not assume management responsibility (i.e., assessors present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

The objectives for the consultation were to:

1. Assess the current state of technology security controls at CSU Pueblo based on the Center for Internet Security Controls, version 8, Implementation Group 2; plus, a select number of National Institute of Standards and Technology Special Publication 800-53, revision 4, physical security controls (hereafter collectively referred to as CIS+).
2. Determine management’s desired state of network security controls, and
3. Provide a roadmap for CSU Pueblo management to reference as it achieves its desired state of technology security controls.

Services Provided and Engagement Deliverables

Through interviews and discussion, CSU Pueblo’s technology staff and RubinBrown have identified the status of the CIS+ security controls, as indicated below.



At the conclusion of the engagement, RubinBrown delivered to CSU Pueblo management:

- A compliance report that describes the current state of technology security controls and prioritized recommendations to achieve the desired state of security controls.
- A scanning report that describes network component vulnerabilities and security configurations.
- Raw scan results for technical personnel to reference while mitigating risk and for further research.
- A compliance tracking tool (Excel-based) to report progress of the technology security controls implementation effort.

Guidance for prioritizing the implementation of additional controls was provided to management for consideration. The consultation will ideally assist CSU Pueblo management in making decisions related to technology security and to effectively manage technology resources.

We appreciate the cooperation and availability of resources extended by CSU Pueblo management during this consultation. Details maybe be found in Audit Report 22-08 issued the same date as this Executive Summary.

DEPARTMENT OF INTERNAL AUDITING | ALL OVERDUE RECOMMENDATIONS

Audit #:	Audit Name:	Inst.:	Rec. #:	Recommendation:	Audit Report Response:	Target Comp. Date:	Revised Target Comp. Date:
20-01	Accounts Receivable	CSU-P	13	The Controller, in conjunction with the CSU system, should establish a documented methodology for calculating bad debt, which is consistent with generally accepted accounting principles (GAAP).	Agree. The Controller in conjunction with the CSU system will establish a documented methodology to calculate bad debts in accordance with GAAP.	6/30/2020	10/31/2022
20-10	Human Resources and Payroll	CSU-P	14	The Director of HR should develop up-to-date policies and procedures for key business practices.	Agree. The Director of Human Resources will work with the Deputy General Counsel to review, revise and/or develop relevant and appropriate policies for CSU-Pueblo in the areas indicated.	9/30/2020	12/31/2021
20-21	Office of Research and Sponsored Program	CSU-P	5	The Director of OSP and the Controller should work with the needed parties to develop University-wide policies related to institutional base salary.	Agree. CSU-Pueblo will proceed with the development of University-wide policies related to institutional base salary.	6/30/2021	12/31/21
20-23	Warner College of Natural Resources - Geosciences Department	CSU	3	In consultation with the OGC, the Dean of the Warner College of Natural Resources should require the two faculty members to certify prior-period billing accuracy.	Agree. Warner College will consult with OGC to determine the appropriate scope and wording of the certification request. Warner College will present the request to the faculty members by July 30, 2020.	9/30/2020	03/31/2022

Audit #:	Audit Name:	Inst.:	Rec. #:	Recommendation:	Audit Report Response:	Target Comp. Date:	Revised Target Comp. Date:
20-23	Warner College of Natural Resources - Geosciences Department	CSU	4	The Dean of the Warner College of Natural Resources, in consultation with the OGC, should require implementation of a conflict-of-interest management plan for each of the two faculty members involved in the Facility billing.	Agree. Warner College will work with OGC to draft a statement to the faculty members regarding implementation of a conflict-of-interest management plan with the elements stipulated in Recommendation 4.	9/15/2020	03/31/2022
21-08	Military and Veterans Success Center Special Project	CSU-P	1	The Executive Director of Information Technology Services should consider implementing a system where logs are generated if the data meets defined parameters, such as when large amounts of data are deleted.	Agree. The network file servers that house the shared departmental data (I:drive) need to be updated in order to facilitate the logging functionality suggested in the recommendation.	5/31/2021	07/15/2022
21-15	University Communications Transition Audit	CSU	4	The Business Manager should develop processes and procedures to ensure that approved billing rates are used to invoice customers, support for non-time-based billing rates is retained by the Division, and customers are billed for all time and materials.	Agree. The Business Manager will review the current processes, update for the recommendations above and document the new procedures.	7/31/2021	11/30/2021

Audit #:	Audit Name:	Inst.:	Rec. #:	Recommendation:	Audit Report Response:	Target Comp. Date:	Revised Target Comp. Date:
21-15	University Communications Transition Audit	CSU	11	The UComm Director of Information Technology should ensure appropriate periodic access reviews are in place for de-centrally managed systems critical to University Communications' function, including a review of roles and permissions.	Agree. The UComm Director of Information Technology will implement an annual procedure to review: file storage access, Microsoft Exchange Object access and in collaboration with the Executive Director of Operations and the UComm Business manager, implement a monthly process to review CSU-owned mobile phones.	7/01/2021	12/01/2021
21-16	Institutional Research Audit	CSU-P	2	The Information Security Manager at CSU Pueblo should adopt a data security policy.	Agree. Though it is agreed that there is a need for a data security policy, discussions have begun regarding efforts to establish a data security policy that will cover all CSU System member institutions. This is part of a larger work of data	10/31/2021	07/15/2022

Finance Committee



FY23 Governor's Budget Request



FY 2023 Governor's Budget Request

- \$42.6M General Fund increase to public higher education for operating support for colleges and universities
- 0% increase in resident, undergraduate tuition rates
- \$9.8M increase to state financial aid programs
- \$7M to boost non-degree credentials and provide financial support for high demand programs at area vocational schools
- \$139M in Higher Education Capital Maintenance and Capital Construction projects

FY22 Q1 Financial Statements



Colorado State University System
 Financial Statement Highlights
 FY 21-22, 1st Quarter

BACKGROUND:

Statements Included:

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

Data included within each Statement:

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

HIGHLIGHTS – Notable Variances – Quarter TD Budget vs Actual:

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

- Federal Cares Act resources are recorded in Federal nonoperating grants and contracts.
- Added new lines under **Other revenues (expenses)** to track utilization of the scoop and toss financing resources.

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

- State Fee for Service revenue in FY22 will return to pre-COVID 19 levels, with an anticipated increase from FY21 of \$76.5 million
- Federal non-operating grants and contracts will decrease in FY22 by \$38M as a result of CSU recognizing a greater portion of the Coronavirus Relief Funding (CRF) and Higher Education Emergency Relief Funding (HEERF) in FY21
- State appropriations are anticipated to be higher than the past, as CSU will receive \$10 million for the Forest Restoration project and \$900 thousand for Extension Services AgrAbility project

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

- Although CSU Global did not meet its enrollment goals for the quarter, the institution was able to manage expenses and end the quarter with a 26% operating margin. The reduction in actual enrollments for Q1 is primarily due to a combination of factors including an average increase in cost per lead (i.e., fewer leads for the same cost) and change in student behavior.
- CSU Global continues to manage its operating expenses through the scalability of resources. When compared to prior year, operating expenses for Q1 are down by approximately 10%.
- Other operating revenue is down in Q1 when compared to prior years. This is due to a timing difference in the recognition of revenue associated with course hosting fees from SEU. The FY22 budget was based on the recognition of revenue in Q1; however, actual revenue will be recognized in Q2.

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

- Due to the financial impact of the COVID 19 Pandemic, CSU Pueblo continues to recover from the loss of enrollment.
- Federal funds received will help to offset the budgeted loss of operating revenues and increase in operating expense.

	B	C	D	E	F	G	H	K	L	M
1	Colorado State University System									
2	GAAP Financial Statements									
3	Statement of Revenues, Expenses and Changes in Net Position Three Year Trend									
4				FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q1	FY 2022 Q1	\$ Variance	% Variance
5	Operating revenues									
6		\$		603,946,437	553,356,774	574,558,192	277,854,686	277,891,648	36,962	0.0%
7				121,960,895	52,661,450	134,476,552	33,574,138	33,574,138	0	0.0%
8				366,016,838	370,494,252	389,694,006	95,145,480	96,946,892	1,801,412	1.9%
9				40,659,398	45,722,872	47,545,003	13,074,222	13,297,188	222,966	1.7%
10				166,353,864	128,388,257	193,188,272	64,355,753	65,272,437	916,684	1.4%
11				11,410,953	13,295,496	12,024,031	2,152,313	1,474,672	(677,641)	-31.5%
12				1,310,348,386	1,163,919,100	1,351,486,057	486,156,591	488,456,975	2,300,384	0.5%
13										
14	Operating expenses									
15				346,538,247	335,109,700	373,787,829	73,098,535	72,543,216	555,319	-0.8%
16				210,859,135	204,435,877	223,557,001	48,870,377	48,996,233	(125,856)	0.3%
17				143,738,573	142,846,718	160,488,833	36,016,189	35,729,721	286,468	-0.8%
18				102,069,257	101,288,042	121,796,467	26,899,921	26,316,976	582,944	-2.2%
19				62,417,704	60,004,728	71,321,960	16,847,525	15,718,456	1,129,069	-6.7%
20				71,059,473	76,984,997	97,765,414	23,291,911	23,095,188	196,722	-0.8%
21				66,250,361	66,033,006	94,911,479	21,293,207	21,446,737	(153,530)	0.7%
22				45,226,176	47,067,162	56,872,389	18,892,621	18,980,983	(88,362)	0.5%
23				143,333,203	110,330,663	166,179,967	32,495,913	32,350,652	145,261	-0.4%
24				105,638,685	107,656,960	110,464,819	26,850,302	26,999,065	(148,763)	0.6%
25				1,297,130,814	1,251,757,855	1,477,146,158	324,556,500	322,177,227	2,379,273	-0.7%
26				13,217,572	(87,838,755)	(125,660,102)	161,600,091	166,279,748	4,679,657	2.9%
27										
28	Non-operating revenues (expenses)									
29				5,155,000	2,940,364	11,499,210	800	790	(10)	-1.2%
30				57,804,586	51,810,390	55,981,716	9,997,000	9,997,032	32	0.0%
31				13,181,897	11,030,972	12,687,330	534,000	824,229	290,229	54.4%
32				15,200,441	58,526,642	9,032,000	(2,170,000)	(4,004,490)	(1,834,490)	84.5%
33				(45,496,072)	(37,435,552)	(43,661,321)	(10,608,000)	(10,609,830)	(1,830)	0.0%
34				76,420,340	156,224,045	115,199,486	41,350,000	41,380,486	30,486	0.1%
35				4,109,103	-	4,050,000	-	-	-	-
36				23,350,230	9,873,940	12,889,999	1,276,500	1,279,020	2,520	0.2%
37				149,725,525	252,970,801	177,678,420	40,380,300	38,867,238	(1,513,062)	-3.7%
38				162,943,097	165,132,046	52,018,318	201,980,391	205,146,986	3,166,595	1.6%
39										
40	Other revenues (expenses)									
41				13,811,583	12,821,247	13,340,148	7,463,000	7,464,414	1,414	0.0%
42				34,902,988	118,095,957	22,109,471	7,482,000	7,482,204	204	0.0%
43				3,657,877	13,647,978	6,068,524	728,700	728,883	183	0.0%
44				21,909,734	15,182,228	15,412,239	1,732,000	1,731,863	(137)	0.0%
45				423,804	13,760,833	449,185	135,206	119,309	(15,897)	-11.8%
46				-	-	-	-	-	-	-
47				-	-	-	-	-	-	-
49				831,581	4,221,188	5,245,190	-	-	-	-
50				75,537,567	177,729,430	62,624,757	17,540,906	17,526,674	(14,232)	-0.1%
60										
61		\$		238,480,665	342,861,477	114,643,076	219,521,297	222,673,659	3,152,363	1.4%

	B	C	D	E	F	G	H	K	L	M	N
1	Colorado State University System										
2	Excluding Pension/OPEB Adjustment										
3	Statement of Revenues, Expenses and Changes in Net Position Three Year Trend										
4				FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q1	FY 2022 Q1	\$ Variance	% Variance	
5	Operating revenues										
6	Student tuition and fees	\$		603,946,437	553,356,774	574,558,192	277,854,686	277,891,648	36,962	0.0%	
7	State fee for service revenue			121,960,895	52,661,450	134,476,552	33,574,138	33,574,138	0	0.0%	
8	Grants and contracts			366,016,838	370,494,252	389,694,006	95,145,480	96,946,892	1,801,412	1.9%	
9	Sales and services of educational activities			40,659,398	45,722,872	47,545,003	13,074,222	13,297,188	222,966	1.7%	
10	Auxiliary enterprises			166,353,864	128,388,257	193,188,272	64,355,753	65,272,437	916,684	1.4%	
11	Other operating revenue			11,410,953	13,295,496	12,024,031	2,152,313	1,474,672	(677,641)	-31.5%	
12	Total operating revenues			1,310,348,386	1,163,919,100	1,351,486,057	486,156,591	488,456,975	2,300,384	0.5%	
13	Operating expenses										
15	Instruction			373,457,536	367,629,386	373,787,829	73,098,535	72,543,216	555,319	-0.8%	
16	Research			220,584,354	217,870,521	223,557,001	48,870,377	48,996,233	(125,856)	0.3%	
17	Public service			154,136,071	154,090,793	160,488,833	36,016,189	35,729,721	286,468	-0.8%	
18	Academic support			117,625,238	117,447,895	121,796,467	26,899,921	26,316,976	582,944	-2.2%	
19	Student services			70,104,124	67,796,256	71,321,960	16,847,525	15,718,456	1,129,069	-6.7%	
20	Institutional support			88,647,180	95,431,658	97,765,414	23,291,911	23,095,188	196,722	-0.8%	
21	Operation and maintenance of plant			92,855,422	90,937,773	94,911,479	21,293,207	21,446,737	(153,530)	0.7%	
22	Scholarships and fellowships			45,411,223	47,317,392	56,872,389	18,892,621	18,980,983	(88,362)	0.5%	
23	Auxiliary enterprises			169,657,960	135,811,642	166,179,967	32,495,913	32,350,652	145,261	-0.4%	
24	Depreciation			105,638,685	107,656,960	110,464,819	26,850,302	26,999,065	(148,763)	0.6%	
25	Total operating expenses			1,438,117,792	1,401,990,276	1,477,146,158	324,556,500	322,177,227	2,379,273	-0.7%	
26	Operating Income (Loss)			(127,769,407)	(238,071,176)	(125,660,102)	161,600,091	166,279,748	4,679,657	2.9%	
27	Non-operating revenues (expenses)										
29	State appropriations			5,155,000	2,940,364	11,499,210	800	790	(10)	-1.2%	
30	Gifts			57,804,586	51,810,390	55,981,716	9,997,000	9,997,032	32	0.0%	
31	Investment income			13,181,897	11,030,972	12,687,330	534,000	824,229	290,229	54.4%	
32	Unrealized gain (loss) on investments			15,200,441	58,526,642	9,032,000	(2,170,000)	(4,004,490)	(1,834,490)	84.5%	
33	Interest expense on capital debt			(45,496,072)	(37,435,552)	(43,661,321)	(10,608,000)	(10,609,830)	(1,830)	0.0%	
34	Federal nonoperating grants and contracts			76,420,340	156,224,045	115,199,486	41,350,000	41,380,486	30,486	0.1%	
35	State support for PERA pension			4,109,103	-	4,050,000	-	-	-	-	
36	Other nonoperating revenues (expenses)			23,350,230	9,873,940	12,889,999	1,276,500	1,279,020	2,520	0.2%	
37	Net nonoperating revenues			149,725,525	252,970,801	177,678,420	40,380,300	38,867,238	(1,513,062)	-3.7%	
38	Income (Loss) Before other revenues			21,956,119	14,899,625	52,018,318	201,980,391	205,146,986	3,166,595	1.6%	
39	Other revenues (expenses)										
41	Student facility fees			13,811,583	12,821,247	13,340,148	7,463,000	7,464,414	1,414	0.0%	
42	State capital contributions			34,902,988	118,095,957	22,109,471	7,482,000	7,482,204	204	0.0%	
43	Capital grants			3,657,877	13,647,978	6,068,524	728,700	728,883	183	0.0%	
44	Capital gifts			21,909,734	15,182,228	15,412,239	1,732,000	1,731,863	(137)	0.0%	
45	Payments (to)/from governing boards or other institutions			423,804	13,760,833	449,185	135,206	119,309	(15,897)	-11.8%	
46	Reserve transfers within the CSU System			-	-	-	-	-	-	-	
47	System transfers for scoop and toss bond payments			-	-	-	-	-	-	-	
49	Additions to permanent endowments			831,581	4,221,188	5,245,190	-	-	-	-	
50	Total other revenues			75,537,567	177,729,430	62,624,757	17,540,906	17,526,674	(14,232)	-0.1%	
61	Increase (decrease) in net position	\$		97,493,686	192,629,055	114,643,076	219,521,297	222,673,659	3,152,363	1.4%	
62									(0)		
63											
64	Impact of GASB 68/75 on operating expenses			(140,986,979)	(150,232,421)						

	B	C	D	E	F	G	H	K	L	M	N
1	Colorado State University										
2	Excluding Pension/OPEB Adjustment										
3	Statement of Revenues, Expenses and Changes in Net Position										
	Three Year Trend										
4				FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q1	FY 2022 Q1	\$ Variance	% Variance	
5	Operating revenues										
6	Student tuition and fees	\$		481,015,158	437,551,359	450,518,284	239,668,112	244,460,465	4,792,353	2.0%	
7	State fee for service revenue			107,682,443	41,306,106	117,810,018	29,407,504	29,407,504	-	0.0%	
8	Grants and contracts			352,395,835	359,301,407	378,194,006	92,645,480	94,453,774	1,808,294	2.0%	
9	Sales and services of educational activities			40,334,890	45,457,689	47,275,003	13,009,222	13,231,015	221,793	1.7%	
10	Auxiliary enterprises			157,938,866	122,935,058	183,688,272	60,055,753	60,933,353	877,600	1.5%	
11	Other operating revenue			6,563,307	6,077,297	5,975,776	1,336,072	1,323,310	(12,762)	-1.0%	
12	Total operating revenues			1,145,930,499	1,012,628,916	1,183,461,360	436,122,143	443,809,422	7,687,278	1.8%	
13	Operating expenses										
14	Instruction			331,368,268	325,218,287	330,625,681	65,087,707	65,366,231	(278,524)	0.4%	
15	Research			217,932,665	214,976,248	220,657,001	48,370,377	48,500,918	(130,541)	0.3%	
16	Public service			151,715,741	151,944,018	158,078,833	35,469,189	35,182,380	286,809	-0.8%	
17	Academic support			102,736,025	101,961,489	106,232,257	22,522,781	22,421,104	101,677	-0.5%	
18	Student services			34,548,806	32,646,241	33,070,077	7,586,503	7,725,229	(138,726)	1.8%	
19	Institutional support			60,246,761	63,974,599	66,120,689	14,969,233	15,067,245	(98,012)	0.7%	
20	Operation and maintenance of plant			83,904,020	82,480,903	86,652,479	19,653,458	19,831,691	(178,233)	0.9%	
21	Scholarships and fellowships			21,819,483	27,341,698	33,072,389	16,775,621	16,902,577	(126,956)	0.8%	
22	Auxiliary enterprises			156,142,063	123,854,467	152,979,967	29,195,913	29,071,600	124,313	-0.4%	
23	Depreciation			96,289,816	97,976,798	100,556,819	24,352,919	24,533,517	(180,598)	0.7%	
24	Total operating expenses			1,256,703,647	1,222,374,749	1,288,046,192	283,983,701	284,602,492	(618,791)	0.2%	
25	Operating Income (Loss)			(110,773,149)	(209,745,833)	(104,584,833)	152,138,442	159,206,930	7,068,487	4.6%	
26	Non-operating revenues (expenses)										
27	State appropriations			3,355,000	1,941,154	10,900,000	-	-	-	-	
28	Gifts			53,810,526	48,151,372	52,431,716	9,981,000	9,981,279	279	0.00	
29	Investment income			10,237,317	7,737,342	8,987,330	407,000	406,642	(359)	(0.00)	
30	Unrealized gain (loss) on investments			12,111,605	43,802,794	5,000,000	(3,045,000)	(3,045,414)	(414)	0.00	
31	Interest expense on capital debt			(41,272,501)	(34,369,934)	(40,661,321)	(9,858,000)	(9,858,140)	(140)	0.00	
32	Federal nonoperating grants and contracts			55,426,973	124,649,137	86,699,486	31,933,000	31,933,382	382	0.00	
33	State support for PERA pension			3,794,189	-	4,050,000	-	-	-	-	
34	Other nonoperating revenues (expenses)			23,297,583	10,531,541	12,844,999	1,266,000	1,266,127	127	0.00	
35	Net nonoperating revenues			120,760,692	202,443,406	140,252,210	30,684,000	30,683,875	(125)	0.0%	
36	Income (Loss) Before other revenues			9,987,543	(7,302,427)	35,667,377	182,822,442	189,890,805	7,068,363	3.9%	
37	Other revenues (expenses)										
38	Student facility fees			12,280,614	11,499,362	11,840,148	6,783,000	6,782,695	(305)	(0.00)	
39	State capital contributions			20,091,912	115,553,087	20,609,471	7,482,000	7,482,204	204	0.00	
40	Capital grants			3,570,316	13,474,782	5,988,524	724,000	724,208	208	0.00	
41	Capital gifts			18,663,385	14,954,658	15,162,239	1,681,000	1,680,508	(492)	(0.00)	
42	Payments (to)/from governing boards or other institutions			(4,915,875)	8,453,724	(5,035,638)	(1,254,000)	(1,253,497)	503	(0.00)	
43	Reserve transfers within the CSU System			19,557,452	25,078,103	22,524,628	-	-	-	-	
44	System transfers for scoop and toss bond payments			-	(69,189,995)	(68,571,499)	(19,895,241)	(19,895,241)	-	-	
45	Additions to permanent endowments			831,581	4,221,188	5,245,190	-	-	-	-	
46	Total other revenues			70,079,385	124,044,909	7,763,063	(4,479,241)	(4,479,122)	118	(0)	
47	Increase (decrease) in net position	\$		80,066,929	116,742,481	43,430,441	178,343,201	185,411,683	7,068,481	4.0%	
48									0		
49	Impact of GASB 68/75 on operating expenses			(129,143,007)	(137,730,403)						

	B	C	D	E	F	G	H	K	L	M
1	Colorado State University - Board of Governors									
2	Excluding Pension/OPEB Adjustment									
3	Statement of Revenues, Expenses and Changes in Net Position Three Year Trend									
4				FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q1	FY 2022 Q1	\$ Variance	% Variance
5	Operating revenues									
6	Student tuition and fees	\$	-	-	-	-	-	-	-	-
7	State fee for service revenue		-	-	-	-	-	-	-	-
8	Grants and contracts		-	-	-	-	-	-	-	-
9	Sales and services of educational activities		-	-	-	-	-	-	-	-
10	Auxiliary enterprises		-	-	-	-	-	-	-	-
11	Other operating revenue		85,301	272,000	50,000	12,500	10,000	(2,500)	-20.00%	
12	Total operating revenues		85,301	272,000	50,000.00	12,500.00	10,000	(2,500)	-20.00%	
13	Operating expenses									
14	Operating expenses									
15	Instruction		-	-	-	-	-	-	-	-
16	Research		-	-	-	-	-	-	-	-
17	Public service		153,839	166,004	160,000	37,000	35,879	1,121	-3.03%	
18	Academic support		-	-	-	-	-	-	-	-
19	Student services		-	-	-	-	-	-	-	-
20	Institutional support		12,563,827	11,972,939	13,685,516	3,921,379	3,952,195	(30,816)	0.79%	
21	Operation and maintenance of plant		-	-	-	-	-	-	-	-
22	Scholarships and fellowships		-	-	-	-	-	-	-	-
23	Auxiliary enterprises		-	-	-	-	-	-	-	-
24	Depreciation		-	-	-	-	-	-	-	-
25	Total operating expenses		12,717,666	12,138,943	13,845,516	3,958,379	3,988,073	(29,694)	0.75%	
26	Operating Income (Loss)		(12,632,365)	(11,866,943)	(13,795,516)	(3,945,879)	(3,978,073)	(32,194)	0.82%	
27	Non-operating revenues (expenses)									
28	Non-operating revenues (expenses)									
29	State appropriations		-	-	-	-	-	-	-	-
30	Gifts		-	-	-	-	-	-	-	-
31	Investment income		1,274,907	1,231,956	400,000	100,000	124,673	24,673	24.67%	
32	Unrealized gain (loss) on investments		1,470,772	6,323,939	2,000,000	500,000	(405,655)	(905,655)	-181.13%	
33	Interest expense on capital debt		-	-	-	-	-	-	-	
34	Federal nonoperating grants and contracts		-	-	-	-	-	-	-	
35	State support for PERA pension		32,696	-	-	-	-	-	-	
36	Other nonoperating revenues (expenses)		4,042	(9,178)	-	-	(209)	(209)	-	
37	Net nonoperating revenues		2,782,417	7,546,716	2,400,000	600,000	(281,191)	(881,191)	-146.87%	
38	Income (Loss) Before other revenues		(9,849,948)	(4,320,226)	(11,395,516)	(3,345,879)	(4,259,264)	(913,385)	27.30%	
39	Other revenues (expenses)									
40	Other revenues (expenses)									
41	Student facility fees		-	-	-	-	-	-	-	-
42	State capital contributions		-	-	-	-	-	-	-	-
43	Capital grants		-	-	-	-	-	-	-	-
44	Capital gifts		-	-	-	-	-	-	-	-
45	Payments (to)/from governing boards or other institutions		6,871,608	6,569,086	6,788,823	1,697,206	1,678,323	(18,883)	-1.11%	
46	Reserve transfers within the CSU System		10,504,785	(7,094,414)	5,576,953	-	-	-	-	
47	System transfers for scoop and toss bond payments		-	75,914,080	75,380,854	22,000,614	22,000,614	-	-	
49	Additions to permanent endowments		-	-	-	-	-	-	-	
50	Total other revenues		17,376,393	75,388,752	87,746,630	23,697,820	23,678,937	(18,883)	-0.08%	
60	Increase (decrease) in net position									
61	Increase (decrease) in net position	\$	7,526,444	71,068,525	76,351,114.00	20,351,941	19,419,673	(932,268)	-4.58%	
62										
63										
64	Impact of GASB 68/75 on operating expenses		(115,439)	(141,376)						

	B	C	D	E	F	G	H	K	L	M	N	P
1	Colorado State University - Global Campus											
2	Excluding Pension/OPEB Adjustment											
3	Statement of Revenues, Expenses and Changes in Net Position Three Year Trend											
4				FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q1	FY 2022 Q1	\$	Variance	% Variance	
5	Operating revenues											
6	Student tuition and fees	\$	88,920,054	89,214,492	93,539,908	22,986,574	18,219,829	(4,766,745)	-20.74%			
7	State fee for service revenue		-	-	-	-	-	-	-			
8	Grants and contracts		-	-	-	-	-	-	-			
9	Sales and services of educational activities		-	-	-	-	-	-	-			
10	Auxiliary enterprises		-	-	-	-	-	-	-			
11	Other operating revenue		4,454,000	6,687,582	5,728,255	723,741	61,997	(661,744)	-91.43%			
12	Total operating revenues		93,374,054	95,902,073	99,268,163	23,710,315	18,281,826	(5,428,489)	-22.90%			
13	Operating expenses											
14	Instruction		19,896,733	20,060,139	20,662,148	4,510,828	3,622,631	888,197	-19.69%			
15	Research		-	-	-	-	-	-	-			
16	Public service		-	-	-	-	-	-	-			
17	Academic support		7,817,111	6,976,472	7,964,210	1,977,140	1,484,984	492,156	-24.89%			
18	Student services		29,850,102	29,401,733	32,301,883	7,611,022	6,336,206	1,274,816	-16.75%			
19	Institutional support		7,165,811	7,435,081	9,459,209	2,201,299	1,916,660	284,639	-12.93%			
20	Operation and maintenance of plant		619,828	544,908	559,000	139,749	138,750	999	-0.71%			
21	Scholarships and fellowships		11,042,732	10,703,943	11,000,000	917,000	898,918	18,082	-1.97%			
22	Auxiliary enterprises		-	-	-	-	-	-	-			
23	Depreciation		411,887	369,345	408,000	97,383	65,223	32,160	-33.02%			
24	Total operating expenses		76,804,204	75,491,621	82,354,450	17,454,420	14,463,372	2,991,048	-17.14%			
25	Operating Income (Loss)		16,569,850	20,410,452	16,913,713	6,255,895	3,818,454	(2,437,441)	-38.96%			
26	Non-operating revenues (expenses)											
27	State appropriations		-	-	-	-	-	-	-			
28	Gifts		-	-	-	-	-	-	-			
29	Investment income		1,307,341	1,778,535	3,000,000	-	265,992	265,992	-			
30	Unrealized gain (loss) on investments		1,041,874	8,948,192	1,500,000	375,000	(553,420)	(928,420)	-247.58%			
31	Interest expense on capital debt		-	-	-	-	-	-	-			
32	Federal nonoperating grants and contracts		11,042,732	9,959,321	11,000,000	917,000	898,918	(18,082)	-1.97%			
33	State support for PERA pension		24,608	-	-	-	-	-	-			
34	Other nonoperating revenues (expenses)		8,977	4,005	4,500	-	2,739	2,739	-			
35	Net nonoperating revenues		13,425,531	20,690,053	15,504,500	1,292,000	614,229	(677,771)	-52.46%			
36	Income (Loss) Before other revenues		29,995,381	41,100,506	32,418,213	7,547,895	4,432,682	(3,115,212)	-41.27%			
37	Other revenues (expenses)											
38	Student facility fees		-	-	-	-	-	-	-			
39	State capital contributions		-	-	-	-	-	-	-			
40	Capital grants		-	-	-	-	-	-	-			
41	Capital gifts		-	-	-	-	-	-	-			
42	Payments (to)/from governing boards or other institutions		(874,923)	(761,125)	(804,000)	(201,000)	(199,188)	1,812	-0.90%			
43	Reserve transfers within the CSU System		(39,458,236)	(25,695,818)	(36,945,581)	-	-	-	-			
44	System transfers for scoop and toss bond payments		-	-	-	-	-	-	-			
45	Additions to permanent endowments		-	-	-	-	-	-	-			
46	Total other revenues		(40,333,159)	(26,456,943)	(37,749,581)	(201,000)	(199,188)	1,812	-0.90%			
47	Increase (decrease) in net position	\$	(10,337,777)	14,643,563	(5,331,368)	7,346,895	4,233,494	(3,113,400)	-42.38%			
48												
49												
50	Impact of GASB 68/75 on operating expenses		(1,371,930)	(1,375,228)								

	A	B	C	D	E	F	G	H	K	L	M	N
1	Colorado State University Pueblo											
2	Excluding Pension/OPEB Adjustment											
3	Statement of Revenues, Expenses and Changes in Net Position Three Year Trend											
4					FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q1	FY 2022 Q1	\$ Variance	% Variance	
5	Operating revenues											
6		\$			34,011,226	26,590,923	30,500,000	15,200,000	15,211,355	11,355	0.1%	
7					14,278,452	11,355,344	16,666,534	4,166,634	4,166,634	-	-	
8					13,621,003	11,192,845	11,500,000	2,500,000	2,493,118	(6,882)	-0.3%	
9					324,508	265,183	270,000	65,000	66,173	1,173	1.8%	
10					8,414,998	5,453,198	9,500,000	4,300,000	4,339,084	39,084	0.9%	
11					308,345	258,618	270,000	80,000	79,365	(635)	-0.8%	
12					70,958,532	55,116,111	68,706,534	26,311,634	26,355,728	44,094	0.2%	
13												
14	Operating expenses											
15					22,192,535	22,350,960	22,500,000	3,500,000	3,554,354	(54,354)	1.6%	
16					2,651,689	2,894,273	2,900,000	500,000	495,316	4,684	-0.9%	
17					2,266,490	1,980,771	2,250,000	510,000	511,462	(1,462)	0.3%	
18					7,072,103	8,509,935	7,600,000	2,400,000	2,410,888	(10,888)	0.5%	
19					5,705,216	5,748,281	5,950,000	1,650,000	1,657,021	(7,021)	0.4%	
20					8,670,781	12,049,039	8,500,000	2,200,000	2,159,088	40,912	-1.9%	
21					8,331,574	7,911,962	7,700,000	1,500,000	1,476,296	23,704	-1.6%	
22					12,549,008	9,271,751	12,800,000	1,200,000	1,179,489	20,511	-1.7%	
23					13,515,897	11,957,175	13,200,000	3,300,000	3,279,052	20,948	-0.6%	
24					8,936,982	9,310,817	9,500,000	2,400,000	2,400,324	(324)	0.0%	
25					91,892,275	91,984,964	92,900,000	19,160,000	19,123,290	36,710	-0.2%	
26					(20,933,743)	(36,868,853)	(24,193,466)	7,151,634	7,232,438	80,804	1.1%	
27												
28	Non-operating revenues (expenses)											
29					1,800,000	999,210	599,210	800	790	(10)	(0.01)	
30					3,994,059	3,659,018	3,550,000	16,000	15,753	(247)	(0.02)	
31					362,331	283,139	300,000	27,000	26,923	(77)	-0.3%	
32					576,190	(548,282)	532,000	-	-	-	-	
33					(4,223,570)	(3,065,618)	(3,000,000)	(750,000)	(751,690)	(1,690)	0.2%	
34					9,950,635	21,615,587	17,500,000	8,500,000	8,548,186	48,186	0.6%	
35					257,611	-	-	-	-	-	-	
36					39,628	(652,428)	40,500	10,500	10,363	(137)	-1.3%	
37					12,756,885	22,290,626	19,521,710	7,804,300	7,850,325	46,025	0.6%	
38					(8,176,858)	(14,578,227)	(4,671,756)	14,955,934	15,082,763	126,829	0.8%	
39												
40	Other revenues (expenses)											
41					1,530,969	1,321,885	1,500,000	680,000	681,719	1,719	0.3%	
42					14,811,076	2,542,870	1,500,000	-	-	-	-	
43					87,561	173,197	80,000	4,700	4,675	(25)	(0.01)	
44					3,246,349	227,570	250,000	51,000	51,355	355	0.01	
45					(657,006)	(500,852)	(500,000)	(107,000)	(106,329)	671	(0.01)	
46					9,395,999	7,712,129	8,844,000	-	-	-	-	
47					-	(6,724,085)	(6,809,355)	(2,105,373)	(2,105,373)	-	(0.00)	
49					-	-	-	-	-	-	-	
50					28,414,948	4,752,713	4,864,645	(1,476,673)	(1,473,953)	2,720	-0.2%	
60												
61					\$ 20,238,090	(9,825,514)	192,889	13,479,260	13,608,809	129,549	1.0%	
62										(0)		
63												
64					(10,356,603)	(10,985,414)						

FY23 Campus Budget Update with Tuition Discussion



CSU Fort Collins E/G Incremental Summary FY 23

(4.6 % state funding increase with tuition scenarios)

- Scenario 1: flat tuition
- Scenario 2: 0% res, 3% non-res and graduate
- Scenario 3: 3% across the board

	Scenario 1	Scenario 2	Scenario 3
Revenue Source			
Enrollment	\$ 13.1	\$ 13.1	\$ 13.1
State Funding	7.4	7.4	7.4
Tuition (Res)	-	0.5	4.8
Tuition (Non Res)	-	5.6	5.6
Veternary Medicine	-	0.8	0.8
Differential Tuition	-	-	0.7
NEW REVENUE	\$ 20.5	\$ 27.5	\$ 32.4
Expenditures			
Financial Aid	\$ 0.6	\$ 1.3	\$ 2.2
New Expenses	20.1	20.7	21.4
NEW EXPENSES	20.7	22.0	23.6
NET NEW RESOURCES	\$ (0.2)	\$ 5.5	\$ 8.8
Backfill One-Time	\$ (12.9)	\$ (12.9)	\$ (12.9)
E/G Overage (Shortfall)	\$ (13.1)	\$ (7.4)	\$ (4.1)

FY23 Incremental E&G Budget - V.3.0
Colorado State University - Fort Collins
Wednesday, November 17, 2021

	Rate = 0% - RUG State = 4.6%	Rate = 0% - RUG State = 4.6%	Rate = 3% - RUG State = 4.6%
1 New Resources			
2 Tuition			
3 Undergraduate-Enrollment Growth			
4 Increase in FTE	\$ -	\$ -	\$ -
5 Change in mix - RES vs. NRES	13,140,000	13,140,000	13,140,000
6 Undergraduate Rate Increase			
7 Resident	-	-	4,284,000
8 Non-Resident	-	4,965,000	4,965,000
9 Graduate Rate Increase			
10 Resident	-	485,000	485,000
11 Non-Resident	-	680,000	680,000
12 Professional Veterinary Medicine Rate Increase	-	817,000	817,000
13 Differential Tuition	-	-	659,000
14 Total Tuition	\$ 13,140,000	\$ 20,087,000	\$ 25,030,000
15 State Funding Impact	7,397,000	7,397,000	7,397,000
16 Facilities and Administrative Overhead	-	-	-
17 Other (INTO)	(253,000)	(253,000)	(253,000)
18 Total New Resources	\$ 20,284,000	\$ 27,231,000	\$ 32,174,000
19			
20 Financial Aid	644,000	1,312,000	2,230,000
21 Net New Resources	\$ 19,640,000	\$ 25,919,000	\$ 29,944,000
22 New Expenses			
23 Multi-Year Central Investments in Strategic Initiatives	\$ 1,600,000	\$ 1,600,000	\$ 1,600,000
24 Faculty/Staff Compensation	13,357,000	13,357,000	13,357,000
25 Academic Incentive Funding	-	633,000	1,292,000
26 Mandatory Costs	1,220,000	1,220,000	1,252,000
27 Quality Enhancements	4,102,000	4,102,000	4,102,000
28 Budget Reduction (VRIP)	(450,000)	(450,000)	(450,000)
29			
30 Total New Expenses	\$ 19,829,000	\$ 20,462,000	\$ 21,153,000
31			
32 Net New Incremental Budget Resources	\$ (189,000)	\$ 5,457,000	\$ 8,791,000
33 One-Time FY22 Backfill Resources:			
34 Planned Board Reserve Deployment	\$ (12,904,000)	\$ (12,904,000)	\$ (12,904,000)
35 Total Base Budget Overage (Shortfall)	\$ (13,093,000)	\$ (7,447,000)	\$ (4,113,000)

1% RUG Increase = student share \$97/yr.
1% Increase NRUG = student share \$290/yr.

1% RUG Increase = \$1.5M
1% NRUG Increase = \$1.6M
1% Salary Increase = \$4.6M (\$3.8M Fac/AP; \$620K SC; \$180K GA)

Base Assumptions

Resident Undergraduate 0%, \$0/yr.; 3%, \$291/yr.
Non-Resident Undergraduate 3%; \$870/yr.
Resident Graduate 3%; \$325/yr. and Resident Professional Veterinary Medicine 3%; \$1,1072/yr.
Non-Resident Graduate 3%; \$797/yr. and Non-Resident Professional Veterinary Medicine 3%; \$1,784/yr.
Differential Tuition - UG ~ 3% (est. round to whole number)
Salary Increases Faculty/AP - Remaining 50% of 3% taking effect Jan. 1, 2022; No increases in FY23
Salary Increases SC 3% - Effective July 1, 2022 for FY23
Salary Increases Grads 3% Effective July 1, 2022 for FY23
Internal Reallocations/Budget Reductions TBD
Fees TBD

CSU-Fort Collins Revised Funding Shortfall (Budget)

	Original Budget FY20	Original Budget FY21	Adjusted FY21	Original Budget FY22	Projected Results FY22	FY23 Est. Assumes 0% Tuition Increase	Est. \$ Change FY22 to FY23
Resources:							
1 Student tuition and fees (Less COF)							
2 Enrollment Growth (UG & GR)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	13,140,000
3 Tuition Rate	-	-	-	-	-	-	6,947,000
4	\$ 436,191,460	\$ 403,179,642	\$ 411,985,642	\$ 426,084,644	\$ 439,225,000	\$ 446,172,000	20,087,000
5 State fee for service revenue (with COF)							
6 State Funding	\$ 149,975,416	\$ 62,803,527	\$ 57,947,681	\$ 160,802,000	\$ 160,802,000	\$ 168,199,000	7,397,000
7 CARES (1X)	-	79,554,679	84,410,525	-	-	-	-
8	\$ 149,975,416	\$ 142,358,206	\$ 142,358,206	\$ 160,802,000	\$ 160,802,000	\$ 168,199,000	7,397,000
9 Grants and contracts							
10 Direct	\$ 308,704,707	\$ 308,882,948	\$ 308,882,948	\$ 359,172,000	\$ 359,172,000	\$ 359,172,000	-
11 Indirect (F&A)	54,000,000	54,000,000	54,000,000	55,000,000	55,000,000	55,000,000	-
12	\$ 362,704,707	\$ 362,882,948	\$ 362,882,948	\$ 414,172,000	\$ 414,172,000	\$ 414,172,000	-
13 Sales and services of educational activities							
14 PVM, AES, CES - Cash Operations	\$ 59,746,799	\$ 46,115,152	\$ 46,115,152	\$ 54,682,000	\$ 54,682,000	\$ 54,429,000	(253,000)
15							
16 Auxiliary enterprises							
17 Housing and Dining Services	\$ 93,683,100	\$ 48,176,800	\$ 48,176,800	\$ 83,175,000	\$ 83,175,000	\$ 83,175,000	-
18 Lory Student Center	32,281,300	26,624,500	26,624,500	27,026,000	27,026,000	27,026,000	-
19 Athletics	48,436,866	33,756,740	33,756,740	46,507,000	46,507,000	46,507,000	-
20 Other (CSUHN, Parking, Campus Rec, STUORG)	74,539,472	64,254,555	64,254,555	60,751,000	60,751,000	60,751,000	-
21	\$ 248,940,738	\$ 172,812,595	\$ 172,812,595	\$ 217,459,000	\$ 217,459,000	\$ 217,459,000	-
22 Other operating revenue							
23 Seedling Tree, GENOPS, Continuing Ed	\$ 66,242,932	\$ 63,616,006	\$ 63,616,006	\$ 72,430,000	\$ 72,430,000	\$ 72,430,000	-
24 Total Resources	\$ 1,323,802,052	\$ 1,190,964,549	\$ 1,199,770,549	\$ 1,345,630,000	\$ 1,358,770,000	\$ 1,372,861,000	27,231,000
25 Expenses:							
26 Total Expenses (includes Financial Aid)	\$ 1,323,802,052	\$ 1,246,783,549	\$ 1,246,783,549	\$ 1,360,532,000	\$ 1,358,534,000	\$ 1,380,308,000	21,774,000
27 COVID Expenses (Screening, testing, contract tracing, quarantine, revenue losses)	-	-	14,703,813	-	2,000,000	-	-
28 Permanent Base Reductions	-	(17,000,000)	(17,000,000)	(1,998,000)	-	-	-
29 System Office Reallocation	-	(550,000)	(550,000)	-	-	-	-
30 Total Expenses	\$ 1,323,802,052	\$ 1,229,233,549	\$ 1,243,937,362	\$ 1,358,534,000	\$ 1,360,534,000	\$ 1,380,308,000	21,774,000
31							
32 Net General Fund Impact	\$ -	\$ (38,269,000)	\$ (44,166,813)	\$ (12,904,000)	\$ (1,764,000)	\$ (7,447,000)	5,457,000
33							
34 Less: One-Time FY21 Resources							
35 Planned Board Reserve Draw	\$ -	20,000,000	-	-	-	-	-
36 Planned Scoop & Toss Draw	-	18,269,000	-	-	-	-	-
37 HEERF II	-	-	19,449,668	-	-	-	-
38 HEERF III	-	-	24,717,145	-	-	-	-
39	\$ -	\$ 38,269,000	\$ 44,166,813	\$ -	\$ -	\$ -	-
40							
41 Net Shortfall	\$ -	\$ -	\$ -	\$ (12,904,000)	\$ (1,764,000)	\$ (7,447,000)	5,457,000

CSU Pueblo E/G Incremental Summary FY 23

(4.6 % state funding increase with tuition scenarios)

- Scenario 1: flat tuition
- Scenario 2: 3% across the board

	Scenario 1	Scenario 2
Revenue Source		
Enrollment	-	-
State Funding	\$ 1.0	\$ 1.0
Tuition (Res)	-	0.6
Tuition (Non Res)	-	0.2
Differential Tuition	-	0.0
NEW REVENUE	\$ 1.0	\$ 1.7
Expenditures		
Financial Aid	\$ -	\$ 0.2
New Expenses	2.0	2.0
NEW EXPENSES	\$ 2.0	\$ 2.2
NET NEW RESOURCES	\$ (1.0)	\$ (0.5)
Backfill One-Time	\$ (3.5)	\$ (3.5)
E/G Overage (Shortfall)	\$ (4.5)	\$ (3.9)

FY 2023 Incremental E&G Budget - V.3.3
Colorado State University - Pueblo
November 16, 2021

		Rate = 0% - RUG Rate = 0% - GRAD State =4.6%	Rate = 3% - RUG Rate = 3% - GRAD State = 4.6%
New Resources			
Tuition			
Undergraduate Rate Increase			
1	Resident	\$ -	\$ 503,000
2	Non-Resident (TWOLF & WUE rate)	-	191,000
3	Undergraduate Differential Tuition	-	20,000
Graduate Rate Increase			
4	Resident	\$ -	\$ 47,000
5	Non-Resident	-	6,000
6	Graduate Differential Tuition	-	11,000
7	Projected Enrollment Change = 0%	-	-
8	Total Tuition	-	778,000
9	State Funding Impact (4.6% increase)	959,229	959,229
10	State Funding Add'l	-	-
11	Total New Resources	\$ 959,229	\$ 1,737,229
Financial Aid			
12		-	195,000
13	Net New Resources	\$ 959,229	\$ 1,542,229
New Expenses			
14	Faculty/Staff Compensation	1,200,000	1,200,000
15	Mandatory Costs	800,000	800,000
16	Total New Expenses	\$ 2,000,000	\$ 2,000,000
17	Net New Incremental Budget Resources	\$ (1,040,771)	\$ (457,771)
One-Time FY22 Backfill Resources:			
18	HEERF III funding	\$ (3,472,668)	\$ (3,472,668)
19	ES Transfer - \$310K *	\$ -	\$ -
20	Total Base Budget Overage (Shortfall)	\$ (4,513,439)	\$ (3,930,439)

1% RUG Increase = student share increase of \$82/year

1% NRUG Increase = increase of \$165/year

1% Salary Increase = \$370k(\$250k Fac/AP; \$120k SC)

Base Assumptions

3% tuition increase

0% growth in enrollment

Spring Melt = 10%

Salary Increase Faculty / Administrative Professionals (1% total)

Salary Increase State Classified Staff (3% total)

* ES transfer of \$310K is no longer one-time. It is expected to continue into FY23.

COLORADO STATE UNIVERSITY - PUEBLO

						0% UG Tuition Increase; 4.6% State funding	3% UG Tuition Increase; 4.6% State funding	0% UG Tuition Increase; 4.6% State Funding	3% UG Tuition Increase; 4.6% State Funding
	FY20	Original FY21	Adjusted FY21	Original FY22	Projected Results FY22	FY23 - Estimate		Est \$ Change FY22 to FY23	
Resources:									
1									
2									
3									
4	\$ 43,827,084	\$ 39,551,124	\$ 40,651,124	\$ 41,559,927	\$ 38,850,783	\$ 38,850,783	\$ 39,628,783	\$ -	\$ 778,000
5									
6				22,541,141	22,541,141	23,500,370	23,500,370	959,229	959,229
7		10,849,369	5,993,523						
8			4,855,846						
9	\$ 20,852,203	\$ 19,793,695	\$ 19,793,695	\$ 22,541,141	\$ 22,541,141	\$ 23,500,370	\$ 23,500,370	\$ 959,229	\$ 959,229
10									
11	745,000	630,000	525,000	550,000	550,000	550,000	550,000	-	-
12									
13	6,658,100	5,605,249	4,400,000	4,939,156	4,939,156	4,939,156	4,939,156	-	-
14	92,500	146,500	-	148,000	148,000	148,000	148,000	-	-
15	6,686,226	6,521,740	6,026,740	7,301,990	7,301,990	7,301,990	7,301,990	-	-
16	2,204,040	1,829,100	1,300,084	1,838,100	1,838,100	1,838,100	1,838,100	-	-
17	\$ 17,091,461	\$ 16,739,105	\$ 11,726,824	\$ 14,227,246	\$ 14,227,246	\$ 14,227,246	\$ 14,227,246	\$ -	\$ -
18									
19	1,450,595	2,636,516	2,000,000	2,790,856	3,200,000	3,200,000	3,200,000	-	-
20	1,155,000	1,155,000	1,250,000	1,500,000	1,500,000	2,800,000	2,800,000	-	-
21					1,300,000				
21	\$ 85,121,343	\$ 80,505,440	\$ 75,946,643	\$ 83,169,170	\$ 82,169,170	\$ 83,128,399	\$ 83,906,399	\$ 959,229	\$ 1,737,229
Expenses									
22	\$ 85,621,680	\$ 86,856,335	\$ 80,002,714	\$ 86,641,838	\$ 86,641,838	\$ 87,641,838	\$ 87,836,838	\$ 2,000,000	\$ 2,195,000
23			3,301,638						
24					(1,000,000)				
25	\$ 85,621,680	\$ 86,856,335	\$ 83,304,352	\$ 86,641,838	\$ 85,641,838	\$ 87,641,838	\$ 87,836,838	\$ 2,000,000	\$ 2,195,000
26	\$ -	\$ (6,350,895)	\$ (7,357,709)	\$ (3,472,668)	\$ (3,472,668)	\$ (4,513,439)	\$ (3,930,439)	\$ (1,040,771)	\$ (457,771)
27									
28		3,000,000							
29		3,350,895							
30			7,357,709						
31			-	3,472,668	3,472,668				
32		6,350,895	7,357,709	3,472,668	3,472,668	-	-		
33	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (4,513,439)	\$ (3,930,439)	\$ (1,040,771)	\$ (457,771)

¹ Includes all tuition revenue including Extended Studies

² A reallocation in CARES funding reduces this to \$5,993,523; difference made up with Fee for Service Funds.



Colorado State University - Global Campus

FY2022 Budget vs FY2023 Pro Forma Budget

December 2021 Board of Governor's Meeting

November 16, 2021

	Budget FY22	Percent of Revenue	Pro Forma FY23	Percent of Revenue	Incremental Increase
Operating Revenues					
Student Tuition and Fees, net ¹	93,539,908	94.23%	94,436,645	94%	896,737
Other Operating Income	5,728,255	5.77%	6,301,081	6%	572,826
Total Operating Revenues	<u>99,268,163</u>		<u>100,737,726</u>		<u>1,469,563</u>
Operating Expenses					
Instruction ²	20,662,148	28.96%	21,098,002	29.0%	435,854
Academic Support ²	7,964,210	11.16%	8,310,474	11.4%	346,264
Student Services ²	32,301,883	45.27%	32,715,480	45.0%	413,597
Institutional Support	9,459,209	13.26%	9,852,080	13.6%	392,871
Operation and Maintenance of Plant ³	559,000	0.78%	290,000	0.4%	(269,000)
Depreciation	408,000	0.57%	375,975	0.5%	(32,025)
Total Operating Expenses	<u>71,354,450</u>	100.00%	<u>72,642,011</u>	100.00%	<u>1,287,561</u>
Operating Income	<u>27,913,713</u>		<u>28,095,714</u>		<u>182,001</u>
Operating Margin	28%		28%		

1 - Increase in Operating Revenue is due to an expected growth in new and continuing student enrollments

2 - Increase due to anticipated growth in student enrollments.

3 - In January 2022, CSU Global will relinquish 50% of its office space to the tenant, giving rise to a corresponding decrease in office rent.



FY23 Incremental Educational & General Budget
Colorado State University - Global Campus
As of November 16, 2021

New Resources

Tuition (net)	
Undergraduate Growth	\$1,043,389
Graduate Growth	\$426,173
Total	\$1,469,563

New Expenses

Student Support and Outreach	\$413,597
Instruction & Academic Support	\$782,119
Technology Operations and Innovation	\$392,871
General & Administrative	(\$301,025)
Total	\$1,287,561

Net

Total	\$182,001
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Assumptions

Projections

New student enrollment target projection for FY23	8,250
New Student Undergraduate/Graduate tuition rate per credit	\$350 / \$500
Undergraduate to Graduate ratio projection	65% / 35%

Reserves Report and Approval of Reserves Withdrawal



The Board of Governors of the
 Colorado State University System
 Meeting Date: December 2-3, 2021
 Action Item

MATTERS FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) approval of a withdrawal from the Board Reserves in accordance with Board Policy 205.

RECOMMENDED ACTION:

MOVED, that in accordance with the CSUS Board Reserves Policy, the Board hereby approves the withdrawal of \$48,237,249 from the E&G Board Reserves available for Strategic Deployment (“Board Reserves”) and such funds will be used, as follows: CSU-Pueblo Sustainability (\$11,686,000); System Infrastructure (\$6,400,000), System initiatives including CSU Medical School (\$7,362,135), system IT upgrades (\$632,114), Spur Campus Operations (\$6,494,000) matching funds of (\$14,688,000), Todos Santos (\$545,000), and State Engagement Hubs support (\$430,000); and it is

FURTHER MOVED, that the Chancellor and the Chief Financial Officer of the System are authorized to withdraw and deploy \$48,237,249 from the Board Reserves consistent with this Resolution.

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System

In accordance with Board Policy 205, the Board Reserves may be used to support the educational mission of the System and its institutions, with a focus on deployment for compelling and unique circumstances.

The recommendations contained herein support System priorities in accord with previous Board actions as well as new initiatives to support the CSU System and its institutions through various initiatives and the expenditures represent a 51.8% deployment of the available reserve.

 Approved

 Denied

 Board Secretary

 Date

**Colorado State University System
Board Reserves Reconciliation
December 2021 ESTIMATE**

	<u>FY 2021 Revised</u>	<u>% of total</u>	<u>FY 2022 Estimate</u>	<u>% of total</u>	<u>FY 2023 Estimate</u>	<u>% of total</u>
Beginning Board Reserve Balance July 1	<u>\$ 66,833,121</u>		<u>\$ 55,765,337</u>		<u>\$ 44,973,088</u>	
Add New Revenue Available	25,695,818		36,945,000		27,000,000	
Add Investment Earnings	562,814		500,000		500,000	
Total Available Board Reserves	<u>\$ 93,091,753</u>		<u>\$ 93,210,337</u>		<u>\$ 72,473,088</u>	
Withdrawals:						
CSU Pueblo Sustainability	(5,299,784)		(11,686,000)		(11,686,000)	
System Infrastructure	(6,300,000)		(6,400,000)		(6,400,000)	
System Initiatives	(30,118,654)		(30,151,249)		(24,432,335)	
Total Board Investments	<u>\$ (41,718,438)</u>	44.8%	<u>\$ (48,237,249)</u>	51.8%	<u>\$ (42,518,335)</u>	58.7%
Less carry-forward / unspent	4,392,022					
Board Reserve Balance June 30,	<u>\$ 55,765,337</u>		<u>\$ 44,973,088</u>		<u>\$ 29,954,753</u>	

Colorado State University System
Board of Governors' Reserve Commitments
December 2021 Estimates

		FY21	FY22	FY23	FY24
CSU Pueblo Sustainability		\$ 5,299,784	\$ 11,686,000	\$ 11,686,000	\$ 10,686,000
1	<i>CSU P Vision 2028</i>	\$ 3,216,779	\$ 6,800,000	\$ 6,800,000	6,800,000
2					
3	<i>Temporary Bridge Funding</i>	\$ 2,000,000	\$ 4,000,000	\$ 4,000,000	\$ 3,000,000
4	Housing	2,000,000	3,000,000	2,000,000	2,000,000
5	Operating Shortfall (Note 1)	-	1,000,000	2,000,000	1,000,000
6	<i>President's Office Infrastructure</i>	\$ 83,005	\$ 886,000	\$ 886,000	\$ 886,000
7					
System Infrastructure		\$ 6,300,000	\$ 6,400,000	\$ 6,400,000	\$ 6,400,000
8	Base Funding	3,700,000	3,700,000	3,700,000	3,700,000
9	Strategic Personnel	600,000	700,000	700,000	700,000
10	Bridge Funding for Operating (Note 2)	2,000,000	2,000,000	2,000,000	2,000,000
11					
12					
System Initiatives		\$ 30,118,654	\$ 30,151,249	\$ 24,432,335	\$ 23,180,855
13	<i>Medical School</i>	\$ 5,865,830	\$ 7,362,135	\$ 8,250,000	\$ 8,650,000
14	Staff and Operating	5,235,830	7,362,135	8,250,000	8,650,000
15	Facility	630,000	-	-	-
16					
17	<i>System IT Upgrades</i>	\$ 4,354,605	\$ 632,114	\$ 1,674,435	\$ 1,724,668
18	Banner Student	4,354,605	632,114	1,674,435	1,724,668
19	<i>Spur Campus</i>	\$ 15,885,000	\$ 6,494,000	\$ 11,795,000	\$ 10,950,000
20	Spur Startup	885,000	-	-	-
21	Spur Capital Completion and Program Enhancement	15,000,000	-	-	-
22	Spur Operations	-	3,600,000	6,350,000	6,850,000
23	Spur Program Support (Incl State Mag FY 22, FY 23)	-	2,550,000	5,061,000	3,700,000
24	Spur International Agriculture	-	344,000	384,000	400,000
25	<i>System Matching</i>	\$ 4,013,219	\$ 15,663,000	\$ 2,712,900	\$ 1,856,187
26	TMI Estate Gift Match	600,000	600,000	600,000	TBD
27	Athletics CSU Pueblo	62,035	-	-	-
28	Cyber Security	950,000	-	-	-
29	Global Mapping	172,000	-	-	-
30	CSU-FC Ag Sciences Scholarships and Faculty (Note 3)	250,000	250,000	250,000	250,000
31	CSU-FC Public Safety (Note 4)	500,000	400,000	300,000	200,000
32	CSU-FC COVID-19 Response (Note 5)	-	13,000,000	-	-
34	Salazar Center for North American Conservation (Note 6)	250,000	250,000	500,000	500,000
35	Fort Collins and Pueblo Campus Initiatives	178,000	88,000	-	-
36	CSURF Reimbursement for Service	100,000	100,000	100,000	100,000
37	Todos Santos Center	530,000	545,000	520,000	350,000
38	State Engagement Hubs	421,184	430,000	442,900	456,187
TOTAL BOARD RESERVE COMMITMENTS		\$ 41,718,438	\$ 48,237,249	\$ 42,518,335	\$ 40,266,855

- Note 1 Includes \$1m Athletics for FY 22. FY 23/24 projected shortfall
- Note 2 Currently expected at least through FY 24
- Note 3 Concludes end of FY 24
- Note 4 Concludes end of FY 25 with \$100k in that year
- Note 5 Remains budgeted until further information is available
- Note 6 Concludes at the end of FY 27

CSU System Treasury



CSU SYSTEM TREASURY PERFORMANCE

Colorado State University System					
Operating Portfolio					
September 30, 2021					
	Market Value Sept. 30, 2020	Market Value June 30, 2021	Market Value Sept. 30, 2021	<i>Returns</i>	
				Last Quarter	Last Year
Tier 1					
<i>State Treasury Pool *</i>	344,641,061	261,485,755	439,500,016	0.24%	1.12%
Money Market Funds	61,601,060	61,443,198	61,436,934	0.01%	0.04%
<i>3-mo T-Bill</i>				<i>0.01%</i>	<i>0.07%</i>
Tier 2					
Separately Managed - BBH	58,314,521	59,468,485	59,563,733	0.21%	2.35%
<i>Bloomberg Gov/Cred 1-5 Yr</i>				<i>0.05%</i>	<i>0.08%</i>
Tier 3					
Fidelity 500 Index	87,964,231	113,688,506	114,343,996	0.58%	29.99%
<i>S&P 500 Index</i>				<i>0.58%</i>	<i>30.00%</i>
Vanguard Extended Market Index	26,881,520	39,552,882	38,259,763	-3.27%	42.33%
<i>Vanguard Spliced Ext Mkt Index</i>				<i>-3.30%</i>	<i>42.19%</i>
Vanguard Total Intl Stock Index	66,575,537	85,374,187	82,816,712	-3.00%	24.40%
<i>Vanguard Spliced Intl Index</i>				<i>-2.50%</i>	<i>25.36%</i>
Vanguard Total Bond Market Index	121,049,118	119,815,731	-		
Separately Managed - PGIM			119,810,904	0.02%	-1.00%
<i>Bloomberg Aggregate</i>				<i>0.05%</i>	<i>-0.90%</i>
Total Operating Less State Treasury Pool	422,385,987	479,342,989	476,232,042	-0.67%	12.79%
Total Operating Portfolio	767,027,048	740,828,744	915,732,058		
* Return represents "net credited rate" from State Treasury Pool					

Investment Objectives

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

Tier 1

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

Tier 2

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

Tier 3

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

CSU System Treasury Update

45

- Operating Portfolio Performance less State Treasurer Pool (daily liquidity)
 - Market value as of Sept 30, 2021: \$476,232,042; 12.79% return for last year; **-.67%** for last qtr.
- The State Treasurer Pool distributed a “net credited rate” of 1.12% for last year.
- The portfolio has grown by over \$94.8 M from gains since inception, July 2018. \$21 M of those gains have been set aside to fund the Board of Governors’ initiatives for Rural Colorado and Student Success.
- Investment Advisory Committee
 - Met on October 28th
 - Welcomed new member Jack Blumenthal

Series 2021 C,D,E

- Series 2021CD closed on November 10th
- Total cash savings on \$56,565,000 refunding: \$7.8 M
- New money funds the CSU Ft. Collins Geo Exchange Plant and the Lory Student Center north end renovation and Adult Learner Veteran Service addition.
- 22nd Supplemental Resolution authorized up to \$175 M refunding; there is still \$118M authorization available should rates return to lower levels

Summary of Series 2021CDE
 Authorized by 22nd Supplemental Resolution
 Taxable Refunding and Tax-Exempt "New Money"

	Refunding			New Money
	Series 2021D Taxable Public Offering	Series 2021E Cinderella Direct Purchase with JP Morgan	Total	Series 2021C Tax Exempt Public Offering
Refunded Series	2013D, 2016B	2015C		
Refunded Bonds	25,595,000	25,945,000	51,540,000	
Refunded Bond Ave. Coupon	4.31%	4.00%		
Refunding Series	28,870,000	27,695,000	56,565,000	38,580,000
All-in True Interest Cost	2.67%	2.03%		2.46%
Present Value Savings	1,791,057	4,359,729	6,150,786	
NPV Savings % Refunded Principal	6.99%	16.80%		
Cash Savings	2,557,952	5,254,546	7,812,498	
Final Maturity	2041	2037	2041	2051



Approval – Fourth Amendment to the Fifteenth Supplemental Resolution



Fourth Amendment to the Fifteenth Supplemental Resolution⁴⁸

- It is a “generic” resolution allowing any commercial paper note to be refinanced with long-term refunding bonds. It serves as a back-up resolution for projects not included in an authorizing resolution.
- Resolutions have a “shelf-life” of 12-months.
- This Fourth Amendment “re-ups” the 15th Supplemental Resolution for another 12-months.
- The original 15th Supplemental Resolution and subsequent amendments have never been used.

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

**FOURTH AMENDMENT TO
FIFTEENTH SUPPLEMENTAL RESOLUTION**

Relating to:

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

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FOURTH AMENDMENT TO FIFTEENTH SUPPLEMENTAL RESOLUTION

WITNESSETH:

WHEREAS, the Board of Governors of the Colorado State University System (the “Board”) has adopted a Master System Enterprise Bond Resolution on June 20, 2007, as previously supplemented (the “Master Resolution”); and

WHEREAS, the Board adopted the Fifteenth Supplemental Resolution on August 9, 2018 (the “Fifteenth Supplemental Resolution”) pursuant to and in accordance with the Master Resolution;

WHEREAS, pursuant to the Fifteenth Supplemental Resolution, the Board determined to authorize the issuance of Bonds, in one or more series or subseries, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series _____” (referred to herein as the “Refunding Bonds”) for the purposes of (a) defraying the cost of financing the Refunding Project, as further described therein; and (b) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and the Fifteenth Supplemental Resolution; and

WHEREAS, the Refunding Project means the refunding, payment and discharge from time to time of the Board’s outstanding Commercial Paper Notes; and

WHEREAS, the Board is adopting this Fourth Amendment to Fifteenth Supplemental Resolution (the “Fourth Amendment Resolution”) in order to effectuate certain changes to the Fifteenth Supplemental Resolution and the documents relating thereto;

NOW, THEREFORE, BE IT RESOLVED by the Board of Governors of the Colorado State University System:

ARTICLE I

DEFINITIONS AND CONSTRUCTION

Section 1.01. Definitions. Except as provided below in this Section, all terms which are defined in the Master Resolution and the Fifteenth Supplemental Resolution shall have the same meanings, respectively, in this Fourth Amendment Resolution as such terms are given in the Master Resolution and the Fifteenth Supplemental Resolution.

Section 1.02. Construction. This Fourth Amendment Resolution shall be construed as follows:

(a) The captions herein are for convenience only and in no way define, limit or describe the scope or intent of any provisions hereof.

(b) Any Refunding Bonds held by the Board shall not be deemed to be Outstanding for the purpose of redemption, for the purpose of consents hereunder or for any other purpose.

Section 1.03. Successors. All of the covenants, stipulations, obligations and agreements by or on behalf of and any other provisions for the benefit of the System or the Board set forth in this Fourth Amendment Resolution shall bind and inure to the benefit of any successors thereof and shall bind and inure to the benefit of any officer, board, district, commission, authority, agent, enterprise or instrumentality to whom or to which there shall be transferred by or in accordance with law any right, power or duty of the System or the Board or of their respective successors, if any, the possession of which is necessary or appropriate in order to comply with any such covenants, stipulations, obligations, agreements, or other provisions hereof.

Section 1.04. Parties Interested Herein. Except as otherwise expressly provided in this Third Amendment Resolution, nothing expressed or implied in this Fourth Amendment Resolution is intended or shall be construed to confer upon or to give to any Person, other than the System, the Board, the Paying Agent and the owners from time-to-time of the Refunding Bonds, any right, remedy or claim under or by reason hereof or any covenant, condition or stipulation hereof. All the covenants, stipulations, promises and agreements set forth herein by and on behalf of the System shall be for the sole and exclusive benefit of the System, the Board, the Paying Agent, and the owners from time-to-time of the Refunding Bonds.

Section 1.05. Ratification. All action heretofore taken (not inconsistent with the provisions of this Fourth Amendment Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the Refunding Project and the issuance, sale and delivery of the Refunding Bonds for such purposes, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Refunding Bonds and the preparation and distribution of the Preliminary Official Statement and final Official Statement in connection therewith.

Section 1.06. Resolution Irrepealable. After any Refunding Bonds are issued, this Fourth Amendment Resolution shall constitute an irrevocable contract between the Board and owners of the Refunding Bonds; and the Resolution shall be and remain irrepealable until the Refunding Bonds and the interest thereon shall be fully paid, as herein provided.

Section 1.07. Repealer. All bylaws, orders and resolutions, or parts thereof, inconsistent herewith are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed to revive any bylaw, order, resolution or part thereof, heretofore repealed.

Section 1.08. Severability. If any provision of this Fourth Amendment Resolution shall be held invalid or unenforceable, such holding shall not affect any other provisions hereof.

ARTICLE II

AMENDMENTS

Section 2.01. Annual Extension of Fifteenth Supplemental Resolution. Pursuant to Section 1.09 of the Fifteenth Supplemental Resolution, the Fifteenth Supplemental Resolution is hereby extended for one additional year as of the date hereof.

Section 2.02. Amendment of Section 3.03(b)(i) of the Fifteenth Supplemental Resolution. The first sentence of Section 3.03(b)(i) of the Fifteenth Supplemental Resolution is

hereby amended and restated as follows: “Any Refunding Bonds, issued in one or more series or subseries, shall be issued in an aggregate principal amount not to exceed \$75,000,000 for the Refunding Project.”

ARTICLE III

MISCELLANEOUS

Section 3.01. Applicability of Master Resolution and the Fifteenth Supplemental Resolution. Except as otherwise provided herein, the provisions of the Master Resolution and the Fifteenth Supplemental Resolution govern the Refunding Bonds and the Refunding Project.

Section 3.02. Severability and Invalid Provisions. If any one or more of the covenants or agreements provided in this Fourth Amendment Resolution on the part of the Board to be performed should be contrary to law, then such covenant or covenants or agreement or agreements shall be deemed severable from the remaining covenants and agreements, and shall in no way affect the validity of the other provisions of this Fourth Amendment Resolution.

Section 3.03. Table of Contents and Section Headings Not Controlling. The Table of Contents and the headings of the several Articles and Sections of this Fourth Amendment Resolution have been prepared for convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provision of this Fourth Amendment Resolution.

Section 3.04. Effective Date. This Fourth Amendment Resolution shall take effect immediately.

ADOPTED AND APPROVED as of December 3, 2021.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
Chair of the Board

ATTEST:

By _____
Secretary

[Signature Page to Fourth Amendment Resolution]

Approval – CSURF Capital Lease Annual Renewal



MATTERS FOR ACTION:

A Resolution, for the purpose of complying with I.R.S. Revenue Ruling 63-20, 1963-1 C.B. 24 (Tax Exempt Financing by Nonprofit Corporations), and approving the financing activities of the Colorado State University Research Foundation ("CSURF") on behalf of the Board of Governors of the Colorado State University System ("Board") for the purpose of acquiring equipment to be used by and for Colorado State University, Colorado State University-Pueblo and Colorado State University – Global Campus (the "Institutions").

RECOMMENDED ACTION:

MOVED, the Board hereby acknowledges the bank documents and the Board hereby approves CSURF's execution and delivery of such documents and the issuance of the Note on behalf of the Board (provided, however, that the Board shall have no obligation to make any payment on the Note, which shall be solely the obligation of CSURF, and the Board shall be obligated only to the extent provided under the Lease Agreements entered into by the Board).

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System

For several years Colorado State University Research Foundation (CSURF) has held a Line of Credit (with a tax-exempt interest rate) with First National Bank of Omaha (FNBO) (the "Bank"), for the purpose of providing a financing (lease/purchase) mechanism for the Board to acquire much needed equipment for use in departments and programs at Colorado State University, Colorado State University–Pueblo and Colorado State University-Global Campus. When requested by an Institution, CSURF acquires equipment (valued at \$50,000 or less) and leases it to the Board for a term of not more than five years, subject to annual appropriation. The Board makes lease payments to CSURF who in turn uses the funds to repay the bank. When the lease has been fully repaid, CSURF retires the lease and conveys title of the equipment to the Board. CSURF provides the Board quarterly reports of lease/financing activity under the program. Bank documents have been reviewed and approved as to form by the General Counsel of the Board.

Pursuant to Board policy and Colorado law, approval to continue the above described lease/purchase program under CSURF's Line of Credit must be obtained from the Board annually. The total amount of the line of credit permitted to be outstanding at any one time is \$1,000,000 at an interest rate not to exceed 18% per annum and maturing on the anniversary of the date on which it is executed and delivered by CSURF to the Bank (but no later than December 31, 2021). Amounts drawn under the Line of Credit and currently outstanding total \$220,235.23. Therefore, moneys currently available under the Line of Credit for calendar year 2022 are \$779,764.77. CSURF will consult with the respective representatives of each Institution to discuss needs and potential allocation of this available amount.

Mr. Frederic H. Marienthal of Kutak Rock LLP will be providing the tax exempt opinion on the **2022** Line of Credit which is required in order to comply with the applicable federal tax requirements for an "on behalf of" financing in support of a tax exempt entity.

CSURF may make draws on the Line of Credit and thereby incur obligations to make payments on the Note from time to time within the calendar year following the adoption of this Resolution by the Board, but only for purpose of acquiring scientific, research and administrative support equipment to be used by and for the Institutions (the "Equipment"). The Lease Agreements for such equipment shall be approved in writing by the applicable institutional President or authorized delegate (together, referred to herein as the "Representatives" or, individually, a "Representative").

Requests received by CSURF for Equipment to be financed through the Line of Credit shall be submitted to the respective institutional Representative. Upon approval of any such request, the Representative shall enter into a lease agreement with CSURF for such Equipment. The term of such Lease Agreement shall be the lesser of the useful life of the Equipment (as determined by the Representative) or five years. Upon execution of the Lease Agreement with CSURF, CSURF shall draw on the Line of Credit and acquire the Equipment. The Board shall make payments to CSURF under the Lease Agreement at least quarterly. Such payments shall be made from legally available moneys of the Board (but not from moneys drawn under the Line of Credit) and shall include, in addition to the lease payment, an amount equal to the greater of \$800 or 4% of the amount so drawn as compensation for CSURF's administrative expenses and services in connection with the Line of Credit.

The interest rate for 2022 transactions shall be determined as follows:

(a) The initial rate of interest for Lease Agreements to be entered into during calendar year 2022, which rate shall be effective for each such Lease Agreement from the date of delivery thereof through December 31, 2022, shall be 4.0% per annum as negotiated by CSURF annually. During the month of December 2022 and in each subsequent year while any Lease Agreements are in effect, the Foundation shall estimate, based upon information furnished to it by the Bank, the Average Rate of interest plus .5% per annum (the .5% increment being added to provide for the possibility that interest on the Note will be higher than estimated).

(b) In the event that the rate of interest on the Note is increased as the result of a determination that such interest has lost its exclusion from gross income for federal income tax purposes under the Internal Revenue Code of 1986, as amended (the "Code"), or is treated as an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals and corporations (except with respect to corporations, as such interest is required to be taken into account in determining "adjusted current earnings" for the purpose of computing the alternative minimum tax imposed on such corporations), the rate of interest on the Lease Agreements shall immediately be further increased to the average rate of interest expected to accrue on the Note for the remainder of such calendar year on such "taxable" basis, as estimated by CSURF through negotiations with the bank,

plus any additional increment necessary to make up, over the course of the remaining calendar year or such longer period as CSURF may agree to, any retroactive additional interest owed or paid by CSURF to the Bank pursuant to the Note as a result of such determination.

(c) Notwithstanding any other provision hereof, the rate of interest on the Lease Agreement shall not exceed eighteen percent (18%) per annum. Notwithstanding any other provision thereof, all payment obligations of the Board under any Lease Agreement shall be subject to renewal and appropriation or availability of funds as provided in Sections 7 and 10 of the Lease Agreement.

The Board shall have the exclusive possession and use of Equipment financed through the Line of Credit, except to the extent that the Bank may enforce its security interest in the Equipment in the event of a default by CSURF and subject to the Bank's right to inspect the Equipment at any reasonable time as provided in the Line of Credit Agreement (including any additions thereto).

If Equipment is damaged or destroyed during the Term of the Lease Agreement, the Board shall make the proceeds of any fire or other casualty insurance policies available to the Institution for repair or replacement of the equipment, subject to any claims of the Bank or CSURF.

The Board acknowledges that one of the purposes of this Resolution is to establish that interest paid by CSURF on the Note shall not be included in CSURF's gross income under present federal income tax law thereby resulting in more favorable interest rates on the Note and more favorable payment terms to the Board. Accordingly, the Board hereby covenants for the benefit of the Bank, its successors and assigns, that it will not: (i) make any use of the proceeds of the Line of Credit or any other funds of CSURF; (ii) make any use of the Equipment; or (iii) take, or omit to take, any action with respect to the Note, the proceeds of the Line of Credit, any other funds of CSURF, or the equipment, if such use, action or omission would cause the interest on the Note to be included in gross income for federal income tax purposes or be treated as an item of tax preference for purposes of the federal alternative minimum tax. The Board further covenants, represents and warrants compliance with the procedures set forth in the Federal Tax Exemption Certificate hereby authorized to be signed by the Representative implementing the above covenants so as to maintain the above-described exclusions from gross income and alternative minimum tax and to avoid any applicable penalties under the Code. As required by law, the foregoing covenants shall remain in full force and effect notwithstanding the payment in full or defeasance of the Note.

Institutional Representatives are hereby authorized and directed to execute such documents and instruments and generally to take such actions as may be necessary or appropriate to make the transactions contemplated by this Resolution. After consultation with legal counsel, the Representatives may make modifications to the required documents deemed required or necessary, so long as such modifications are not inconsistent with this Resolution. In the event of any inconsistency between this

Resolution and any document or instrument hereby approved, the provisions of this Resolution shall be controlling.

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.

All bylaws, orders and resolutions, or parts thereof, inconsistent with this Resolution or with any of the documents hereby approved, are hereby repealed only to the extent of such inconsistency. This shall not be construed as reviving any bylaw, order or resolution, or part thereof, heretofore repealed.

This Resolution shall be in full force and effect immediately upon its passage and adoption.

Approved

Denied

Board Secretary

Date

Colorado State University

TODOS SANTOS



CSU Todos Santos Center Trimester Educational Program Model

Presentation to the Board of Governors, December 2021
Slides prepared by Rick Miranda, Kathleen Fairfax & Kim Kita





The CSU Todos Santos Center and its activities are rooted in the CSU mission, legacy, and values while building new models for the emerging future.



CSU Todos Santos Center Model (Past)⁶³

- Featured short courses, workshops, retreats
- Mostly from CSU, Fort Collins faculty; managed through CSU
- CSU Faculty developed and led programs, working with Kim Kita and others
- Emerging connections with town and UABCS in La Paz



CSU Todos Santos Center Model (Current)

- Now a CSU System asset, managed by International Programs at CSU
- Hosts faculty-led programs from CSU Fort Collins & Pueblo, and other Universities
- Credit and non-credit., Short courses (5-20 days), workshops, retreats
- Two Full Semester programs (Conservation Biology, Liberal Arts)
- The Center does not offer CSU education abroad programs on its own. Rather, the Center receives a program and supports implementation at the initiative of interested faculty.



Challenges in the Current CSU Todos Santos Center Model ⁶¹

- Students can come to the Center only if one of their faculty is teaching
- Faculty invest a lot of time to develop and deliver customized programs
- If a program leader is unable to run their program due to personal or professional circumstances, students do not have the option to enroll that year
- The Center's utilization fluctuates based on which courses are offered
- Lack of consistency, particularly in short-term programs, is challenging for multi-year planning and student marketing
- Difficulty in making finances work: high fixed costs, not enough revenue



- **Vision:** CSU Todos Santos Center programs are an educational offering across the System and beyond, with the academic integrity of CSU, managed by International Programs (CSU Fort Collins) in collaboration with colleagues from across the System.
- **Goals:**
 - World-class curricular programs
 - Stability of enrollments
 - Flexible enough for short courses, workshops, retreats
 - Involvement of more faculty
 - Deeper partnerships locally in Mexico
 - Financially stable



Next Phase: Trimester Model ⁶⁷

- Three ten-week semester-long programs
- Capacity for 40+ students in each trimester
- Time and space for short courses, workshops, retreats
- Stable and consistent curricula
- More faculty from all campuses can participate, low entry costs
- Deeper connections to town, UABCS faculty



Features Of The Proposed Model

Center-initiated courses, grouped thematically

- Consistent offerings, planned in advance, so students know what will be offered when
- Planned synergy between courses, to maximize excursions, experiential learning opportunities

Collaboration with Mexican Faculty

- Faculty from La Paz co-teach select courses with CSU faculty
- Mexican faculty credentials to be evaluated by relevant CSU department.
- Some Mexican faculty may live-in at Center, providing opportunities for greater student-faculty interaction

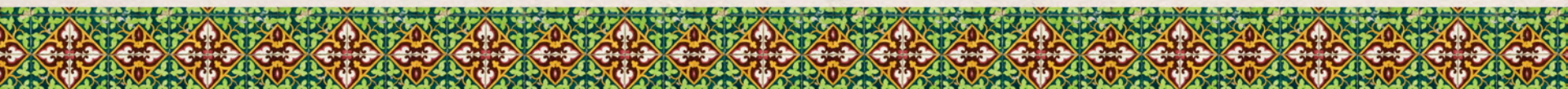
Various options for CSU faculty participation

- Teach 1-2 courses for one 5-week session
- Teach 2-4 courses in full 10-week session
- Co-teach with Mexican faculty, teaching on-site for 2 weeks

Proposed Trimester Education Model

- 13-credit trimesters offered in the fall, spring, and summer for 10-weeks each.
- Each of two 5-week sessions includes 4 courses (plus 1-cr). Students choose 2 of the 4 courses.
- Term dates: October – December; spring semester dates TBD; mid-May - July

13-credit semester program						
		Students: Choose 2 of the 4 courses each 5-week session				AND
		Option 1	Option 2	Option 3	Option 4	Option 5
Session 1	week 1	1	2	3	4	(course #9) 1-cr culture & community engagement
	week 2					
	week 3					
	week 4					
	week 5					
Session 2	week 6	5	6	7	8	
	week 7					
	week 8					
	week 9					
	week 10					



Benefits of a new model

70

Student

- Choice of courses and semesters
- Consistency of offerings planned far in advance
- In-depth cultural exchange via inclusion of Baja California Sur faculty in team teaching opportunities
- Curricular creativity: co-created themed tracks such as natural resources, sociology and culture, global leadership, food systems and agriculture, One Health, etc.



Benefits of a new model

71

Faculty

- A set structure within which faculty can engage – less need to customize every course experience
- Increased faculty peer support across disciplines
- Continued opportunities to lead short courses outside of the trimester calendar, as well as continuation of veterinary medicine experiences
- This model can accommodate existing semester programs
- 2, 5, or 10-week teaching options with set compensation and hybrid flexibility

Sustainability

- Operational, programmatic, and financial sustainability
- Ability to recruit and include non-CSU students
- Increased continuity of engagement with community partners



Finances are Favorable

72

		FY23	FY24	FY25	Full Capacity
Student numbers per year		63	82	101	126
Revenues					
	Tuition	\$389,844	\$506,797	\$636,225	\$779,688
	Housing and Dining	\$313,110	\$427,395	\$526,025	\$626,220
	Student Program Fees	\$221,445	\$299,394	\$368,484	\$442,890
	Short Courses and Conferences	\$32,695	\$34,330	\$36,046	\$32,695
	Board Reserves Support	\$520,000	\$350,000	\$250,000	\$250,000
	TOTAL	\$1,477,094	\$1,617,916	\$1,816,781	\$2,131,493
Expenses					
	Variable (faculty, vendors, center)	\$884,924	\$1,015,887	\$1,191,824	\$1,311,076
	Fixed (Staff, CSURF, facility)	\$592,571	\$599,248	\$606,126	\$645,210
	TOTAL	\$1,477,495	\$1,615,136	\$1,797,950	\$1,956,285
	NET:	(\$401)	\$2,780	\$18,831	\$175,208



Discussion and Questions

73



Kathleen Fairfax
Kim Kita

Todossantos.colostate.edu



Section 4

Chancellor's Report



OFFICE OF THE CHANCELLOR

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

December 2-3, 2021

CSU-System Wide

- The CSU System continues to work closely with the campuses to share best practices in areas of communication, finance, IT, partnerships, and other key arenas.
- Chief Academic Officer Rick Miranda finished his sabbatical research trip to Rome (September) and Barcelona (October), returning November 1; his visit was supported by the Centre de Recerca Matemàtica in Catalonia. While there, he was on the scientific committee of one conference in September, in Cetraro, Italy, and participated in another in Rome. He gave lectures at the University of Rome and the University of Barcelona and submitted three articles for publication that were completed during the visits. He continued to meet on CSU System initiatives during the evenings as needed and is grateful to the Chancellor and his System colleagues for giving him the space to arrange these activities. In November, he lectured at the University of Miami at a conference and pre-conference workshop on Braids and Links.
- Chancellor Frank [issued a special message](#) on Veterans Day focused on the need to better support returning veterans, including resources to address mental health struggles.
- Chancellor Frank distributed the annual System memo on compliance reporting and expectations to each campus in November. This memo reminds all CSU employees of the ethics and financial fraud policies adopted by the Board of Governors and of the System's expectations for ethical, legal, and fiscal compliance.

Campus Updates

- On November 15, the CSU System and City of Fort Collins announced that they are moving forward with the City's purchase of the former Hughes Stadium property in Fort Collins. The sale is in line with the terms of the Memorandum of Understanding the City and CSU signed in August.
- Chancellor Frank and CSU Fort Collins President McConnell spoke at the grand opening for the CU School of Medicine at CSU October 13.
- Chancellor Frank participated in the grand opening of the Johnson Family Equine Hospital at CSU Fort Collins November 1.
- The CSU Fort Collins MarComm team hosted Chancellor Frank for a presentation and Q&A about the Spur campus with all campus communicators. Communications teams from CSU Pueblo and CSU Global were also invited to participate.
- The CSU System and campus communications teams collaborated to spotlight an area of common strength and focus: programs and activities designed to combat hunger. This collaboration included [a message from Chancellor Frank](#) in his monthly newsletter that has also been circulated statewide as an op-ed.



OFFICE OF THE CHANCELLOR

CSU System Government Affairs – Federal

- Chancellor Frank attended the October meeting of the National Association of System Heads (NASH).
- Chancellor Frank and Kerri Wright Platais, Director of International Agriculture at Spur, attended a meeting of the North American Agricultural Advisory Network in conjunction with World Food Prize events in Des Moines in October. The NAAAN, which is headquartered with the CSU System at Spur, hosted a side event at the World Food Prize that included a keynote address by Chancellor Frank and a panel discussion with the top agricultural officials for the United States, Canada, and Mexico, who are all ex officio members of the NAAAN secretariat.
- Chancellor Frank has been actively engaged in a variety of federal outreach efforts within and outside of the Colorado delegation.

CSU System Government Affairs – State

- Chief Academic Officer Miranda has joined the CDHE Task Force on implementing the CORE initiative provisions of HB-1330, whose work will start shortly.
- Chancellor Frank hosted a welcome luncheon with statewide higher education leaders for new Colorado Mesa University President John Marshall October 12.
- Senior Vice Chancellor Sobanet updated the Metro Mayors Caucus on the System's anchor institution work at the caucus meeting October 20.
- Executive Vice Chancellor Henry Sobanet continued his service chairing the state's Task Force Concerning Tax Policy. In keeping with state statute, the task force is required to study issues related to state tax policy and propose policy modifications for consideration by the Legislature. He has also been named to Colorado's Economic Relief and Recovery Task Force.
- Chancellor Frank and Senior Vice Chancellor Sobanet continue to have regular, targeted outreach with Colorado legislators, with the help of state lobbying team Mike Feeley and Rich Schweigert.

Statewide Partnerships

- The Colorado Farm Bureau honored Chancellor Frank with its 2021 Service to Agriculture award at a ceremony November 20.
- Chancellor Frank was the featured speaker at a luncheon hosted by the Lone Tree Business Alliance and the South Metro Denver Chamber November 19.
- Chancellor Frank, Assistant Vice Chancellor for the Spur Campus Jocelyn Hittle, and Kerri Wright Platais, Special Advisor to the Chancellor and Director of International Agriculture at Spur, joined the Consul General of Canada and the consulate's trade commissioners for lunch in Denver Sept. 27.
- Chancellor Frank participated on a Colorado Agriculture Roundtable on Rural-Urban Opportunity at a conference of Colorado Counties, Inc. November 29.
- Chancellor Frank delivered remarks at the kick-off event for National Western Stock Show volunteers November 3.



CSU SYSTEM

OFFICE OF THE CHANCELLOR

- In September, AVCs Tiana Kennedy and Jocelyn Hittle attended the Denver Metro Chamber's Leadership Exchange (LEX) Trip to Atlanta with 150 Colorado business and civic leaders.
- AVC Kennedy attended the Northern Colorado Trade Mission to Austin with leaders from Northern Colorado in late September.

CSU Spur

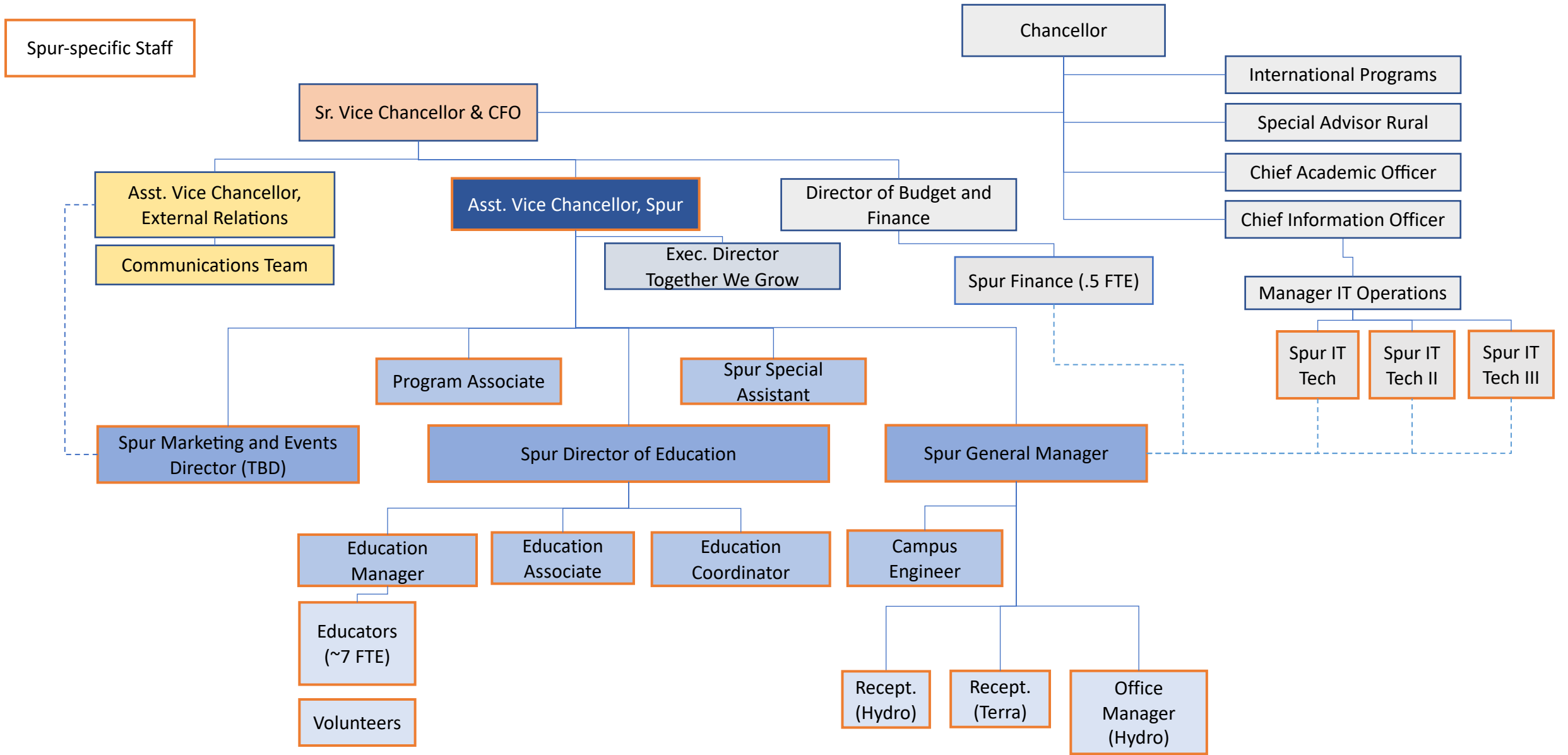
- Chancellor Frank and CSU System leadership hosted a tour and follow-up conversation on CSU Spur with CU Denver Chancellor Marks and members of her leadership team.
- Opening events at CSU Spur are planned as follows for the celebration of the Vida building opening:
 - Jan. 6: Neighbor and community sneak peek event
 - Jan. 7: Ribbon cutting following the Chamber's Boots 'n Business event; [RSVP and details here](#)
 - Jan. 15: Public grand opening celebration – family-friendly day as part of the CSU Day at the National Western Stock Show
- Big construction milestones include the bridge between Hydro and Terra being set into place in October.
- Kathryn Venzor, Spur Education director, has hired Adrienne Sedlak as Spur Education Manager and Mo Walsh as Education Coordinator.
- Tami McDonald is joining the CSU Spur team on December 6th as the Spur Special Assistant.
- CSU System staff have led more than 115 tours of the Spur site to date.
- The second year of the Youth Action Team is underway. The effort brings together National Western Center partner organizations to help connect youth to the project in a meaningful way.
- CSU Spur Service Days have allowed staff and partners to get into the local community in a meaningful way. On Nov. 22, a group of volunteers distributed food to the local community center in coordination with nonprofit Birdseed Collective.
- The [Water in the West Symposium](#) was held virtually November 3, and focused on water solutions at various scales and features speakers from across the U.S. [Read a recap here](#). Videos will be available to the public in early February.
- Follow [@CSUSpur](#) for the latest updates; [click here for links to all social accounts](#).



Spur Staff Update

Board of Governors, December 2021

Spur & Partial System Org Chart



Spur Staff Updates

New Spur Staff

- Adrienne Sedlak, Education Associate
- Mo Walsh, Education Coordinator
- Tami McDonald, Spur Special Assistant
- Coming Soon....
 - Building Engineer

New Spur Contracts

- CCI for Grounds, Custodial, O&M
- GFL for Trash/Recycling/Compost
- WSSA for Arena Maintenance
- Coming Soon...
 - Security

Shared IT Administrative Services for the CSU System

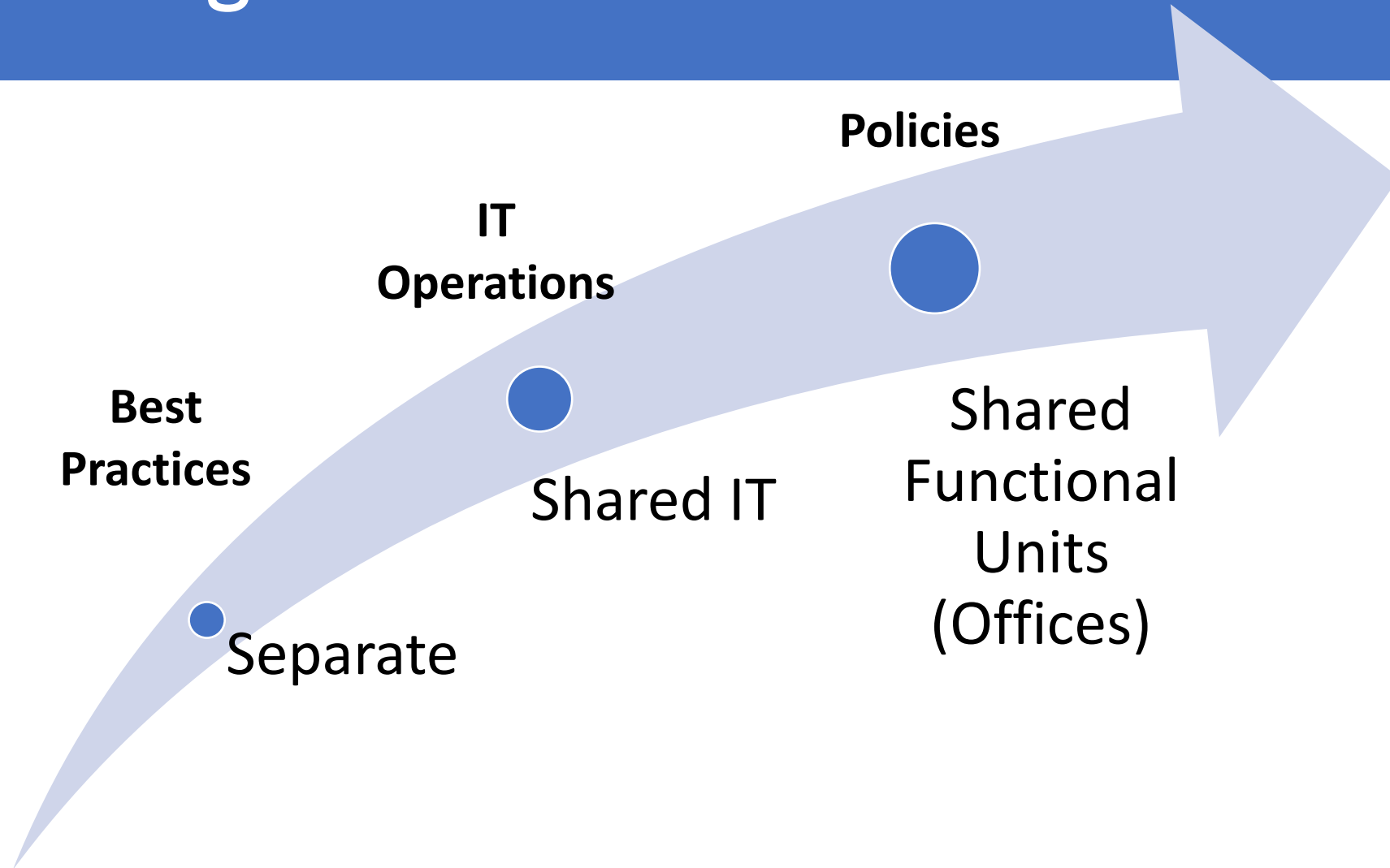
Pat Burns CIO for the CSU System

Oct. 20, 2021

Banner Implemented at Both Institutions!



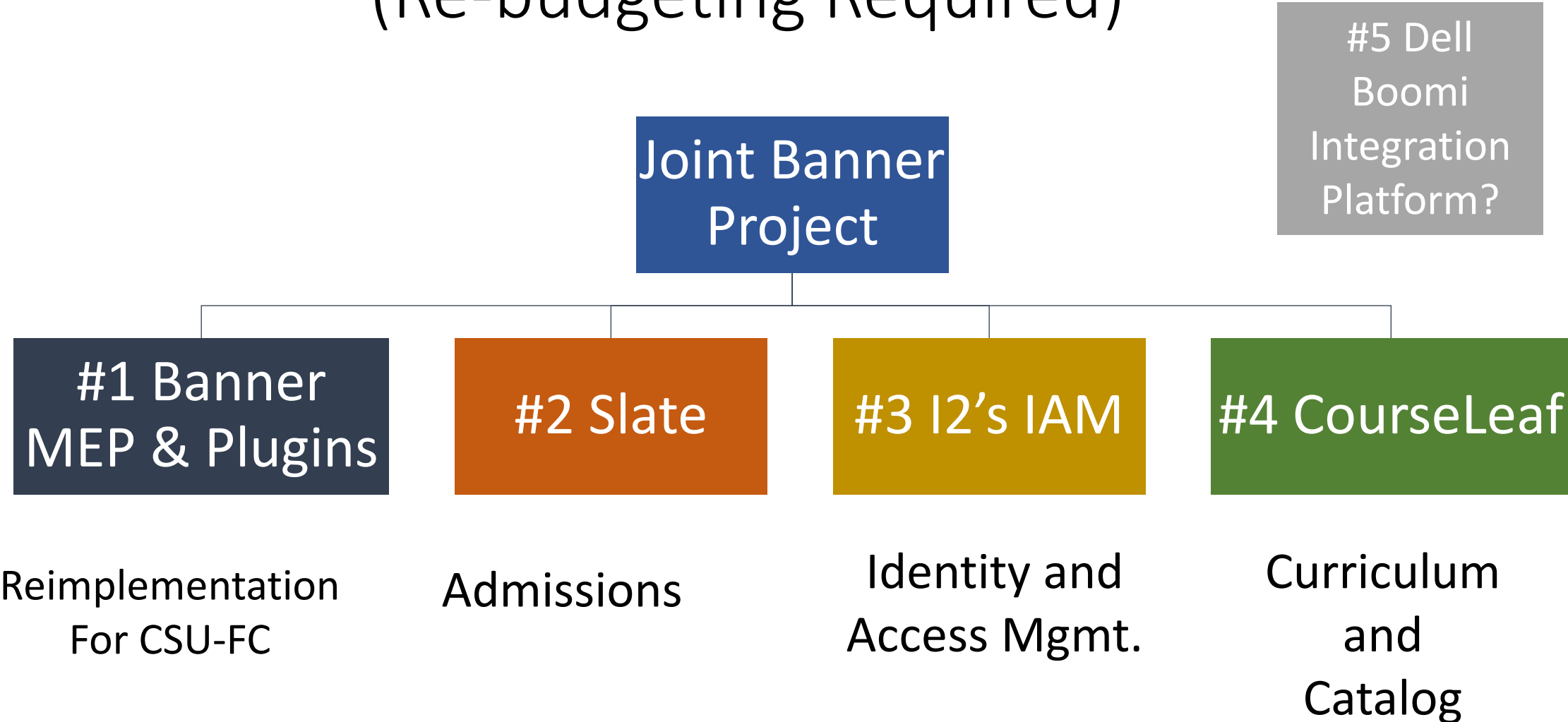
Cost Savings Vs. Level of “Consolidation”



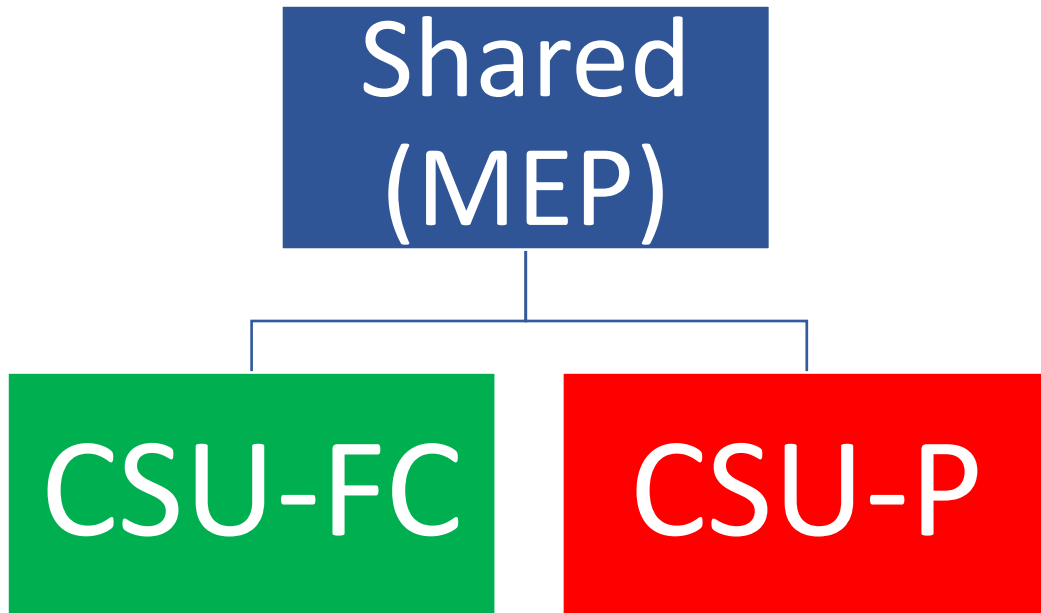
Participants



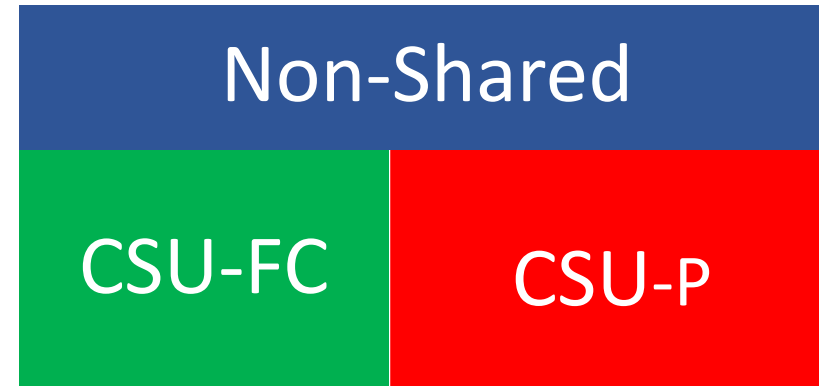
How 1 Project Turned into 4 (or 5) Projects (Re-budgeting Required)



Banner MEP Structure



Policy, Process Alignment

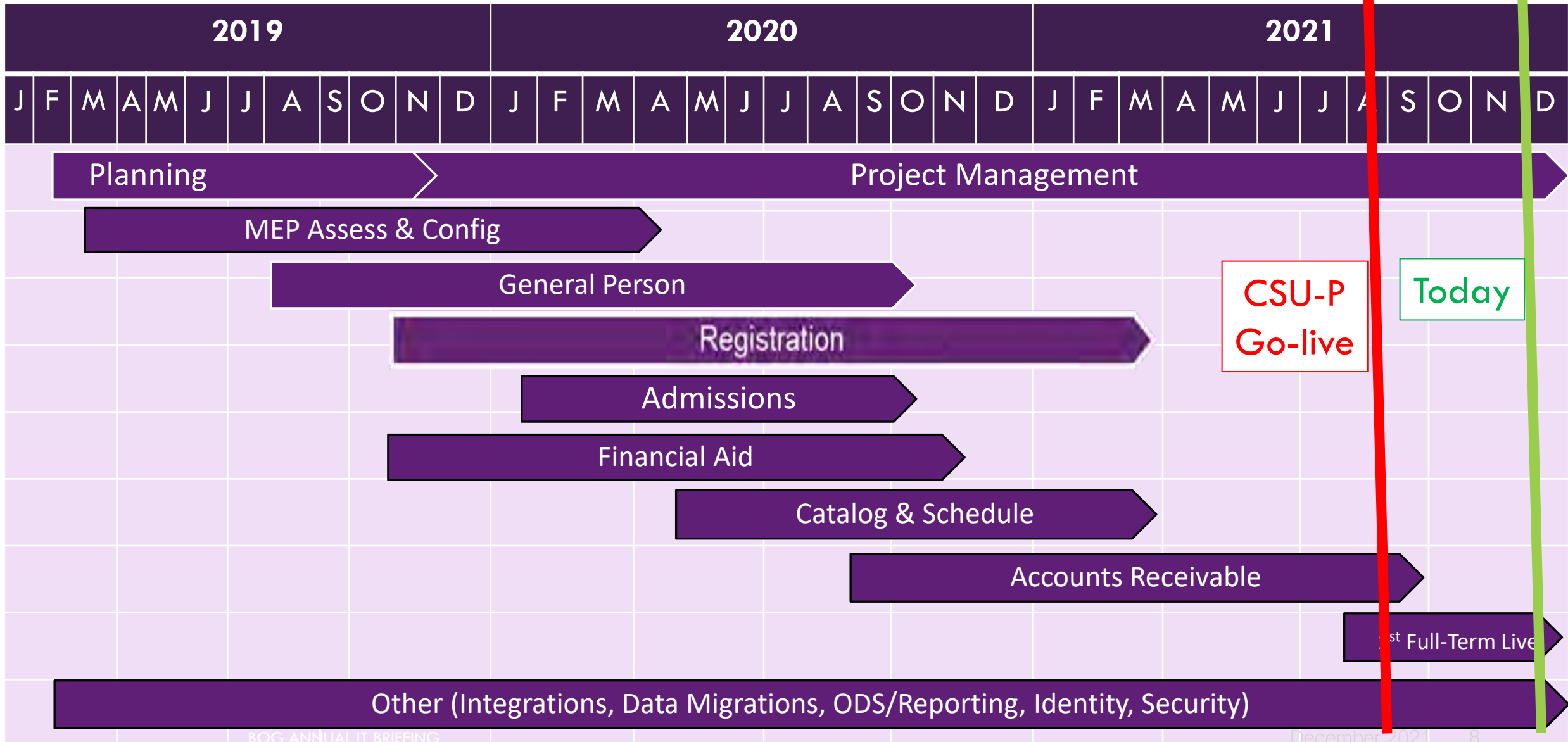


Separation,
No Alignment

Banner MEP at
CSU-FC Went
Live April 2020
(Re-implemented)



JBP Implementation Timeline AT CSU-Pueblo



Implementation Costs - Perspective

2019-2021 – Joint Banner Project, 2 institutions, 34 months, \$10.8 million

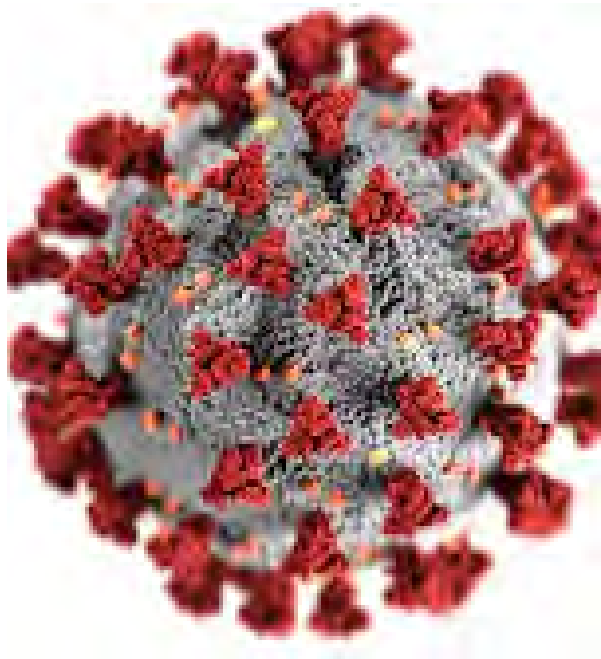
2004-2007 – Banner at CSU-Fort Collins, 36 months, \$7.8M

- With inflation of 35.3% from 2004-2019 = \$10.5M
- But now, also with Slate, CourseLeaf, and IAM

Thus, a better value is being obtained, for lower cost, when corrected by inflation

- Banner has gotten less expensive to implement?
- Improvements made since last implementation...

But, Unavoidable Delays Due To



Massive Efforts
Responding to
Covid



Stay at Home



Staff Evacuations
Due to Wildfires

Implementation Status

**A 34-month project: on
schedule, and on budget**





Benefits to CSU-Pueblo - Admissions

Slate:

1. Creating & running reports and queries
2. Creating and sending communication items
3. Analyzing success of communication campaigns
4. Managing visits and events
5. General Slate system maintenance
6. Import and export processes

Slate (cont'd):

7. Scholarship awarding processes
8. Receiving transcripts
9. Application process for students
10. Application processing for staff,
11. Enrollment checklist process

Banner:

1. Scanning is easier due to the integration between BDM and Slate

Benefits to CSU-Pueblo – Extended Studies



1. Extended Studies now integrated w/ campus so students can see ES courses. Students and faculty can search for those sections via attributes, which helps students find specific course offerings.
2. The advising profile in SSB is great for advisors to see transcripts, current enrollment, degree programs, etc. all at once which improves efficiencies in the advising process.
3. The new Extended Studies automated registration process using Banner has reduced the time our staff have taken to register students. There are many fewer steps and popup screens to register someone, which helps the Independent Study team during busy registration periods.
4. The ES team can now get better data on its course offerings and enrollments each term because of the change from instructional codes to attributes - we have everything coded specifically so we can identify non-degree students and ES courses more accurately than before.

Benefits to CSU-Pueblo – Financial Aid



1. Reduction of traffic in the Cashier's office as a result of Banner. More students have elected to pay bills on-line vs. a physical visit to the Cashier's office.
2. Increased direct deposits vs. paper checks via Self-Service Banner. Reduced processing time, no postage costs, and less labor costs.
3. TWARBUS integration allowed more efficient loading and approving of transactions into Banner.
4. Elimination of banking fees as a result of switching to the State's SIPA system. Banking fee savings to date = \$18,976.



Benefits to CSU-Pueblo – Registrar

1. New transcript process with Robo Registrar matching students and automating most orders
2. Implementing pre- & co-reqs which was not available before
3. Allowing students to update address and emergency contact in self service
4. Student preferred name field (did not have before)
5. Instant changing of majors for degree planning instead of overnight load
6. Grade changes will be instant in u.achieve from Banner
7. CourseLeaf eliminates manual process of annually loading and verifying course changes, and updating course catalog
8. National Student Clearing House, went very smoothly

Benefits to CSU-Pueblo – IT



- Banner, Slate, CourseLeaf and IAM operations, maintenance, upgrades and patches all performed at CSU-FC
- Access to a Central Data Store for all staff
- Numerous processes streamlined nightly via automated scheduler
- Enhancements added to Active Directory and single signon



Benefits to CSU-FC

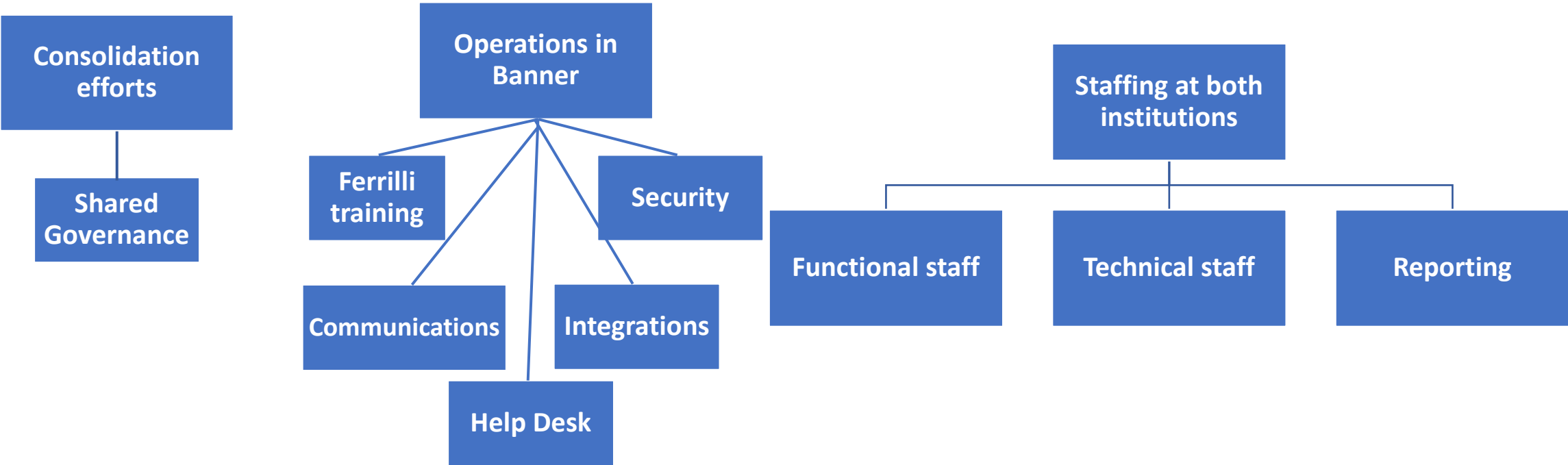
- CSU-Pueblo has deployed leading-edge native Banner interfaces, that will percolate over time into the CSU-FC environment
- Administrative staff with context switching can access data for transfer and dual enrolled students, reporting and operations
- Self Service Banner defect resolutions for Registration and Faculty Grade Entry allowing current releases to be utilized. (8 versions in arrears previously)
- Banner Communication Management in use by Office of Financial Aid for targeted communications, baseline Banner function
- Datawarehouse contains data now from both institutions allowing for analysis from different lens
- Alignment of several integrations with external vendors allowing for streamlined maintenance (do it once, not twice)
- New method for streamlining build of tuition and fee assessment rules

Today's Summary

Post CSU-P Go Live – On Schedule & On Budget

- Staff effort has been extraordinary
- Staff at both institutions have worked many nights and many weekends over the course of the project. (10 of 12 weekends during one stretch)
- Implementation fatigue is severe, and growing
- Coupled with “stay at home”/covid issues
- Post implementation (now) presents an opportunity to stabilize and enter a “new normal”
 - Transition to a steady-state staffing and fiscal model: sustainability

Post Go-Live Needs – “What’s Next”



FY 23 Steady-state Staffing Additions for Banner

Position(s)		CSU-FC		CSU-P
	No.	Annual k\$	No.	Annual k\$
Admissions	0	\$0	1	\$65
Banner Operations	0	\$0	3	\$262
Business & Financial Services	3	\$236		\$0
Information Technology	5.5	\$540	1	\$98
Financial Aid	1	\$73	0	\$0
Registrar	<u>3</u>	<u>\$250</u>	<u>2</u>	<u>\$151</u>
Totals	12.5	\$1,098	7	\$576

Q&A

Is most welcome.



Section 5

Annual Campus Safety Reports

- Colorado State University – Pueblo
- Colorado State University

CAMPUS SAFETY THE CLERY ACT



The Clery Act

Three Primary Requirements:

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



Campus Safety at CSU

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



CSUPD

Changes and Challenges in Campus Policing

- COVID
 - Vacant campus to “masking police”
- Mental health
 - Call volume
 - Peer support
- National Dialog
 - Reimagining policing
 - Community Support Program
 - Recruitment and retention

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL



CSU Statistics

- Safety statistics from CSU's Annual Safety Report
- Crime statistics are consistent with previous numbers of reported sex offenses
 - 15 sex offenses reported in 2020 (21 reports in 2019, and 25 reported in 2018)
 - 42 reports of dating violence, domestic violence, and stalking
- These reports are consistent with peer institutions and national trends: universities with comprehensive resources and services have experienced increased crime reporting



Campus Safety at CSU Pueblo

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

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL



CSU Pueblo Statistics

- Safety statistics from CSU Pueblo's annual safety report
 - CSU Pueblo had 1 sex offense to report for Clery in 2020
 - 3 reportable incidents of Dating Violence, Domestic Violence and/or Stalking
 - Consistent with previous year



Questions?

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL



The Board of Governors
of the Colorado State University System
Meeting Date: December 2-3, 2021
Action Item

MATTER FOR ACTION:

Approval of Colorado State University System Board of Governors Policy 132 – Identification.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approves the Board Policy 132: Identification.

EXPLANATION: Presented by Jason L. Johnson, General Counsel.

From time to time and in accordance with best practices, the Board of Governors updates or amends its Policy and Procedures Manual. The new Policy 132 provides an additional tool for campus safety by allowing authorized individuals to obtain proper identification of persons on the campuses, and is specifically authorized under Colorado law, C.R.S. § 23-5-109.

Upon approval of the aforementioned new policy, the Policy and Procedures Manual will be amended accordingly.

Approved

Denied

Board Secretary

Date

COLORADO STATE UNIVERSITY SYSTEM

Policy and Procedures Manual

SUBJECT: GOVERNANCE

Policy 132: CSUS Board Identification Policy

Board Policy

The Colorado Constitution and Colorado Revised Statutes vest the supervision and control of the Colorado State University System and its institutions in the Board of Governors. The System Institutions are Colorado State University in Fort Collins, Colorado State University Pueblo, and Colorado State University Global Campus. The Board of Governors has such powers, rights, and privileges that are granted to it under applicable law, including, but not limited to promulgating rules and regulations for the health, safety, and welfare of students, employees and campuses, and promulgating rules and regulations necessary for the governance and operations of the System and its institutions. Also, under Colorado law, the Board is specifically authorized to promulgate policy regarding the identification of persons who are on property owned or controlled by the Board, System, and the System Institutions. Accordingly, the Board of Governors is adopting this policy to provide an additional campus safety tool for the System and its institutions.

Persons who are authorized by the System or a System Institution to provide safety, security, or building or facility management services, including but not limited to law enforcement or other security personnel, may ask for proper identification of any person who is on property or in a building or facility under the control of the System or a System Institution for the purpose of obtaining proper identification of any such person. The authorized person may detain a person for the sole purpose of obtaining proper identification if such person refuses to display their identification card or otherwise give adequate identification upon request by an authorized individual. In addition, all persons on property or in a building or facility under the control of the System or a System Institution must identify themselves upon request of a System or System Institution employee who reasonably suspects that the person has committed, is committing, or is about to commit a crime or a violation of a Board, System, or System Institution policy, rule, or regulation.

Procedures and Guidelines

In accordance with this policy, the System and each System Institution may adopt its own policies, procedures, or guidelines that are consistent with this policy to assure that this policy is followed in order to help protect the safety of the campus community. This Board policy is meant to supplement those campus safety policies and plans for the System and at each System Institution.

History: Effective December 3, 2021, by Board Resolution

Section 6

Annual Research Reports



Extending Our Reach

Annual Research Report

Colorado State University, Board of Governors
December 2021



**VICE PRESIDENT
FOR RESEARCH
COLORADO STATE UNIVERSITY**



We Extend Strong Hands

2021: a record-breaking year for CSU research

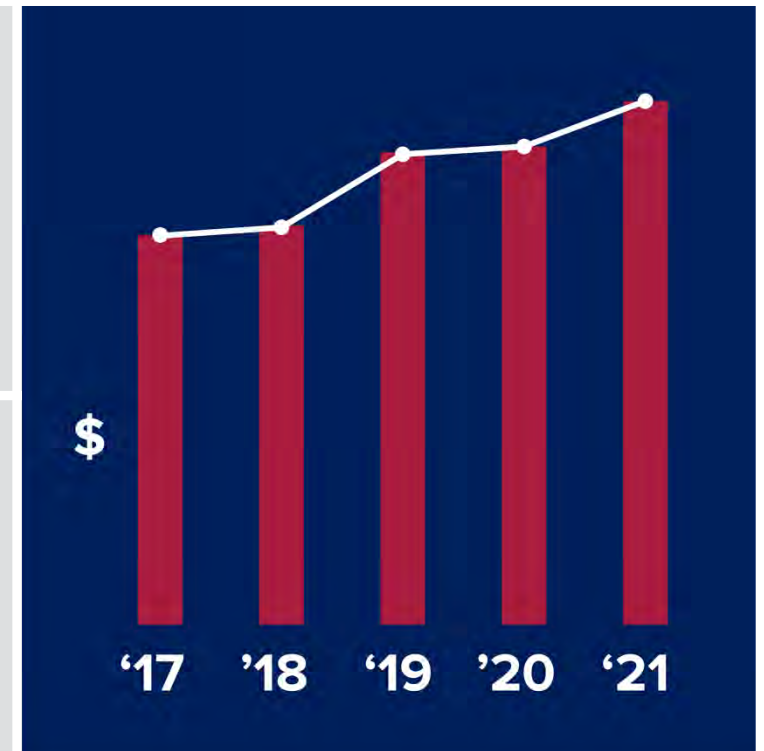
CSU research
expenditures
reached a record
\$446.8 million

10%

Increase over
last year

35%

Research growth
in 5 years



Congratulations CSU Researchers!

research recognition in FY21

No.3

veterinary medicine program in the nation

Top 25

public health university in the nation

Top 10

In atmospheric science research

Designated as an **Innovation
and Economic Prosperity
University** by APLU

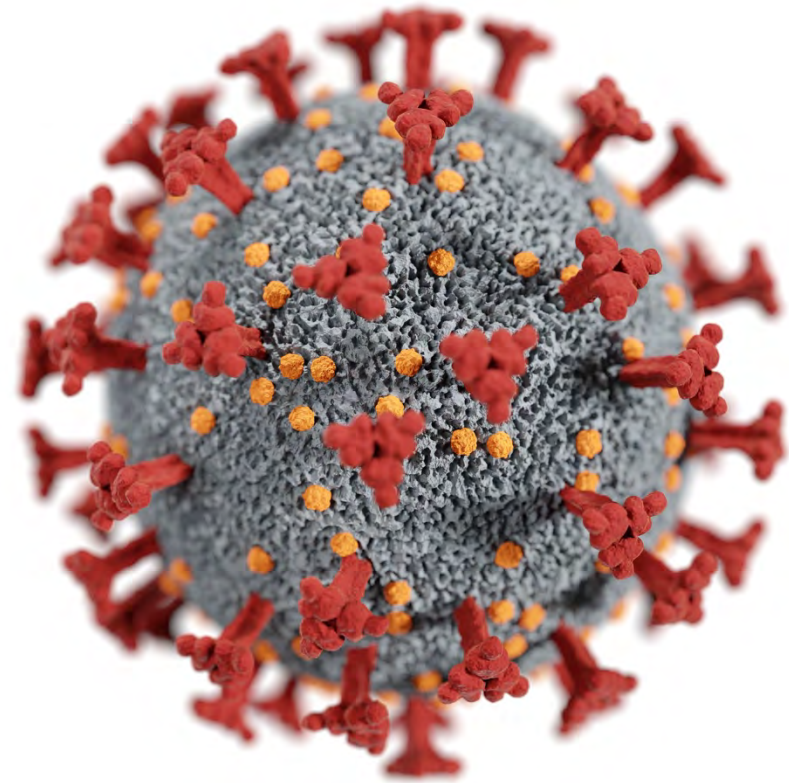
Top 10 universities solving the
coronavirus pandemic and in
sustainable practices



We Touch Lives

CSU researchers helped stop the spread of COVID-19

- Conducted Colorado's longest longitudinal disease surveillance program in senior care workforce with CDPHE
- Developed testing technologies to help contain the pandemic on campus and across the nation, testing 25K people and performing 225K tests
- Developing new vaccines and diagnostics to improve accuracy and time to halt the pandemic and protect against future outbreaks
- We extended our knowledge into engaged communities on COVID



We Reach Into Communities

experts help improve lives via the land grant mission

- CSU's Food Systems Initiative started in OVPR connects the entire food chain in Colorado and beyond
- We extended our program in West Nile virus management with City of Fort Collins and Larimer County to our One Health Initiative
- CSU extension experts help communities cope with wildfires, drought and the climate emergency
- Lead six U.S. land grant universities in the Coalition for Epi Response Engagement and Science to protect agriculture against disease and biosecurity threats



The Foundation of our Reach is Strong

we're building for sustained research excellence

- Investing in key facilities at Powerhouse Energy Institute and at Foothills Campus to expand capabilities and programs to fight infectious disease
- Pursuing diversity initiatives that expand and enrich our research enterprise
- Enhancing research themes of excellence including one health, sustainability, aging and wellness, agriculture, climate and data sciences



New hydrogen production facility at the Powerhouse Energy Campus

Current Research Centers and Institutes in Health

We stand on strong foundations in thematic research areas of excellence

We can build unique foundations of growth and continued excellence through **Courageous Strategic Transformation**



Global Reach of Research

our experts help solve problems around the world

- In Central America, we work to bring a one health approach to improved health resiliency in villages with increased disease surveillance and natural resource sustainability
- In Africa, we support global efforts to increase biosecurity to achieve better health outcomes
- Across the globe, our Cooperative Institute for Research in the Atmosphere protects cities by forecasting hurricanes
- In space, we're working with NASA/NOAA to better understand climate change in understanding clouds and precipitation patterns



Key Partnerships Extend our Reach

we accomplish greater good by working together

- Zoetis Inc. Doubled their workforce in FC and is poised for strategic impacts in livestock health and companion animals
- Woodward Inc. is strengthened through CSU's systems engineering department to expand opportunities for students and faculty
- The Sustainable Livestock Systems Collaborative (AgNEXT) is working with industry partners to establish climate and disease resilient programs
- Our national biocontainment facilities partner with the NIH, DHS and USDA to enhance our research capabilities in infectious disease research and responses



Our Reach Shapes Public Policy

CSU helps define national priorities

- We expanded legislative affairs efforts to increase CSU advocacy on policy and program matics
- State congressional delegation investments in our Soil Carbon Solutions Center and engineering training program at Adams State University
- USDA-APHIS and National Wildlife Research Center development of wildlife disease network
- Significant advocacy impacts in federal investments to establish advanced research projects agencies in agriculture (Ag-ARDA) and climate (ARPA-C)



We Touch the Earth

our researchers help protect the environment

- CSU will lead a NASA-funded \$177m Earth science mission using satellites to study storms in the tropics to achieve better weather and climate models
- We're using advanced ground radar supported by NSF and DoE to better predict precipitation to improve water management in the West
- Sustainability practices and science are woven into the fabric of CSU research maintaining our premier ranking, brand and impacts



We Reach with Interdisciplinary Teams

research as catalyst for innovative partnerships

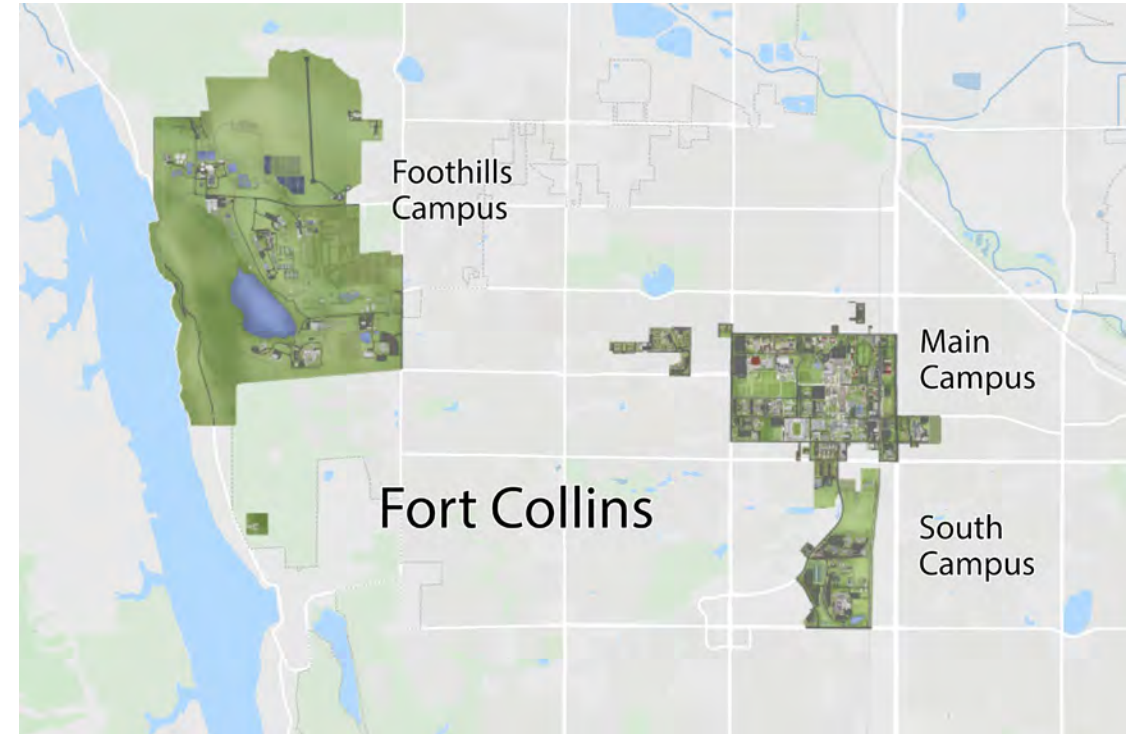
- Our premier teaming program since 2016
- We invested \$3.5m in 12 teams resulted in \$23.3m in research awards and impacts to date
- Impacts include new teams that are generating growth and impacts using the lessons we learn from the science of team science
- Part of Research and Scholarly Success Initiative in OVPR and highly regarded by faculty and students



Our Future Reach

CSU is preparing for tomorrow's scientific challenges today

- CSU's Energy Institute leads methane field assessments and is transforming mission into Energy and Climate Solutions
- Center for Healthy Aging will be first site for Colorado Longitudinal Study
- One Health Institute secured large interdisciplinary NSF program in studying microbes in the atmosphere
- We completed a CSU-FC task force on foothills with first holistic mission vision with intent to continue expansion of CSU Extended campus



We Scale our Reach

new record expenditures drive technology and knowledge transfer

Colorado State University Research Foundation FY21		
\$800,000 proof of concept funding	96 inventions disclosed	198 patent applications
\$4.07M license revenue	47 license agreements	5 startup Companies Solaris Vaccines Tendyne Perspectus Cypress Materials SoilSignals

We Connect Great People

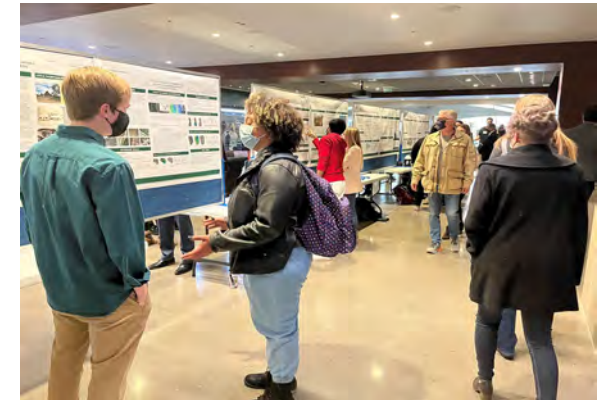
CSU researchers gain positions of impact and leadership



Jan Leach and Robin Reid

Our two newest National Academy of Sciences members

Graduate researchers, extension interns and fellowships are a key driver of discovery



Sue James and V. Chandrasekar

Our two newest National Academy of Inventors members

**VICE PRESIDENT FOR RESEARCH
GRADUATE STUDENT FELLOWSHIP**

Supporting excellence in graduate student research and scholarship.



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We Are ...

296

dedicated people
contributing to every
aspect of our research
enterprise



Thank you!

Alan Rudolph

alan.rudolph@colostate.edu



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RESEARCH REPORT

Colorado State University Pueblo

December, 2021

Mohamed Abdelrahman, PhD

Provost/Executive Vice President for Academic Affairs



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Research Metrics



Calendar year comparison of submitted proposals

Sponsor	Jan. 2020 - Dec. 2020	Jan. 2021 - Oct. 2021
BLM	\$ 362,180.00	\$ 24,954.00
Dept of Ed	\$ 6,822,812.00	\$ 8,854,218.00
DOD	\$ 2,163,074.00	
NIH	\$ 1,302,180.00	
NSF	\$ 1,689,470.00	\$ 1,492,465.99
Other	\$ 909,682.00	\$ 5,052,553.78
USDA	\$ 1,050,000.00	
USFW	\$ 181,640.00	
Total	\$ 14,481,038.00	\$ 15,424,191.77

**Data as of October 25, 2021*



Continued and New External Funding

Sponsor	FY20	FY21	FY22
U.S. Dept. of Education	\$ 4,796,064	\$ 4,278,232	\$ 7,709,167
Institute of Cannabis Research	\$ 1,800,000	\$ 1,000,000	\$ 1,800,000
Other State and Federal Sources	\$ 1,203,294	\$ 731,649	\$ 2,985,719
Total	\$ 7,799,358	\$ 6,009,881	\$ 12,494,886

**Data as of October 25, 2021*



Research Interests and Funding Highlights



New Notable Awards

- MAPS – Dept. of Education HIS - \$4,949,758
- CUATRO – National Science Foundation HIS - \$699,442
- Project *Resiliencia* – Dept. of Education - \$2,155,836
- BROADN – Colorado State University (National Science Foundation) - \$373,018
- U.S. Police Reform Study – University of Maryland, Baltimore County (William T. Grant Foundation) - \$150,471
- TRIO Educational Opportunity Center (EOC) – Dept. of Education - \$2,517,585
- TRIO Educational Talent Search (ETS) – Dept. of Education - \$1,386,875

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**As of October 25th, 2021.*

MAPS Program: Mentorship, Access, and Platforms in STEM



- Department of Education funded grant
- To build institutional capacity to attract, support, and graduate Hispanic and low-income students in STEM disciplines from the local community and region
- ~\$4.9M over 5 years
- PI: Elizabeth Peterson



Project CUATRO: Creating Connected College Research Communities

- Funded through National Science Foundation's HSI Program: Implementation and Evaluation
- Student research activities centered on Wildlife & Natural Resources
- \$699,442 awarded
- PI: Dr. Fran Sandmeier



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Project *Resiliencia*

- US Department of Education - Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) Grant Program Competition (FIPSE Competitive Grant)
- Integrates curricular (new and redesigned coursework with increased access), co-curricular (research opportunities, mentorship, student services), and programmatic (professional development, internship support, and capstone experience) activities
- \$2,155,836.00
- PI: Dr. Rhonda Gonzales



Project BROADN: BII Regional OneHealth Aerobiome Discovery Network

- Funded by the National Science Foundation
- Large collaborative effort to study the aerobiome, and also bridge CSU Pueblo MS students to PhD programs at CSU
- Total awarded to CSU Pueblo - \$373,018
- Co-PIs: Dr. Amaya Garcia Costas and Dr. Fran Sandmeier

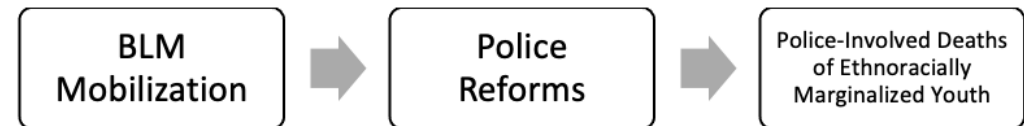


Impact of Black Lives Matter: Mobilization on Police Departments' Policies to Reduce Racial Inequality

- Funded by a William T. Grant Foundation “Research Grant on Reducing Inequality”
- Collaboration between CSU Pueblo and University of Maryland-Baltimore County
- Awarded over \$400,000 across both campuses over next three years
- PI: Dr. Heidi Reynolds-Stenson



Dr. Heidi Reynolds-Stenson



TRIO Educational Opportunity Center (EOC)

- Funded by the Department of Education
- The goal of EOC is to help adults by providing guidance on how to enter, re-enter, and navigate post-secondary priorities
- \$2.5 Million for a 5 year grant cycle
- PI: Dr. Reginald Harge

TRIO

EDUCATIONAL
OPPORTUNITY CENTERS



TRIO Educational Talent Search (ETS) Grant

- Funded by the Department of Education
- The goal is to encourage youth to complete secondary school and to enroll in and to complete postsecondary education
- \$1.38 Million for a 5 year grant cycle
- PI: Dr. Heather Cornell





Center For Surface Transportation Testing and Academic Research (C-STTAR)

Funding Opportunities

\$571 million USD contract to provide research & development, testing, engineering and training services at the Transportation Technology Center in Pueblo



 University of South Florida Center for Urban Transportation Research	 Colorado State University - Pueblo	 Connected and Autonomous Networked-Vehicles for Active Safety (CANVAS), Michigan State University	 Michigan Tech Transportation Institute, Michigan Technological University
 Midwest Roadside Safety Facility, University of Nebraska-Lincoln	 University of Hawai'i	 Mineta Transportation Institute, San Jose State University	 Oregon State University

submitted

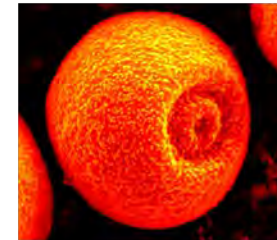
writing phase

planning phase

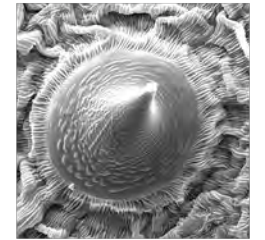




- FY22 – State Appropriation reinstated to \$1.8 million
- FY23 – Budget request to increase appropriation to \$3.6 million
- Conducted the first statewide cannabis research grant competition
- Received external support from Pueblo County, Chuncheon Bioindustry Foundation, and Grow Doc
- *The Journal of Cannabis Research* has now published more than 100 articles
- Annual Cannabis Research Conference was a success with 329 participants, 33 sponsors, and 16 virtual exhibitors



SEM image of hemp pollen



SEM image of non-glandular trichome



Institute of Cannabis Research Academic Partnerships



Lambert Center for the
Study of Medicinal
Cannabis & Hemp



The Panacea Life
Sciences Cannabinoid
Research Center



Global Hemp
Innovation Center

Recent ICR Webinar Speakers



Dr. Mary Marovich
Director of Vaccine
Research
NIAID/NIH COVID-19
mRNA Vaccines



Dr. Angela Bryan
Psychology &
Neuroscience
University of Colorado
Cannabis for obesity-
related processes



Dr. Ziva Cooper
UCLA Cannabis Res.
Initiative
Human studies for
pain relief



Dr. Clayton W. Snell
Greenwich
Biosciences
A Deep Dive into
Epidiolex



Dr. Susan Weiss
NIDA/NIH
Cannabis Research
and Policy: State of
the Science



Dr. Gillian Schauer
Executive Director of CANNRA
University of Washington
Delta-8 THC and other THC
Analogues: Public Health and Safety

College Research Programs

- College of Science, Technology, Engineering, and Mathematics (CSTEM) project examples:
 - Extraction of cannabinoids
 - Characterization of geotechnical materials
 - Fear conditioning responses with CBD use

- College of Humanities, Arts, and Social Sciences (CHASS) project examples:
 - History and impact of refrigeration
 - Impact of political institutions and political economy
 - Shifts in protest policing



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College Research Programs

- College of Health, Education, and Nursing (CHEN) project examples:
 - Nasal breathing during exercise
 - Mobile tech for public health information in rural areas
 - Cannabis usage in sport

- Hasan School of Business (HSB) project examples:
 - Blockchain advertising and consumption memory
 - Interplay of environmental sustainability and corporate reputation
 - Cyber-defense-threat vulnerability assessment

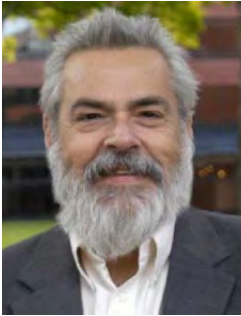


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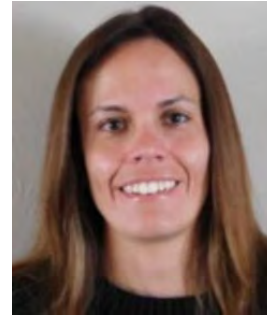
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Office of Research and Sponsored Programs Staff



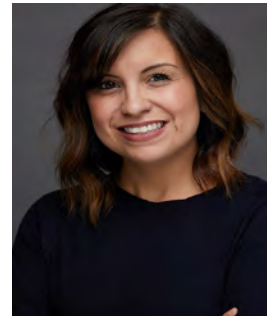
John Williamson, PhD
Senior Director of Research



Amy Uhernik, MS, MBA
Interim Senior Research Administrator



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Nicole Quartiero, MS, CRA, CCRP
Research Administrator

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Questions?



Section 7

Colorado State University Reports

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



Dykson-Gebretsadik Board of Governors Report

December 2021

Associated Students of Colorado State University (ASCSU)

Executive Summary:

The following report provides a high-level overview of the most relevant activities and initiatives of the ASCSU Office of the President. The previous two reports have provided context to our vision, plan of action, strategic objectives, and department-specific projects. However, this report aims to provide more specific context to the bi-monthly progress of the ASCSU Office of the President (OOTP), while highlighting overlapping projects with departments and university stakeholders. In all the initiatives mentioned below, we are seeking guidance and meaningful partnership opportunities. As student government leaders, we intend to serve not only as representatives of the student body, but as effective co-collaborators with our institution, and we will always welcome insights on our various projects and initiatives.

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2021 Homecoming Spotlight: Polly Baca



Image description: Polly Baca faces the camera during the interview. The brightness of the sun and the green trees can be seen through the window behind her. * Videography and editing by Christian Dykson. Intro transition video created by Mikaela Stelmach.

For our 2021 Homecoming Spotlight, I had the distinct privilege to interview CSU Governor [Polly Baca](#), a 1962 graduate of Colorado State University, and a true inspiration in politics, education, and government. Polly is an overcomer, a [woman of many firsts](#), and a transformational leader in the State of Colorado. Thank you, Polly, for your service to our state and country. See below for the final content from our interview:

5-minute interview highlights: <https://bit.ly/ThePollyBacaStory>

Full 45-minute interview: <https://bit.ly/ThePollyBacaFullStory>

“Work hard, study, get the most out of this moment in time, out of this day here on this campus. Learn as much as you can because it will help you later on. It’s not about the terms that we use, it’s about how we identify and being proud of whatever community you come from, being proud of that ancestral identity.” – **Polly Baca, CSU Class of 1962**

Draft Designs – Memorial West of Lory Student Center

I am honored and grateful to share three of the proposed designs for the memorial west of the Lory Student Center, in honor of the CSU students who have passed away. It will serve as a tribute to the families and communities that have been impacted by the loss of a loved one. The three designs encapsulate three distinct themes. We are currently deciding which design to move forward with. All designs curated by Noah Burge, ASCSU Senator for College of Business.

The Anchor

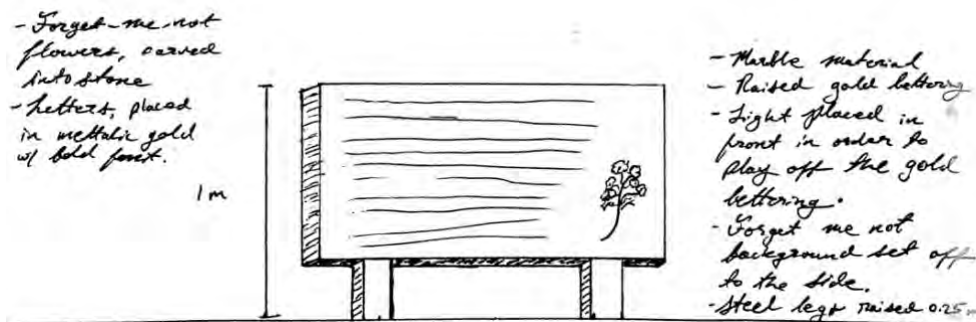


Image description: rectangular stone structure, raised on block stilts, with an engraved forget-me-not flower

The Anchor is a tribute to the gravity of our community's loss and the solemn need to pause and recognize the dignity of life - this design would consist of a white marble face with raised gold lettering, and its large physical presence would remind our community of the importance of honoring those who have passed.

The Fossil



Image description: A vertical stone rectangle, with an engraved design of two intersecting Rams horns.

The Fossil has a rugged, unfinished aesthetic with a reflective black granite face and engraved lettering. It serves as an unfinished tapestry that communicates how life is irreplaceable and that the grief of loss is not linear or clean-cut, but rather is rugged, complex, and heavy within our community.

The Tree

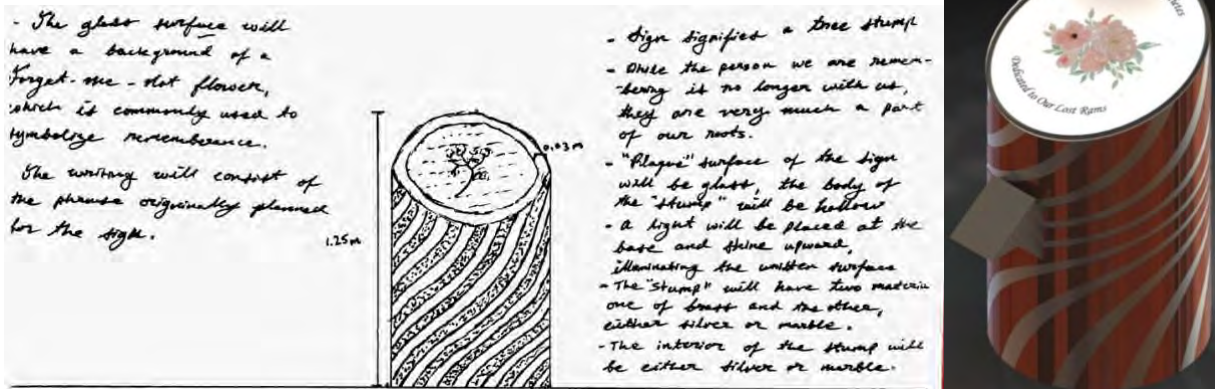


Image descriptions: Both images display the cylindrical stainless-steel memorial, with a glass oval at the top that has engraved forget-me-not flowers. The image on the left is in black and white. The 3d image on the right is in color. The 3d design has the engraved words "Aeternum Arietes, Dedicated to Our Lost Rams." Original design by CSU student Noah Burge. 3d modeling by CSU student Ben Norby.

The Tree, the most expensive but most aligned with our goals for this memorial, has a cylindrical stainless-steel centerpiece with copper bands wrapping around the exterior, to reflect the bands of growth on a tree. It will have a glass plate at the top that holds the engraved words *aeternum arietes*, Latin for *Eternally Rams*. There will be a light inside the hollow cylinder, shining upwards towards the heavens, and cutouts along the base of the memorial, allowing light to shine horizontally, demonstrating the interconnectedness, even in death, between the lost and those who pass by this memorial. The memorial will be surrounded by forget-me-not flowers, a turquoise blue flower that will unite the blue sky and the memorial below. The life of *the tree* has been cut short, although its foundation is a glorious testament to years of growth, transformation, and impact—stories that will never be forgotten. Similar to the 9/11 memorial in New York City, viewers will not see the bottom of the hollow cylinder, which will be emanating light. This communicates the profound impact of loss. It cannot be easily defined or characterized, and neither can the gleaming stories of those who have passed. On the front plate, we will describe the flag tradition, and on the sidewalk adjacent, there will be a shadow of the words *aeternum arietes* that illuminate the walkway for those who pass, inviting them to pause and reflect on the stories and meaning of the memorial. There will also be a dynamic QR code on the front plate. If the flag is flying at half-staff for a student, community members can locate the QR code to reach whatever webpage the Office of Student Affairs inputs. If the family wants to route our community to an obituary or fundraising page, that will be possible with this design.

Xeriscaping on Campus

*Please note, the numbers referenced throughout are approximations based on our conversations with staff. We are working to finalize the exact figures.

On November 4, 2021, ASCSU Director of Environmental Affairs Adam Vance and ASCSU President Christian Dykson met with CSU University Architect Fred Haberecht and Landscape Architect David Hansen to discuss the future of xeriscaping across campus. We identified that of the 600-acre feet that are utilized annually by CSU Fort Collins, 300–400 acre-feet are diverted

to the Hydraulics Research Lab at CSU Foothills campus, which then becomes non-potable and therefore must be used for irrigation. Of the irrigation on campus, 95% is non-potable grey water, according to Haberecht and Hansen. They also mentioned that approximately 400 (of the 600-acre feet from Horsetooth) are required to go toward irrigation. Of the total campus acreage, they estimate that only 50 acres (approximately) could be transitioned to water-conscious, xeric alternatives such as native grasses, plants, mulches, and rock designs. We must also ensure that the water infiltration (to the existing tree canopy) and stormwater protections are not adversely impacted. ASCSU has a vision for transitioning these 50 acres into xeric, water-responsible alternatives, which may also include moving from traditional Kentucky bluegrass to more drought-tolerant alternatives such as buffalo grass. Our teams are exploring how to leverage existing xeriscaping subsidies in Fort Collins, such as the \$0.75/square foot subsidy, which will hopefully enhance the impact of this vision. We will continue to have discussions with strategic campus stakeholders, including Facilities, Master Plan committee, and departments within the Warner College of Natural Resources. Our near-term institutional goals will be to establish specific language in the Master Plan around a shared commitment to transitioning outdoor landscapes to drought-tolerant alternatives, and xeric landscapes (when feasible). We will also work in partnership with Facilities stakeholders to establish a required minimum percentage of xeric or drought-tolerant landscape for new developments and renovations on existing landscapes in the construction standards/guidelines.

Building an Intentional Horizon: ASCSU Strategic Plan

In the past, ASCSU Student Government has had a critical need for strategic long-term direction with a succinct mission statement, vision, and set of values. This includes a long-term strategy on issues that the student body cares about, namely mental health, housing security, housing affordability, physical and digital accessibility, community restoration, food security, sustainability, opportunities for nontraditional and first-generation students, social justice, and many more. Our organization will only experience long-term impact in these key areas if we can build continuity between administrations and student leadership. We will work with stakeholders throughout our organization and community to develop a strategic plan that can define the success of the past 10 years and provide a 10-year roadmap for ASCSU moving forward. This will ensure that the success of past administrations can be respected while acknowledging the horizon opportunities for our organization. This includes building a comprehensive set of key performance indicators that can be leveraged by future administrations to measure success in strategic objectives related to community engagement, policymaking, and institutional projects. By defining the trajectory of student government, we will build community-wide clarity for the purpose, progress, and long-term priorities of student government as it seeks to serve the student body.

Emerging Partnership with SPIN

ASCSU President Dykson, in partnership with Parking and Transportation and SPIN, has been building a strategy for continuing to integrate electric bikes and scooters into the long-term strategic portfolio of transportation options for the student body. The campus-specific options include (but are not limited to): Transfort, RamRide Secure, RamRide x Lyft, the MAX, and Zipcar. We hope to build a forward-thinking strategy to serve the needs of the student body,

which may include subsidizing rides for students and/or allowing students to purchase a semester-long SPIN pass if the conditions align. In the meantime, ASCSU is partnering with SPIN during finals week to offer a 35% reduced rate weeklong SPIN pass. We will also be partnering with SPIN in January to deposit \$10 into all CSU students' SPIN accounts, in order to boost engagement in the program and build familiarity for future SPIN promotionals. [Click here](#) for CSU ridership data from SPIN, demonstrating the engagement over a 1-week period on campus.

Business and Community Liaison

ASCSU is currently in the selection phase for the Business and Community Liaison, a brand-new role in ASCSU that is tasked with building meaningful, sustainable partnerships between ASCSU and the businesses and non-profits in Fort Collins. This individual will also serve as the primary liaison to the Fort Collins Chamber of Commerce, Small Business Bureau, Community Foundation of Northern Colorado, Bohemian Foundation, Kiwanis, Rotary, and CSU Foundation, and will serve as the primary coordinator of monthly ASCSU-wide volunteer opportunities. This position will play a critical role in ensuring that ASCSU is building long-term, strategic partnerships with the business and non-profit community, while also ensuring that student voices are being represented through business and community events and forums. [Click here to see the full job description](#). The position will begin in January 2022.

Hosting Executive Leadership Team

On November 10, 2021, ASCSU hosted members of the CSU Executive Leadership Team, as well as the college deans from across campus with the goal of sharing updates on ASCSU projects/initiatives, identifying meaningful partnership opportunities, and building long-term rapport between student and university leadership. This was a continuation of a tradition started in 2020 to bring about alignment, continuity, and clarity in campus-wide projects and initiatives.

Immigrant Services Director Updates

Over the past few months, President Dykson has been meeting with stakeholders throughout the CSU network (e.g. Health Network, Ethnic Studies, Student Legal Services, SDPS, etc.) who are working to address the unique needs of the immigrant students on campus, including the need for a Full-Time Equivalent (FTE) position fully dedicated to coordinating resources, pursuing grant opportunities, and training the CSU network on cultural competencies related to serving immigrant populations. While meeting with stakeholders, we have identified multiple professional staff members and faculty members who are dedicating a significant number of hours serving, supporting, and coordinating resources for immigrant students, with no associated compensation or specific job description. Although these individuals have a generous heart for serving the immigrant community, they are also hindered from fulfilling their professional duties and responsibilities within the institution. Despite stressed bandwidth, these faithful allies do not see inaction as an option, because they cannot always ensure that students will find the resources they are seeking. In the coming months, we will convene with the network of allies and stakeholders to collaboratively build the Immigrant Services Director job description, as well as a draft proposal explaining the need for this critical investment. We are following the best

practices of UC Riverside and Metro State throughout this pursuit. We also see this position as a critical step towards becoming a thriving Hispanic Serving Institution (HSI) and is essential to the student success vision for closing equity gaps. Over the coming weeks, we will launch a survey for allies throughout the network to determine the scale of uncompensated hours being invested into serving immigrant students. These data will help inform our strategy moving forward.

Emerging Technology: Enhancing Campus Accessibility



Image description: Image of the Premium Magic Switch MS41-D Touchless Actuator button, with the words “wave to open.”

We are currently conducting stakeholder engagement around the vision of outfitting 60-70 doors on campus with touchless actuators, an emerging accessibility technology that allows users to open doors through motion activation. This technology is distinct from many of the existing buttons, which are powered by 9-volt batteries. Touchless actuators have a wired connection to the motors on accessible doors, which also connects to the electrical for the building. With touchless actuators, there is no need to manually replace batteries and the rate of failure is far lower. Colorado Doorways is one of the leading experts of this technology and helped supply the actuators for the Braiden Hall on campus. Each unit costs approximately \$300-\$400, with \$500-\$600 in installation/labor costs. If we receive support and positive feedback from community stakeholders, we will submit a proposal to the University Facility Fee Advisory Board (UFFAB) that requests \$80,000-\$100,000 to outfit 60-70 doors with actuators, with a particular emphasis on the older buildings on campus (namely those that still have square battery-operated wireless buttons).

Support for Graduate Assistantship Compensation Proposal

As ASCSU leadership, we stand on behalf of the graduate students and their [Graduate Assistantship Compensation Proposal](#). We have had multiple conversations with ASCSU Graduate Affairs Deputy Directors Lindsay Winkenbach and Juli Scamardo regarding the urgency of this proposal. This includes, as outlined in the proposal: “(1) supplemental funding for foundation awards and fellowships; (2) student fee reduction; (3) multiyear funding assurance for PhDs and MFAs; (4) increased minimum stipend; (5) return of tuition paid on external grants; and (6) summer funding supplements for 9-month academic appointments.” As stewards

of the student fee, we will work to explore meaningful solutions to the concerns raised. We recognize that undergraduate and graduate students have a wide diversity of needs, and we believe the student fee package should be sensitive to these distinct differences. Given this is complex and multi-faceted, we plan to work with the Student Fee Review Board to explore possible solutions, such as the proposal to delineate undergraduate and graduate status in the student fee package, similar to the way full-time and part-time status is delineated. Although the student-fee contributions per group would not change immediately, it would allow the institution to ask questions such as *“is this a resource graduate students will derive benefit from during their journey? Is this a resource they are structurally able to access?”* If not, we must respect these unique differences in experience, needs, and necessary resources. We are hopeful this will also spark new creative emphasis for fee-funded areas as they adapt existing programming to serve the unique needs of graduate students.

We fear that inaction on this proposal will lead to worsening division between graduate students and the institution while draining the competitive edge that CSU has over its peer and aspirational institutions, as demonstrated in the Graduate Assistantship Compensation Proposal.

Amplifying Inspiration Proposal for CSU Childcare Facility

We also fully support the [Inspiration Proposal for a Childcare Facility at CSU](#) submitted by Director Lindsay Winkenbach (ASCSU Graduate Affairs), Dr. Jessica Hill (President for the Postdoctoral Association), Jessica Metcalf (Associate Professor in Animal Sciences), Katie Rocci (President of Graduate Women in Science), and Colleen Webb (Associate Dean of the Graduate School). This is a critical need within our community and will propel the recruitment and retention rates of nontraditional students, women, and minorities, as described throughout the proposal. There is an immense need for this resource in the Fort Collins community and it will help alleviate the childcare desert in Northern Colorado. Based on [data from the Center for American Progress](#), Fort Collins has approximately 9,235 children under the age of 5 and only has childcare capacity of 5,332. This inspiration proposal will ensure that our institution can maintain its competitive edge by enabling faculty members, staff, and student-parents with this essential resource. We also shared this proposal with the Director of Higher Education, Angie Paccione, who relayed that this idea is of strategic interest because she has the personal goal of establishing a childcare facility on every college campus in the state. Furthermore, this serves as an exciting opportunity to provide valuable practicum experience to students studying early childhood education, among other related disciplines.

Report for Board of Governors Meeting, December 2-3, 2021

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

Faculty Council Updates

In addition to the regular business conducted by Faculty Council during the Oct 5th and November 2nd meetings, there were two key actions approved by FC and a presentation that garnered attention and support from FC leadership and members.

- 1) **Resolution Regarding Graduate Student Compensation and Fees**
During the Nov 2nd FC meeting, the attached Resolution Regarding Graduate Student Compensation and Fees was presented to Faculty Council and a motion was made to approve the Resolution. Several graduate student workers spoke to the motion, including two representatives (Debora Nunes and Siwook Hwang) from the Graduate Workers Organizing Cooperative (GWOC). FC voted unanimously in support of the Resolution, which is now posted on the FC website.
- 2) **Motion on Extending the Completion for the AUCC 3E to 1C Curriculum Transition**
A motion was made by FC Executive Committee to extend the deadline for completion of the AUCC 3E to 1DC curricular change, approved at the May 2020 FC Meeting, from Fall 2022 to Fall 2024-Spring 2025. This motion was unanimously approved by FC. The rationale behind this motion is based on the recognition of the need for further input by the faculty in the transition process. To that end, an ad hoc faculty committee is being formed to address this need. The FC Executive Committee also anticipates regular updates from the Provost's office on progress towards completion of the transition beginning this semester.
- 3) **Presentation on Late W Recommendation – Karen Barrett, Chair of Committee on Scholastic Standards**
The Committee on Scholastic Standards (CoSS) is recommending allowing withdrawal (W) from courses until $\frac{3}{4}$ through the course. Currently, the regular course withdrawal policy is 8 weeks into a course. During COVID semesters, course withdrawals were allowed until the final day of the semester, and this late withdrawal policy was associated with greater persistence and fewer failing grades. These data suggest that a later withdrawal policy could increase student success and persistence.

Unionization at CSU? [Excerpt taken from the AAUP-CSU Newsletter, Oct 2021]

By Anders Fremstad

In recognition of Campus Equity Week, over 80 professors, graduate students, and community members attended the AAUP's event on "Unionization at CSU?" on October 28th. Gretchen O'Dell (Languages, Literatures, and Cultures and AAUP) moderated the panel consisting of Rep. Andrew Boesenecker (District 53), Alex Wolf-Root (United Campus Workers, CU-Boulder), Alex Pelissero (Graduate Workers Organizing Cooperative), Dennis Dougherty (Exec. Dir., CO AFL-CIO), Carolyn Siegel (lobbyist) and Adrian MacDonald (Chair of the Classified Personnel Council). The panelists discussed how the Public Employee Collective Bargaining Bill being considered by the Colorado State Legislature this year would enable unionization at CSU.

The proposed bill would provide all public sector workers in Colorado with the right to form a union, including all full- and part-time faculty and staff at CSU, regardless of whether they are students. The bill would allow workers to set their bargaining unit and ensure that employers remain neutral during any unionization drive. Under the law, a union could win legal recognition by either (1) convincing a majority

of workers in the bargaining unit to join the union, or (2) winning a majority vote in a secret-ballot election. Dennis Dougherty stressed that the bill gives workers the power to decide for themselves if they would like to bargain collectively with their employer over wages, benefits, and working conditions. Many CSU workers expressed that they feel ignored by the administration. The AAUP-CSU recently collected reflections from dozens of our NTTF colleagues that speak to the financial hardship, insecurity, overwork, and disrespect they endure. Alex Pelissero noted that CSU pays a minimum stipend to graduate students that is about 20% less than peer institutions, while it charges them twice as much in fees. Alex Wolf-Root estimated that he is paid just 5-10% of the tuition dollars he generates at CU, a sentiment shared by some CSU instructors.

Rep. Boesenecker praised unions for protecting workers and reducing the gender pay gap. Both he and Rep. Cathy Kipp (District 52) support the proposed legislation, but Carolyn Siegel stressed the importance of contacting other legislators and the governor. CSU workers are encouraged to sign up for a lobbying training to get this bill across the finish line. However, passing this bill is just the first step. As Alex Wolf-Root noted, “A collective bargaining bill is only as powerful as the union.” We urge you to join the AAUP and attend our monthly meetings.

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

Resolution Regarding Graduate Student Compensation and Fees

Whereas graduate education is an integral part of our land grant commitment, and impacts profoundly our undergraduate and graduate programs;

Whereas supporting and strengthening the experience of our graduate population should be a pivotal part of any Courageous Strategic Transformation of our institution;

Whereas improving the living conditions of graduates would reflect our institutional values, as stated in the Courageous Strategic Transformation University Planning Framework ([CSTUP](#)) points 2, 4, 5 and 6: commitment to access and success; commitment to scholarly excellence and commitment to diversity, equity, inclusion and justice; commitment to an international perspective;

Whereas graduate students account for an important part of the diversity of the institution;

Whereas CSU is a Carnegie Tier 1 Very High Research Activity (R1 status) institution, engaged in the highest levels of research, and to maintain and grow this capacity the institution must be competitive in recruiting and retaining outstanding graduate students;

Whereas housing expenses have increased significantly in recent years, greatly exceeding the 3% salary increase approved by the Board of Governors in June 2021, and offset by increases of activity fees that were approved at the same time;

Whereas graduate education through Graduate Assistantships should not come with a financial burden to our students;

Whereas low stipends paired with a high amount of fees compared to peer institutions ([Graduate Assistantship Compensation Proposal](#)) are having an impact on the capacity of our colleges and departments to attract and retain the best students;

Whereas the financial impact of fees and low salaries may affect graduate students' dedication to our programs, as it may compel them to find additional sources of income at the expense of their academic success;

Be it resolved that Faculty Council recommends, as part of the broad effort around improving compensation of all employees, and in line with the scenario recommended by the Graduate School GA Compensation Report, that CSU: 1) increase the minimum stipend 9-month effective income to that of our aspirational peer institutions adjusted for cost of living; 2) cover the full fees of Graduate Assistants; and 3) pursue the aspirational goal of covering 12-month salary for students with Graduate Assistantships.

November 2021



Executive Summary

Colorado State University is celebrating our Fall 2021 degree recipients with our first in-person commencement ceremony in two years. These



President McConnell

ceremonies are a celebration of the graduates who completed their academic programs amidst the COVID-19 pandemic, and a testament to the dedication of Colorado State's faculty and staff, who made it possible for students to stay on track and earn their degrees.

Throughout the semester, CSU has enforced comprehensive public health protocols, including a mask mandate and vaccination status reporting (allowing exemptions). Our faculty, staff and students collectively are nearly 90% vaccinated. This rate of vaccination and testing compliance has allowed us to maintain our successful in-person learning and co-curricular experiences.

CSU's reputation as an atmospheric research leader was elevated in November by NASA's announcement of a CSU-led \$177 million earth science mission that will study the behavior of storms in the tropics, with the goal of better representing these storms in weather and climate models. The mission is expected to launch in 2027 as part of NASA's Earth Venture Program.

This fall, CSU again was named the top doctoral institution in the Association for the Advancement of Sustainability in Higher Education's 2021 Sustainable

Campus Index. We earned AASHE's top ranking for the second consecutive year and for the fourth time in seven years. This recognition reflects the work our faculty, staff and students are doing to solve the greatest environmental challenges of our time.

As part of our Courageous Strategic Transformation, this fall we elevated Human Resources Director Robyn Fergus to the new role of Vice President for Human Resources and accordingly made HR a division-level unit that reports to the president. This infrastructure change will help us fulfill our foundational commitment to our people and illustrates a commitment to employees' success and wellbeing, something that's been an essential part of CSU's CST process from the beginning.

New HR VP Robyn Fergus has extensive experience as a dynamic human resources leader and has put her expertise into practice at CSU, including strategies for diversity hiring practices, establishing partnerships, enhancing transparency, designing and implementing efficient systems and processes, and guiding units through change and transformation.

This year has been both challenging and rewarding for the Colorado State University community, a paradox exemplified by the simultaneous management of an engaging, in-person academic experience amidst a global pandemic and the collaborative development we have undertaken of our bold new strategic plan. We are extremely proud and grateful to be part of this dynamic community and excited for the brighter days ahead.



Courageous Strategic Transformation Update

The CSU strategic plan is almost complete! The Board book contains top goals, key performance indicators, accountability units, and targeted completion dates.

President McConnell looks forward to sharing how CSU will achieve our green and gold aims toward a sustainable thriving planet and flourishing humanity at the February Board of Governors Retreat.

Key goals emerging from the CST plan include achieving excellence in innovation and fulfilling our land-grant mission through Impact in Research, Learning and Engagement. We also are committed to strengthening our enrollment; fostering student access and success; serving the needs of rural Colorado; and increasing stakeholder partnerships and entrepreneurship.

With our expressed aim in the plan of a “thriving planet,” CSU calls out our long-standing excellence in sustainability and affirms our intention to promote and foster future economic, environmental, financial, and operational sustainability. We also will improve our reputational excellence and continue our campus wide efforts toward inclusive excellence and equity.

We are proud of the inclusive, consultative process the university community has undertaken at the President’s request, and we believe that both the process and the resultant plan will help us achieve success as we implement our plan through the sesquicentennial of the State of Colorado in 2026.

COVID Recovery Update

CSU’s Pandemic Planning Team recently shared their plans for winter break and Spring 2022 semester, along with their longer-term strategy for managing public health for our entire university community.

With nearly 90% of students, faculty, and staff vaccinated, fewer than 3,050 people are required to screen twice a week and the vast majority are doing so. (Compliance teams are following up with those who are not.)

The PPT continues to meet regularly with Larimer County public health officials and the University’s team shares a database with the county to coordinate isolation, quarantine and care for CSU community member who are exposed to and/or who test positive for COVID.

Major Achievements and Awards

CSU atmospheric scientists lead \$177 million NASA mission to study thunderstorms in the tropics

On Nov 8, NASA [announced](#) a \$177 million earth-science mission led by CSU that will study the behavior of storms in the tropics, with the goal of better representing these storms in weather and climate models. The mission will comprise three small satellites flying in tight coordination, and is called Investigation of Convective Updrafts. It is expected to launch in 2027 as part of NASA’s Earth Venture Program.

INCUS’ principal investigator is [Susan van den Heever](#), professor in the Department of Atmospheric Science, whose expertise is in cloud physics, cloud dynamics, and mesoscale meteorology and modeling. The team also includes Kristen Rasmussen, assistant professor in atmospheric science; and Steven Reising, professor in the Department of Electrical and Computer Engineering. CSU’s Cooperative Institute for Research in the Atmosphere will do data processing for the mission, guided by Phil Partain.

The project directly will address why convective storms, heavy precipitation, and clouds occur exactly when and where they form.

CSU tops sustainability index ratings for second consecutive year; fourth No. 1 score in seven years

CSU again has been named the top overall performer among doctoral institutions in the Association for the Advancement of Sustainability in Higher Education’s [2021](#)



[Sustainable Campus Index](#). It is CSU’s second consecutive year earning the highest ranking and our fourth time in seven years. AASHE rankings also placed CSU among the top six in five individual categories: campus

engagement; curriculum; public engagement; research; and well-being and work.

American Geophysical Union honors four CSU researchers as 2021 fellows

Four CSU earth and atmospheric sciences researchers have been named [new Fellows of the American Geophysical Union](#) for “outstanding achievements and contributions by pushing the frontiers of our science forward.” The AGU is a

62,000-member organization of earth, atmospheric, ocean, hydrologic, space, and planetary scientists. They elect fewer than 0.1% of members as Fellows. AGU Fellows serve as global leaders and experts who propel the world's understanding of geosciences. The new CSU fellows are:



Elizabeth Barnes

Elizabeth Barnes, associate professor in the Department of Atmospheric Science, who was honored this year with the [AGU James B. Macelwane Medal](#) for early-career scientists, and also conferred the title of AGU Fellow.



Richard Aster

[Richard C. Aster](#), department head and professor of geophysics in the Department of Geosciences in the Warner College of Natural Resources, is a seismologist who applies seismic imaging and analysis to understanding earth structure and processes.



V. Chandrasekar

V. "Chandra" Chandrasekar, University Distinguished Professor in the Department of Electrical and Computer Engineering and a Fellow of CSU's Cooperative Institute for Research in the Atmosphere, is an expert in [weather radar, geoscience and remote sensing](#).



Paul DeMott

Paul DeMott, a senior research scientist in the Department of Atmospheric Science, studies the interactions of aerosols and clouds, particularly how certain atmospheric particles nucleate ice crystals.

CSU students travel to UN Climate Talks

A group of CSU students and professors traveled to Glasgow, Scotland for the 2021 United Nations Climate Change Conference. The students' motto, "Voices of Optimism, Agents of Change," was showcased during a press conference and other events they led at the climate talks. Known as the COP, or Conference of the Parties, this event marks the 26th time people from around the world have met to ensure more resources will be devoted to climate action and in support of developing countries investing in green technologies.

Climate Talks veteran and CSU associate professor Gillian Bowser, from the Department of Ecosystem Science and Sustainability in the Warner College of Natural Resources,

led the student group. Bowser helped prepare CSU students and those from partner universities – including Vanderbilt, Michigan Tech, and the University of Connecticut – through a class on international negotiations, with a focus on the United Nations' Sustainable Development Goals. The universities have formed a partnership known as The Youth Environmental Alliance in Higher Education, or [YEAH Network](#), which is supported by the National Science Foundation.

CSU attendees included [ecosystem science and sustainability](#) students Jacob Genuise, Kaydee Barker, and Maryam Tidjani, along with Julia Klein, assistant professor in the Department of Ecosystem Science and Sustainability, and John Killingsworth, assistant professor in the Department of Construction Management.

New Center for Ethics and Human Rights to tackle world's most pressing issues

Lumina Albert, an associate professor in management at the College of Business, is also the founder and executive director of the newly formed Center for Ethics and Human Rights. Spanning all eight CSU colleges, the center was approved by Faculty Council in May and Provost and Executive Vice President Mary Pedersen in June. It will be housed in The Institute for Learning and Teaching and the Office of the Provost.

Albert said that she envisions the center tackling some of the world's most pressing issues through discussions between experts across all disciplines.

The center also will educate students in ethical leadership and decision-making; host events, conferences, symposia, workshops, lectures, and classes highlighting ethics and human rights; and provide training to professionals in fields ranging from law enforcement to medicine to sports to ensure ethical practices and maximize social impact.

Moby geothermal exchange named project of the year

One of the largest geothermal energy exchange projects west of the Mississippi has received a significant honor from the construction industry. The \$20 million [Moby GeoX project](#) has been recognized by [ENR Mountain States as the project of the year](#).

This trade publication serves seven states across the Rocky Mountain region and recognizes the top projects in the United States and around the world.

Engagement Across the University

President McConnell joins Steering Committee for Presidents' Alliance on Higher Ed and Immigration

CSU President Joyce McConnell has accepted a seat on the Presidents' Alliance on Higher Education and Immigration Steering Committee, effective Oct. 1.

In its invitation, the organization cited her leadership and "active support of and engagement with undocumented and immigrant students," calling her work "a model for other campuses." The organization also highlighted, "the transformative role of Colorado State University in the lives of immigrant and international students."

As a member of the Steering Committee, McConnell joins 20 leaders from some of the country's top educational institutions, who provide general oversight of and guidance for the executive director and organization, make decisions on legislation and other actions the Alliance chooses to support, and inform the overall strategic direction of the organization.

CSU System Chancellor Tony Frank and CSU Pueblo President Timothy Mottet also are members of the group, of which Mottet was a founding member.

CSU Engagement & Extension holds Fall Forum on campus

The Office of Engagement and Extension's annual Forum is an opportunity to deepen connections and facilitate collaboration with partners from across the state. This year's three-day event (held November 8-10 on campus) brought together OEE constituents to hear about CST and Academic Master Planning.

Vice President Blake Naughton also introduced the OEE strategic plan, built on the foundation of Learn-Serve-Thrive. Structured conversations as part of Forum focused on health, humanities and youth as part of the Board of Governor's rural initiatives expanded investment.

Groups also modeled real-time solving around food systems, to learn about and build new connections with our Centers and Institutes, and to reimagine the Plant and Soil Health Diagnostics Program for Colorado as it prepares to move to the CSU Spur campus.

Moby Arena has relied on heating from the steam system all the way across campus on the CSU Oval since it was built in 1960. The building's cooling came from old chillers, which were carbon-intensive, and the steam system capacity was needed for the University to expand the buildings on the central part of campus.

The GeoX system relies on 80 miles of U-shaped pipes, deep underneath the intramural fields. It utilizes the natural energy of the earth, which heats or cools water to 50 degrees regardless of the season. GeoX also was recognized for excellence in safety and sustainability.

Inclusive Excellence AVP wins diversity, inclusion award

Shannon Archibeque-Engle, associate vice president for inclusive excellence at CSU, has been named the individual winner of the 2021 Experiment Station Committee on Organization and Policy Diversity and Inclusion Award.



Shannon Archibeque-Engle

Launched in 2015, the award recognizes excellence in promoting diversity, equity, and inclusion across the country's agricultural experiment stations. The ESCOP selection

committee lauded Archibeque-Engle's role as an "agent of change," whose leadership resulted in the creation of a certificate program to develop knowledge and skills "in station staff around issues of diversity and inclusion.

CSU students' team among finalists in Hanken School of Economics international humanitarian competition

A team of four [CSU](#) students are finalists in an international competition designed to offer solutions to countries grappling with natural disasters and the supply chain issues that ensue.

[Impact MBA](#) students Emily Bergman, Tess Lapray, and Blerinda Veliu teamed up with Julia Choolwe Munsaka, – a Ph.D. student in the [Political Science Department](#) – to [share their proposal](#) to build "resiliency kits" for people in Mozambique.

Team CSU is now among the top six in the [Hanken School of Economics HUMLOG Challenge](#), which attracted 37 teams of 130 students from 21 schools in 16 countries. Their goal is to create kits costing \$1 each, that will include evacuation materials to lessen human impact during the next disaster.

Native American artist Swentzell brings ‘Good Earth’ to Nutrien Agricultural Sciences Building

On November 3, CSU unveiled the bronze sculpture “Good Earth” in front of the new Nutrien Agricultural Sciences Building on campus. Selected by CSU’s University Public



Roxanne Swentzell

Art Committee, the large-scale piece depicts a figure lying on the ground, surrounded by greenery. An outstretched hand is lifted up to the face, which shows a look of pure contentment as the figure smells a handful of rich soil.

“Good Earth” is the work of Roxanne Swentzell, an acclaimed Santa Clara Tewa Native American artist and indigenous food activist. She envisioned the piece as a reminder to those who pass by to stay close to the Earth, showing it love through touch, smell, kind words, and the nurturing of living organisms that make up healthy soil. “Good Earth” was installed as part of Colorado’s Art in Public Places program. By law, 1% of the state’s capital construction funds for new or renovated state buildings must be allocated for works of public art.

Student Access and Success

First-year enrollment nearly back to pre-pandemic levels; international enrollment rebounds

Following a one-year decline, first-year student enrollment at CSU’s Fort Collins campus has bounced back to nearly pre-pandemic levels. CSU’s 2021 first-year class comprises a total of 5,177 students, the third largest in the university’s 151-year history. That number is up 13% from 4,563 in 2020 and driven, in part, by an uptick in out-of-state students, who account for 40% of the first-year population.

This also is the first year that CSU has removed its standardized test score requirement for incoming students, resulting in more applications and the most diverse pool of candidates yet.

Other highlights from this year’s census report include:

- The University saw a striking 34% increase in new international student enrollment over Fall 2020.
- 21% of 2021 first-year students are first-generation.
- 28% of new CSU students identify as diverse.

- Transfer student enrollment is up 20% over last year.
- First-time undergraduates returning for a second year increased to 85.7% from 85.3% last year.
- Even as in-person learning has bounced back, CSU Online has continued to grow. It now has its largest enrollment ever, with 4,328 students.

Record number of students apply to CSU during Colorado Free Application Days

CSU once again exceeded its record for the number of applications received during [Colorado Free Application Day](#) October 19-21, getting more interest from diverse and first-generation students than ever before.

CSU extended the free application days to Oct. 25, surpassing last year’s record numbers. We received 10,824 applications this October, up from 10,346 during free days in 2020, and 9,143 in 2019.

In addition to increasing the overall number of applications, more racially diverse and first-generation students applied this year than ever before. The total number of applications from racially diverse students increased from 33.4% in 2020 to 34.7% in 2021. Applications from first-generation students grew from 24.2% in 2020 to 30.3% in 2021.

Colorado Free Application Day is an initiative coordinated by the Colorado Department of Higher Education.

CSU, CCCS sign statewide community college transfer agreement for mechanical engineering

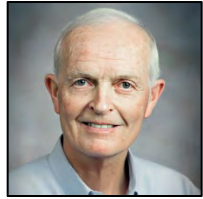
On Oct. 29, CSU and the Colorado Community College System signed a partner agreement on a new Associates in Engineering Science Degree that will help engineering students move from a community college directly into the CSU mechanical engineering degree program.

The agreement, made official at a signing ceremony with CSU President Joyce McConnell and CCCS Chancellor Joe Garcia, streamlines the transfer process for students who wish to complete their first two years of coursework at a community college, then transfer into the CSU mechanical engineering degree program. Students who successfully complete the new associate in engineering science degree at a community college in the CCCS are guaranteed to be on track for their bachelor’s as soon as they arrive at CSU.

Innovation and Research

CSU grassland ecologist a collaborator on \$10 million USDA agrivoltaics study

A CSU grassland ecologist is part of a [\\$10 million project](#) to develop optimal designs for “agrivoltaic” systems – fields with crops and solar panels that work together to maintain



Alan Knapp

crop production, produce renewable energy and increase farm profitability. The four-year project, funded by the U.S. Department of Agriculture’s National Institute of Food and Agriculture Research, includes among its partners Alan Knapp, University Distinguished Professor in CSU’s Department of Biology.

Knapp will serve on the project’s management team and oversee establishment of experimental agrivoltaic solar arrays in Colorado agroecosystems and lead studies on how forage grasses grow in an agrivoltaic setting.

CSU Extension agronomist Ron Meyer also is a CSU collaborator and will oversee the Extension and outreach portions of the project. While solar has become more profitable for land use, concerns have arisen that it could cut into food production. Some counties have prohibited large-scale photovoltaic arrays from replacing agricultural land. Experimental agrivoltaic arrays will provide critical data on the effects of photovoltaic panels on the environment, including light, temperature, soil moisture, and the physiological responses of plants growing under and adjacent to the panels.

CSU awarded \$6.7 million NIH award for research facility focused on bat health, disease transmission

The National Institutes of Health has awarded \$6.7 million to CSU for a new facility to study bats, and specifically their ability to carry pathogens that cause diseases that harm humans, known as zoonotic diseases. Bats also can harbor coronaviruses like the one responsible for the COVID-19 pandemic so proper care and study of bats and pathogens is critical to protect global public health.

CSU is a world leader in research on zoonotic infections; with researchers studying bats and other disease transmission vectors for more than 30 years. The new NIH-funded facility will be part of the Center for Vector-borne Infectious Diseases located on the CSU Foothills Campus.

CSU chemists receive \$3 million from DOE to develop next-generation polymers, fight plastics pollution

University Distinguished Professor Eugene Chen, of CSU’s Department of Chemistry, will lead a three-year, \$3 million research project funded under the U.S. Department of Energy’s [Polymer Upcycling Research to Reduce Plastics Waste](#) program. The project will entail the design, discovery, and development of next-generation polymers – including plastics that, unlike commodity plastics of today, are chemically recyclable.

Of more than 400 million metric tons of plastics produced annually around the globe, only about 15% is recycled; the rest accumulates in landfills and oceans. The DOE is taking aim at addressing this problem by awarding \$25 million in funded research –including this \$3 million to CSU – for new technology solutions focused on reusing and upcycling discarded plastics.

Emissions, air quality, heat in urban areas: CSU researchers receive more than \$2.2M

In October, [The Climate Program Office at NOAA](#) announced research funding that increases understanding of emissions and chemical transformation of those emissions in the urban atmosphere. Four of the 10 new projects have gone to Colorado State University researchers, totaling more than \$2.2 million to CSU. The federal research program, called [Atmospheric Chemistry, Carbon Cycle, and Climate](#), competitively selected projects that total \$5.48 million in grants.

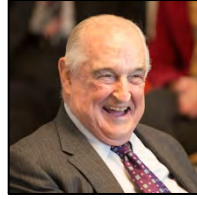
NSF awards CSU researchers \$1.5 million to study the perplexing issue of migratory birds and light pollution

Artificial lights at night alter the behaviors of migratory birds, causing them to crash into buildings and other structures, or diverting them into suboptimal areas.

With \$1.5 million in funding from the National Science Foundation’s Growing Convergence Research Initiative, CSU assistant professor in Spatial Ecology, Kyle Horton, from the Warner College of Natural Resources’ Department of Fish, Wildlife and Conservation Biology, will be the principal investigator for a research project aimed at improving ecological forecasting and exploring public opinion on protecting migratory birds from light pollution in urban areas.

Scott foundation expands Scott Scholars Program

Throughout decades of philanthropy to his alma mater, Walter Scott, Jr. spoke often of his dedication to helping some of CSU's best and brightest engineering students



Walter Scott, Jr.

achieve their potential and change the world. [Scott died on Sept. 25](#), but his legacy lives on among the students whose lives he transformed.

Earlier this year – in one of his final acts of generosity – Scott expanded the existing [Scott Scholars Program](#) for Walter Scott, Jr. College of Engineering undergraduate students, committing his foundation to an additional \$11.4 million toward the program over the next 10 years. The added support brought Scott's total giving to the University to \$64.2 million.

Starting this academic year, undergraduate Scott Scholars will receive up to \$22,000 per year toward tuition, housing, and meals, covering the lion's share of students' total annual expenses (CSU will contribute an additional \$4,000). All current Scott Scholars will transition to the same level of award starting next academic year. For some of the scholars, the change amounted to an additional \$16,000 per year toward their education.

The funding infusion will also mean that more students will be able to enroll in the Walter Scott, Jr. College of Engineering as Scott Scholars. The College will now invite 25 new scholars per first-year class, compared with 20 in previous years, and support up to 110 Scott Scholars per year, up from 80 in previous years.

Among the pillars of the Scott Scholars program are research experiences, internships, giving back to the community, developing leadership skills, and connecting with industry leaders and faculty. The Scott Foundation also provides fellowships for graduate students, and that support remains unchanged.

He will work with co-principal investigator Rebecca Niemiec, from CSU's Department of Human Dimensions of Natural Resources, and a team from the University of Oklahoma. The NSF's GCR initiative is meant to unite disparate academic fields, such as – on this project – researchers in ecology, political science, and other areas.

CSU faculty receive \$450,000 Carnegie grant to track how U.S. international policy impacts local communities

In October, CSU was among 11 Carnegie Corporation grant winners that will receive \$450,000 in funding to track ways that foreign and national security policies affect local communities across the nation. Starting in January 2022, the research team will lead a project to produce a map of the distributive implications of U.S. foreign policy – a map that will allow communities to better understand their relationship to America's global role.

Assistant Professors Peter Harris, Allison White, Youngsung Kim, and Straayer Center for Public Service Leadership program manager Sam Houghteling, all from the Department of Political Science, are on the team that will lead this two-year project. Over its course, the team plans several tangible outcomes for their research, including an online portal to show the diverse range of data collected.

CODEX conservation data explorer launched Nov. 1

After 10 years of collaborative efforts among multiple partners and state agencies, CODEX — Colorado's Conservation Data Explorer — was unveiled for use by the public on Nov. 1. Led by the Colorado Natural Heritage Program at CSU, with support from Colorado Parks and Wildlife, CODEX is a web-based interactive map viewer with tools to support conservation planning, return on investment of conservation dollars, evaluation of projects, teaching, research and education.

CODEX allows users to develop project maps and run queries, save them securely in a personal portfolio, and submit them for review to stakeholders. Users will access quality data in one place for the first time ever, said David Anderson, one of the project's leaders and chief scientist at the [Colorado Natural Heritage Program](#), part of the Warner College of Natural Resources at CSU. Colorado is the 11th state to launch this user-friendly tool, which is ultimately designed to foster educated decisions about land use that consider the state's natural heritage.

Major Gift Report

	September 2021		FY22 (July-September)		FY21 (July-September)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$4,186,131	2,380	\$16,385,796	5,738	\$11,982,351	5,908
Irrevocable Planned Gifts	—	—	—	—	—	—
Revocable Gifts and Conditional Pledges	\$5,991,000	8	\$7,723,501	19	\$17,100,000	16
Payments to Commitments Prior to Period	(\$173,469)	236	(\$3,304,542)	307	(\$2,542,495)	329
Total Philanthropic Support	\$10,003,662	2,293	\$20,804,755	5,640	\$26,539,856	5,844
Other Private Support	\$2,068,057	9	\$6,086,615	325	\$5,200,275	943
Net Private Support	\$12,071,719	2,302	\$26,891,370	5,886	\$31,740,131	6,651

Major gifts not previously reported

\$10,792,000 revocable commitment designated as \$10,000,000 to support the *COE Designation Pending*; and \$792,000 to support the *Walter Scott, Jr. Undergraduate Scholarship*, Walter Scott, Jr. College of Engineering

\$4,000,000 revocable commitment designated as \$3,000,000 to support the *Ross E. Morgan, M.D. Chair in Oncological Research*; and \$1,000,000 to support the *Ross E. Morgan, M.D. Scholarship in Chemistry Endowment*, College of Natural Sciences

\$2,750,000 pledge designated as \$1,756,000 to support the *Temple Grandin Animal Behavior Endowed Chair*, College of Agricultural Sciences; \$324,000 to support the *Ed Pexton Student Success Enhancement Endowment*, College of Agricultural Sciences; \$250,000 to support the *Agricultural Sciences Strategic Initiatives*, College of Agricultural Sciences; \$245,000 to support the *Bernie Rollin Animal Ethics Enrichment Endowment*, College of Agricultural Sciences; \$100,000 to support the *Temple Grandin Animal Behavior Endowed Chair*, College of Agricultural Sciences; \$50,000 to support the *Ed Pexton Student Success Enhancement*, College of Agricultural Sciences; and \$25,000 to support the *Bernie Rollin Animal Ethics Enrichment*, College of Agricultural Sciences

\$1,200,000 revocable commitment to support the *CSURF Gifts of Land – COE*, Walter Scott, Jr. College of Engineering

\$1,200,000 revocable commitment designated as \$600,000 to support the *Electrical and Computer Engineering Opportunity*, Walter Scott, Jr. College of Engineering; and \$600,000 to support the *Mathematics*, College of Natural Sciences

\$700,000 gift to support the *Mechanical Engineering*, Walter Scott, Jr. College of Engineering

\$500,000 revocable commitment to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine and Biomedical Sciences

\$500,000 pledge designated as \$415,000 to support the *L. Carl and Wilma G. Bailey College Professorship Endowment*, College of Business; and \$85,000 to support the *L. Carl and Wilma G. Bailey College Professorship*, College of Business

Gift to support the *Migratory Bird Research*, College of Natural Sciences

\$300,000 gift to support the *Gift Designation Pending*, Other Areas

\$300,000 pledge to support the *Agricultural Sciences Strategic Initiatives*, College of Agricultural Sciences

\$250,000 gift to support the *Salazar North American Conservation Center Endowment*, Vice President Research

\$232,117 gift to support the *Reisher Scholars*, Student Affairs

\$230,000 gift to support the *Natural Resource Ecology Lab*, Warner College of Natural Resources

\$159,750 gift to support the *Animal Reproduction and Biotechnology Laboratory*, College of Veterinary Medicine and Biomedical Sciences

\$150,000 revocable commitment designated as \$80,000 to support the *Conlon Ecosystem Science and Sustainability Scholarship Endowment*, Warner College of Natural Resources; \$35,000 to support the *Conlon Training and*

Research in the Natural Resource Ecology Lab Endowment, Warner College of Natural Resources; and \$35,000 to support the *Conlon Ecosystem Science and Sustainability Experiential Endowment*, Warner College of Natural Resources

\$146,000 revocable commitment to support the *Athletic Scholarship Endowment*, Athletics

\$120,000 revocable commitment designated as \$60,000 to support the *DVM Class of 1994 Scholarship Endowment*, College of Veterinary Medicine and Biomedical Sciences; and \$60,000 to support the *Animal Health Innovation Endowment*, College of Veterinary Medicine and Biomedical Sciences

\$110,000 planned gift to support the *Food Science and Human Nutrition*, College of Health and Human Sciences

\$100,000 revocable commitment to support the *Michael R. Kelly Athletic Scholarship Endowment*, Athletics

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

\$100,000 pledge to support the *College of Natural Sciences Strategic Initiative*, College of Natural Sciences

\$100,000 gift designated as \$94,736 to support the *Dr. Vance K. Weidle Scholarship Endowment*, College of Veterinary Medicine and Biomedical Sciences; and \$5,264 to support the *Dr. Vance K. Weidle Scholarship*, College of Veterinary Medicine and Biomedical Sciences

Notable Hires and Personnel Changes

New HR division created to focus on employees: Fergus assumes helm as vice president

Robyn Fergus, the former executive director of Human Resources, has assumed a new role as vice president for Human Resources, creating a new division at CSU solely focused on employees.



Robyn Fergus

Fergus will report directly to President Joyce McConnell in her new role, embodying the commitment to strategic workforce development, support, and wellness articulated as a

[Building Block](#) of the university's [Courageous Strategic Transformation](#).

As an initial step in creating the new division, Fergus will lead a strategic reorganization of HR to better focus on meeting the strategic needs of supervisors and employees. This work will include identifying and implementing integrated information systems to centralize, simplify, and create consistency for important tasks that address an employee's entire career at CSU, including the hiring process; new employee onboarding; data capture and reporting related to unit and individual employee success; and interventions and resources proven to help employees succeed from the moment they apply for a position to their separation or retirement.

Fergus joined CSU in the summer of 2019, following 16 years with the Denver and Jefferson County school districts, where she worked with K-12 employees. She has also worked as an HR professional in the private sector, including recruiting for national and global companies.

Office of Inclusive Excellence: Renewed focus with new leadership, name, scope, structure

CSU announced the renaming of the Office of the Vice President for Diversity to the Office of Inclusive Excellence, reflecting a renewed focus under the leadership of Vice President for Inclusive Excellence, Kauline Cipriani. Along with the [divisional reorganization](#) of staff and services focused on diversity, equity, inclusion, and justice under the Office of Inclusive Excellence, the division name change signifies the University's continued commitment to these efforts moving forward. The reorganization also will expand the scope of the division's focus, previously concentrated on faculty and staff, to include student efforts that had been led by the Division of Student Affairs.

As part of the reorganization, Shannon Archibeque-Engle was named associate vice president for inclusive excellence. In addition to the staff and services of the SDPS cultural and resource centers, the Office of Inclusive Excellence also welcomed Kathy Sisneros, assistant vice president for inclusive excellence supporting the SDPS office cluster; Fleurette "Flo" King, equity educator; and Mimi Lewis, executive assistant to Sisneros.

Bridgette Johnson, former managing director of DEI and student success, also joined the team as assistant vice president for inclusive excellence and will provide strategic leadership over Inclusive Excellence's student success initiatives for underserved students, enhance employee affinity and belonging programming, and co-lead university bias reporting and assessment efforts.

While the SDPS centers and staff will remain at the Lory Student Center, Sisneros, Johnson, King, and Lewis have relocated to the Office for Inclusive Excellence at Shields and Laurel streets.

New Division of Information Technology consolidates CSU IT functions, renews purpose

The departments of Academic Computing and Networking Services, Information Systems, and the Office of Telecommunications at CSU have been realigned as the new, unified Division of Information Technology, committed to excellence in teaching, learning, research, and engagement. The Division of IT's reorganization began in 2020, with the goal of creating a highly functioning, collaborative, and cohesive division that would be more strategic, aligned with the mission of the institution, and able to adapt based on the needs of stakeholders.

The Division of IT consists of four newly formed departments: Experience and Collaboration, Cybersecurity and Privacy, Strategy and Planning, and Enterprise Applications and Infrastructure. A shared-services model with the CSU Libraries has been solidified for the Human Resources and Finance Business Offices.

Alumnus returns to lead Air Force ROTC program

With more than 3,600 flight hours, Air Force Col. Gregg S. Johnson has flown combat missions in support of operations in Afghanistan, Iraq, and the former country of



Col. Johnson

Yugoslavia, among other regions. After most recently serving as the commander of 60th Operations Group at Travis Air Force Base in California, Johnson now has come home to CSU, where he got his start as an Air Force ROTC cadet more than 20 years ago.

Johnson has returned to his alma mater to lead [AFROTC Detachment 90](#), a cadre of more than 150 cadets enrolled at CSU, the University of Northern Colorado, Aims Community College, and Front Range Community College. Johnson said one of his goals is to continue to grow the program's number of cadets, noting that his predecessors and CSU have laid the groundwork for success. In 2019, Detachment 90 was recognized as the best in the nation, winning the prestigious [Right of Line Award](#) from the Air Force's Air University.

Campus planner Haberecht to retire after 20 years

In December, Fred Haberecht will retire from CSU after two decades of dedicated and impactful service to the University and surrounding community.



Fred Haberecht

For 20 years, Haberecht has been the guardian of the trees at Colorado State University. And the buildings and spaces. And the people. You've seen him in meetings for topics ranging from bicycle safety to construction projects to crisis management. He's played a key

role in solemn ceremonies, sporting events, and campus emergencies. He is well known as the collaborator, the peacemaker and, often, the voice of reason. People rarely use his last name – they don't need to.

Haberecht joined the Facilities Management team as a landscape architect, but his responsibilities quickly morphed into a more general campus-planning role. His goal always has been to create, protect, and preserve the physical spaces on campus that set the stage for lifelong stories. His campus-planning work is what has defined Haberecht in the University staff lists, but his human touch is really what has defined his reputation at CSU.



CSU SYSTEM

COLORADO STATE UNIVERSITY

FORT COLLINS | PUEBLO | GLOBAL



COLORADO STATE UNIVERSITY

PRESIDENT'S REPORT

Board of Governors | Colorado State University System

December 2021



Another Successful In-person Semester



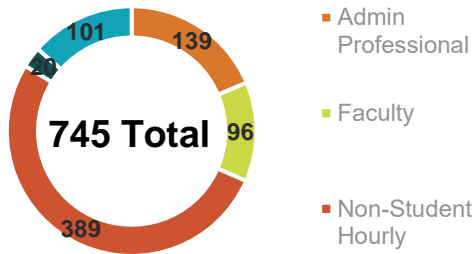
COLORADO STATE
UNIVERSITY

We have had a tremendous in-person Fall 2021 semester.

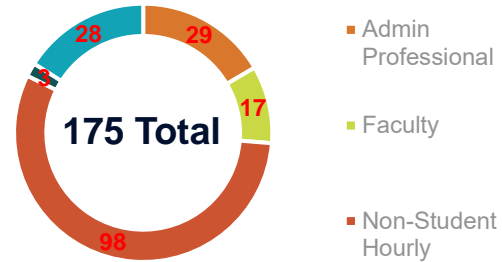


Vaccine Attestation – Employee Portal

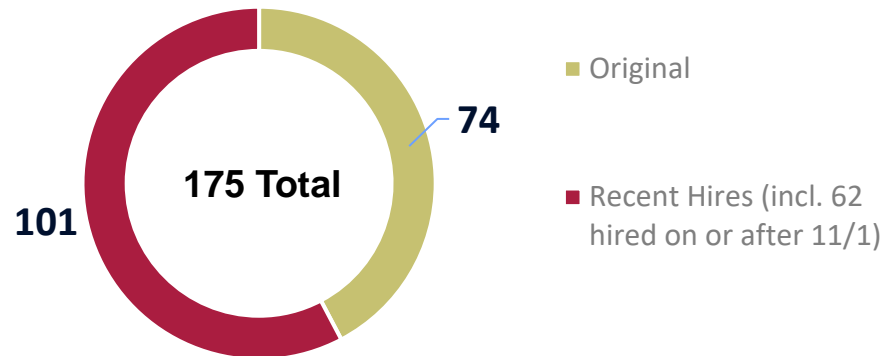
9/24 Data Pull



11/16 Remaining



Employees Remaining



- **April 28: Vaccine Mandate Announcement**
- **Aug. 9: Portal Announcement**
- **Sept. 6: Non-Compliance Communication**
- **Sept. 24: Campus HR Partners**
- **Going Forward**
 - Continue to be a requirement
 - Encourage new and reactivated employees during onboarding
- **Employee Portal Link**

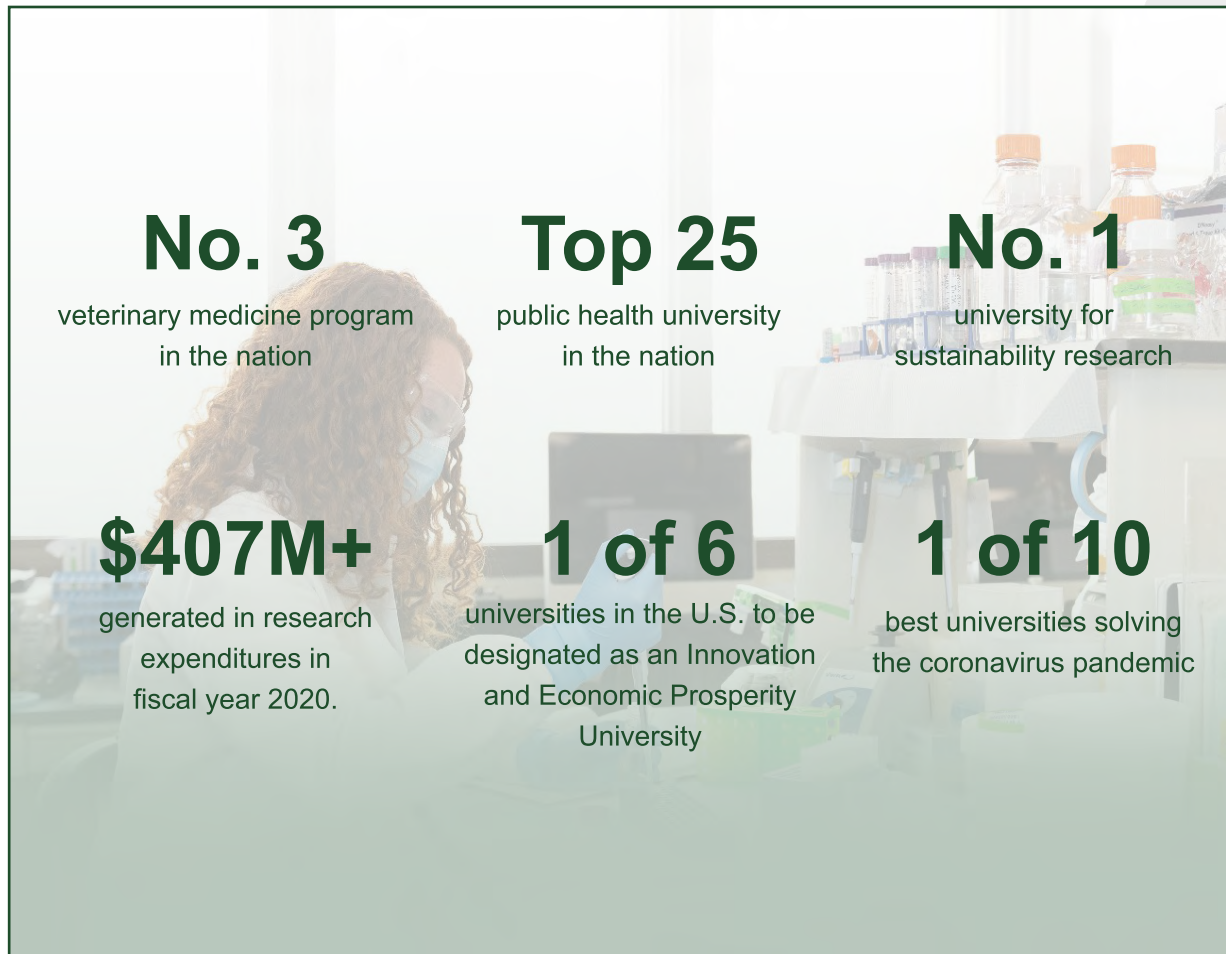


Extraordinary Research Achievements



COLORADO STATE
UNIVERSITY

CSU's Research Enterprise reached new heights and new funding levels in 2021



No. 3
veterinary medicine program
in the nation

Top 25
public health university
in the nation

No. 1
university for
sustainability research

\$407M+
generated in research
expenditures in
fiscal year 2020.

1 of 6
universities in the U.S. to be
designated as an Innovation
and Economic Prosperity
University

1 of 10
best universities solving
the coronavirus pandemic

- \$177M from NASA
- Four AGU Fellows
- A Macelwane Medal Winner
- \$10M from the USDA
- \$6.5 from NIH
- \$3M from DOE
- \$2.2 from NOAA
- \$2 from Anschutz
- \$1.5 from NSF



CSU on the Cutting Edge



COLORADO STATE
UNIVERSITY

Already internationally recognized for sustainability, CSU pushes even further





Our Land-Grant Mission in Action



COLORADO STATE
UNIVERSITY

Engagement and Extension and College of Ag Sciences are connecting Colorado State to the State of Colorado



- Progress on the Rural Initiative
- New 4H recruitment strategy
- President, CAS and Engagement and Extension visits
- San Luis Valley investment
- AgNext Research Summit: Shaping the future of sustainability in animal agriculture





Student Enrollment at CSU



COLORADO STATE
UNIVERSITY

Students are excited about CSU

- **2021 Free Application Days by the numbers**
 - **10,824:** The number of applications CSU received between Oct. 19-25
 - **34.7%:** The percentage of applications CSU received from racially diverse students
 - **30.3%:** The percentage of applications CSU received from first-generation students
- **Good demographic enrollment news**
- **Free application day stats**
- **Overall enrollment number versus last year**
- **Strong transfer enrollment**
- **Strong first-to-second year enrollment**
- **CSU Online also going strong**

International enrollment showing signs of recovery; CSU expands services for international students

- **New international student numbers rebound in Fall 2021**
 - 34% increase in new international students at CSU from Fall 2020 to Fall 2021.
 - Much of the increase was driven by the resilience of the Indian graduate student market.
 - U.S. visa services overseas are back to pre-pandemic service levels in most countries.
- **CSU launched International Enrollment Center**
 - Launched summer 2021, following closure of the INTO CSU Joint Venture.
 - Expanded capability for international student marketing, recruitment, and admission.



Investment in Human Resources



COLORADO STATE
UNIVERSITY

As part of our CST, CSU invests in and elevates University HR



Robyn Fergus

- **Strategic Workforce Development, Support and Wellness is a Building Block of our CST; to build that, we need an empowered, resourced HR team.**
- **Robyn is the right leader, with an amazing team.**
- **Making HR a VP unit demonstrates to our employees that we value their experience at CSU from the moment they apply to the moment they retire.**
- **The HR team is committed to results within the next year**



COLORADO STATE UNIVERSITY

COURAGEOUS STRATEGIC TRANSFORMATION UPDATE

Board of Governors Meeting
December 2, 2021



KEY THEMES

Excellence in Innovation

Impact in Research/Learning/Engagement

Fulfilling land-grant mission

Stakeholder partnerships and entrepreneurship

Access and Student Success

Rural Initiatives

Excellence in Sustainability

Economic

Environmental

Financial

Operational

Reputational Excellence

Inclusive Excellence



CST MILESTONES

MARKETING AND COMMUNICATIONS – Rebranding

Jul-Nov 2021	RFP Process/Agency Exploration/Presentations	✓COMPLETED
Nov-Dec 2021	Negotiations/Award Job to Ad Agency	
Jan-Feb 2022	Onboarding/Discovery Kick Off	
Mar 2022	Brand Strategy and Messaging Framework Development	
Apr 2022	Present Positioning Framework	
May-Jul 2022	Brand Concept Development/Final Approval	
Aug-Sept 2022	Internal Brand Roll Out/Brand Launch Activation Plan/Town Hall Meeting	
End of Oct 2022	Market Launch	



CST MILESTONES

ACADEMIC MASTER PLAN – Summer 2022 Completion

FALL 2021	EARLY 2022	SPRING 2022	SPRING 2023
Academic Direction	Demographics and Pedagogy	Draft AMP with Goals and Strategies	Draft Enrollment Targets
✓COMPLETED			

STUDENT SUCCESS

AUG. 1, 2021	FALL 2021	DECEMBER 2021	SPRING 2022
Reorg in Provost's Office to enhance student success efforts	Form six working groups	Develop Equity Gap Dashboard	Student Success Analytics Certificate Program
✓COMPLETED	✓COMPLETED		

FALL FUNDING INITIATIVES			
Bolstering academic advising for undeclared (Exploratory Studies) students	Expand focus on enhancing math-related support	Prioritize student experience post-COVID	MURALS First Year Scholars Creation
✓COMPLETED	✓COMPLETED	✓COMPLETED	✓COMPLETED



GOALS & KEY PERFORMANCE INDICATORS

GOAL	KEY PERFORMANCE INDICATORS	TIME TO COMPLETION	ACCOUNTABILITY FOR IMPLEMENTATION
<p>Formalize alignment of enrollment planning to the institutional Student Success Initiatives by developing a framework for department and program level evaluation of access, retention and success</p>	<ul style="list-style-type: none"> Colleges, departments, units, and campus partners will be aware of, and working to align with, the enrollment strategies that support the success of our students. Program review will incorporate evaluation of access, retention, and success, including opportunity and success gaps, by college, department, and major. <ul style="list-style-type: none"> Persistence and graduation rate metrics/evaluation will include enrollment factors such as FRL, geodemographic differences, family education and income Enrollment practices and policies will be evaluated bi-annually for impact on student access and success. 	<p>Ongoing complete in 2022</p>	<ul style="list-style-type: none"> Enrollment & Access Leaders Office of the Provost
<p>Promote operational and physical development practices that result in human wellbeing and a healthy planet, supported by sustainable funding mechanisms.</p>	<ul style="list-style-type: none"> Financial resources in place to realize priority projects that the university has defined through CST and Academic Master Plan. Increased diversity of funding mechanisms. Funding mechanisms that enable preventative maintenance to prevent catastrophic failure of systems Certification standards in place that support environmental and social sustainability. Reduced energy consumption, increased safety, comfort, and wellness of building occupants. Adoption of standards within the framework of Wells Buildings and SITES 	<p>Ongoing with annual milestones through 2025</p>	<ul style="list-style-type: none"> VP for Operations Campus Community Academic Units

COUNTDOWN TO COMPLETION

STATUS?	DATE	TASK
✓ COMPLETED	11/15/2021	CST Goals
✓ COMPLETED	11/15/2021	CST Key Performance Indicators
✓ COMPLETED	11/24/2021	Chancellor Preview
	12/31/21	Plan Complete
	1/19/21	CST Key Metrics tied to goals and KPI
	02/03/22	President presents plan to Board of Governors
	Spring 2022	Plan Published Externally



Thank You!



**COLORADO STATE
UNIVERSITY**

DRAFT FOR BOARD OF GOVERNORS REVIEW

GOAL	KEY PERFORMANCE INDICATORS	TIME TO COMPLETION	ACCOUNTABILITY FOR IMPLEMENTATION
<p>Expand CSU’s global leadership in in our current pillars of strengths and emerging areas of research</p>	<ul style="list-style-type: none"> • Increase research expenditures • Increase quality and quantity of scholarly publications, patents and developed systems in the priority areas • Targeted investments in collaborative/ interdisciplinary efforts university wide 	<p>Ongoing work through 2026 with annual milestones achieved</p>	<ul style="list-style-type: none"> • OVPR • Office of the Provost • Colleges and Units
<p>Support faculty and staff to demonstrate results through just and prosperous impact on individual lives and community challenges become a national model for land-grant university engagement systems</p>	<ul style="list-style-type: none"> • Behavioral, financial, social, or environmental changes that respond to community needs and issues while maintaining and empowering the assets of each community 	<p>18 months</p>	<ul style="list-style-type: none"> • OEE • Provost Council for Engagement • Elected officials <ul style="list-style-type: none"> ◦ County Commissioners ◦ Legislators • Colorado Extension Advisory Council • Volunteers • Stakeholders
<p>Create an Academic Master Plan that ensures we identify and effectively convey the distinctive knowledge and skills that Colorado State University students will need into the future</p>	<ul style="list-style-type: none"> • Completed Plan that includes campus-wide strategies for how the University can undertake research and scholarship, and educate students with that knowledge and those skills. • This will include assessing how the results of research and scholarship and the work of our graduates can contribute to solving society’s greatest challenges and advance the well-being of the human community. 	<p>Ongoing. Complete in Spring 2022</p>	<ul style="list-style-type: none"> • Office of the Provost • Colleges/Units

DRAFT FOR BOARD OF GOVERNORS REVIEW

GOAL	KEY PERFORMANCE INDICATORS	TIME TO COMPLETION	ACCOUNTABILITY FOR IMPLEMENTATION
<p>Student Success Initiative</p> <ul style="list-style-type: none"> • Increase graduation rates for all students, while eliminating the equity gaps for first-generation, limited income, and racially minoritized students. • Focus on increasing retention rates for first-year, first time students. • Use more data to inform decision making and measure success of pilots and on-going programs. 	<ul style="list-style-type: none"> • Development of dashboard templates for campus-wide data utilization. • Targeted courses for interventions will demonstrate increases in student success rates. • Improve retention rate – minimum 1% per year, producing a reduction in the gaps of 1% per year. • Number of students being served by summer bridge program expanded. • Increase success rates in targeted Math courses. • Honors headcount and diversity percentage. 	<p>Ongoing work through 2024 with regular milestones achieved</p>	<ul style="list-style-type: none"> • Office of the Provost
<p>Utilize Spur to advance our green and gold aims of a sustainable thriving planet and flourishing humanity</p>	<ul style="list-style-type: none"> • Each college/unit has meaningful participation in Spur activities • Dedicated leadership to Spur initiatives 	<p>Ongoing. Opening Jan 2022</p>	<ul style="list-style-type: none"> • Offices of the President and Provost • Colleges/Units
<p>Increase CSU brand awareness and overall reputation across the United States</p>	<ul style="list-style-type: none"> • Year-over-year measurement to evaluate brand reputation and messaging and visual recognition among key audiences. • Institutional strategic brand management tool kit and framework that allow/enables colleges and divisions to also advance their own identity 	<p>Ongoing through 2024</p>	<ul style="list-style-type: none"> • MarComm • Offices of President and Provost • Colleges and Units

DRAFT FOR BOARD OF GOVERNORS REVIEW

GOAL	KEY PERFORMANCE INDICATORS	TIME TO COMPLETION	ACCOUNTABILITY FOR IMPLEMENTATION
<p>Develop, fund, and implement sustainable initiatives to eliminate equity gaps</p>	<ul style="list-style-type: none"> Increased resources on IE initiatives that lead to quantifiable positive IE outcomes 	<p>Ongoing. Measure outcomes annually</p>	<ul style="list-style-type: none"> Campus Community Unit Leaders Equity & Inclusion Network VPIE
<p>Establish 3-, 5-, and 10-year enrollment goals, including undergraduate demographic targets with a focus on Colorado resident matriculation</p>	<ul style="list-style-type: none"> Institutional enrollment, persistence, and graduation rates will more closely mirror the demographics of the state Institutional and community stakeholders, both existing and potential, will be aware of, and working to align with, enrollment goals. Enrollment will support the institutional academic and financial plans, including R to NR ratio, student to faculty ratio, net tuition revenue, and the move to emerging HSI status 	<p>Draft Enrollment Targets: Summer 2022</p>	<ul style="list-style-type: none"> Enrollment & Access Offices of the President & Provost

DRAFT FOR BOARD OF GOVERNORS REVIEW

GOAL	KEY PERFORMANCE INDICATORS	TIME TO COMPLETION	ACCOUNTABILITY FOR IMPLEMENTATION
<p>Formalize alignment of enrollment planning to the institutional Student Success Initiatives by developing a framework for department and program level evaluation of access, retention, and success</p>	<ul style="list-style-type: none"> • Colleges, departments, units, and campus partners will be aware of, and working to align with, the enrollment strategies that support the success of our students • Program review will incorporate evaluation of access, retention, and success, including opportunity and success gaps, by college, department, and major. <ul style="list-style-type: none"> ◦ Persistence and graduation rate metrics/evaluation will include enrollment factors such as FRL, geodemographic differences, family education and income • Enrollment practices and policies will be evaluated bi-annually for impact on student access and success 	<p>Ongoing. Complete in 2022</p>	<ul style="list-style-type: none"> • Enrollment & Access • Office of the Provost • VP Operations
<p>Position CSU as a force for positive change through courageous, transformative, and transdisciplinary philanthropy that drives bold solutions and strategies for a flourishing humanity and a sustainable, thriving planet</p>	<ul style="list-style-type: none"> • Meeting metrics outlined in the campaign plan • Ensuring that college and unit plans are reflected in campaign plan and aligned with CST Fundraising priorities will be set in alignment with the articulated priorities of the Green and Gold as presented in the CST 	<p>Align with campaign timing</p>	<ul style="list-style-type: none"> • Advancement • Colleges/Units

DRAFT FOR BOARD OF GOVERNORS REVIEW

GOAL	KEY PERFORMANCE INDICATORS	TIME TO COMPLETION	ACCOUNTABILITY FOR IMPLEMENTATION
<p>Promote operational and physical development practices that result in human wellbeing and a healthy planet, supported by sustainable funding mechanisms</p>	<ul style="list-style-type: none"> • Financial resources in place to realize priority projects that the university has defined through CST and Academic Master Plan. • Increased diversity of funding mechanisms. • Funding mechanisms that enable preventative maintenance to prevent catastrophic failure of systems • Certification standards in place that support environmental and social sustainability. • Reduced energy consumption, increased safety, comfort, and wellness of building occupants. • Adoption of standards within the framework of Wells Buildings and SITES 	<p>2024</p>	<ul style="list-style-type: none"> • VP for Operations • Campus Community • Academic Units
<p>Cultivate an inclusive and sustainable environment conducive to recruitment, retention, satisfaction, and success</p>	<ul style="list-style-type: none"> • Positive climate survey results • Increase ability to attract and retain diverse talent • Increase number of people engaged in IE efforts 	<p>Ongoing. Measure annually</p>	<ul style="list-style-type: none"> • VPIE • Campus Community • Unit Leaders • Equity & Inclusion Network • OVPR

DRAFT FOR BOARD OF GOVERNORS REVIEW

GOAL	KEY PERFORMANCE INDICATORS	TIME TO COMPLETION	ACCOUNTABILITY FOR IMPLEMENTATION
<p>Define Colorado State University as a leader in operational excellence by driving proactive continuous improvement, facilitating change, and enhancing customer service delivery. This will be achieved through modernization of processes, organizational structures and systems with a lens for employee well-being, including accountability, efficiency and productivity</p>	<ul style="list-style-type: none"> • Reduce silos + increase collaboration and flexibility • Budget model that promotes up-front problem solving • More efficient and sustainable processes • Total administrative labor and system spending as percentage of overall operating costs decreases <p>Overall institutional productivity and performance increases, Employee engagement, recruiting and retention improves.</p>	<p>Two years</p>	<ul style="list-style-type: none"> • HR/OEO
<p>Develop and implement individual and institutional reporting processes that demonstrate commitment to institutional values and IE as described in the Courageous Strategic Transformation and Principles of Community</p>	<ul style="list-style-type: none"> • Individual and unit/department/college/ division documentation of how they represent our stated values and/or POC. • Annual review of employees by supervisor/ department head to track completion 	<p>6-12 months</p>	<ul style="list-style-type: none"> • Institutional research • Offices of President and Provost • Units and Colleges
<p>Explicitly connect our CST outcomes to regional, national, and global issues and trends</p>	<ul style="list-style-type: none"> • Connect CST initiatives to priorities of Colorado counties and the strategic plans of the Colorado Department of Higher Education and other external measures 	<p>4-6 months</p>	<ul style="list-style-type: none"> • Institutional research • Offices of President and Provost • Provost Council for Engagement

DRAFT FOR BOARD OF GOVERNORS REVIEW

GOAL	KEY PERFORMANCE INDICATORS	TIME TO COMPLETION	ACCOUNTABILITY FOR IMPLEMENTATION
<p>Foster a championship culture for student athletes that propagates winning and academic achievement</p>	<ul style="list-style-type: none"> • Student led culture setting high standards and accountability, e.g. 4th Ring. • Servant leader/educator mentality among all coaches and staff. • Win the most conference championships annually within the conference. • Have all CSU Athletics teams finish in the top 3 of the conference • Graduate student-athletes at a rate higher than the general student body • Have fewer student-athlete conduct/social issues as a percentage than the general student body. 	<p>Three years</p>	<ul style="list-style-type: none"> • Athletics Executive Staff • Athletics staff members • Student-athletes • Campus/community members
<p>Alignment of enrollment planning with physical space, human capital, and fiscal resources</p>	<ul style="list-style-type: none"> • Enrollment goals and strategies will align with the institutional and program level academic capacity and financial stability plans • Colleges, departments, units, and campus partners will be aware of, and working to align with, the enrollment strategies that support said goals and strategies 	<p>Two Years</p>	<ul style="list-style-type: none"> • Enrollment & Access Leaders • VP Operations • Offices of the President & Provost
<p>Foster the development, excellence, and growth of all at CSU. Enhance CSU's reputation as a premier learning and discovery organization by promoting inclusive practices, and applying the skills, expertise, and collective skills of our university to achieve shared goals.</p>	<ul style="list-style-type: none"> • Climate Survey results - improvements in engagement and satisfaction scores • Quality of recruitment and retention of employees - success in recruiting top students, graduate students and post-docs • External recognition • Alumni recruitment 	<p>2 years</p>	<ul style="list-style-type: none"> • MarComm • EE Councils • Operations Team • HR Community • ELT • OIE

DRAFT FOR BOARD OF GOVERNORS REVIEW

Board of Governors of the Colorado State University System

Meeting Date: December 2-3, 2021

Report Item

MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Joyce McConnell, President

At its August 3, 2012 meeting, the Board approved a resolution to expand the delegated and redelegable authority to the institutional Presidents to include approval, in accordance with Board-approved institutional policies: 1) sabbatical leaves and revisions to them; 2) emeritus faculty appointments; and 3) all requests for Leave without Pay, with periodic reports to the Board.

LEAVE OF ABSENCE

<u>NAME</u>	<u>DEPARTMENT</u>	<u>FROM</u>	<u>TO</u>
Abbott-Johnson, Kaitlin	Veterinary Teaching Hospital	09/01/21	Unknown
Abbott-Johnson, Kaitlin	Veterinary Teaching Hospital	10/01/21	10/25/21
Akiona, Kapena	CEMML	09/02/21	09/10/21
Alnaas, Aml	Chemistry	08/23/21	09/23/21
Alnaas, Aml	Chemistry	09/24/21	10/03/21
Barcarse, Josiah	CEMML	09/29/21	10/01/21
Bontadelli, Johnna	Health Network Med	09/06/21	09/27/21
Bontadelli, Johnna	Health Network Med	10/04/21	10/25/21
Buell, Elizabeth	Health Network Med	09/07/21	09/28/21
Buell, Elizabeth	Health Network Med	10/05/21	10/26/21
Cope, Sara	Biosafety	09/01/21	Unknown
Dickason, Karen	Health Network Counseling	10/06/21	10/20/21
Ding, Jessica	CEMML	09/07/21	10/08/21
Emmons, Alexandra	Animal Sci	09/17/21	Unknown
Faggianai Dias, Daniela	Atmospheric Sci	08/30/21	Unknown
Ghalambor, Cameron	Biology	09/01/21	05/15/22
Gingerich, Karla	Psychology	01/01/22	05/15/22
Gratto, Andre	Colo State Forest Svc	08/16/21	08/23/21
Haefele, Michelle	Ag & Resource Economics	09/01/21	Unknown
Heintzelman, Jarad	Marketing & Brand Management	09/22/21	10/07/21
Hood, Elizabeth	Colo Natural Heritage Prog	10/15/21	Unknown
Hughes, Alexis	Student Res Center	08/31/21	Unknown
Hughes, Alexis	Student Res Center	09/30/21	Unknown
Jorge, Consuelo	Sponsored Programs	10/05/21	Unknown

Board of Governors of the Colorado State University System

Meeting Date: December 2-3, 2021

Report Item

Jorge, Consuelo	Sponsored Programs	10/29/21	12/31/21
Keller, Alexandra	College of Nat Science	08/01/21	Unknown
LeBlanc, Emily	Hum Dimensions of Nat Resources	10/20/21	10/27/21
Merkhofer, Lisa	Nat Res Ecology	09/16/21	10/22/21
Monroe, Janet	Residential Dining	11/23/21	Unknown
Mora, Drew	CEMML	09/16/21	10/08/21
Rehberg, Cynthia	Health Network Counseling	10/04/21	10/08/21
Schleif, Melissa	Health Network Med	10/11/21	10/15/21
Thomas, Maria	Colo State Forest Svc	08/04/21	09/30/21
Wallace, Timothy	CEMML	10/20/21	Unknown

Section 8

CSU Global Reports

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



Board of Governors to the Colorado State University System
November 17th, 2021
Student's Report

Colorado Department of Higher Education

This student led task force meets monthly to discuss the happenings at each campus. During our most recent meeting we were joined by Will Toor with the Colorado Energy Office to discuss the different environmental sustainability options that they are working on.

Colorado HB 1330 Task Force

We have commenced the separate working groups and are now refining and finalizing our final documents. Being a member of this task force has been a very eye-opening experience and it has been a treat to be able to share a student perspective as they work through this process.

Library Advisory Board

The library advisory board met briefly in the month of October and discussed different ways that students can use the online library for their research. We are going to do a spotlight report to share these processes with the students and hopefully set up a working session with Jeff Wahl, the director of our library services.

CSU-Global Updates

At our September meeting I briefly shared that we were setting up our first ever Global day at one of the CSU Fort Collins football games. We successfully pulled this off on November 13th at the CSU vs. Air Force game. There was a decent turnout of Global student, and we are excited to continue providing the students with opportunities like this.

Additionally, I am working with our Student Veteran Organization to do a spotlight of their group in our student newsletter as well as set up an in-person event. We should have more information on this in the new year.

Happy Holidays to Everyone!!

Paige A. Martinez
Student Representative
Colorado State University – Global Campus

BOG Faculty Report – November, 2021

Wellness Initiative: Dr. Sara Metz presented to faculty and staff on Managing Stress, part of our Employee Affairs Committee's staff engagement and wellness initiatives.

Professional Development - all faculty and staff engaged in implicit bias training during the month of November

New Hire-We have hired a new program director - Christina Agvent for our Teaching and Learning program

- Dr. Agvent comes to CSU Global with a wealth of experience in both PK-12 and higher education having taught elementary school before serving at Post University as the academic program director for Education programs and director of strategic partnerships.

New assessment model: We launched new Academic Program Assessment process allowing for deeper dives into program engagement, curriculum design, and faculty presence

Response to Chancellor Tony Frank's "On Collateral Damage" message

- *"A young veteran died here in Colorado this past July and is now buried at his home. Having been laid off during the economic downturn, his life was placed on a path that eventually put him on the street and ended for him one morning when he was shot and killed outside a McDonalds...this veteran's life matters more than how he died and I think about how he wound up in that place on that day...I didn't know this young man and so I I don't know what demons might or might not have been his companions. But I do know that we all wrestle with our own demons and I have a suspicion that they visit some people more intensely than others. Yet even at their worst, our demons can't take away what is best in each of us...Our systems may have tried but in the end they failed him...This system is simply an observation. An observation about a commitment that we need to work harder to keep...The young man I write about was, at least in part, collateral damage from a war in the Middle East. And in the end, we didn't keep our word to him. We need to be better than that. In fact, he'd earned our very best by giving his."*
 - The CSU Board of Governors has stepped into a space that few universities have by creating the Military and Emergency Responder Psychology program. With approximately 80 students currently enrolled from around the country, we are investing into the future mental health care of our veterans to ensure they have more access to culturally competent clinicians. I remain humble and grateful for the support of this university system.

Other MERP specific news:

- Opportunity to collaborate? CSU Pueblo BA in Psychology a potential feeder program to MERP?
- MERP created 2 Global Learn courses and the Thornton Police Department purchased 500 licenses for their employees to take these courses.

○ Testimonial:

- *“7 months and counting. I am thankful I was ‘forced’ to watch the videos. It only took 5 minutes watching when I realized the Lieutenant. was me in every aspect. In the end, and after much reflection, I quit drinking the next week after 40 years. I think all first responders and military personnel owe it to themselves to watch the videos put out by CSU Global. If it does not help them, it will definitely help someone they know. Sobriety will always be one day at a time; the first step is the hardest. Once taken, you can see life and appreciate what is around you again.”*



COLORADO STATE UNIVERSITY
— GLOBAL —

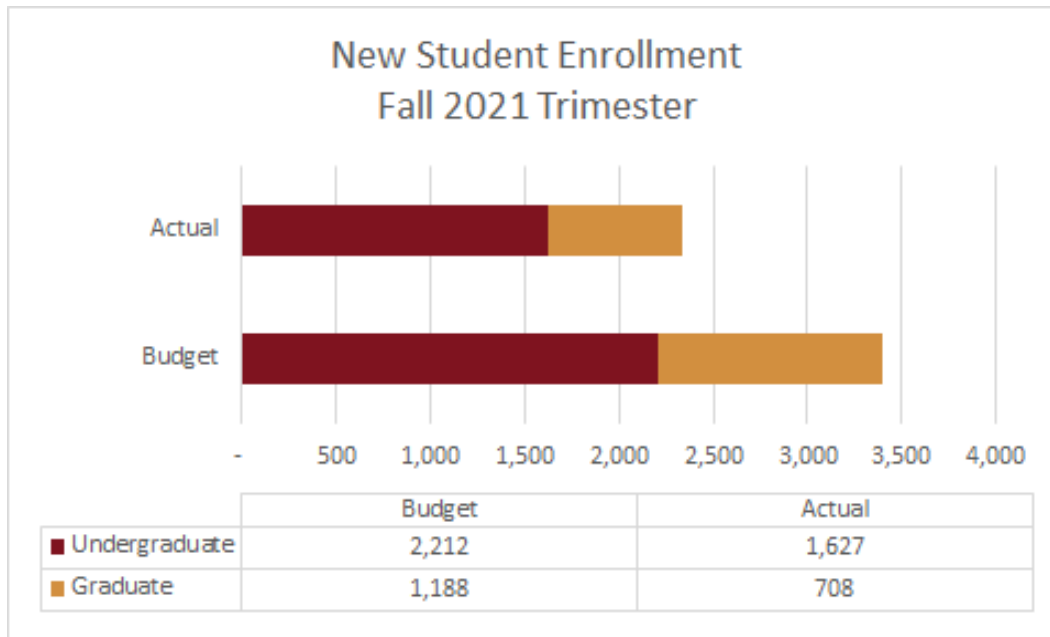
President's Report

CSU Global continues to drive the strategic vision and plan forward to get to 20,000 students. We have three major initiatives that are in progress and will launch between December and February. We have been selected as one of a few primary domestic education providers by a major international organization, for which their employees will be able to seamlessly use their tuition benefit. The formal announcement will come out in mid-December. We will also soon launch a new division, CSU Global Direct--an innovative and seamless non-degree experience. CSU Global Direct is designed for students who want to take individual courses to gain skills or credits that will set them up for future academic and professional success. Finally, our new Student Engagement team will start in December. The focus of this team will be to engage our withdrawn student population to help them get back on track with their academic goals.

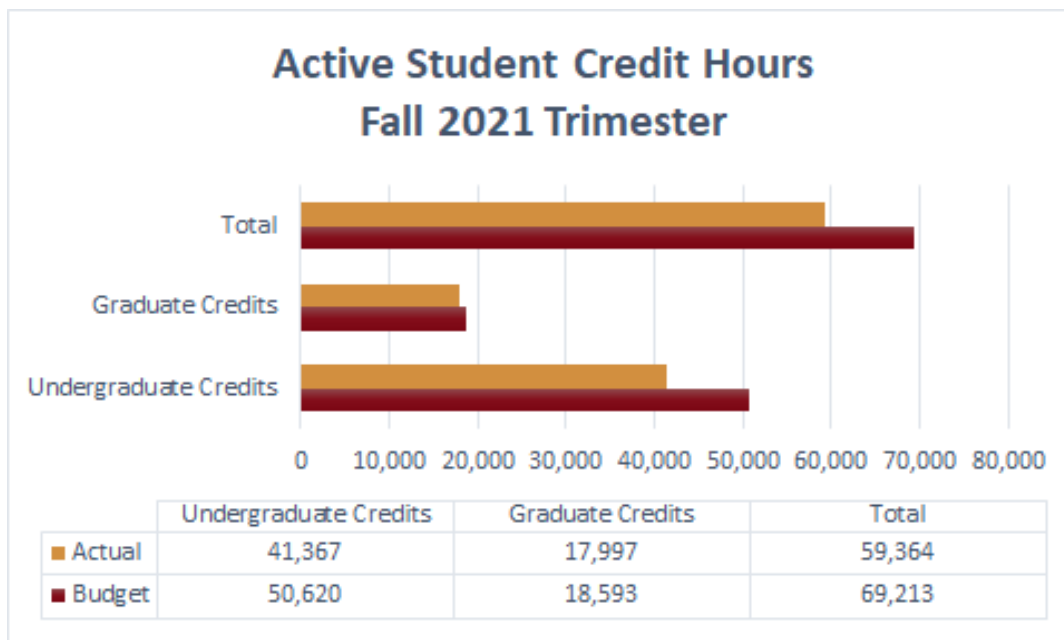
One of our most important and valuable assets at CSU Global is our people, and we continue to strengthen our entrepreneurial culture and focus on accountability, collaboration, and innovation. We have increased engagement opportunities across the university so that employees have the ability to connect with each other, other departments, and the community. We continue to invest in professional development for our faculty and staff, including intentional training programs and development events focused on DEI, leadership, and improved core job training. We have also been focused on hiring the right people for the right positions, and while this has been a slow process, we have found amazing talent who are already making a difference.

Our student enrollment efforts in both active and continuing student enrollment have seen variable outcomes. New student enrollment ended the fall trimester at 71 percent to goal. With new student enrollment, we did see month-over-month improvements between July and September, however, we did not see the same improvement into October. Seasonality, combined with staff attrition in the enrollment department, were contributors to this decline. We are also seeing changes in the market demonstrated by a decline in individuals searching for education. This impacted our enrollment in October and we anticipate lower than budgeted enrollments for November and December as well. We have reprojected our anticipated new

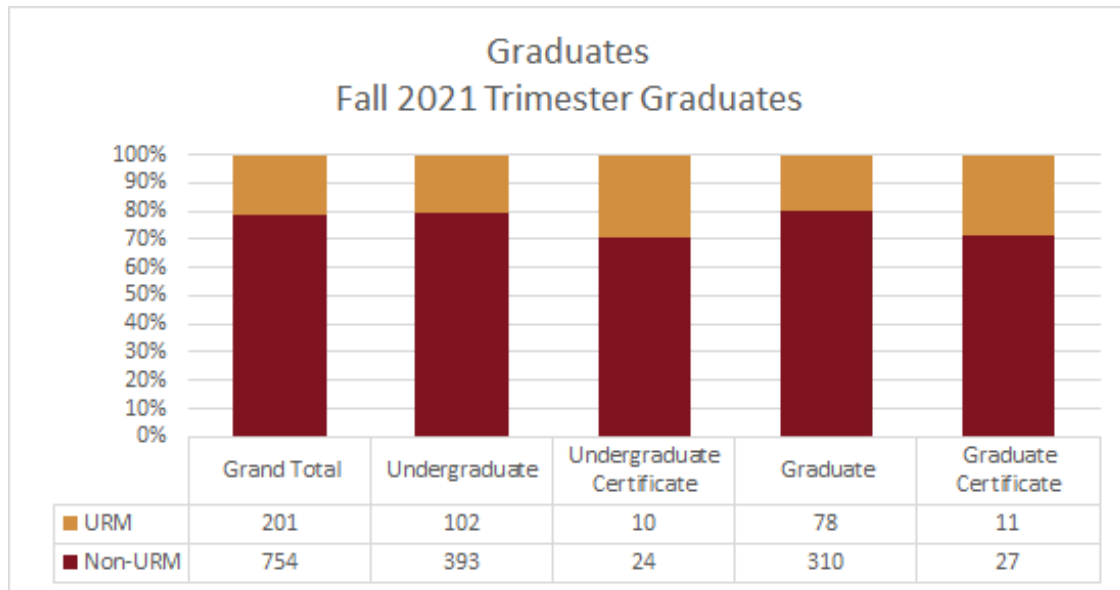
student enrollment to align with current trends and shifted our marketing strategy to invest in more brand awareness to drive organic leads. We are pleased to see that we are nonetheless trending toward a 10-12 percent increase in enrollment over the prior year.



Active student registrations have been consistent, however, our overall registration capacity has been affected by the attrition through graduation and withdrawals from the prior year. In the fall trimester, we were at 85 percent-to-goal on student registrations and credit hours. The Student Success team continues to work on strategies to help drive students toward graduation.



Most importantly, we are continuing to graduate students! We are at 31 percent-to-goal for graduates through the end of October 2021 and expect this trend to continue. Our Student Success team continues to support students through the end of their program. They also ensure that students are connecting with Career Services to prepare their resumes through the resume review service, participate in practice interview sessions, and get expert advice from a career coach.

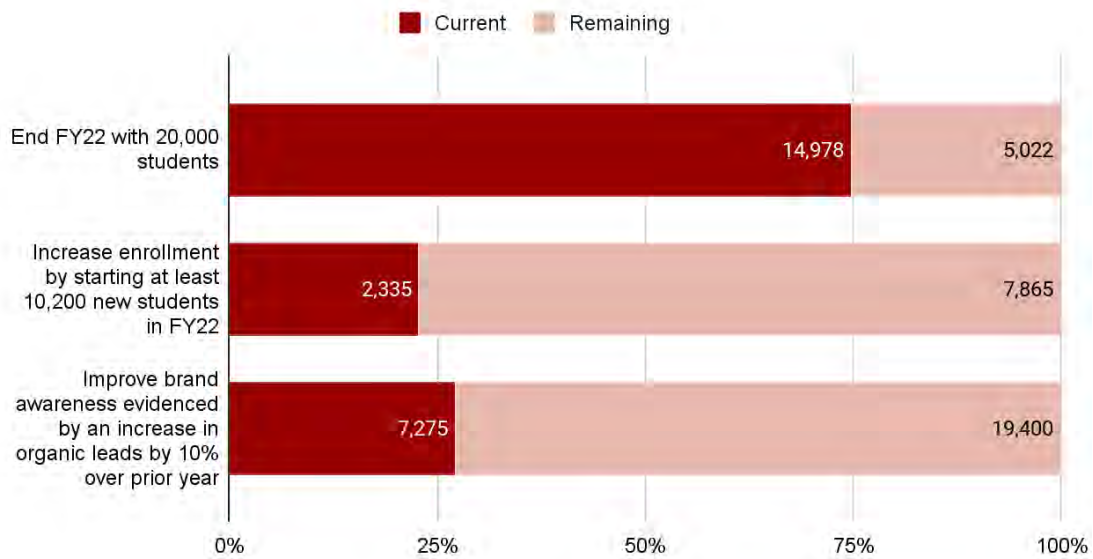


University Strategic Plan Updates

CSU Global has begun executing the new three-year strategic plan, which was presented at the Board of Governors meeting in August. The plan was designed to support the university in growing the student population, driving student success by improving graduation and retention rates, and reducing the equity gap.

The following is a summary of key goals and current progress as of Nov. 17, 2021.

Innovative Experience	Provide an innovative educational experience that differentiates CSU Global in the marketplace.
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GAC Accreditation: Our Project Management programs have received the highest reaffirmation of its accreditation from the Project Management Institute (PMI) and its Global Accreditation Center (GAC) with a five-year extension. We are one of only 34 nationwide and one of 72 international universities that have a PMI GAC accredited Project Management program.

Student Organizations: In addition to reestablishing our membership with the American Marketing Association, we have expanded our professional association engagement to include the Institute of Managements Accountants and the National Organization of Human Services.

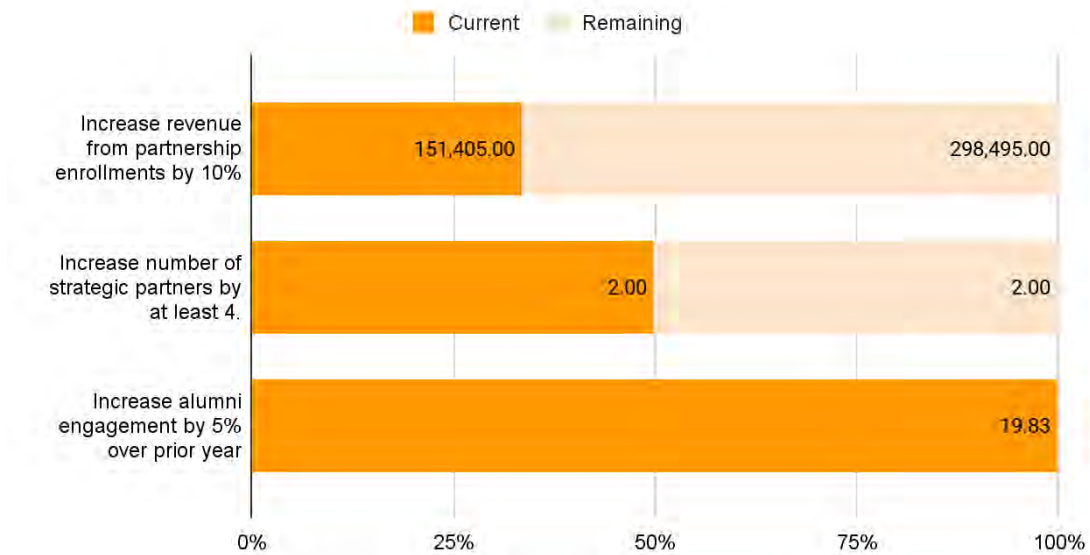
Self-Service Applicant Portal: We have completed work on a new Self-Service Applicant Portal, which will allow prospective students to track their application status in real-time.

CSU Global piloted an innovative platform that connects students with project-based learning. This experiential option is a new take on internship and externship programs for online students. Students can connect with companies to complete projects, providing students with real-world experience and an opportunity to practice what they are learning. CSU Global is offering the program in a voluntary capacity at this time with a goal to offer more experiential options in the classroom.

Among other acknowledgments, CSU Global was recently ranked **#1 Best Online Criminal Justice Master's Degree** by Value Colleges, **#9 of 16 Best Online Colleges in Forensic Psychology 2021** by Accredited Online Colleges, **Top 5 Most Affordable Online Colleges** by Parents Magazine, **#2 Best Online Project Management Degree** by ZDNet, **#18 Best Online Human Resources Degree** by ZDNet, **#14 Best Online Information Degree Program** by Value Colleges, **#9 Best Value Online Master's of Information Technology Program** by Value Colleges, and **#15 Best Online Bachelor's in Finance Programs** by Test Prep Insight. To view all of CSU Global's school and program rankings, visit www.csuglobal.edu/rankings.

Strategic Engagement

Develop stronger connections with stakeholders to improve engagement and increase the visibility of CSU Global.



On **Veterans Day**, and as part of the launch of CSU Global’s new Community Action Team, volunteers helped light 6,218 candles at the Colorado Freedom Memorial. Each light represents a Colorado veteran’s name that appears on the memorial in Aurora. Staff and faculty also donated their time and talents at **CSU Global Day at Food Bank of the Rockies** on Nov. 19, which was in support of National Hunger and Homelessness Awareness Week.



CSU Global was the **keynote sponsor of the Denver Metro Chamber of Commerce Annual Business Meeting** on Sept. 17, where participants reviewed the DMCC’s annual report and heard from community leaders. In her remarks, CSU Global President Pamela Toney stated, “This is what we do at CSU Global. We listen to industry leaders and address their needs. We design our programs to align with high-demand careers such as business, IT, healthcare administration, and project management, among others.”

CSU Global is a major supporter of Aurora-based initiatives and associations. In an illustration of support for the city from its Aurora headquarters, CSU Global served as title sponsor of the **State of the City event with the Rotary Club of Aurora**. Participants heard remarks from Mayor Coffman, followed up by a reaffirmation of CSU Global’s prior commitments and ongoing support for the region’s workforce development, education, and community engagement initiatives delivered by President Pamela Toney.



CSU Global also supported the **Aurora Public Schools Foundation Gala**, which raised over \$300,000 in funds for scholarships and support activities for the APS Foundation.



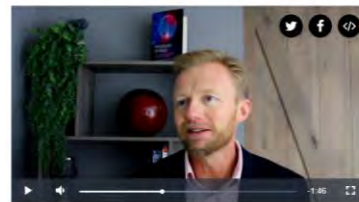
CSU Global was the media sponsor for the **Aurora Chamber of Commerce’s Honoring our Community Champions Event**, where Brandon Fletcher, VP of Operations at CSU Global, received a Pandemic Hero award. In President Toney’s nomination letter, she stated, “[Brandon] continually points to our mission and dedication to student success. Through the facilitation of grant and scholarship opportunities, Brandon has worked to ensure that 100% of funds issued to us went directly to students who were negatively impacted by the pandemic,

allowing students to continue pursuing their education and career goals through personal financial hardship.”

Scams conducted by text are becoming more common. On Nov. 9, **KOAA Channel 5 (Southern Colorado) News** discussed the situation with CSU Global’s Program Director for Criminal Justice Dr. Michael Skiba, also known as “Dr. Fraud.” To view the interview, visit [KOAA News](#).

Wrong number text scam seems innocent, but can have devastating results

Fraud experts worry about blackmail and financial losses



Student Success

Drive achievement, credentialing, and return on investment for our students.



Closing the Equity Gap: CSU Global continues its transition to an appreciative advising model while incorporating a high-touch contact strategy, which focuses on connecting with new students starting each month. We are already seeing improvements, with early retention metrics among these cohorts showing improvement—undergraduate 1st-3rd retention is up 3% in FY22, with a 4% increase for URM students in that same time period.

Re-engagement: To both support student success and closing the equity gap, CSU Global is focused on reengaging stopped-out students to offer dedicated coaching and support from re-entry through graduation. CSU Global has officially been awarded grant funds from the COSI Finish What You Started (FWYS) program and **will use 98% of those funds as direct financial support for re-engagement of Colorado residents.** CSU Global ran a pilot outreach campaign in October by attempting to contact former students to discuss returning to school. **The result of this three-day event has already yielded 192 re-entry applications and 111 students being readmitted to the university.** To support the FWYS program and university goals around re-engagement, CSU Global launched a Student Engagement department in November. This team is dedicated to re-engaging stopped-out students, assisting through a streamlined re-entry process, and providing consistent coaching and support through graduation. In addition, the Student Engagement team will intervene with the inactive population and those at risk of being withdrawn, to re-engage and continue progressing toward graduation.

In September, Marketing Program Director Dr. LeeAnn Walker hosted a **career discussion with Kelsea Little, Head of Brand Storytelling at GoFundMe.** Since joining GoFundMe in early 2013, Little helped build the company’s editorial strategy from the ground up, while also serving as the host, creator, and producer of GoFundMe’s podcast.

CAREER WEBINAR SERIES
Marketing

Wednesday, Sept. 22
6 p.m. MT

Guest Speaker
Kelsea Little
Head of Brand Storytelling
at GoFundMe

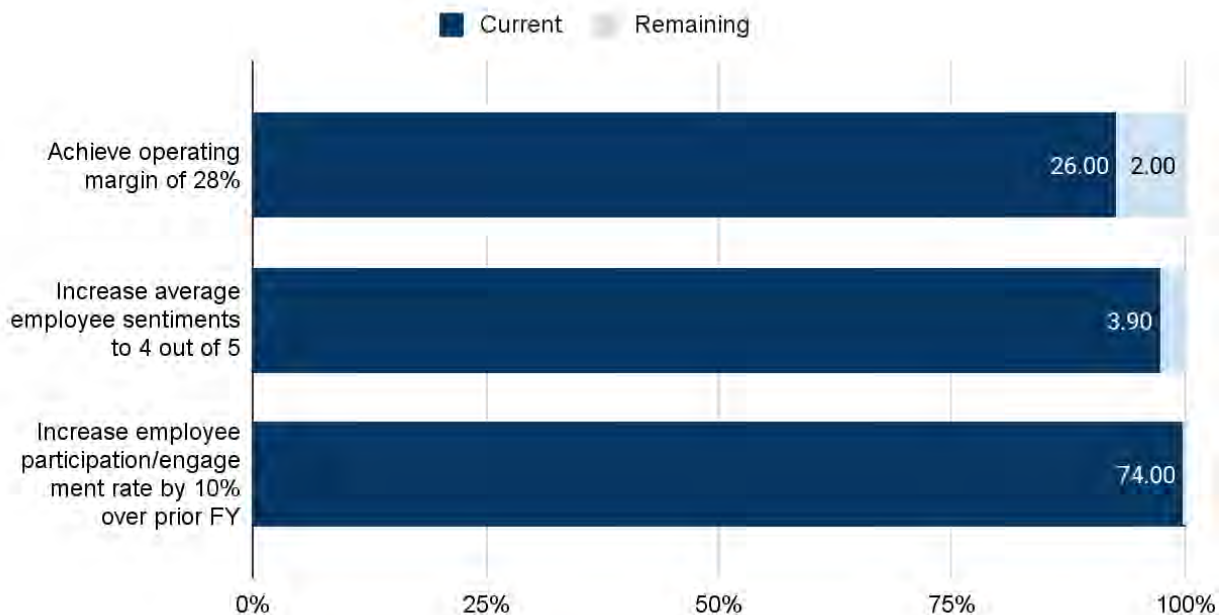


CSU Global participated in **Colorado Free Application Day**, which waived the \$25 application fee for students who applied to CSU Global between Oct. 19-21. There were 167 applications received during this period, with over 40% participating in the “FREEAPPDAY” program.



Entrepreneurial Culture

Promote the mindset of accountability and leading change through critical questioning, promoting innovation, and supporting continuous improvement.



The CSU Global Employee Affairs committee launched the **Fall Into Movement Challenge for all staff and faculty**, a six-week challenge to move at least 20 minutes each day or 140 minutes each week. Over 40% of CSU Global staff and faculty are actively participating in the challenge, with thousands of hours logged on the Cigna Global Fitness App, where they have an opportunity to earn prizes courtesy of Cigna.



CSU Global’s Diversity & Inclusion Committee invited **Fleurette (Flo) King to conduct a staff development training on the topic of implicit bias**. Flo has demonstrated innovation and achievement in diversity and inclusion policies, education and training, and organizational change



since 1993. Flo is relied upon to present best practices and award-winning models at regional and national conferences, and is affiliated with the True Colors Conference, Amnesty International-Midwest, American College Personnel Association (ACPA), National Association of Student Personnel Administrators (NASPA), Creating Change Conference, White Privilege Conference (WPC), TRANSforming Gender Conference, and the National Conference on Race & Ethnicity in Higher Education (NCORE).

Faculty Development: Over 80% of faculty participated in a two-week professional development program focused on CSU Global’s strategic goals, teaching styles, new discussion board expectations, and “Feedforward” as a new strategy for providing feedback.

Section 9

Strategic Planning Discussion

Section 10

CSU-Pueblo Reports

- CSU-Pueblo Student Representative's Report
- CSU-Pueblo Faculty Representative's Report
- CSU-Pueblo President's Report



Mikayla Lerch CSU Pueblo Student Report



Goals:

- Sustain Inclusivity and Diversity
- Maintain Accessibility
- Promote Student Engagement
- Encourage Involvement in Community
- Advocate for Fair and Exceptional Educational Standards

Report

ASG Bonfire & Pep Rally:

Each year to kick-off the homecoming weekend, ASG puts on a bonfire and pep rally where we invite students, faculty, staff and alumni to attend a night of hot chocolate, face painting, s'mores and music and spirit from our marching band and cheer/dance teams! Between 150-200 people came to attend our kick-off!

Hispanic Heritage Month:

Center for International Programs and Inclusive Excellence held several events throughout October that engaged the CSU Pueblo Community in the celebration of Hispanic sacrifices and contributions to American culture.

Give Day:

For our Student Emergency Fund Initiative, we ended up raising \$4,450 which is about \$1000 more than we raised last year. This fund will go towards helping students experiencing financial emergencies detrimental to their academic success.

Winter Wonderland:

This is our traditional winter event that we hold each year during Christmas time. It is being held December 2nd and December 3rd. We invite campus organizations to create light boards that we put on display around the campus. This event is open to the campus and community members and includes Santa, Elves, ornament decorations and other holiday activities!

ASG Formal:

Looking for ways we can diversify CSU Pueblo from other institutions and promote student engagement by creating several key events that we can promote to prospective students. Moved to March and instead of a Winter Formal



Tutoring Services

Our ASG is currently working actively with the Director of our Student and Academic Support Services to develop some marketing strategies to encourage our students to utilize such services. Looking to destigmatize the use of tutoring and creating new ways to promote tutoring accessibility to students (better times, better location, easier scheduling, etc.)

Graduate Student Representation in ASG

Establishing positions in our ASG so that we can include graduate students into our team for the following years in ASG.

Colorado State University System Board of Governors CSU-Pueblo Faculty Representative Report

December 3-4, 2021 | Dr. Chris Picicci | Completed Nov. 17 2021

CAMPUS HIGHLIGHTS

President Timothy Mottet formalized an innovative developmental partnership with Jake Jobs, CEO and Colorado entrepreneur of American Family Furniture. The initiative will promote a Jake Jobs Educational Institute for Professional Entrepreneurship.

The Learning Innovating and Networking Center (LINC) opened in the Library and Resource Center. The LINC is an integrated, peer-mentor-led, and student-focused center located at the CSU Pueblo Library. This new space combines IT, Library, and Tutoring Services to enhance student academic support by combining library research services, writing and general education tutoring, and academic technology services. A Zoom session by Italian literary scholar and translator, Prof. Nancy L. Canepa of Dartmouth, will take place in the LINC on December 8, 2021.

Despite the challenge of the pandemic, the Center for International Programs (The Center) and Inclusive Excellence is actively working to promote and recognize international students and study abroad initiatives. During the Week of Nov. 15-19, the Center celebrated International Education Week (IEW), an initiative supported by the U.S. Department of State and the U.S. Department of Education. Efforts by The Center and the Study Abroad Advisory Committee have led to a Study Abroad Fair and discussions on promoting the CSU System policy regarding the COVID-19 vaccination requirement.

FACULTY HIGHLIGHTS

Professor Brad Gilbreath's research on job stress-related presenteeism has received international recognition and been applied by entities world-wide. A professor in the Hasan School of Business, Gilbreath has created a scale that measures job stress-related presenteeism. Gilbreath also released an article *Supervisor Behavior and Employee Presenteeism* in the International Journal of Leadership Studies.

Dr. Gates, Dr. Reilly-Sandoval, and Professor Baca (Social Work) have had a chapter accepted for Routledge, *Post-Pandemic Welfare and Social Work: Lessons for the future*. The chapter is entitled *Teaching intersectional cultural responsiveness and critical allyship post-COVID-19: Strengths and opportunities at a Hispanic-serving institution*.

Dr. Matt Harris, Professor of History and Director of the Legal Studies Program, mentored, and helped prepare, 10 students for entry into law school. This included mentoring them with the LSAT and identifying law schools to which they will apply.

Dr. James Sharp of Philosophy and Religious Studies, presented a paper titled "Theistic Evolution in Three Traditions" in July at the annual conference of the Institute for Religion in an Age of Science (IRAS). His article of the same title has been accepted for publication in *Zygon*, a journal co-published by IRAS.

Dr. Alegria Ribadeneira will serve a 3-year appointment as a member of the Faculty Advisory Committee for the National Heritage Language Resource Center.

Dr. Madison Furrh's essay "The Know-Nothing Party in Melville's Late Fictions and Antebellum Culture" was recently published in *Nineteenth-Century Prose* (Spring 2021) issue.

The Master's in Social Work program successfully completed its last site visit for accreditation. The site visitor remarked that the MSW was a strong program and that no standards were out-of-compliance.

Dean Raymond (who will retire at the end of the semester), along with Dean White-Davis and Provost Abdelrahman, met with Provost Paul Savory from CSU Global to discuss a possible MBA degree offered at Global. A new MBA at Global might lead to market confusion since students will need to differentiate between CSU-Pueblo's accredited MBA and a possible new online program.

OER Coordinator Jonathan Poritz along with the campus OER Committee chaired by Library Dean, Rhonda Gonzales, continue to support OER initiatives across campus. With a third year of state funding, the campus is supporting the development of a zero textbook cost (ZTC) for Spanish, Social Work and other disciplines.

Rhonda Gonzales, Dean of Library Services, was awarded an NEH Saving Humanities American Rescue Plan grant for \$150,000 for one year to support the University Archives.

Dr. Rashadul Islam, Associate Professor of Civil Engineering Technology had his new book published in October. *Construction Safety, ISBN 9781264257829, McGraw Hill, Oct 15, 2021.*

INFORMATION TECHNOLOGY

Faculty Senators recently received BerryDunn's Information Technology assessment on the CSU-Pueblo campus. The findings indicate that there are opportunities to improve IT service delivery and support for technology across campus. BerryDunn's recommends to support the student experience and provide effective service to faculty and staff. BerryDunn writes, "A core problem to be addressed is CSU-Pueblo is challenged with inconsistent Wi-Fi services and limited email storage. (...) Repairing the foundation of the technology environment at CSU-Pueblo will enhance administrative and instructional operations, improve the campus' perception."

“Additionally, it is important for the IT Department to have the time to recover from the demands of the Banner implementation. To be effective, the IT Department requires time to address the pressing issues internal to the University before it embarks on additional system-wide projects. (...) There is an opportunity to collaborate further with Fort Collins to provide shared services such as 24x7x365 help desk support, network services, and more Banner support. Continued discussion of shared services should involve CSU System, and CSU Fort Collins leadership as staff and organizational capacity for all three entities should be considered.”

GRANT FUNDING

CSU-Pueblo received a \$2.1 million dollar grant from the Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) Grants Program. A large portion of this grant is designed to fund the operation of the Learning Innovating and Networking Center (LINC).

Dr. Nate Bickford received a grant from the Bureau of Land Management for \$91.6K for his work on Strengthening Partnerships for Wildlife Resource Management on Colorado’s Public Lands.

Rhonda Gonzales, Dean of Library Services, was awarded an NEH Saving Humanities American Rescue Plan grant for \$150,000 for one year to support the University Archives.



To: Colorado State University Board of Governors
From: Dr. Timothy Mottet, President
Subject: December 2021 President's Report

Increasing Our Appeal | Enhancing Student Success | Developing Our People

Key Take Aways:

Spring 22 Enrollment. We are trending down due primarily to immunization holds. The bulk of the decline is among our continuing student population, and employees across campus are working on efforts related to both spring enrollment and immunization holds.

Fall 22 Enrollment. Though it is very early in the CSU Pueblo Fall 22 enrollment cycle, total undergraduate applications are showing an increase over this time last year (+3% or 46), and admit numbers have grown significantly (+53% or 623).

Financial Status. The 2021 financial audit is not yet public. However, we do not anticipate any material findings. Our Fall 2021 resident instruction tuition revenue is down 7% from what was planned causing us to realign our expenses and revenues.

VISION 2028 Update. For FY22, we will complete 24 new activities and invest \$6,299,600, which includes continuation of all FY21 activities, and full funding for all FY22 activities.

Operations. Strategic and incremental restructuring has begun in both Facilities Management and Auxiliary Services in order to streamline and improve internal processes and to redirect attention toward revenue-generating opportunities and in preparation of a new master plan coming in Fall 2022.

Advancement. The Denver-based Kenneth King Foundation has awarded the Vision 2028 Works Program \$50,000. Pinnacle Assurance has awarded \$15,000 to the CSU Pueblo Works program for spring 2022 stipends for students in unpaid clinicals. This is first gift from Pinnacle Assurance. As of November 10, 2021, CSU Pueblo's Advancement team has 12 other foundation proposals in progress or undergoing final funding review.

Spring 2022 Convocation Planning. On January 10, CSU Pueblo will open Spring 2022 Convocation Week, including guest speakers, Brandon Busted the CEO/President of Kaplan Education.

Information Technology. CSU Pueblo engaged the consulting firm Berry Dunn to thoroughly assess the IT department's capacity and capability. This report made a set of recommendations about resources, staffing structure, governance and prioritization of certain projects that will inform the IT department's 2023 Strategic Plan.

Human Resources. Franklin Covey will provide supervisory training—in support of the Vision 2028 guiding principle *develop people*, supervisor training will begin in January 2022. Cultural Competency training sessions—in cooperation with the Office of Diversity, Equity, and Inclusion and Academic Impressions (funded by Title V), training will be delivered in December and January. The training reinforces the university's commitment to developing people who understand how culture and learning are related and how culture impacts the workplace.

Enrollment Update. The final Fall 21 enrollment report is included with the board materials and continues to showcase growth in new student enrollment, as well as 6-year persistence, as was seen in the preliminary report at the previous meeting. We are continuing to aggressively and strategically pursue enrollment outcomes for all upcoming semesters.

Spring 22 Enrollment. CSU Pueblo is working hard to limit the negative impact of the continuing pandemic environment and the vaccine requirement on spring enrollment. Internally, we are striving to limit melt from fall to spring to less than 10% (ideal would be 6% or less), though we are preparing for a budget impact of up to 15%. Currently, we are trending significantly lower than last spring (-36%) due primarily to immunization holds. The bulk of the decline is among our continuing student population, and folks across campus are working on efforts related to both spring enrollment and immunization holds. As of 11/9, more than 1,653 RI students had immunization holds (for either COVID or MMR) that are stopping registration for spring. Communication and educational campaigns continue and are ramping up, and we are also taking very personalized approaches to working with students to clear the holds. Special messaging and outreach is taking place, as well as in-person contact from residence hall staff, success coaches, and supervisors of student employees. CSU Pueblo continues to hold vaccination clinics on campus and make it possible for students to submit exemption forms for both medical and non-medical purposes. We anticipate that as the semester draws to a close, more students will move into compliance with the vaccine requirements and will be able to register for the next term.

Fall 22 Enrollment. Though it is very early in the CSU Pueblo Fall 22 enrollment cycle, total undergraduate applications are showing an increase over this time last year (+3% or 46), and admit numbers have grown significantly (+53% or 623). We believe the significant growth in admits is due to faster processing times with the new Slate and Banner systems. We anticipate this will position us for enrollment growth due to improved yield, but we do not anticipate that growth will be as large as these preliminary numbers indicate. Graduate applications have also grown by 24% compared with this time last year. Target total enrollment for Fall 22 has been set at 3,990, with campus leadership recently approving bold new enrollment strategies, including expansion of the housing incentives that have proven successful at driving geographically-targeted enrollment and a new Colorado Promise scholarship program that guarantees free tuition for all in-state freshmen with family incomes of \$50,000 or less. In addition, enrollment targets strategically focus not only on student populations (freshman, transfer, etc.) but also specific academic programs with growth potential, which will be strategically targeted for enhanced marketing and enrollment support.

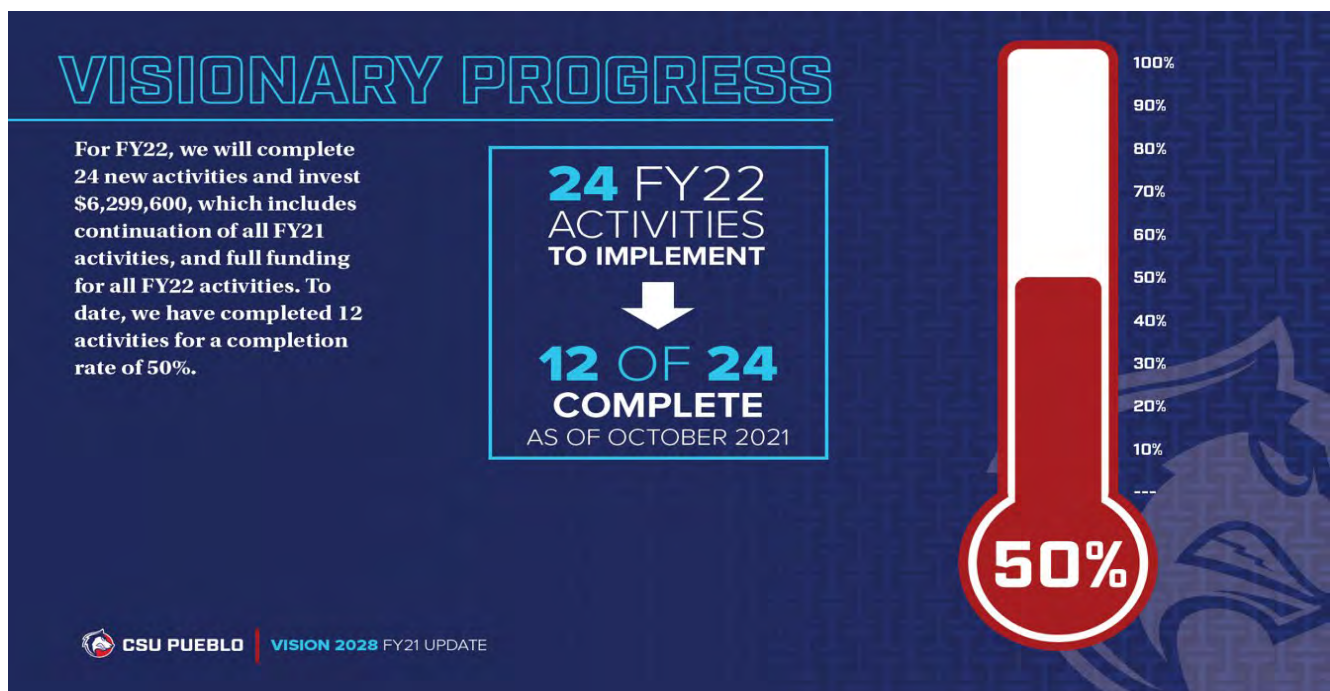
Audit Update. The Office of the President is overseeing six active internal audits with 80 recommendations and completed seven additional audits with 70 recommendations. To date, 135 of the 150 recommendations are completed; two recommendations will be completed by December 31, 2021 and 13 will be completed by December 31, 2022. All audit recommendations will continue to be processed on schedule or under revised target dates in agreement with internal audit guidance.

Financial Status. The 2021 financial audit is not yet public. However, we do not anticipate any material findings. The Education and General fund had a balance of \$6.6m at the beginning of FY 2022 a decrease of \$640k from the prior year. We began FY 2022 with a balanced budget contingent upon \$3.5m of HEERF funding. Our Fall 2021 resident instruction tuition revenue is down 7% from what was planned causing us to reevaluate our budget and explore the implications that this has on Spring 2022 revenue as well. It is likely that reductions to our E&G operating budget will occur. Overall, however, our University's first quarter financials reflect a 16% increase in operating revenue with a 4% decrease in operating expenses compared to last year at this time.



COVID Management/Vaccination Policy. Since October 1, 2021, CSU Pueblo has seen a 63% rise in COVID-19 cases. Cases to date exceed positive cases at the same time in 2020, with a notable rise in fully-vaccinated positive cases (70% of all cases are vaccinated). On October 29, 2021, CSU Pueblo lost our fourth community member, Daniel Hernandez, Assistant Director of Urban Sites with TRIO/Upward Bound, to COVID-19. Point-of-care testing continues at the Wolfpack Wellness Center. Weekly vaccination clinics are held on Wednesdays and Thursdays from 11am to 1pm with both Moderna and Pfizer available for 1st, 2nd, or booster doses.

VISION 2028 Update. For FY22, we will complete 24 new activities and invest \$6,299,600, which includes continuation of all FY21 activities, and full funding for all FY22 activities. To date, we have completed 12 activities for a completion rate of 50%. The FY 2021 Annual Impact Report is complete, with data collected through census (October 2021), and will be shared at the December BOG meeting.



Operations and Advancement. The work of the Operations and Advancement (OPA) team includes creating and sustaining a path toward a financially sustainable and nationally-recognized campus. Highlights of the OPA recent work includes:

- Strategic and incremental restructuring has begun in both Facilities Management and Auxiliary Services in order to streamline and improve internal processes and to redirect attention toward revenue-generating opportunities and in preparation of a new master plan coming in Fall 2022.
- On November 12, 2021 a new request for proposals was posted for a university master plan which will be supported by Vision 2028. A partner will be selected in December and collaboration will begin in spring 2022.

- On November 2, 2021, an “invitation” was sent to all Colorado (and partner) financial institutions for a new partner for on-campus banking and sponsorship of student/employee ID program. This will be a sponsorship and potentially revenue-generating opportunity for campus.
- Establishing the President’s Denver Committee (PDC) to support and advance Colorado State University Pueblo through fundraising and strategic visibility in Metro Denver. The PDC will exercise the knowledge and experiences of its members to achieve two fundamental goals for CSU Pueblo’s Chief Strategy Officer: Financial Growth and Reputation Building. The first informal PDC Denver-based event will be hosted November 19, 2021 by President Mottet and Rick Gonzalez as part of the Colorado Ballet’s Nutcracker gala. In attendance will be Amy and Jeff Parsons, Shelli Brunswick (COO, Space Foundation) and guest, Morris Price (VP of Grants, Colorado Trust) and guest, Priscilla Lucero (VP Wells Fargo) and guest; Dr. Donna Souder Hodge and Dustin Hodge will join.
- In partnership with Harvard Business School Online, members of the OPA team recruited and implemented a new credential program, which is woven into CSU Pueblo Honor’s College as a Hispanic Serving Initiatives program. In June, seven CSU Pueblo students enrolled in the program, which runs through September. CORE coursework is presented as a hybrid–online program and counts as a summer session II Honors 491 course. Leveraging Vision 2028 funding for Gen Ed/Capstone work, CSU Pueblo is able to cover the cost for Harvard CORE directly, and will provide reimbursement to students for Honors 491 at completion of program. Five CSU Pueblo students successfully completed this program under the direction of Drs. Derek Lopez and David Volk.
- The Denver-based Kenneth King Foundation has awarded the Vision 2028 Works Program \$50,000. This funding was disbursed in November to 36 eligible accelerated RN to BSN nursing students with need-based stipends for previously unpaid clinical internships and field experiences in the 2021-2022 academic year. It is the foundation’s first gift to CSU Pueblo.
- Pinnacle Assurance has awarded \$15,000 to the CSU Pueblo Works program for spring 2022 stipends for students in unpaid clinicals. This is first gift from Pinnacle Assurance.
- As of November 10, 2021, CSU Pueblo’s Advancement team has 12 other foundation proposals in progress or undergoing final funding review.

Spring 2022 Convocation Planning. On January 10, CSU Pueblo will open Spring 2022 Convocation Week, including guest speakers, Brandon Busteded the CEO/President of Kaplan Education. This year’s convocation theme is “partnerships” and will feature a faculty panel discussion about the next steps and collaboration that brought the School of Creativity and Practice to life. Other internal and external “partnerships” will be featured during the week, including the work of a joint-task force on enrollment, Admissions and Extended Studies, faculty collaborations through the newly institutionalized Center for Teaching and Learning, and strategic partnerships in Facilities Management, Auxiliary Services, Athletics, Advancement, and more.

Information Technology. The IT team is managing a number of projects:

- Joint Banner Project. Banner was successfully launched on the Pueblo campus this fall. Work continues on remaining integrations, creation of operational reports, business process improvements, and workflow and document management components.
- Microsoft(Office)365 Planning. The IT departments at both Pueblo and Fort Collins are working together to bring Pueblo’s email and Office programs to the cloud with Fort Collins. This will provide a more robust computing environment for students, faculty and staff in Pueblo. This shared effort will also enable more collaboration between campuses through the use of products included in the suite such as Teams, document sharing, cloud storage, and more. The plan is still in the design stage but we are anticipating to launch this by summer 2022.
- IT Security Roadmap. The CSU System Internal Audit Office recently concluded an IT security consultation, which brought to light a number of important findings that will help inform Pueblo’s ongoing IT security and cybersecurity efforts. Some of the suggested recommendations include updating out of date software, establishing a vulnerability



management program, and implementing multi-factor authentication for access to sensitive systems. Responses to these findings are currently underway.

- IT Assessment with Berry Dunn Consultants. CSU Pueblo engaged the consulting firm Berry Dunn to thoroughly assess the IT department's capacity and capability, and then contrast that with their deep assessment of the demand from across campus for increased support, projects and technology performance. This report made a set of recommendations about resources, staffing structure, governance and prioritization of certain projects that will inform the IT department's 2023 Strategic Plan. This will address the gap between capacity and demand which will result in better support to students, faculty and staff, and ensure the ability of the institution to meet its Vision 2028 goals.

Human Resources and Institutional Equity (HRIE). Despite various staffing changes, HRIE has been hard at work throughout 2021. The team worked cooperatively to develop a three-year departmental strategic plan, has identified and begun necessary updates to their web pages, and continues to develop and refine policies and procedures. Changes to the HRIE team include the departure of Kat Abernathy, Executive Director of HRIE, in early October. Jennifer Martin-White and Jennifer Quintana are sharing human resources director duties until a search is completed to replace the Executive Director. In the interim, Institutional Equity is under the supervision of Marie Humphrey, Senior Associate Vice President of Student Affairs/Dean of Students. Margaret Miller joined the team in August as the university's Employment Specialist. She is navigating the applicant tracking system, becoming familiar with the State classified system, and managing immigration/visa issues. With the numbers of recent searches, she is honing her skills in reviewing position descriptions and posting job announcements. Loretta McDaniel was selected to fill the vacant Benefits Specialist position and started in September. Her previous experience with benefits is serving her well. She planned and facilitated the November employee health fair and conducted open enrollment for faculty and administrative professional employees.

Notable accomplishments in 2021 include:

- Development and implementation of the Alternate Work Arrangement Policy and associated procedures—the intent of the policy is to enable employees to balance work and personal needs, while providing service and meeting university goals. To date, 32 alternate work arrangement requests have been approved.
- Creation of a Sexual Assault and Prevention Task Force—the task force is a diverse, cross-functional group with the goals of education and prevention. The task force is working to provide programming across campus to promote campaigns such as Sexual Assault Awareness month. The hope is to expand the task force reach by bringing in subject matter experts for presentations on safety, consent, health, and well-being.
- Partnership with Franklin Covey for supervisor training—in support of the Vision 2028 guiding principle *develop people*, supervisor training will begin in January 2022. Jennifer Martin-White is working with a Franklin Covey Implementation Strategist to design two separate impact journeys that our first group of approximately 140 supervisors and university leaders will experience. Initial training will be presented by Franklin Covey facilitators, until we identify employees interested in becoming Franklin Covey facilitators.
- Roll-out of two Cultural Competency training sessions—in cooperation with the Office of Diversity, Equity, and Inclusion and Academic Impressions (funded by Title V), training will be delivered in December and January. The training reinforces the university's commitment to developing people who understand how culture and learning are related and how culture impacts the workplace.

Student Affairs. Student Affairs' continues to work toward the holistic development and support of the whole student. To enhance student success, Pack CARES developed intervention strategies for over 130 student referrals. The number of student referrals are up 65 compared those referred in 2019. At this time, the emerging trends for student referrals are: academic challenges, mental concerns, loss of loved ones, addiction issues, and financial/financial aid issues. Additionally, the Disability Resource and Support Center have processed over 188 cases and remediated 234 course material units. Moreover, the Wolfpack Wellness Center had 1180 visits to the health clinic, while the Counseling Center had 988 visits. Regarding vaccine compliance, the current percentages are: students: 65%; staff: 52%. Presently, there are 205 exemptions as well. In relationship to mask compliance, Student Conduct & Community Standards met with over 75 students for mask violations. On a final note, to support financial sustainability and to engage place, Residence Life & Housing hosted the November Academy for the Department of Corrections with approximately 45 trainees. In addition, Residence & Housing and the Thunderwolf Recreation Center hosted eight mini-events for students and the community for Halloween which included the following activities: Trunk of Treat, abbreviated intramurals with one-night tournament style activity, family-friendly movie, and a best costume contest.

Marketing Communications. In support of the university's Wildly Important Goal #1: Expand Appeal, and Vision 2028's goal to *Implement marketing and web-driven strategies and financial aid plans that support enrollment growth by student type and programs*, the Marketing, Communications and Community Relations office (MCCR) implemented a series of marketing and web-driven strategies to expand its appeal. The Academic Redesign Project was launched in Spring 2020 with the goal of updating every academic page to lead to higher engagement and application clicks. The project was completed with 507 updated pages and navigation links. To increase efficiency and effectiveness, MCCR transitioned all digital marketing efforts in-house - internally supporting promotion of enrollment efforts as well as academic program advertising. During Spring 2021, MCCR launched a series of marketing campaigns to promote several of its academic programs. Three programs of focus were the Master of Social Work, B.S. in Humanities and Social Sciences, and School of Nursing. Programs were marketed through Google Ads and Facebook advertising. Tracking for these and other academic programs reported a higher number of visits in admission content as well as more clicks to the application, more pages visited per session, and more time spent per academic page. A pilot project this fall includes a scholarship push to recruit students for spring, with detailed metric tracking throughout.

Presidential Engagement. The Office of the President serves as the liaison to a variety of University stakeholders that includes positioning the University, through the President, with civic and business leadership, alumni, the CSU System and Board of Governors, local city government, state legislators, and donors. Below is a list of Presidential engagements from mid-September to mid-November 2021:

Sept. 15	Breakfast with Daniel Ritchie	Denver Advancement and Engagement
Sept. 15	Meeting with Joe Blake	Denver Advancement and Engagement
Sept. 15	Lunch with Frances Koncilja	Denver Advancement and Engagement
Sept. 15	Dinner with Gary Ozzello, Canvas Credit Union	Denver Advancement and Engagement
Sept. 16	CSU Pueblo Hosts 50 th Anniversary of Chicano Studies Celebration	Hispanic Serving Institution Week Events
Sept. 17	CSU Pueblo Hosts the UTRGV Ballet Folklorico	Performance by the University of Texas Rio Grande Valley Ballet Folklorico Group
Sept. 18	Home Football Game vs. Black Hills State	Hosted Tailgate, Receptions and President's Suite Guests During CSU Pueblo Football Game
Sept. 19	Pueblo Symphony Orchestra	Tangos & Serenades Event



Sept. 20	Bi-weekly Staff Lunch	Lunch with Employee Service Committees to Provide Thanks and Gratitude for their Service
Sept. 20	Monthly Faculty Dinner	Dinner with 4 faculty members to engage and build positive relationships
Sept. 21	Faculty Appreciation Reception	Provost Hosted Event for Faculty
Sept. 22	PCC Transfer Center Launch Party	Opening of Newly Renovated Space for University Track Center at Pueblo Community College
Sept. 22	Banner Team Celebration with Fort Collins and Pueblo	Hosted event for employees who worked on Banner project
Sept. 30	11 th Annual Pueblo Police Awards Luncheon	Recognition event for Pueblo Police
October 1	Pack Club Luncheon	Lunch to Welcome Pack Fans Prior to Each Home Football Game
October 1	Meeting with Kari Gonzales, CEO of Transportation Technology Center and Governor Russell DeSalvo	Introductory Meeting and Partnership Discussions
October 2	Home Football Game vs. Colorado Mesa	Hosted Tailgate, Receptions and President's Suite Guests During CSU Pueblo Football Game
October 3-5	RMAC President's Council Meeting	Spearfish, SD – Hosted by Black Hills State University
October 6	Dinner with Dr. Malik Hasan	CSU Pueblo Foundation Donor Engagement
October 7	Lunch with Carla Barela	Monthly meeting to be introduced to more of our Hispanic community leaders and historic Pueblo locations
October 7	Building a Better Colorado Pueblo Community Namestorm Session	Community Leader Session
October 8	Attend Southern Colorado Equity Alliance Awards Celebration	Honoring Mr. Rick Gonzalez
October 9	Speak at Remembrance Ceremony for Jillian Abrian	CSU Pueblo Student Athlete Remembrance Event for Swimming/Diving Team
October 9	Pueblo Rotary 43: Duck Cup Race	Fundraising Event for Pueblo Rotary
October 9	Fiesta Grande ft. Little Joe	CSU Pueblo – Title Sponsorship of Fiesta Grande Event
October 10	Cheer and Dance Reception	Hosted CSU Pueblo Cheer and Dance teams for a reception in home
October 11	Bi-weekly Staff Lunch	Lunch with Employee Service Committees to Provide Thanks and Gratitude for their Service
October 11	Tour – REVEL	Denver Advancement and Engagement
October 11	Dinner with Dr. Andrew Fox	Denver Advancement and Engagement
October 12	Breakfast with Colorado Health Foundation	Denver Advancement and Engagement
October 12	Welcome Luncheon for John Marshall	New President of Colorado Mesa University

October 13	Opening of Pueblo South High School University Track Center	Fourth UTC Opening in Pueblo County
October 13	Monthly Faculty Dinner	Dinner with four faculty members to engage and build positive relationships
October 14	Citizens Advisory Group	Quarterly Meeting
October 14	Happy Fall Y'all PEDCO Member Mixer	
October 15	CSU Pueblo Economic Forum	Hosted by CSU Pueblo Hasan School of Business and US Bank
October 20	Friends & Scholars: Student Athletic Scholarship Recipients & Benefactors	CSU Pueblo Foundation Donor Engagement
October 20	Presidents Panel During the 20 th annual Latino Higher Education Leadership Institute	
October 21	Guest on Rebuilding the American Dream Podcast	
October 21	CBASE Friends and Family Evening	Part of Homecoming Festivities
October 22	Lunch with Vicente Martinez Ortega & Tomas Martinez Ortega	CSU Pueblo Hispanic Community Engagement
October 22	Center for Honors and Leadership	Homecoming Reception
October 22	Athletics Hall of Fame Banquet – 2021 Induction Class	Part of Homecoming Festivities
October 22	Associated Student Government Homecoming Bonfire	Part of Homecoming Festivities
October 23	Home Football Game vs Adams State	Hosted Tailgate, Receptions and President's Suite Guests During CSU Pueblo Football Game
October 23	Home Volleyball Game vs Colorado Mesa	
October 24	Homecoming Brunch	Part of Homecoming Festivities
October 24	Men's and Women's Soccer Games	
October 26	Colorado Ballet Board of Trustees	Monthly Meeting
October 26	RN-MS Program Articulation Agreement Signing	Event with President Fuji with ACC at Sturm Collaboration Campus
Nov. 3	Breakfast with Las Comadres Group	Monthly meeting to be introduced to more of our Hispanic community leaders and historic Pueblo locations
Nov. 3	Friends & Scholars Luncheon	CSU Pueblo Foundation Donor Engagement
Nov. 3	CSU Spur Water in the West Symposium	Virtual Participant
Nov. 3	Governor's Tourism Conference Reception	Hosted by Greater Pueblo Chamber of Commerce
Nov. 4	Friends & Scholars Reception: Memorial Donors	CSU Pueblo Foundation Donor Engagement
Nov. 5-10	Attended AASCU Annual Meeting	Clearwater, FL
Nov. 10	ACE Fellows Virtual Meeting	Dr. Bronwyn Fees and ACE Cohort
Nov. 10	Distinguished University Professor, Dr. Alegria Ribadeneira – Fall Presentation	Virtual Introduction
Nov. 11	Veteran's Day Ceremony	SE Asia Memorial at CSU Pueblo and Historic Arkansas Riverwalk of Pueblo
Nov. 11	Monthly Faculty Dinner	Dinner with four faculty members to engage and build positive relationships
Nov. 12	Dinner with Chicano Movement Archives Advisory Committee	Home of Juan and Deborah Espinosa
Nov. 14	Broadway Theatre League – Cats Performance	CSU Pueblo is title sponsor of BTL in 2021-22



Additionally, President Mottet serves as a board member/director for the American Association of Colleges and Universities (AACU), Pueblo Economic Development Corporation (PEDCO), CSU Pueblo Foundation, the Colorado Ballet, the CSU Pueblo Institute of Cannabis Research, and the One Pueblo Target Industry Development and Talent Pipeline Teams. President Mottet also hosts monthly meetings with the CSU Pueblo Foundation Executive Committee, Pueblo Community College President Dr. Patty Erjavec, and CSU Pueblo Foundation Board of Trustees Chair Chad Heberly. The Office of the President is helping to facilitate cultural competency training across campus, preparing holiday events and cards for our community, planning an end of year retreat for our University Leadership Team (ULT), and supporting enrollment and persistence initiatives to help mitigate and improve Spring 22 melt rates.

CSU Pueblo in the News.

Colorado State University Pueblo Received \$850,000 in Colorado Opportunity Scholarship Initiative Funding. Colorado State University Pueblo received \$850,000 as part of the State of Colorado's "COSI" initiative, designed to support "Back to Work" opportunities for the next three years. The funding will support students who return to higher education in order to become workforce ready.

Colorado State University Pueblo and Pueblo Community College Opened Transfer Center on Community College Campus. The CSU Pueblo Transfer Center at PCC allows for personalized transfer advising and academic success coaching by CSU Pueblo staff to ensure an accurate and holistic support for a student's transfer and academic journey from PCC to CSU Pueblo. This onsite transfer center also gives students direct access to scholarship opportunities and assists them with the admissions process.

Colorado State University Pueblo Hosted Celebration of Life Honoring Those Lost During the Pandemic. Colorado State University Pueblo hosted a Celebration of Life for all those lost during the COVID-19 pandemic on campus at the University fountain on Wednesday, Sept. 22 at 5:00 p.m. The event was hosted by the CSU Pueblo Counseling Center in partnership with Sangre de Cristo Hospice.

Colorado State University Pueblo Experienced Enrollment Growth with New Students in Fall 2021. Colorado State University Pueblo welcomed its largest total of new students overall to campus in a number of years, despite enrollment concerns across the nation in higher education. Success in enrollment efforts for the 2021-2022 academic year focused on affordability, growth in specific program areas, flexibility of scheduling and bolstering of graduate degree programs.

Colorado State University Pueblo Received a \$5 Million Grant to Help Hispanic and Low Income Students Achieve STEM Degrees. Colorado State University Pueblo received a \$5 million Title III grant designed to help Hispanic and low-income students achieve degrees in the fields of Science, Technology, Engineering and Mathematics (STEM). This grant will award \$1 million annually for the next five years to help fund research opportunities, internships and student services. The grant program will be called MAPS, which stands for Mentorship, Access and Platforms in STEM.

President of CSU Pueblo Names New Special Assistant for Community Engagement. Colorado State University Pueblo welcomed Fred Galves, a new special assistant to the President for community

engagement on Monday, Sept. 20. Galves is a Pueblo native and has a strong background with CSU Pueblo and higher education. Galves has enjoyed a distinguished career as a litigator, award-winning professor of law and consultant for numerous legal organizations. He is the founder and CEO of Galves Litigation Consulting, providing specialized consulting services to law firms. As Special Assistant to the President for Community Engagement, Galves will focus on a variety of initiatives under the guidance of CSU Pueblo President Timothy Mottet.

Colorado State University Pueblo President's Blue and Red Gala Raised \$150,000. Timothy Mottet, president of CSU Pueblo, welcomed nearly 350 guests at the August 14 CSU Pueblo President's Blue and Red Gala. During dinner, 40 percent of those in attendance pledged just over \$70,000 to support CSU Pueblo student scholarships, University programs and DRIVE, a Campaign for CSU Pueblo. In fact, the Gala raised more than \$150,000 – this success was due, in large part, to the events many sponsors. The late Dr. Art Gonzales and Lorraine Gonzales, Parkview Health System, Robert H. Rawlings Foundation, Colorado State University System and Board of Pueblo County Commissioners, were honored at the Gala.

Wolves Read Program Partners with CSU Fort Collins for Live Stream with Author. Colorado State University Pueblo announced a new campus initiative Wolves Read, which encourages communities to read together and host collaborative discussions centered around a single book. CSU Pueblo partnered with CSU Fort Collins' community with their Rams Read program, both campuses are reading *The Color of Food: Stories of Race, Resilience, and Farming* by Natasha Bowens Blair.

New University Tracks Center Opened at Pueblo South High School. Colorado State University Pueblo opened a new University Tracks Center (UTC) location at Pueblo South High School on Wednesday, Oct. 13. A grand opening and tour event was hosted to introduce the public, students and staff from District No. 60. "One of the many ways we engage our community, is to talk to our local high school students in Districts 60 and 70 about what it means to go to college," said President of CSU Pueblo, Timothy Mottet. "Our new location at Pueblo South High School allows us to engage another important part of our community. Our team members look forward to working directly with South High School students and their family members about how to go to college," said Mottet.

Student Researched Amache Project Launches in Aztlán Center. A Colorado State University Pueblo student-researched project known as the Amache project has been donated to the Aztlán Center archives stored in the University Library. The Amache project chronicles the Amache Relocation camp that housed Japanese prisoners in Granada, Colorado from 1942-45. Over 7,000 Japanese Americans were wrongfully imprisoned at this camp in its three years of existence. "The Aztlán Center and the University Archives are excited to support this project that documents an important piece of regional history," said dean of library sciences, Rhonda Gonzales. "We are proud to provide access to these interviews and to preserve them for future use by students, historians and others learning about the Amache camp and we are proud to support this work by CSU Pueblo students and faculty."

Colorado State University Pueblo Announced Sixth Annual #LoveCSUPueblo Give Day on October 28. The Colorado State University Pueblo Foundation hosted the sixth annual #LoveCSUPueblo Give Day on Thursday, Oct. 28. Give Day is a concentrated crowdfunding effort, allowing donors to support one or more of 30 campus-wide initiatives.

CSU Pueblo and Arapahoe Community College Sturm Collaboration Campus Created First RN to Master's Degree in Nursing in State of Colorado. Colorado State University Pueblo and Arapahoe Community College (ACC) at the Sturm Collaboration Campus at Castle Rock partnered together to begin the first Registered Nurse (RN) degree pathway to a Master's Degree in Nursing (MN) in the state of Colorado. This unique pathway allows students to earn their Associates of Applied Science Degree in Nursing, followed by a Bachelor's of Science degree in Nursing at ACC and then seamlessly transfer to CSU Pueblo's Masters of Science-Nursing, Nurse Educator degree program.



Students who have been accepted in the ACC RN-BSN Program and are in good standing at ACC are eligible for dual enrollment and follow the CSU Pueblo School of Nursing RN to MS curriculum plan.

Distinguished University Professor Ribadeneira Presented on Serving Students Well.

Colorado State University Pueblo Distinguished University Professor Alegria Ribadeneira presented a virtual webinar, "On Serving Students Well: Insights from the Field of Heritage Language Teaching" on Wednesday, Nov. 10 from 5:30-7:30 p.m. This webinar was the Distinguished University Professor Lecture as part of the award for the university's highest honor bestowed on a faculty member. Ribadeniera's seminar discussed best practices for reaching all students especially those from diverse backgrounds. As director of world languages, she has tailored her teaching methods to inspire students from a variety of countries who speak a multitude of languages.

New Testing Center Opened to Assist with Nationally Recognized Exams. Colorado State University Pueblo recently opened a brand new Testing Center in the Library and Academic Resource Center (LARC) to administer tests and nationally recognized exams for both CSU Pueblo students and the broader community. CSU Pueblo has administered tests previously, however without a designated location. An official ribbon cutting took place Wednesday, November 3 at 11:00 a.m.

Native American Heritage Month Celebrated with Community in November. Colorado State University Pueblo recognizes the importance of Native American and Indigenous heritage all year long, however the month of November is dedicated to sharing knowledge and creating space for indigenous voices across campus. CSU Pueblo's Center for International Programs and Inclusive Excellence and the Office of Diversity, Equity and Inclusion invited the campus and Pueblo community to join in programming throughout the month.

Veterans Day Celebration at CSU Pueblo Included Volley of Three Ceremony. Colorado State University Pueblo is honored all veterans on Thursday, Nov. 11 as part of the Veteran's Day national holiday. The Military and Veterans Success Center invited the CSU Pueblo campus members and the CSU Pueblo community to participate in a Veteran's Day ceremony at 8:45 a.m. at the Southeast Asia Memorial. The event included a fly over from Doss Aviation and the Student Veterans of America Club on campus did the laying of the wreath. CSU Pueblo honored the memory of fallen soldiers with a traditional Volley of Three, consisting of firing rifles three times with the Pueblo Veteran Ritual Team. The original history of the Volley of Three comes from the Roman era when the battlefield was cleared, if a soldier removing a slain soldier knew the name of the fallen individual, they would call his name three times as a remembrance of his sacrifice. Then three shots were fired into the air to signify battle could resume. In addition to this custom, three fired cartridges are placed with a folded flag when presented to next of kin of a fallen

A wide-angle photograph of a university campus during autumn. In the foreground, a large, circular fountain with multiple jets of water is the central focus. The fountain has a perforated metal rim. A brick walkway leads from the fountain towards the background, where several students are walking. The background is filled with lush green grass and a variety of trees, some with vibrant yellow and orange autumn foliage. A modern building with large glass windows is visible in the distance. The sky is clear and blue. A semi-transparent white box is overlaid on the left side of the image, containing the text 'VISION 2028'.

VISION
2
2028

DECEMBER 2021

FY21 ANNUAL IMPACT REPORT

LEADING INDICATORS



STRATEGIC INITIATIVES

New Financial Aid Model

Athletics

Track Centers

New Advising Model

CSU Pueblo at Colorado Springs

Adult Learning Program

General Education and Capstone Curricular Redesign

Professional Learning Spaces

Downtown Presence

CSU Pueblo Professional

LAGGING INDICATORS

Enhance Appeal of Campus

Increase Student Success

Develop Our People

VISION 2028 OVERVIEW

The overarching goal of Vision 2028 is to develop a financially sustainable university where we increase enrollment by 1,200 students and revenues by \$10 million by 2028.

Vision 2028 includes a set of ten initiatives that work together as an ecosystem to support the three wildly important goals of the university: enhance appeal, increase student success, and develop our people. During FY 2021, each of these initiatives was operationalized in strategic ways that were designed to impact fall 2021 retention and enrollment goals — all during an unprecedented, global pandemic.

The FY21 Vision 2028 Annual Impact Report is divided into four sections: investments and resources, progress, impact, and preview of FY22.

SECTION

1

**Investments and
Resources**

RESOURCES

INVESTMENT

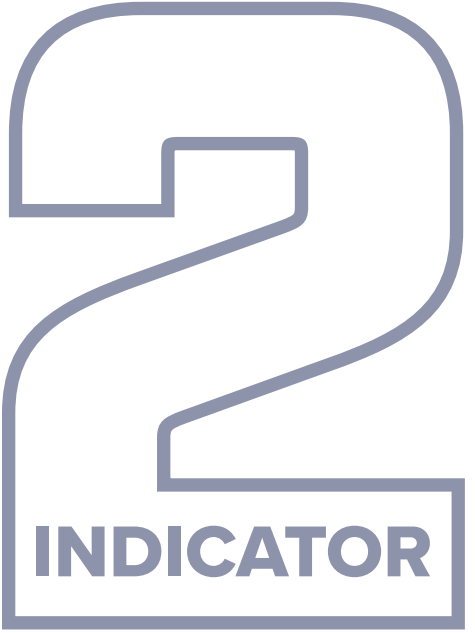
VISION 2028 INITIATIVE	BUDGETED	INVESTED
PROJECT MANAGEMENT	\$1,200,000	\$912,464
1. New Financial Aid Model	\$257,667	\$22,007
2. Athletics	\$69,756	\$1,871,224
3. University Track Centers	\$523,586	\$152,226
4. Advising	\$1,395,000	\$402,351
6. Adult Learning	\$1,400,765	\$115,863
7. General Education and Capstone Redesign	\$1,256,089	\$416,369
10. CSU Pueblo Professional/Marketing	\$470,000	\$463,052
<i>VISION 2028 initiatives 5, 8, and 9 have been self-funded/grant-funded by the institution (CSU Pueblo at COS, Downtown Presence, and Professional Spaces)</i>	\$5,316,774	\$4,355,556

ENHANCE THE APPEAL OF CAMPUS



PROCESSES

- 1. Implement marketing and web-driven strategies and financial aid plans that support enrollment growth by student type and programs.**
- 2. Develop student experiential learning opportunities that differentiates the university.**
- 3. Develop enrollment and support processes that meet needs of graduate students.**
- 4. Develop plan and process for meeting students' flexible instructional needs.**
- 5. Launch Graduate Student Resource Center, including the hire of a dedicated graduate processor and a graduate coordinator**
- 6. Coordinate all tutoring services for all students (F2F, hybrid, online) using WC Online for tracking, scheduling, and delivering remote tutoring services**
- 7. Create an OER office, support of 18 mini and major projects this year**



INCREASE STUDENT SUCCESS



PROCESSES

- 1. Implement PACK CENTER; new advising ecosystem with individualized student pathways**
- 2. Develop expanded STARFISH structure for increased student notification and intervention**
- 3. Prioritize early assessment in every course**



DEVELOP OUR PEOPLE



PROCESSES

- 1. Implement work flex policy**
- 2. Develop a process to ensure that every employee has a professional development plan**
- 3. Implement a new performance management system**
- 4. Implement a compensation analysis for the Administrative Professional staff**
- 5. Implement cultural competency development opportunities**

SECTION

2

Progress

FY21 PROGRESS REPORT

LAGGING INDICATORS	FY21 ACTIVITIES	ACTIVITY STATUS	VISION 2028 INITIATIVE
1 ENHANCE THE APPEAL OF CAMPUS	Implement marketing and web-driven strategies	COMPLETE	<i>CSU Pueblo Professional / Marketing</i>
	Implement financial aid plans that support enrollment growth by student type and programs	COMPLETE	<i>New Financial Aid Model</i>
	Develop student experiential learning opportunities that differentiates the university	COMPLETE	<i>General Education and Capstone Redesign</i>
	Develop enrollment and support processes that meet needs of graduate students	IN PROGRESS, FY22	<i>CSU Pueblo Professional / Marketing</i>
	Develop plan and process for meeting students' flexible instructional needs	COMPLETE	<i>General Education and Capstone Redesign / Adult Learning</i>
2 INCREASE STUDENT SUCCESS	Implement PACK CENTER; new advising ecosystem with individualized student pathways	COMPLETE	<i>Advising</i>
	Develop expanded STARFISH structure for increased student notification and intervention	COMPLETE	<i>Advising</i>
	Prioritize early assessment in every course	IN PROGRESS, FY22	<i>General Education & Capstone Redesign / Advising</i>
	Implement work flex policy	COMPLETE	<i>Project Management</i>
	Develop a process to ensure that every employee has a professional development plan	IN PROGRESS, FY22	<i>Project Management</i>
3 DEVELOP OUR PEOPLE	Implement a new performance management system	COMPLETE	<i>Project Management</i>
	Implement a compensation analysis for the Administrative Professional staff	COMPLETE	<i>Project Management</i>
	Implement cultural competency development opportunities	COMPLETE	<i>Project Management</i>

SECTION

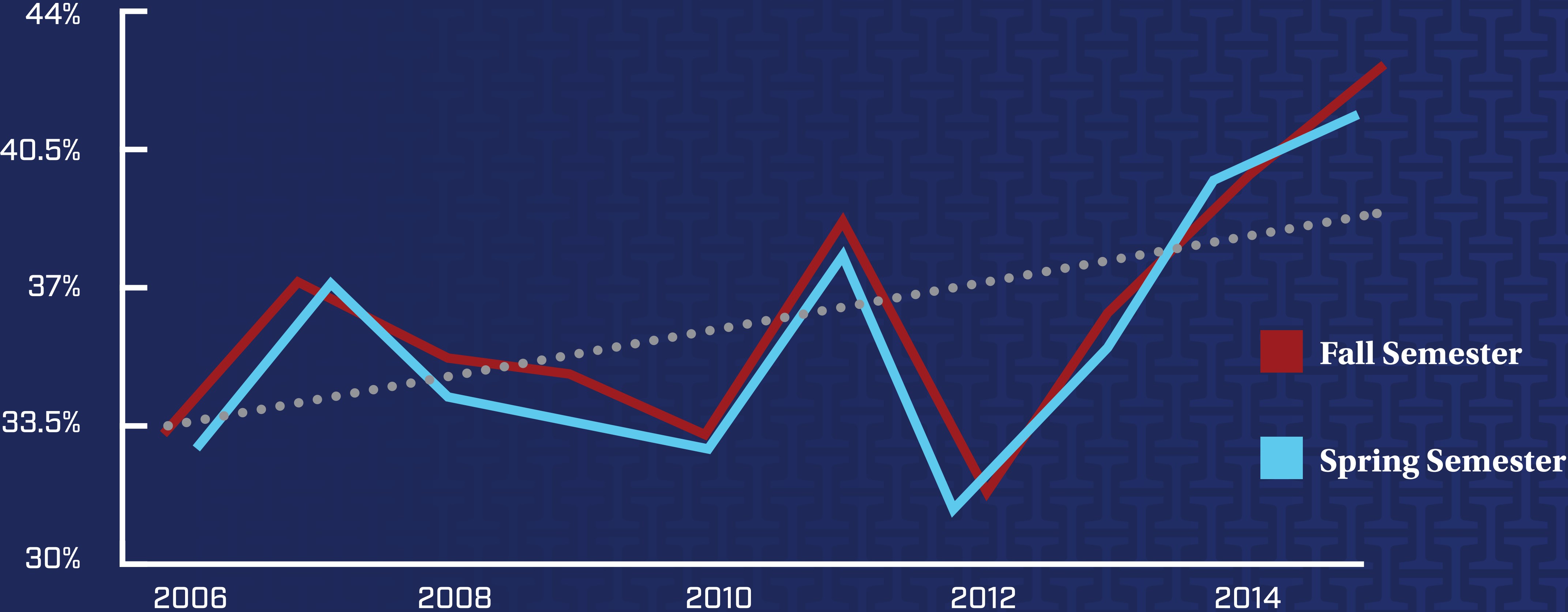
3

Impact

IMPACT: PERSISTENCE

6-YEAR COHORT PERSISTENCE & SUCCESS

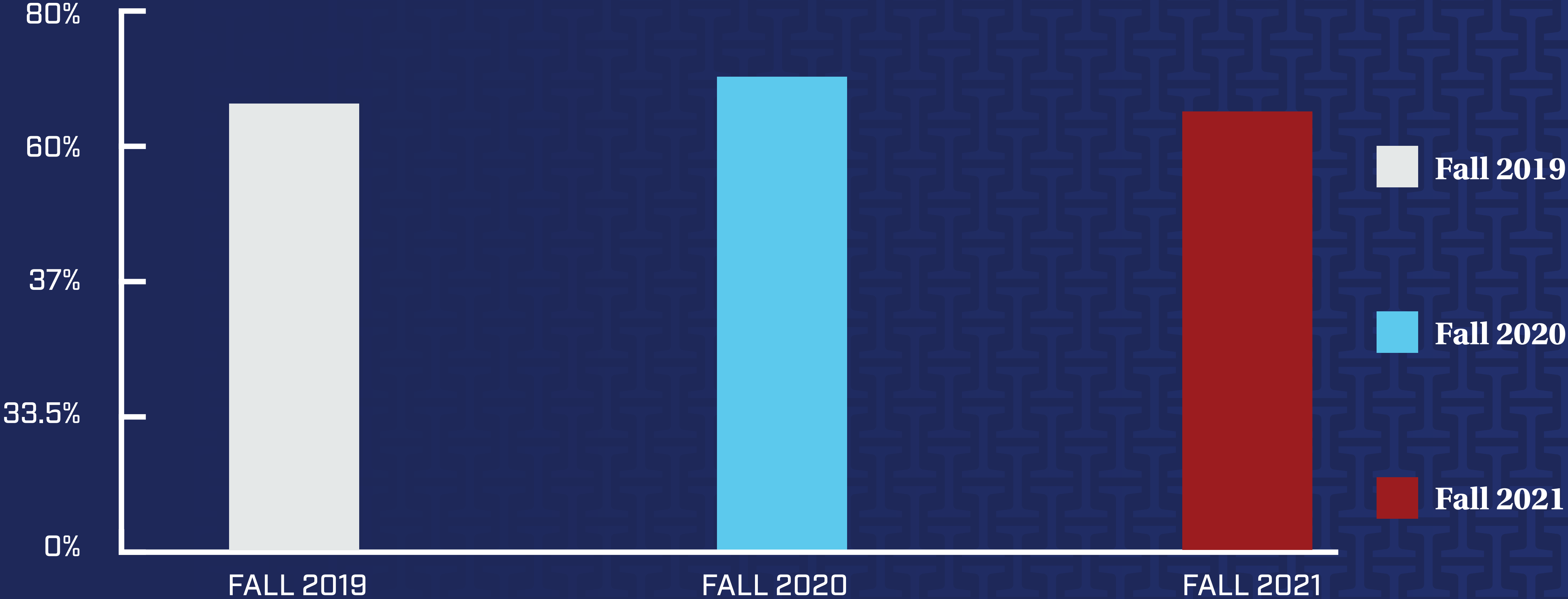
FALL 2006 TO FALL 2015



IMPACT: RETENTION

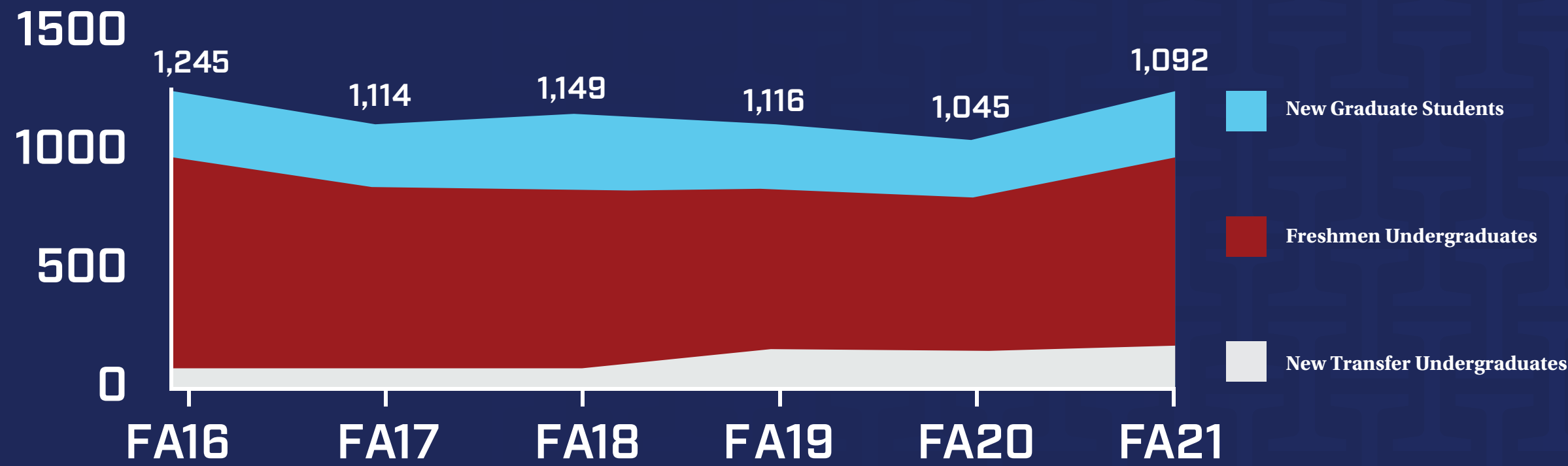
36-MONTH STUDENT RETENTION SNAPSHOT

FALL 2019 TO FALL 2021

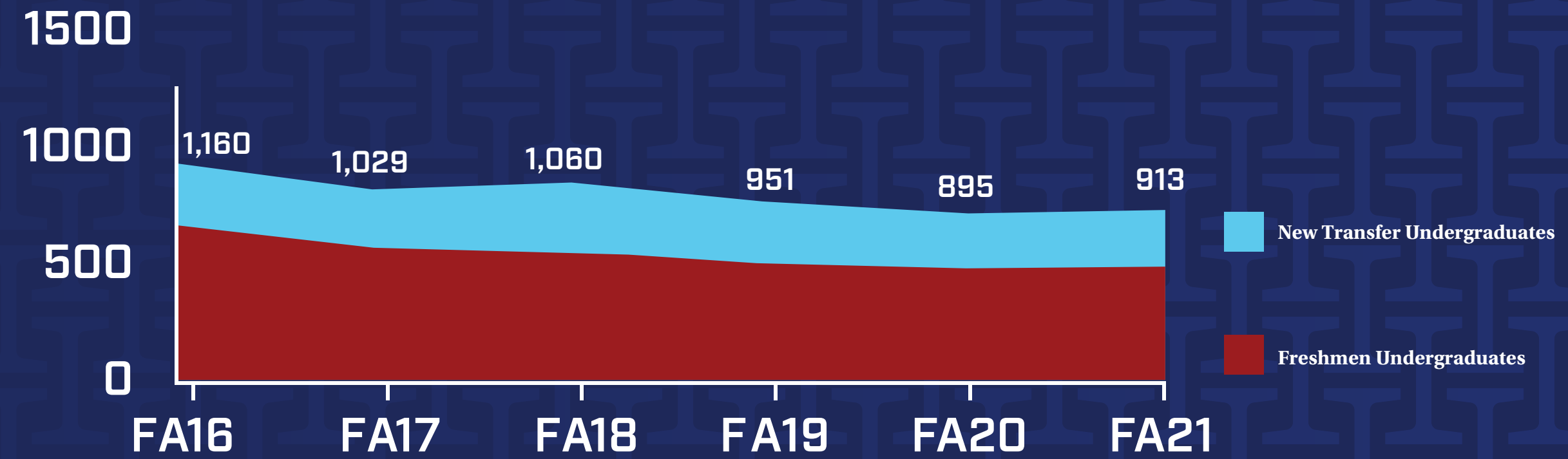


IMPACT: ENROLLMENT

NEW STUDENT ENROLLMENT

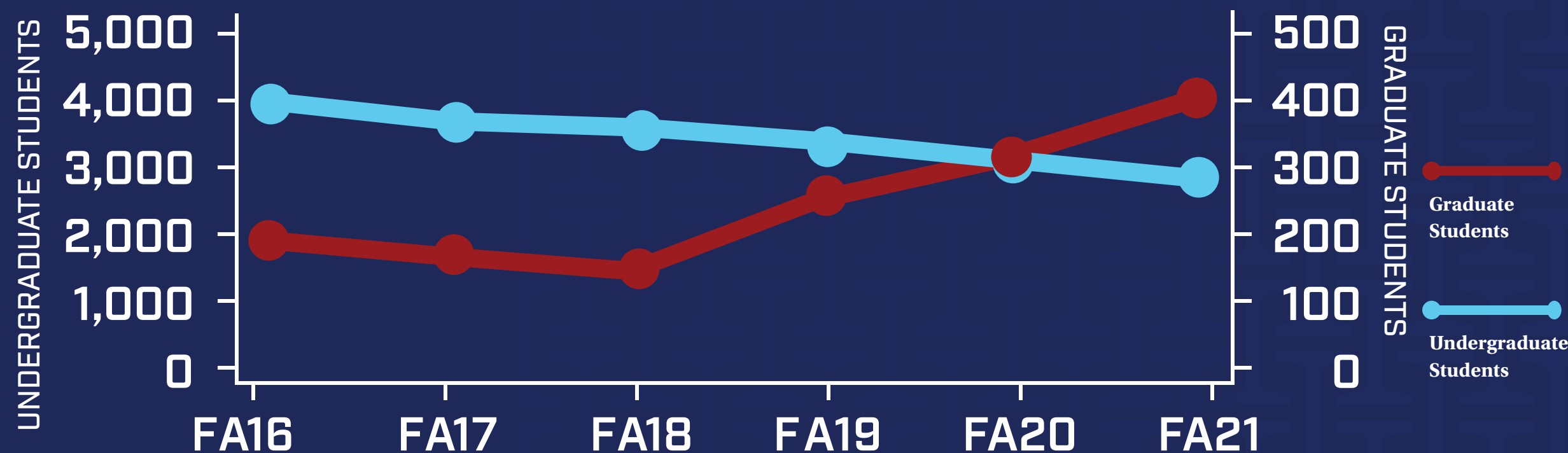


NEW UNDERGRADUATE ENROLLMENT

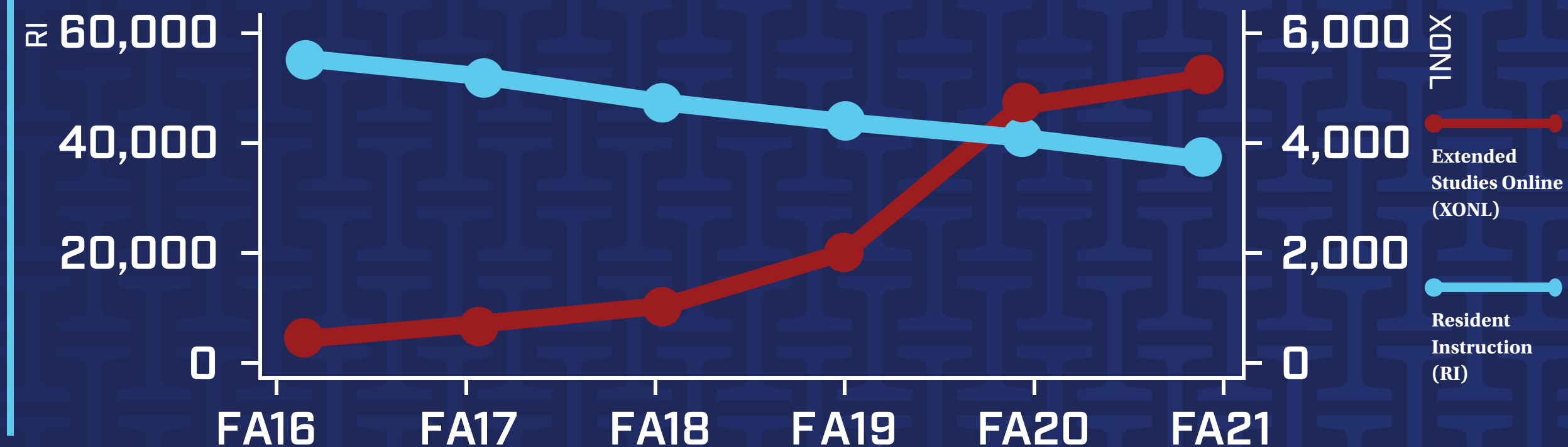


Graduate students continued to increase (+18.3%), largely as a result of new or expanded graduate programs which have been developed and promoted as part of our overall enrollment strategy.

ENROLLMENT BY LEVEL



CREDIT HOURS BY FUND SOURCE

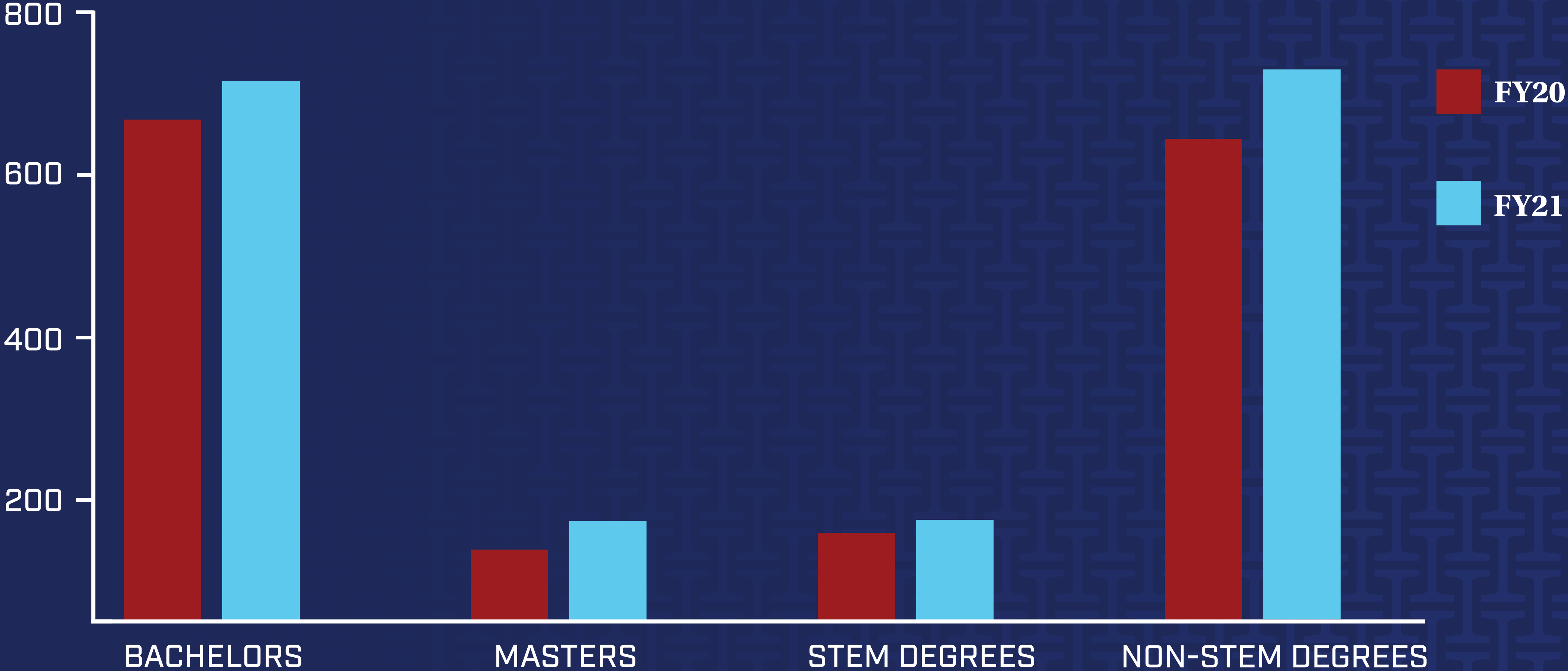


As graduate enrollment increases, it is important to note that total student credit hour patterns will change, as graduate students tend to take fewer hours.

IMPACT: GRADUATION

CSU PUEBLO DEGREES AWARDED

FY20 TO FY21



SECTION

4

Preview of FY22

VISIONARY PROGRESS

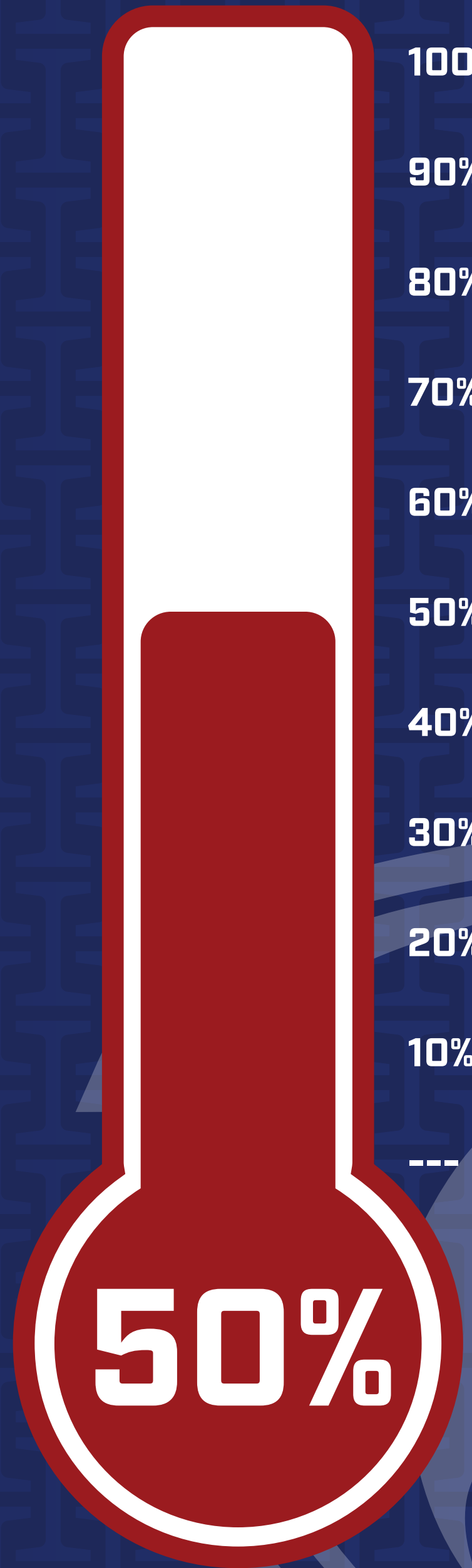
For FY22, we will complete 24 new activities and invest \$6,299,600, which includes continuation of all FY21 activities, and full funding for all FY22 activities. To date, we have completed 12 activities for a completion rate of 50%.

24 FY22
ACTIVITIES
TO IMPLEMENT

↓

12 OF 24
COMPLETE

AS OF OCTOBER 2021





CSU PUEBLO

**THANK
YOU**



Section 11

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
December 3, 2021

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

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Master of Park and Protected Area Management
- Master of Prevention Science Practice
- Graduate Certificates in:
 - Applied Investments
 - Corporate Finance
 - Organizational Leadership
 - Entrepreneurship and Innovation

Colorado State University Global Campus

- Masters in Interdisciplinary Professional Studies
- Masters in Marketing
- Master of Business Administration

Colorado State University Pueblo

- Certificate: Cannabis Biology & Chemistry
- Certificate: Jake Jobs Certificate in Professional Entrepreneurship
- Post Baccalaureate Certificate: Cannabis Biology and Chemistry
- Post Baccalaureate Certificate: Education – Principal Licensure
- Master of Engineering Management (MEM)
- Master of Science in Cannabis Biology and Chemistry
- Doctor of Education in Educational Leadership (Ed.D.)

II. Miscellaneous Items

Colorado State University

- Final Enrollment Report
- Faculty Manual Changes:
 - Faculty Manual Section B.2.4, Council of Deans
 - Faculty Manual Section C.2.1.3.2 and C.2.1.9, Ex-Officio Members and Standing Committees of Faculty Council
 - Faculty Manual Section E.10.5.1, Origin and Processing of Tenure Recommendations
 - Faculty Manual Section E.13, Advancement in Rank (Promotion)
- Sabbatical Request Report

Colorado State University Global Campus

- Final Enrollment Report

Colorado State University Pueblo

- Final Enrollment Report
- Proposed Academic Calendar

MATTERS FOR ACTION

New Degree: Master of Parks and Protected Area Management

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a New Degree Program: Master of Park and Protected Area Management. If approved, this degree will be effective Fall Semester 2022.

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

The Master of Park and Protected Area Management (MPPM) is a Plan C master's program to be offered through CSU Online by the Department of Human Dimensions of Natural Resources (HDNR). It is designed to develop an understanding of theory, research, and practice related to protected areas, and is aimed at preparing students for leadership roles as highly knowledgeable practitioners within the field. The target audience includes both young professionals about to enter the work force, and individuals already working in protected areas and nature-based tourism who desire new skills, abilities, and competencies.

Delivery of the MPPM curriculum will be a coordinated effort between the Department of HDNR and the CSU Center for Protected Area Management (CPAM). HDNR's long "ranger factory" tradition includes numerous graduates who have gone on to become leading contributors to land conservation within governmental and private institutions at international, national, state, and local levels. For its part, CPAM has been providing protected area management training through CSU for more than 25 years and has earned an international reputation for excellence and expertise in curriculum development and instruction.

Management of parks and protected areas has become an increasingly complex endeavor. Managers no longer enjoy the luxury of attending to conditions only within the boundaries of their areas. Instead, they must be adept at understanding and communicating with diverse stakeholders, responding to land use changes, unpredictable political pressures, and new user demands, and planning for the effects of global forces like climate change in the face of uncertainty about how those forces will develop.

Board of Governors of the Colorado State University System

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Consent Item

The MPPM program, once approved, lends itself to collaborative efforts to extend the reach of the curriculum to other regions of the world. HDNR's partner university in China, Central China Normal (CCNU), has already expressed a strong interest in collaborating in parks management education. The curriculum offers an ideal opportunity for further collaboration with CCNU. Following the successful model of HDNR's MTM curriculum in China, the program would be offered in Mandarin through CSU Online with on-site engagement (CCNU would offer 40% of the required courses).

In addition to the development of an English language program and the immediate collaboration in China, there is an opportunity to offer the curriculum throughout Latin America as an online Spanish-language version. CPAM has extensive experience in various short- and long-term capacity building efforts throughout the region and is able to provide ongoing coordination and support for such an effort.

Board of Governors of the Colorado State University System

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Colorado State University
PROGRAM MANAGEMENT

NEW PROGRAM PROPOSAL

Master of Park and Protected Area Management, Plan C

Program Title: Master of Park and Protected Area Management, Plan C

Academic Level: Graduate

Program Type: Degree

Degree Type: MPPM – Master of Park and Protected Area Management

College: Warner College of Natural Resources

Department/Unit: 1480 – Human Dimensions of Natural Resources

CIP Code: 030201 – Environmental/Natural Resources
Management and Policy, General

Program available to students: Spring 2022

Program Description:

The proposed master's degree in Park and Protected Area Management (MPPM) is a Plan C master's program to be offered through CSU Online by the Department of Human Dimensions of Natural Resources (HDNR). In partnership with the Center for Protected Area Management, the program is designed to develop an understanding of theory, research, and practice related to protected area management, and is aimed at preparing students for leadership roles as highly knowledgeable practitioners within the field. The target audience includes both young professionals about to enter the work force, and individuals already working in protected areas and nature-based tourism who desire new skills, abilities, and competencies.

Program Catalog Copy:

The Master of Park and Protected Area Management (MPPM) program is offered through CSU Online by the Department of Human Dimensions of Natural Resources (HDNR). It is designed to develop an understanding of theory, research, and practice related to protected areas, and is

aimed at preparing students for leadership roles as highly knowledgeable practitioners within the field. Through the integration of social and ecological science, students will gain a holistic understanding of protected area values, services, and governance, as well as the expertise to operationalize those values through effective planning and management of public use, concessions, finance strategies, community collaboration, and human capacity development.

Fit with Campus Mission:

The mission of HDNR is to promote land health and sustainable human benefits by contributing to the conservation and proper management of natural and cultural resources. Protected areas provide the foundation for natural resource conservation by acting as a baseline against which human activities can be assessed. Recognizing that environmental challenges are human challenges and that protected areas are reflections of human values, the MPPM program will develop future park and protected area management leaders through a curriculum that integrates knowledge gained from human dimensions research with decades of extension and outreach experience in protected areas around the world.

The MPPM program offers versatile and practical online educational opportunities that enhance responsible stewardship and sustainable use of public and private lands and natural resources to a global audience. It helps maintain the leadership role of CSU, WCNR, and HDNR in providing cutting-edge education in park and protected area management. Thus, this program fits with the mission of CSU and supports CSU's land-grant commitment that responds to the needs of the people of the state, nation, and world.

Evidence of Need:

By 2020 coverage of protected areas has risen to at least 17% of the earth's land base and 10% of its oceans and coastal areas (Woodley et al., 2012). Growth in protected area coverage has outpaced management capacity, and there is global concern with improving management effectiveness and efficiency (Leverington et al., 2010). China specifically has established more than 2669 nature reserves with a total coverage of 575 million m², occupying 14.94% national territory (Cao, Mengtian et al., 2012). Rapid expansion of protected areas in China reflects both increased national interest in conservation, as well as recognition of the growing importance of parks-based tourism. China is poised to launch its national park system in 2020 to begin addressing these management issues. The proposed collaborative MPPM program is aligned with these trends and builds on existing HDNR expertise and coursework

Domestic: There is a steady growth in national park and protected area visits in recent years. Federal land management agencies in the US are approaching a critical juncture in staffing, facing large-scale retirements approaching 40% within the next five years (DOI 2019) that will require the elevation of existing staff to take on leadership roles and the hiring of new park managers. So, the timing of the program is ideal. CSU Online's market analysis suggests a moderate demand of this type of degree, and our tuition has advantage over other programs.

International: There is a record growth in protected area development globally. UN Convention on Biological Diversity suggests increasing the global coverage of protected areas to at least 17% of the earth’s land base and 10% of its oceans and coastal areas by 2020 (Woodley et al., 2012). China, for example, has been piloting a new national park system, which will develop 60 national parks by 2035, covering 9-10% land area and 4.6-8% of sea area. However, the talent pool is very limited in China with a handful degrees programs in related area, and these programs are mostly at undergraduate level and strictly capped.

Student Population in Five Years and Profile:

Based on our experiences with the current online Master of Tourism Management (MTM) program, we expect the following enrollment and graduate numbers in this online program.

Student Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Total enrollment	5	25	45	60	80
# Graduating		7	14	20	40

Admissions Requirements: There are no admission requirement that are higher than CSU’s minimum requirements.

Curriculum:

Code	Title	Credits
NRRT 630	Protected Areas and Global Conservation	3
NRRT 631	Protected Area Planning and Management	3
NRRT 632	Public Use and Recreation in Protected Areas	3
NRRT 633	Protected Areas and Resource Management	3
NRRT 634	Protected Area Policy and Finance	3
NRRT 635	Infrastructure Management in Protected Areas	3
NRRT 636	Social Context of Protected Areas	3
NRRT 637	Leadership, Management, and Protected Areas	3
NRRT 638	Protected Area Data and Decision Making	3
NRRT 639	Threats and Frontiers in Protected Areas	3
NRRT 640	Protected Area Communication	3

Program Total Credits: 33

Faculty Resources, Current and Required:

The proposed program is primarily based on coursework already offered online. Course development is underway by existing faculty for three courses in PPM. Capacity exists in current HDNR courses to accommodate additional enrollment. China program courses will be offered in Mandarin with dedicated Mandarin-speaking faculty and advising. Overall, HDNR currently enrolls 148 graduate students, both on-campus and online, supported by 26 tenured, tenure-track and non-tenure-track faculty (5.7 students to faculty member). With 13 tenured or tenure-track faculty serving in advising roles, the ratio of advisor to advisee is currently 11.4 students per faculty advisor. With the anticipated enrollment in the proposed collaborative program with CCNU in China, those ratios are expected to be impacted minimally rising to 7.3 students per faculty member overall, and 14.6 students per advising faculty member. This does not include additional faculty that would be needed to support a domestic offering of this program.

For the proposed collaborative degree program in China and following the model developed for MTM China, the estimated resources needed for delivery of the MPPM curriculum at CCNU are approximately \$87,500 per semester. HDNR anticipates the addition of one FTE faculty position for onsite engagement and program administration in China, reallocation of .25 FTE tenure-track Mandarin speaking faculty for program oversight and administration at CSU and an additional department-funded teaching assistant to support Mandarin language grading. Other resources include faculty to support new course development, course translation, and resources to cover low initial enrollment tuition revenue shortfalls. These start-up costs will be absorbed by HDNR. Should the program be offered domestically, HDNR will expand course sections and hire additional non-tenure track teaching faculty as needed utilizing program tuition revenue.

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

CSU Libraries' information resources provide adequate support for the teaching and research needs of the proposed MPPM program. Support would be enhanced by the addition of a subscription to the journal *Climate Policy*. The cost for an annual subscription is currently \$1,872.00.

The MPPM program will be delivered as a distance program through CSU Online. CSU Online will provide the learning management platform (CANVAS) and expertise and support for online course development and delivery. Minimal equipment will be required for program delivery.

Because this is an online program and the curriculum includes a number of existing courses, we do not foresee an immediate need for additional faculty or classroom space. As enrollment grows, there may be a need for additional faculty offices. This space will be provided by HDNR utilizing existing space in the Forestry Building, or Home Management House (222 W. Laurel Street), or CPAM offices in the General Services Building, as needed. For the MPPM-China collaborative program, CCNU will provide housing and office space for on-campus engagement

and visiting faculty from HDNR. CCNU will also provide an instructional classroom for on-campus activities involving MPPM-China students.

Minimal equipment will be required for program delivery. However, it is intended that the program will provide some synchronous activities utilizing existing classrooms equipped to support this activity.

Overall Budget Summary

- For program/course development, CSU Online provides \$3000 per course development.
- Net development costs, operating costs, and revenues will result in a small first year loss.
- On-going operating costs will be met through CSU Online tuition revenue.

Marketing for the English program would be the primary responsibility of CSU Online, who ascribes approximately 25% of the anticipated tuition revenue to marketing for admissions and course enrollment. Marketing for the China collaborative program is the responsibility of the partner institution, CCNU. The initial offering will be developed in English. In the proposed Mandarin collaborative program with CCNU, CCNU will deliver up to 40% of required credits. Courses not offered by CCNU will require translation to Mandarin. Opportunities also exist to offer the program in Spanish for Latin American and other audiences.

As a distance program offered through CSU Online, the MPPM program will be supported through revenues generated by tuition, shared according to existing agreements between HDNR and CSU Online. Revenues will be based on tuition and student credit hours consumed, with a starting tuition of \$900 per credit hour or as negotiated with CCNU. Currently, HDNR receives 65% of online tuition revenue net of university overhead of (12%). Approximately 57.5% of total tuition revenues received by CSU Online. HDNR agrees to fund start-up and underwrite initial operating losses of the program, including course development costs not covered by normal CSU Online development funds and course translation and adaptation to Mandarin. CCNU will participate in the cost of delivery by delivering instruction for up to 40% of the program curriculum. CCNU will also provide necessary on-site translation for engagement lectures, coordinate housing and student services, as well as the management of optional field experience opportunities for students.

CPAM faculty will be in charge of new course development, consultation, and on-site engagement lectures for each course at CCNU. HDNR provides 1.0 FTE tenured/tenure-track and non-tenure-track allocations, including a Mandarin-speaking faculty member allocation at assistant/associate professor rank. Based on our experiences with MTM-China, we estimate the non-salary operating expenses to total \$18,500 per fiscal year. Operating budget items include travel for faculty visits and a small on-site operating budget of \$1,000. In addition, we anticipate a one-time expenses of \$10,500 additional faculty salary to translate coursework to Mandarin, and \$3,000 to purchase necessary equipment including a laptop computer for coordinating faculty. Based on MTM-China, we also anticipate a 9% taxation and fee deduction from tuition

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collected. We anticipate that the Chinese Ministry of Education will cap total enrollment for any given academic year at a maximum of 30 new student enrollments. Based on the 33 credit Plan C program, the collaborative delivery model with CCNU delivering up to 40% of credits and with an anticipated tuition rate of \$900 per credit fixed through the first five years of operation. We anticipate a small deficit during the first-year operation, FY2021 with positive cash-flow in year two FY2022. We anticipate utilizing standard course development contributions from CSU

Online. Additional start-up costs and translation will be absorbed by HDNR. We anticipate minimal programmatic operating expense, equipment, library costs, facilities and technology as detailed above. The library has agreed to cover the cost of the required additional materials (see Appendix C).

MATTERS FOR ACTION

New Degree: Master of Prevention Science Practice

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Health and Human Sciences, to establish a New Degree Program: Master of Prevention Science Practice. If approved, this degree will be effective Spring Semester 2022.

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

This Plan C master's degree in Prevention Science Practice will be offered through CSU Online. It will be like our research-oriented MS specialization in Prevention Science, but with less focus on research methods. The curriculum will be a synthesis of a prevention science degree offered by a few education, counseling, or public health programs but with greater grounding in human development and family studies. The curriculum will also adhere to the Society for Prevention Research's criteria for online Master's programs in Prevention Science in that it contains training in prevention science fundamentals, developmental theory, and developmental methods. The professional skill set combined with academic training in lifespan human development and family science will prepare graduates for positions in nonprofit community agencies and for-profit human service organizations that provide support and intervention services for families, young children, adolescents, and older adults. According to data that CSU Online obtained from Burning Glass, Hanover, and Emsi, our MPSP graduates would be competitive for positions in a variety of health care, social service, or educational agencies with titles such as Social Service Specialist, Social or Community Service Manager, Family Service Worker, Health Promotion Specialist, Mental Health Consultant, or Child Welfare Specialist. Other possible titles include Behavior Health Specialist, Prevention Specialist, Program Manager, or Interventionist.



Colorado State University
PROGRAM MANAGEMENT

NEW PROGRAM PROPOSAL

Master of Prevention Science Practice, Plan C

Program Title: Master's in Prevention Science Practice (MPSP), Plan C

Academic Level: Graduate

Program Type: Degree

Degree Type: Master's in Prevention Science Practice

College: College of Health and Human Sciences

Department/Unit: 1570 – Human Development and Family Studies

CIP Code: 510001 – Health and Wellness, General

Program available to students: Spring 2022

Program Description:

This online Master of Prevention Science Practice (M.P.S.P.) is a 30 credit Plan C degree delivered through CSU Online that is five semesters in length. The M.P.S.P. degree trains graduates to select and practice evidence-based prevention programs for use at the community-level in preventing mental, emotional, and behavioral disorders. The course work emphasizes lifespan developmental processes and normative family functioning, as well as theories of prevention science and risk and resilience. Students gain skills such as program planning and evaluation, program administration, grant writing, and technical communication. The curriculum adheres to the Society for Prevention Research's criteria for online master's programs in Prevention Science. The combination of formal education and functional knowledge prepares graduate students and professionals for career advancement in a range of fields that relate to working with individuals and families in the development and evaluation of prevention programming, including working in community agencies, governmental and human services agencies, for-profit and not-for-profit research and advocacy organizations, and at different levels of the educational system.

Program Catalog Copy:

The online Master of Prevention Science Practice trains graduates to implement evidence-based prevention programs for use at the community-level in preventing mental, emotional, and behavioral disorders. The course work emphasizes lifespan developmental processes and normative family functioning, as well as theories of prevention science and risk and resilience. Students gain skills such as program planning and evaluation, program administration, grant writing, and technical communication. The curriculum adheres to the Society for Prevention Research's criteria for online Master's programs in Prevention Science. M.P.S.P. graduates are competitive for positions in a variety of health care, social service, or educational agencies with titles such as Social Service Specialist, Social or Community Service Manager, Health Promotion Specialist, Mental Health Consultant, Child Welfare Specialist, Behavior Health Specialist, or Prevention Specialist.

Fit with Campus Mission:

Regarding the broader university, the proposed program in prevention science, with its goal to promote the mental, physical, and socioemotional health of people across the lifespan, aligns with CSU's commitment to excellence and inclusiveness with the goal of benefiting the citizens of Colorado, the United States, and the world. Further, in training professionals to meet these goals, the program will adhere to the five CSU principles of community: inclusion, integrity, respect, service, and social justice. This program is expected to serve students that must be prepared to work in a diverse society. Social justice, inclusion, and diversity are key topics of several of the core courses in the Masters of Prevention Science and Practice. Students will learn and master academic content on the development, implementation, and evaluation of prevention programs promoting social equity, social justice, diversity, and inclusion. Students will also be required to consider service and social justice when completing their high impact practices in HDFS 607 Prevention Program Evaluation and HDFS 592 Grant Writing- Human Services & Research.

Evidence of Need:

As an online program, many of our students will not be in Colorado, but for those who are, the U.S. Bureau of Labor Statistics indicates increasing employment opportunities in education and health services for both Denver and Fort Collins. A market analysis conducted by Hanover Research for CSU Online indicates that healthcare social workers are expected to see high employment growth over the next 10 years in Colorado (35.7%).

The U.S. Bureau of Labor Statistics projects a 16% increase in jobs for health educators and community health workers and an 18% increase in jobs for social and community service managers over the next 10 years, which is faster than average. This employment need is driven in large part by increases in the elderly population as well as escalating demand for substance use, mental health, and health-related services.

Student Population in Five Years and Profile:

Student Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Total enrolled	7	15	24	33	42
# Graduating after completing year	n/a	2	8	11	15

Admissions Requirements:

Standard requirements from the Graduate Bulletin of bachelor’s degree, minimum GPA of 3.0 (with exceptions), and three letters of recommendation. No GRE required.

Curriculum:

Code	Title	Credits
HDFS 505	Human Development for Helping Professionals	3
HDFS 524	Family Studies	3
HDFS 545	Program Evaluation Methods and Statistics	3
HDFS 592	Grant Writing—Research/Program Development	3
HDFS 607	Prevention Science Across the Lifespan	3
HDFS 608	Program Planning and Implementation	3
HDFS 609	Prevention Program evaluation	3
HDFS 610	Risk and Resilience	3
	Select two courses from the following:	6
HDFS 611	Early Child Development	
HDFS 612	Adolescent Development	
HDFS 613	Adult Development and Aging	
Program Total Credits:		30

Faculty Resources, Current and Required:

The HDFS department has one current residential master’s degree with two specializations. Combined, we have a total of 20 current master’s students and 18 Tenured and Tenure Track faculty who teach and advise these students. For the proposed program, we anticipate many of our Contract, Continuing, Tenured, and Tenure-track faculty designing courses, teaching, and advising the online master’s degree students. We have ten Contract and Continuing faculty who are on the professor-track (with a terminal degree of PhD). We anticipate that one 1.0 FTE 9-

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month Continuing faculty, Assistant Professor, will be hired to serve primarily as both teacher and advisor in this degree program, and additional currently employed Contract and Continuing, as well as Tenured and Tenure-Track faculty will teach courses as needed.

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

According to the Library Resources for MPSP document, current library resources are enough to support the proposed degree.

No unique resources are needed at this time.

No resources for facilities are needed as the program will be offered online.

The program will be taught entirely online, therefore no equipment or technology resources will be needed beyond the resources provided online through CSU online.

Overall Budget Summary

Existing faculty (contract, continuing, tenured, and tenure-track) will develop and teach the online courses and advise students. In Year 1, we will hire 0.25 FTE administrative support (\$14,000 + \$3,500 fringe) for ongoing support. In Year 3, we will hire one 1.0 FTE 9-month continuing faculty, assistant professor (\$65,000-70,000 + \$19,600 fringe).

CSU Online has agreed to invest in this program to help offset some of the administrative support costs and help the program to become profitable sooner. CSU Online will invest the following from their strategic investment fund: Year 1 (FY22): 6,750; Year 2 (FY23): \$3,375; Year 3 (FY24): \$3,375.

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

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

Graduate Certificate in Applied Investments

Graduate Certificate in Corporate Finance

Graduate Certificate in Organizational Leadership

Graduate Certificate in Entrepreneurship and Innovation

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

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

Graduate Certificates:

College of Business

Graduate Certificate in Applied Investments – 10 credits

This certificate will provide a solid background in applied investments primarily for MBA students, yet other eligible students and professionals may also apply. Students will complete selected graduate level courses in investments and quantitative reasoning. Topics include behavioral finance, real estate, and alternative investments.

Graduate Certificate in Corporate Finance – 9 credits

This certificate will provide a solid background in applied investments primarily for MBA students, yet other eligible students and professionals may also apply. Students will complete selected graduate level courses in finance and accounting. The accounting courses provide requisite financial literacy knowledge that is foundational for the other courses that hone financial acumen skills in financial decision making and valuation with an international focus.

Graduate Certificate in Organizational Leadership – 9 credits

This certificate provides students the knowledge and capabilities to lead and influence individuals, teams, and organizations. Leadership capabilities are needed to both create and execute effective organizational responses to a changing environment and this certificate builds students' capability to conceptualize organizational challenges, craft strategic directions that are informed by a knowledge of people and social systems, and practice leading through applied experiences and projects. This program is compatible with the MBA degree requirements allowing students to complete the certificate as part of their MBA degree.

Graduate Certificate in Entrepreneurship and Innovation – 9 credits

The Graduate Certificate in Entrepreneurship and Innovation is composed of a series of courses in which students learn how to be more innovative and entrepreneurial in their thinking. In this graduate certificate, students will gain knowledge and tools to put their ideas from their own programs of study into action. The entrepreneurial mindset that can enable innovative action, as well as the knowledge and skills that support these, is valuable to graduates who want to create a new venture, work for a technology or other startup, work in a large existing firm as a corporate entrepreneur, or to simply understand how to better create value in novel ways at whatever organization they are employed.



Request for approval of a new Graduate Degree - Master of Interdisciplinary Professional Studies

Program Title: Master of Interdisciplinary Professional Studies

Degree Type: Graduate

Recommended CIP Code: 30.0000

Overview

The online Master of Interdisciplinary Professional Studies (MIPS) is an individualized graduate degree program designed to allow students to advance their professional knowledge, skills, and abilities to meet the needs of today's ever-changing and multi-faceted workplace. The program allows students to stack prior graduate coursework, specializations, and certificates to customize their degree to their targeted interest and career-focused position.

Program Learning Outcomes

Graduates of the CSU Global MIPS degree will be able to:

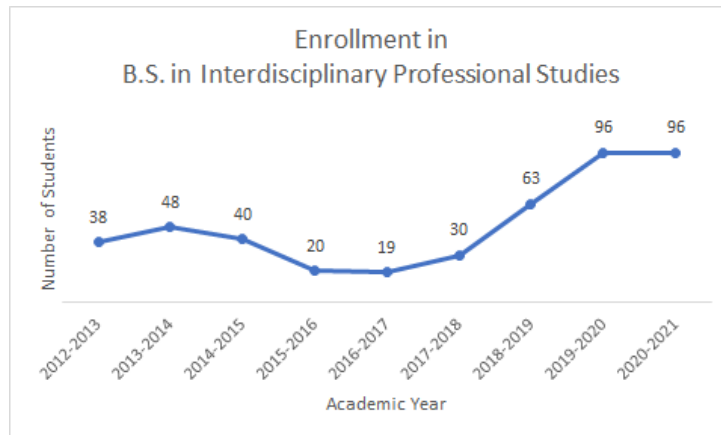
1. Advance strategic goals shared between and within communities and organizations.
2. Synthesize data across disciplines to address challenges encountered by an organization and/or society.
3. Convey information using multiple technologies and media.
4. Cultivate ethical and diverse approaches to problem solving.

Fit with College Mission

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

CSU Global is a leader in online education for modern learners, known for delivering high quality, workplace relevant programs and providing students close interaction with faculty. Our programs focus on supporting the modern learner who is looking for an affordable online option offering flexibility in program options and delivery.

CSU Global currently offers a Bachelor of Science in Interdisciplinary Professional Studies. This degree allows a student to create a customized undergraduate degree. There are 96 active undergraduate students (Oct 2021) in the undergraduate program and our student enrollment has continued to grow over the years.



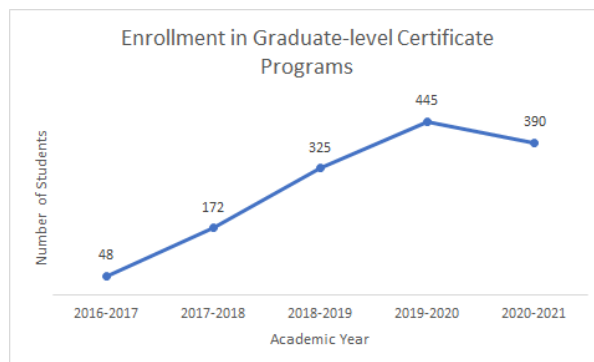
CSU Global has 58 graduates from the undergraduate program:

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Total
5	7	3	4	3	1	6	29	58

CSU Global offers seven (7) graduate certificates that may be declared as a single program of study or, upon completion, stack the credits towards a full degree program:

1. Business Analytics
2. Cybersecurity
3. Digital Instructional Architecture
4. Educational Teachership - Principal Licensure
5. Human Resource Management
6. Project Management
7. Strategic Digital Information Marketing

Graduate certificates vary in length but are typically 12 credit hours (four, three-credit courses). A student interested in a graduate certificate program must meet university requirements for standard or provisional admission. Student enrollment in graduate-level certificate programs has been consistent:



CSU Global has awarded 501 graduates certificates in the past five academic years:

2017-2018	2018-2019	2019-2020	2020-2021	Total
23	96	155	227	501

In creating this new, innovative degree pathway, students will be able to customize their learning by stacking a range of academic opportunities into a Master’s degree.

Market Demand - Evidence of Need

Recent trends in graduate education are focused on creating opportunities for a student to pursue a Master of Interdisciplinary Professional Studies (MIPS) degree. An MIPS degree emphasizes the skills that today’s employers want. Education Advisory Board (EAB) comments¹, “...experts predict, master’s degrees will account for nearly a third of all degrees awarded. This new growth will come primarily from professional master’s programs...”

At CSU Global, we understand that students need to be able to earn credentials that they can immediately apply to a new position or advancement in a current role. While completing a graduate certificate is a milestone, creating a pathway to earn a degree that builds upon a certificate offers greatly expanded opportunities for career success. Organizations will appreciate workers with this degree which can be designed to fit specific industry niches. Overall, this new opportunity will allow students to complete additional courses in a program or field resulting in an individualized Master’s degree.

Enrollment Projections

CSU Global does not foresee this degree having a sizable external audience. Rather, it creates an extended pathway for current and former graduate certificate students. CSU Global will internally market the opportunity to students who have previously completed graduate certificates and students who are currently enrolled in graduate certificate programs.

Enrollments are projected to be modest:

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fiscal Year	FY22	FY23	FY24	FY25	FY26	
Academic Year	2021-2022 (Jan to June)	2022-2023	2023-2024	2024-2025	2025-2026	
Headcount	12	15	17	18	19	81
Graduates	0	8	9	11	11	39
Student Credit Hour	216	405	459	486	513	2,079

Admission Requirements

¹ http://www1.udel.edu/gradoffice/wordpress/working-group-resources/AAF_Professional_Masters_Programs.pdf

1. Bachelor's degree from a regionally accredited institution
2. Cumulative undergraduate GPA of 3.00 or higher

Related Professional Study Opportunities on the other CSU Campuses

CSU Fort Collins (via CSU Online) offers an online Bachelor of Arts (B.A.) in Interdisciplinary Liberal Arts. CSU Pueblo does not offer a related interdisciplinary degree. Neither CSU Fort Collins nor CSU Pueblo offer a graduate-level Master in Interdisciplinary Professional Studies degree.

Competitive Environment and other Colorado Schools

Nationally, numerous schools offer a master's-level degree in interdisciplinary studies. Here is a small sample:

- Arizona State University: Interdisciplinary Studies, MA
- Prescott College; M.A. in Interdisciplinary Studies
- Oregon State University: Master of Arts in Interdisciplinary Studies
- Southern Utah University: Master's of Interdisciplinary Studies

The Master of Professional Studies (MPS) degree is available from a range of schools and is typically tied to a disciplinary content area. Examples include:

- Penn State World Campus: MPS in Homeland Security
- George Washington University: MPS in Publishing:
- University of Maryland: Technology MPS in Entrepreneurship:
- University of Memphis: MPS in Strategic Leadership
- Northeastern University: MPS in Informatics
- Eastern Tennessee State University: MPS in Training and Development
- Georgetown University: MPS in Technology Management
- Missouri State University: MPS in Applied Communication
- Cornell University: MPS in Horticulture
- Fort Hays State University: MPS in Cybersecurity

Due to the professional focus of our certificate and specializations, CSU Global offering a Master in Interdisciplinary Professional Studies will be unique. As previously noted, CSU Global does not foresee this degree being a huge draw for new, external student audiences.

Faculty and Staff Resources – Current and Required

As this program will use existing CSU Global courses and faculty, no additional resources will be required.

Other Resources – Library, Facilities, Equipment – Current and Required

The program will be delivered online in an asynchronous format. Current student resources (library, Writing Center, career planning, disability services) are well suited to support the degree program. No other equipment or resources are needed.

General Timeline

The following timeline is planned:

- **November 2021:** Seek CSU Global Curriculum Committee recommendation for the program
- **November 2021:** Seek CSU Global Governance Council approval of the program
- **December 2-3 , 2021:** Seek CSU Board of Governors approval of the program
- **January 2021:** Notification to Colorado Department of Higher Education of the program
- **July 2022:** Launch of the degree program

NOTE: Given the Master in Interdisciplinary Professional Studies is at the same academic level and covers the topics of other existing CSU Global degrees, the Higher Learning Commission (HLC) has indicated that HLC approval is not needed for this program.

Budget Projections

NOTE: There are no new course development or administrative costs for this degree as it is a repackaging of our existing academic opportunities.

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fiscal Year	FY23	FY24	FY25	FY26	FY27	
Academic Year	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
Headcount	12	15	17	18	19	81
Graduates		8	9	11	11	39
Student Credit Hour	216	405	459	486	513	2,079
Revenue						
Tuition	\$108,000	\$202,500	\$229,500	\$243,000	\$256,500	\$1,039,500
Application Fee	\$240	\$75	\$50	\$25	\$25	\$415
Total Revenue	\$108,240	\$202,575	\$229,550	\$243,025	\$256,525	\$1,039,915
Direct Expenses						
Full-time Faculty	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum Development	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Costs	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Net Revenue	\$108,240	\$202,575	\$229,550	\$243,025	\$256,525	\$1,039,915

Curriculum

A graduate student in this degree program will complete 30 student credit hours. Unique features of the CSU Global program include:

- Courses taught in accelerated eight week course tracks
- Options for program completion in 12 months or less.
- Customizable program options

A student will be required to:

1. Complete **BUS-500 – Foundations of Business** (3 credits) or **RES-501 - Fundamentals of Research and Writing** (3 credits)
 - **BUS-500 - Foundations of Business:** This course provides a foundational survey of business topics including marketing, finance, accounting, management, law, economics, ethics, information systems, quantitative methods, and policy within domestic and global perspectives. The broad focus of the course provides students without a business undergraduate degree with foundational background information in business terminology and concepts that support entry-level knowledge for graduate-level study.
 - **RES-501 - Fundamentals of Research and Writing:** The primary purpose of this course is to help students entering graduate level programs at CSU Global develop awareness of current and effective research and writing practices with the goal of implementing such practices into their writing and research projects. Students will learn what constitutes graduate-level writing and research as well as how to communicate with colleagues in online professional forums. Students will also learn to effectively integrate writing and research skills into the writing projects they will pursue throughout their graduate level programs.
2. Complete **ORG-502 - Effective Organizations—Theory and Practice** (3 credits). In this course, students gain an understanding of leading operational and strategic issues in public and private organizations facing accelerated social, economic, and technological changes. Students will examine organizational theory, strategic thinking, and theories guiding decision making, leadership, organizational culture, and change management.
3. Finish the remaining 24 credit hours by completing a CSU Global graduate certificate or graduate specialization, augmented by additional CSU Global graduate courses (to be selected by the student and approved by the program director) as necessary to reach the required number of credit hours.

CSU Global graduate certificate options:

1. Business Analytics
2. Cybersecurity
3. Digital Instructional Architecture
4. Educational Teachership - Principal Licensure
5. Human Resource Management
6. Project Management
7. Strategic Digital Information Marketing

CSU Global graduate specialization options:

1. Accounting
2. Applied Business Management
3. Artificial Intelligence & Machine Learning
4. Business Intelligence

5. Contemporary Practices in K-12 Online Learning
6. Criminal Justice Leadership
7. Cyber Security
8. Educational Technology and Instructional Design
9. English K-12 Educators
10. English Language Learning (ELL)
11. Finance
12. Fraud Management
13. Global Management
14. Healthcare Administration
15. Human Resource Management
16. Human Resource Performance
17. Information Technology
18. International Management
19. Nursing Leadership and Administration
20. Math K-12 Educators
21. Military and Veteran Nursing
22. Online Learning Innovation and Design
23. Organizational Leadership and Change Management
24. Organizational Learning and Performance
25. Population Health
26. Project Management
27. Strategic Digital Information Marketing
28. Strategic Innovation and Change Management
29. Teacher Leadership



Request for approval of a new Graduate Degree - Master of Science in Marketing

Program Title: Master of Science in Marketing

Degree Type: Graduate

STEM: No

Recommended CIP Code: 52.1401

Overview

The online Master of Science in Marketing (MSM) program prepares students to advance in a marketing role. The innovative curriculum integrates industry best practices and real-world application to prepare a student for success in a career where data, decisions, and actions are interconnected. Students will complete course work covering all facets of marketing including marketing strategy, advertising, promotions, sales, digital marketing, analytics, consumer behavior, financial management, and ethics.

Program Learning Outcomes

Graduates of the CSU Global Master of Science in Marketing degree will be able to:

1. Develop integrated marketing solutions for organizations by applying appropriate marketing strategies, theories, and techniques.
2. Use data-driven approaches to develop strategies and track results towards achieving marketing goals.
3. Build innovative marketing approaches based on consumer buying behaviors and in-depth analysis.
4. Create advertising, promotional, and selling strategies that build relationships with customers.
5. Demonstrate multichannel communication fluency that engages organizational stakeholders.
6. Evaluate the legal and ethical implications of marketing approaches and campaigns.

Fit with College Mission

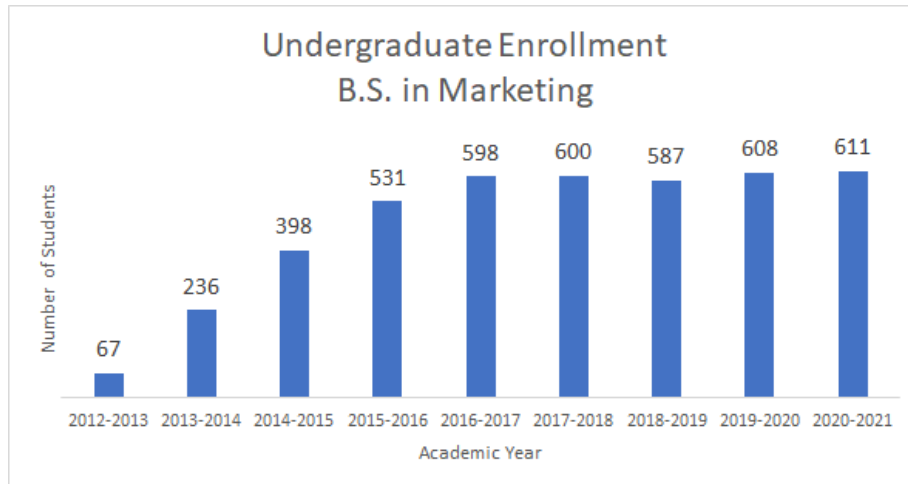
CSU Global Mission: Colorado State University Global is committed to advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement.

CSU Global is a leader in online education known for delivering high quality, workplace relevant programs and providing students close interaction with faculty. It is focused on supporting the modern learner who is looking for an affordable, online opportunity that offers flexibility.

CSU Global offers the following programs in Marketing and Marketing- related disciplines:

- Bachelor of Science in Marketing
- Graduate Certificate in Strategic Digital Information Marketing

CSU Global currently has over 600 active undergraduate students (Oct 2021) in the Marketing program. Our student enrollment is large and has remained relatively consistent for the past five years:



CSU Global has had 636 graduates from its undergraduate marketing program:

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9	52	69	98	87	114	84	123

Many of our graduates have asked when we will offer a Master’s degree in Marketing. We have observed that graduates of our program often enroll in a graduate-level Marketing program at a competitor’s online school (e.g., Southern New Hampshire University). Adding a Master of Science in Marketing allows CSU Global to generate increased enrollments and provide new revenue for the CSU system.

Market Demand - Evidence of Need

Marketing refers to the activities an organization undertakes to promote itself. Marketers promote products, services, brands, individuals, ideas, etc., in an attempt to get as much attention as possible for whatever it is that they’re tasked to promote. In some cases, marketing alone can make or break a business, product, or service, thus reinforcing why marketing and the marketers who run marketing campaigns are so important.

At present, nearly 317,000 individuals are employed in the roles of advertising, promotions, and marketing managers. The state of Colorado alone employs 4,050 professionals as marketing

managers. The U.S. Bureau of Labor statistics estimates that the number of marketing managers are expected to grow 10% through 2029 - faster than the rate of most occupations.¹ This would add over nearly 32,000 new positions in the coming eight years.

In November 2021, CSU Global surveyed current students in the B.S. in Marketing degree program to explore their interest in a Master of Science in Marketing with CSU Global. Of the 51 students responded to the survey, 84% indicated strong interest:

Response	Percentage
Yes, I would be interested next year	33%
Yes, I would be interested in two to three years	33%
Yes, I would be interested at some point in the future	18%
No, I have no interest	16%

Enrollment Projections

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fiscal Year	FY22	FY23	FY24	FY25	FY26	
Academic Year	2021-2022 (Jan to June)	2022-2023	2023-2024	2024-2025	2025-2026	
Headcount	35	70	90	110	130	435
Graduates	0	21	42	54	66	183
Student Credit Hour	630	1,890	2,430	2,970	3,510	11,430

Admission Requirements

Admission criteria for students for the M.S. in Marketing program include:

- Bachelor's degree from an accredited institution
- Cumulative undergraduate GPA of 3.00 or higher

As the M.S. in Marketing would be included as part of our ACBSP (Accreditation Council for Business Schools and Program) accreditation, students without a bachelor's or graduate degree from a business-accredited (ACBSP, AACSB, or IACBE) program must demonstrate prerequisite knowledge in business-related topics. This can be achieved by:

1. Completion of CSU Global's 3-credit BUS-500 (Foundations of Business) course: This course reviews the underlying principles of business topics including marketing, finance, accounting, management, law, economics, ethics, information systems, quantitative methods, and policy within domestic and global perspectives. The broad focus of the course provides students without an undergraduate degree in Business a foundation of business terminology and concepts that support entry-level knowledge for graduate-level study;

¹ Occupational Outlook Handbook, <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

2. Completion of individual coursework in key business areas such as management and accounting;
3. Completion of a prior learning assessment of the content of BUS500, or
4. Completion of a similar prerequisite course or program at another institution

Related Marketing-focused Academic Opportunities on the other CSU Campuses

CSU Fort Collins offers an on-ground undergraduate concentration in Marketing as part of their undergraduate Business Administration degree. CSU Pueblo offers an on-ground Marketing focus for their Bachelor of Science in Business Administration degree. Neither undergraduate program is online.

CSU Fort Collins (via CSU Online) offers a 9-credit hour, online certificate in Marketing Management.

Neither school offers a master-level degree in Marketing.

Online Competitive Environment and other Colorado Schools

Numerous other schools offer a marketing focus as part of their MBA program. Offering a specific graduate degree in Marketing is less prevalent. CSU Global is pursuing this opportunity as we see it as a specialty degree-focus that links well with our undergraduate opportunity and our other professionally-focused degrees.

Several of CSU Global’s online competitors offer a master’s-level degree in Marketing:

School	Description	Type	Credit Hours	Cost per Credit Hour	2019-2020 IPEDS - MBA Graduates ^a	Estimated Headcount ^b
Southern New Hampshire University	Online Competitor	Private	36	\$627	107	214
Liberty University	Online Competitor	Private	36	\$565	53	106
University of Maryland - Global Campus	Online Competitor	Public	36	\$659	^c	^c

^a = IPEDS data - Master-level (Business Administration and Management, General)

^b = estimate headcount as two (2) times the IPEDS reported graduates

^c = data not available

Several Colorado schools offer a master’s-level degree in Marketing. The following table is a summary:

Colorado School	Type	Credit Hours	Tuition per credit hour
University of Colorado Online	Public	30	\$626 - resident \$731 - nonresident
Regis University	Private	30	\$920
University of Denver	Private	47	\$1,426

A small sample of other schools that offer a master’s-level degree specific to Marketing include:

- University of Illinois at Chicago
- Florida International University
- University of Arizona
- American University
- University of Alabama

Faculty and Staff Resources – Current and Required

No new full-time faculty will initially be hired. We currently have a full-time program director for the Bachelor of Science in Marketing program. This program director will assume coordination and administrative management of this new program and the curriculum. Depending upon growth over time, we will potentially hire a Senior Faculty Associate to support the administration and teaching. CSU Global will use qualified adjunct faculty for teaching the majority of the courses.

Other Resources – Library, Facilities, Equipment – Current and Required

The program will be delivered online in an asynchronous format. Current student resources (library, Writing Center, career planning, tutoring, disability services) are well suited to support the M.S. in Marketing program. No other equipment or resources are needed.

General Timeline

The following timeline is planned:

- **November 2021:** Seek CSU Global Curriculum Committee recommendation for the program
- **November 2021:** Seek CSU Global Governance Council approval of the program
- **December 2-3, 2021:** Seek CSU Board of Governor's approval of the program
- **January 2022:** Notification to Colorado Department of Higher Education of the program
- **July 2022:** Launch of the program

NOTE: Given the Master of Science in Marketing is at the same academic level and in the same general business-focused area as other existing CSU Global degrees, the Higher Learning Commission (HLC) has indicated that HLC approval is not needed for this program. ACBSP requires only notification of the new program during the early stages of program development and implementation.

Budget Projections

Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
Fiscal Year	FY22	FY23	FY24	FY25	FY26	FY27	
Academic Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Total
Headcount	0	35	70	90	110	130	435
Graduates	0	0	21	42	54	66	183
Student Credit Hour	0	630	1,890	2,430	2,970	3,510	11,430
Revenue							
Tuition	0	\$315,000	\$945,000	\$1,215,000	\$1,485,000	\$1,755,000	\$5,715,000
Application Fee	0	\$700	\$875	\$500	\$500	\$500	\$3,075
Total Revenue	0	\$315,700	\$945,875	\$1,215,500	\$1,485,500	\$1,755,500	\$5,718,075
Direct Expenses							
Full-time Faculty	0	\$0	\$0	\$0	\$70,000	\$70,000	\$140,000
Curriculum Development	\$40,000	\$60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$120,000
Instructional Costs	0	\$44,100	\$132,300	\$170,100	\$207,900	\$245,700	\$800,100
Total Expenses	\$40,000	\$104,100	\$137,300	\$175,100	\$282,900	\$320,700	\$1,060,100
Net Revenue	(\$40,000)	\$211,600	\$808,575	\$1,040,400	\$1,202,600	\$1,434,800	\$4,657,975

Curriculum

The program is 33 credit hours and consists of 11 courses - 10 individual courses and a capstone project course. Unique features of the CSU Global program include:

- Courses taught in accelerated eight week course tracks
- Options for program completion in 12 months or less.

MKG500: Strategic Marketing Management (3 credits)

Description: This course examines the strategic management, implementation, and oversight of marketing programs within an organization. A strong focus is placed on analyzing internal and external environments for controllable and uncontrollable market variables. Students will apply the marketing mix of place, price, promotions, and product to complex business decisions while maximizing reach to the target market.

Topics: Marketing Mix (Place, Price, Promotion, and Product); Pricing Strategies; Positioning; Segmentation Strategies; Delivering Value; Brand Equity; and Strategy Formulation, Implementation, and Evaluation

Status: Revision to an existing course

MKG510: Ethical and Legal Issues in Marketing (3 credits)

Description: This course will examine many ethical and legal situations facing marketing managers by exploring case studies and theoretical frameworks. Students will review ethical and legal issues in traditional marketing topics such as advertising, pricing strategies, and product liability, while also examining emerging topics such as social media, privacy, and corporate policies.

Topics: Introduction to Marketing Ethics; Relationships Between Ethics, Legislation, Regulation and Laws; Criticisms of Marketing; Contrasting Perspectives in Marketing; and Ethical

Issues in Marketing Relationships

Status: New course

MKG520: Consumer Insights and Analysis (3 credits)

Description: This course focuses on consumer insights by investigating internal and external influences, both theoretical and research-based, and developing effective marketing strategies based on the consumer decision process.

Topics: Consumer Decision Process; Internal Influences (perception, motivation, attitudes, lifestyle, etc.); External Influences (Cross-Cultural Variations, Values, Demographics, Social Stratification, Families and Households, Group Influences, etc.); and Marketing Strategy

Status: New course

MKG530: Advanced Marketing Analytics and Research (3 credits)

Description: This course examines various qualitative and quantitative tools and techniques to research markets through traditional and digital methodologies. Students will analyze available consumer data through digital analytics methodologies focusing on relationships among factors, variables, and consumers. Students will examine how to use research and analytics to make strategic marketing decisions that positively impact organizational effectiveness.

Topics: Information Systems; Defining a Problem; Research Objective Development; Research Process and Design; Ethical Issues in Research; Qualitative and Quantitative Research Methods; Data Analysis Tools; Test Markets and Experimental Designs; and Data Analysis

Status: Revision to an existing course

MKG540: Creative Advertising and Communications (3 credits)

Description: This course explores advertising and communication activities as part of the creation of an effective campaign. Students will develop components for a creative advertising campaign from ideation to implementation using media analysis and selection, copywriting, design fundamentals, and communication strategy.

Topics: Concept Creation, Strategy and Branding; Audience Development; Domestic and International Advertising; Design Concepts; Communication Strategies; Media Buying; Campaign Synergy; Campaign Management; Headlines and Copy; Design Fundamentals; and Media Analysis (Print, TV, Radio, Websites, Mobile, Direct Mail)

Status: New course

MKG550: SEM and SEO Marketing (3 credits)

Description: This course will examine the differences between search engine marketing (SEM) and search engine optimization (SEO). Students will analyze SEM and SEO and determine how marketers can use these concepts to reach customers effectively. Additionally, students will employ various SEO tactics to develop marketing

strategies and make SEM recommendations to maximize marketing results.

Topics: Organic Search, Paid Search, Link Building, Keywords, Content, Rankings, Website Optimization, On and Off-Page Strategies, SEO Tactics, SEM Tactics

Status: New course

MKG560: Strategic Internet Marketing (3 credits)

Description: This course explores companies, platforms, and technologies used in digital marketing environments. Students will gain a deeper understanding of the strategy development for online campaigns through theory and various software platforms to automate marketing tasks and gain consumer intelligence.

Topics: Internet Marketing Fundamentals; Micro and Macro Internet Environments; Internet Strategy Development; Budgeting; Digital Media Channels; Evaluation of Channel Performance; Marketing Automation; Campaign Management; B2B Marketing; and B2C Marketing

Status: New course

MKG570: Digital Storytelling (3 credits)

Description: This course will develop and apply different digital storytelling aspects to build brand awareness and stakeholder value. Students will focus on ways to differentiate a brand digitally through using various storytelling mediums. Additionally, students will manage a brand's online reputation and gain hands-on experience creating digital content for a brand using various storytelling components.

Topics: Elements of Storytelling; Story Framing; Medium Selection; Audience Selection; Narrative and Content Creation; Engagement Metrics; Search Volume; and Visual Usage

Status: New course

MKG580: Product and Brand Management (3 credits)

Description: This course analyzes the strategic implementation of brand and product management campaigns. Understanding the internal and external environment, and the targeted customers, are essential elements within the brand management process. Students will explore the planning, controlling, implementing, and measurement techniques needed to develop an effective branded campaign.

Topics: Strategic Elements of Development; Concept Generation; Product Management and Testing; Product Launch; Budgeting; Product Promotion; Brand Management Strategic Capturing; Brand Positioning and Building Equity; Brand Resonance; Measurements and Value; Brand Extensions; and Market Segments.

Status: New course

MKG590: Global Marketing Management (3 credits)

Description: This course will examine international environments and the economic, cultural,

political, and social dimensions that affect marketing considerations. Students will recommend marketing needs through the execution of research, advertising, and supply chain activities. Additionally, students will analyze the similarities and differences in marketing strategies used by companies entering international markets.

Topics: Global Marketing Environments; Economic Systems; Market Development; PEST analysis; STP analysis; Global Marketing Mix; Pricing Decisions; Strategy; and Leadership

Status: New course

MKG595: Marketing Capstone (3 credits)

Description: This course will be a culminating experience of student learning for the program.

This course aims to assess the students' ability to synthesize, integrate, and demonstrate knowledge and skills gained throughout the program.

Topics: This course evaluates students' insights and skills based on program completion through their coursework, rather than introducing new concepts.

Status: New course



Request for approval of a new Graduate Degree - Master of Business Administration

Program Title: Master of Business Administration (MBA)

Degree Type: Graduate

STEM: No

Recommended CIP Code: 52.0201

Overview

The Master of Business Administration is an applied degree designed to provide professionals at all stages of their careers with the business principles and skills necessary to make informed decisions. To support successful navigation of dynamic business environments, the curriculum develops abilities in the areas of leadership, strategy, innovation, globalization, systems thinking, decision making, and ethics. Students will learn by doing through the application of core business principles by way of problem-based learning (case studies, applied simulations) integrated into the curriculum. A student can also customize their learning path by choosing from one of 19 different focus areas including specializations such as finance, project management, and cybersecurity.

Program Learning Outcomes

Graduates of the CSU Global MBA degree will be able to:

1. Coordinate strategic goals through effective stewardship of resources, application of leadership principles, and development of human capital.
2. Devise strategies that improve operations, revenue, quality, and performance.
3. Apply analytical skills for solving organizational challenges.
4. Assess financial performance measures.
5. Utilize quantitative and qualitative analysis tools for assessing business scenarios.
6. Evaluate situations from a systems thinking perspective to formulate actionable business plans.
7. Navigate the cultural complexities of a global business environment.

Fit with College Mission

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

CSU Global is a leader in online education for modern learners, known for delivering high quality, workplace relevant programs and providing students close interaction with faculty. It is

focused on supporting the modern learner who is looking for an affordable, high-quality option that offers flexibility in program delivery.

CSU Global currently offers a wide range of applied, business-related degrees at the undergraduate and graduate level:

Degree	CIP Code
Bachelor of Science in Business Management	52.0201
Bachelor of Science in Organizational Leadership	52.0213
Bachelor of Science in Project Management	52.0211
Bachelor of Science in Finance	52.0801
Bachelor of Science in Human Resource Management	52.1099
Bachelor of Science in Management Information Systems	52.1201
Bachelor of Science in Marketing	52.1401
Master of Science in Management	52.0201
Master of Science in Organizational Leadership	52.0213
Master of Project Management	52.0211
Master of Professional Accounting	52.0301
Master of Science in Finance	52.0801
Master of Human Resource Management	52.1099
Master of International Management	52.1101
Master of Science Data Analytics	52.1302

CSU Global has consistent enrollments with high retention and completion rates. During the 2020-2021 academic year, CSU Global awarded 1,217 degrees and certificates in business-related areas:

- Bachelor's degree in business-related area: 966 graduates
- Undergraduate certificate in a business-related area: 110 graduates
- Graduate degree in a business-related area: 806 graduates
- Graduate certificate in a business-related area: 141 graduates

While CSU Global's current Master of Science in Management (same CIP code as an MBA) is highly regarded by students, an MBA is the most common graduate degree in the business-related education marketplace, and highly sought by business professionals. CSU Global prospective students frequently ask for an MBA. All of CSU Global's online competitors (e.g., Southern New Hampshire University and Western Governors University) offer an MBA.

Adding an MBA will allow CSU Global to serve a broader student audience, generate increased enrollments, and provide new revenue for the CSU system.

Market Demand - Evidence of Need

Every organization relies on business principles to prosper. The Master of Business Administration (MBA) degree is well known for its impact to prepare students for business

success. Individuals who have a solid business education have the academic knowledge, technical abilities, and workplace skills needed to excel in a variety of industries.

Demand for graduates with a business-related degree is strong and should remain so for the future. The Bureau of Labor Statistics¹ estimates that business and financial occupations will grow by five percent from 2019 to 2029, faster than the average for all occupations, and will result in about 505,000 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

A search of job postings (August 5, 2021) on Indeed.com highlighted 73,790 job postings related to “MBA”. A similar search (August 5, 2021) of job postings on LinkedIn.com generated a listing of 68,437 job postings related to “MBA”. The percentage of global Fortune 100 companies that have MBA graduates in their near-term hiring plans continues to remain steady.²

Applicants interested in applying to MBA programs have continued to grow. The Graduate Management Admission Council’s (GMAC) annual Application Trends Survey³ indicated that 67 percent of schools reported that they received more applications for 2020 entry than they did in 2019. Similarly, over 50% of schools with online MBA programs reported growth in their total applications in 2019.⁴

The following table highlights graduates and estimates MBA enrollments for CSU Global’s online competitors:

School	Description	Type	2019-2020 IPEDS - MBA Graduates ⁵	Estimated Headcount ⁶
Southern New Hampshire University	Online Competitor	Private	1,580	3,160
Western Governors University	Online Competitor	Private	2,567	5,134
University of Maryland Global Campus	Online Competitor	Public	2,021	4,042
Grand Canyon University	Online Competitor	Private	1,774	3,548
Bellevue University	Online Competitor	Private	263	526
Liberty University	Online Competitor	Private	1,408	2,816
Colorado Technical University	Online Competitor	Private	1,016	2,032

¹ Occupational Outlook Handbook, <https://www.bls.gov/ooh/business-and-financial/home.htm>

² Retrieved on August 1, 2021, from <https://www.gmac.com/-/media/files/gmac/research/employment-outlook/gmac-2018-corporate-recruiters-survey-report.pdf>

³ Retrieved on July 29, 2021, from <https://www.gmac.com/market-intelligence-and-research/research-library/admissions-and-application-trends/2020-application-trends-survey-report>

⁴ Retrieved on July 30, 2021, from <https://www.gmac.com/-/media/files/gmac/research/admissions-and-application-trends/application-trends-survey-report-2019.pdf>

⁵ IPEDS data - Master-level (Business Administration and Management, General)

⁶ Headcount estimated as two (2) times the IPEDS reported graduates for 2019-2020.

Enrollment Projections

Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Fiscal Year	FY22	FY23	FY24	FY25	FY26	FY27	
Academic Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
Headcount	0	180	270	405	608	911	
Graduates	0	0	135	203	304	456	1,098
Student Credit Hour	0	3,240	7,290	10,935	16,403	24,604	62,471

Headcount numbers are conservative projections (when compared to estimated program size of CSU Global’s online competitors). They are in-line with current (August 2021) enrollments for other larger CSU Global graduate programs:

- Master in Healthcare Administration (1,188 students)
- Master of Science in Organizational Leadership (824 students)
- Master of Human Resource Management (822 students)
- Master of Professional Accounting (472 students)

Admission Requirements

Admission criteria for students for the MBA degree program include:

- Bachelor’s degree from an accredited institution
- Cumulative undergraduate GPA of 3.00 or higher

A student without a bachelor’s or graduate degree from a business-accredited (ACBSP, AACSB, or IACBE) program must demonstrate prerequisite knowledge in business-related topics. This can be achieved by:

1. Completion of CSU Global’s 3-credit BUS-500 (Foundations of Business) course: This course reviews the underlying principles of business topics including marketing, finance, accounting, management, law, economics, ethics, information systems, quantitative methods, and policy within domestic and global perspectives. The broad focus of the course provides students without an undergraduate degree in Business a foundation of business terminology and concepts that support entry-level knowledge for graduate-level study.
2. Completion of a prior learning assessment of the content of BUS500
3. Completion of a similar prerequisite course or program at another institution
4. Completion of individual courses in key business areas such as management and accounting as approved by the program director on an evaluation of the applicant’s background and experience.

MBA Programs on the other CSU Campuses

Within the CSU system, both CSU Fort Collins (via CSU Online) and CSU Pueblo offer an MBA. The following table provides an overview of the programs:

Details	CSU Global	CSU Fort Collins (CSU Online)	CSU Pueblo
Program Format	Online. Ten 3-credit courses with integrated learning themes and problem-based learning across the core courses	Online. Unique mix of 1 credit and 2 credit courses	Online. Twelve 3-credit courses
Academic Terms	Eight week courses, launched monthly	Two 8-week terms in both the Fall and Spring semesters and one 8-week term in Summer	Two 8-week terms in both the Fall and Spring semesters and two 8-week terms in Summer
Faculty	Primarily adjunct faculty	Primarily full-time campus faculty	Primarily full-time campus faculty
Program Credit Hours	30 hours	42 hours	36 hours
Cost Per Credit Hour	\$500	\$998	\$550
# of Specializations	19	Currently 1 - Marketing Data Analytics; in Fall 2022 there will be 9 available certificates/ specializations	2- Healthcare Administration and Public Management
Accreditation	ACBSP	AACSB	AACSB

The CSU Fort Collins online program is well regarded (e.g., ranked #51 in Best Online MBA Programs by US News and World Report, ranked #1 in Colorado, #10 nationwide, and #15 in the world by the Financial Times).

Differences between the programs include:

1. **Accreditation:** CSU Fort Collins (via CSU Online) and CSU Pueblo are accredited by AACSB (Association to Advance Collegiate Schools of Business). This accreditation is considered by many to be a more highly regarded business accreditation. A key requirement is the qualifications and scholarship of its associated full-time faculty. There are 780 AACSB accredited institutions. Given CSU Global uses primarily adjunct faculty and has fewer scholarship expectations, its undergraduate and graduate business programs are accredited through ACBSP (Accreditation Council for Business Schools and Programs). There are 2,983 ACBSP accredited programs.
2. **Faculty:** CSU Global will primarily use qualified adjunct faculty to teach in the MBA program. Adjunct faculty must have appropriate academic qualifications, have prior teaching experience, and current industry knowledge. CSU Fort Collins (via CSU Online) and CSU

Pueblo primarily use full-time business faculty to teach in their programs. Both types of faculty provide unique perspectives on the curriculum and its application. Potential MBA students might have a preference of which viewpoint will best benefit them.

3. **Student Audiences:** Each of the schools have different demographics and audiences. CSU Global's student enrollment is historically 60% from outside of Colorado. We anticipate that the MBA program will primarily market to out-of-state students.
4. **Program Cost:** While CSU Global does not see it competing for the same students, cost and length of program are two important factors for a potential MBA student. Given CSU Fort Collins (via CSU Online) current \$998 a credit hour rate and 42 credit hour program, the total cost of the CSU Online MBA is \$42,615. Students are accounting for other factors – its high rankings, prestige, 55-year history, the design of the curriculum, being a CSU Fort Collins alumni, being part of a flagship campus program, and/or the quality of the faculty – when choosing their MBA program as there are already significantly lower price and/or shorter programs.
5. **Course Schedules:** While all of the programs offer 8-week courses, the plan is that CSU Global will scale to have monthly starts. In comparison, CSU Fort Collins (via CSU Online) and CSU Pueblo have fewer starting opportunities per year.
6. **Specializations:** The CSU Global MBA will allow a student to select and complete a graduate specialization (12 credit hours) in one of 19 different areas. These specializations and associated courses already exist, and new course development is not needed. CSU-Pueblo have only two specializations. In Fall 2022, CSU Fort Collins (via CSU Online) will have nine specializations/certificate options.

Online Competitive Environment and other Colorado Schools

All of CSU Global's online competitors offer an MBA degree:

Online Competitor School	Type	Credit Hours	Tuition per credit hour	Estimated Tuition Cost
Southern New Hampshire University	Private	30	\$627	\$18,810
Western Governors University	Private	n/a	n/a	\$18,700
University of Maryland Global Campus	Public	35	\$694	\$24,290
Grand Canyon University	Private	46	\$622	\$28,612
Bellevue University	Private	36	\$610	\$21,960
Liberty University	Private	36	\$706	\$25,416

Numerous other Colorado schools offer an MBA degree. The following table is a summary:

Colorado School	Type	Credit Hours	Tuition per credit hour	Estimated Tuition Cost
University of Colorado Denver Business School	Public	48	\$1378	\$66,144
University of Colorado at Boulder	Public	42	\$1369	\$57,516
University of Denver	Private	60	\$1382	\$82,980
University of Colorado at Colorado Springs	Public	36	\$884	\$31,836

Regis University	Private	36	\$1116	\$40,170
University of Northern Colorado	Public	36	\$597	\$21,492
Colorado Technical University	Private	48	\$610	\$29,280
Colorado Christian University	Private	39	\$583	\$22,737
Colorado Mesa University	Public	36	\$750	\$27,000

Faculty and Staff Resources – Current and Required

CSU Global will hire a Program Director to coordinate the administrative aspects of the program. Contingent upon program growth, a Senior Faculty Associate will be added to aid in program administration and to teach in the program. CSU Global will use qualified adjunct faculty for teaching the majority of the courses.

Other Resources – Library, Facilities, Equipment – Current and Required

The program will be delivered online in an asynchronous format. Current student resources (library, writing center, career planning, disability services) are well suited to support the MBA program. No other equipment or resources are needed.

General Timeline

The following timeline is planned:

- **September 2021:** Seek CSU Global Curriculum Committee recommendation for the program
- **November 2021:** Seek CSU Global Governance Council approval of the program
- **December 2-3, 2021:** Seek CSU Board of Governor's approval of the program
- **January 2022:** Notification to Colorado Department of Higher Education of the program
- **July 2022:** Launch of courses in the program

NOTE: Given the MBA program is at the same academic level and covers the same business-related topics of other existing CSU Global degrees, the Higher Learning Commission (HLC) has indicated that HLC approval is not needed for this program

Budget Projections

Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
Fiscal Year	FY22	FY23	FY24	FY25	FY26	FY27	
Academic Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Total
Headcount	0	180	270	405	608	911	2,374
Graduates	0	0	135	203	304	456	1,098
Student Credit Hour	0	3,240	7,290	10,935	16,403	24,604	62,471
Revenue							
Tuition	\$0	\$1,620,000	\$3,645,000	\$5,467,500	\$8,201,250	\$12,301,875	\$31,235,625
Application Fee	\$0	\$3,600	\$2,250	\$3,375	\$5,063	\$7,594	\$21,881
Total Revenue	\$0	\$1,623,600	\$3,647,250	\$5,470,875	\$8,206,313	\$12,309,469	\$31,257,506
Direct Expenses							
Full-time Faculty	\$40,000	\$40,000	\$80,000	\$160,000	\$160,000	\$160,000	\$640,000
Curriculum Development	\$60,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$185,000
Instructional Costs	\$0	\$226,800	\$510,300	\$765,450	\$1,148,175	\$1,722,263	\$4,372,988
Total Expenses	\$100,000	\$291,800	\$615,300	\$950,450	\$1,333,175	\$1,907,263	\$5,197,988
Net Revenue	(\$100,000)	\$1,331,800	\$3,031,950	\$4,520,425	\$6,873,138	\$10,402,206	\$26,059,519

Curriculum

The program is 30 credit hours which includes six (6) core MBA courses and four (4) specialization courses in an area of interest to the student. Unique features of the CSU Global program include:

- Students can customize their learning by selecting a specialization (four courses) in one of 19 different areas:
 1. Accounting
 2. Artificial Intelligence & Machine Learning
 3. Business Intelligence
 4. Criminal Justice Leadership
 5. Cybersecurity
 6. Finance
 7. Fraud Management
 8. Global Management
 9. Healthcare Administration
 10. Human Resource Management
 11. Human Resource Performance
 12. Information Technology
 13. International Management
 14. Organizational Leadership and Change Management
 15. Organizational Learning and Performance
 16. Population Health
 17. Project Management
 18. Strategic Digital Information Marketing
 19. Strategic Innovation and Change Management

- Have students learn by doing through the application of business principles by way of problem-based learning (case studies, applied simulations) integrated and linked across the core courses. Projects are focused on: digital impact, financial analysis, marketing strategy, data analysis, new venture/project viability, and human resource strategy.
- Courses taught in accelerated eight week course tracks
- Options for program completion in 12 months or less.
- A curriculum that is designed from the ground-up to integrate into the core courses the themes of leadership, globalization, strategy, innovation, systems thinking, decision making, and ethics:

Course	Leadership	Globalization	Strategy	Innovation	Systems Thinking	Decision Making	Ethics
MBA-510		X	X	X	X	X	X
MBA-520					X	X	X
MBA-530	X				X	X	X
MBA-540		X	X	X	x	X	X
MBA-550	X	X			x	X	X
MBA-560	X		X	X	x	X	X

Core MBA courses include:

MBA-510 (3 credits) Creating and Implementing Marketing Strategies

Marketing strategies are used to identify prospective customers and markets that a business will target to achieve a sustainable competitive advantage. In this course, students will analyze critical components of marketing strategy including product, price, promotion, place, people, process, and physical evidence. Students will develop a comprehensive understanding of the impact and importance of branding, customer demographics, value, and the use of data to create and monitor marketing strategies.

MBA-520 (3 credits) Financial Accounting and Reporting

Financial accounting is the analysis, summary, and reporting of an organization’s financial transactions. This information provides key metrics on the financial health of a business and is used to identify trends in performance, make informed decisions, and manage growth. In this course, students will develop the skills to understand financial reports and utilize the data provided through financial reporting for strategic decision-making.

MBA-530 (3 credits) Financial Decision Making [Prerequisite: MBA-520]

Business leaders must weigh the impact of a decision as it relates to the use of financial capital. This course provides a theoretical and practical understanding of key financial concepts in

corporate settings including the time value of money, required rates of returns, cost of capital, and the different valuation models of securities. Students explore the role of finance in capital markets and examine financial management tools available to enhance stockholders' wealth in a competitive global economy.

MBA-540 (3 credits) Managing Operations and Supply Chains

Operations and supply chain management is focused on obtaining materials and delivering products. This course examines the principles, practices, and techniques for building business operations and supply chain management systems. Students explore operations, supply chain performance, inventory, and capacity management, and forecasting with a focus on optimization of resources within a continuous improvement perspective. Innovation from the viewpoint of key stakeholders is explored along with compatibility of design principles with the needs of end users.

MBA-550 (3 credits) Data-Driven Decision Making

Successful businesses employ data analytics, statistics, modeling, and decision analysis methods and techniques to create effective and optimal decisions and solutions. Students will explore various approaches to data-driven decision making and examine the use of quantitative and qualitative approaches for strategic management and risk analysis. This course will review data visualization, hypothesis testing, regression analysis, time series analysis, and risk and decision analysis.

MBA-560 (3 Credits) Developing and Leading Strategy

Successful business leaders need to create and evaluate organizational strategies to win markets and drive opportunity. The course incorporates fundamental theories, required resources, and processes through which strategies are formulated and implemented within organizations for competitive advantage and to meet objectives. Topics will also cover analyzing individual and team performance, enhancing communication impact, and developing decision-making skills.

MATTER FOR CONSENT:

New Certificate Program: Cannabis Biology and Chemistry

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Science, Technology, Engineering and Mathematics to establish a new Certificate in Cannabis Biology and Chemistry. If approved, this certificate will be effective in fall 2022.

EXPLANATION:

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

This provides new opportunities for students to earn a certificate in Cannabis Biology and Chemistry, which may also lead to further studies in STEM or in other degree programs.

1. Brief Overview of Proposed Program

College of Science Technology Engineering and Mathematics

Cannabis Biology & Chemistry Certificate 9 credits

CIP Code: 30.1801

Certificate Level: 01-less than one year

The Cannabis Biology and Chemistry Certificate Program is a 9-credit hour certificate program offered at the undergraduate level that is housed in the Chemistry Department. The Program is designed for students with a strong biology or chemistry background or students with an undergraduate degree in biology or chemistry to gain advanced coursework relevant to cannabis sciences.

Curriculum-at least 9 credits chosen from the following:

CBC 401 Medicinal Plant Biochemistry

CBC 413/L Cannabis Physiology & Growth Lab

CBC 422/L Natural Products Extraction & Analysis Lab

CBC 463 Medicinal Chemistry & Pharmacology

CBC 493 Seminar

Board of Governors of the Colorado State University System
Meeting Date: December 3, 2021
Consent Item

MATTER FOR CONSENT:

New Certificate Program: Jake Jabs Certificate in Professional Entrepreneurship

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the Hasan School of Business to establish a new Jake Jabs Certificate in Professional Entrepreneurship. If approved, this certificate will be effective in fall 2022.

EXPLANATION:

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

This provides new opportunities for students to earn a certificate in Entrepreneurship, which may also lead to further studies in HSB or in other degree programs.

Brief Overview of Proposed Program

Hasan School of Business

Jake Jabs Certificate in Professional Entrepreneurship-13 credits

CIP Code: 52.0101

Certificate Level: 01-less than one year

The Jake Jabs Professional Entrepreneur Certificate provides a value-based curriculum through which a successful student will gain knowledge and competencies regarding a comprehensive set of professional values and characteristics taken from the business success of Jake Jabs, including his 39 Keys to Business Success.

Curriculum-13 credits:

BSAD 101 Business-Careers and Opportunities

BSAD 102 Introduction to Personal Finance

MGMT 201 Principles of Management

MGMT 214 Introduction to Entrepreneurial Concepts

MBMT 314 Socially Responsible and Sustainable Enterprises

MATTER FOR CONSENT:

New Post-baccalaureate Certificate Program: Cannabis Biology and Chemistry

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Science, Technology, Engineering and Mathematics to establish a new Post-Baccalaureate Certificate in Cannabis Biology and Chemistry. If approved, this certificate will be effective in fall 2022.

EXPLANATION:

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

This provides new opportunities for post-baccalaureate students to earn a certificate in Cannabis Biology and Chemistry, which may also lead to further studies in STEM or in other degree programs.

1. Brief Overview of Proposed Program

College of Science Technology Engineering and Mathematics
Cannabis Biology & Chemistry Post Baccalaureate Certificate - 9 credits
CIP Code: 30.1801
Certificate Level: 04- Post baccalaureate

The Cannabis Biology and Chemistry Post-baccalaureate Certificate Program is a 9-credit hour certificate program offered at the graduate level that is housed in the Chemistry Department. The Program is designed for post-baccalaureate students with a strong biology or chemistry background or students with an undergraduate degree in biology or chemistry to gain advanced coursework relevant to cannabis sciences.

Curriculum-at least 9cr chosen from the following:

CBC 501 Medicinal Plant Biochemistry
CBC 513/L Cannabis Physiology & Growth Lab
CBC 522/L Natural Products Extraction & Analysis Lab
CBC 563 Medicinal Chemistry & Pharmacology
CBC 593 Seminar

MATTER FOR CONSENT:

New Post-baccalaureate Certificate Program: Education: Principal Licensure

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Health, Education and Nursing to establish a new Post-Baccalaureate Certificate in Education: Principal Licensure. If approved, this certificate will be effective in fall 2022.

EXPLANATION:

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

This provides new opportunities for students to earn a certificate in Principal Licensure, which may also lead to further studies in CHEN or in other degree programs.

Brief Overview of Proposed Program

College of Health, Education and Nursing
Education: Principal Licensure Post-Baccalaureate certificate – 27 credits
CIP Code: 13.0401
Certificate Level: 04- Post baccalaureate

The post-baccalaureate certificate in Education: Principal Licensure is designed to prepare candidates for an added endorsement as a K-12 principal in Colorado. The certificate includes all courses required for principal licensure. Holders of this certificate who also have the required three years of licensed experience in a public elementary or secondary school or three years' experience in a nonpublic elementary or secondary school, and who pass the Colorado-approved Praxis exam (#5412), would be able to apply for the added endorsement from the Colorado Department of Education. This certificate can be paired with a M.Ed. in Educational Leadership for those who are interested.

Curriculum-27 credits:

ED 600 Introduction to Educational Leadership
ED 601 Shaping Organizations: Leadership & Management
ED 602 Legal & Financial Dimensions of School Leadership
ED 603 External Environments in Leadership
ED 604 Educator Development, Supervision, & Evaluation
ED 605 The Principalship: Leadership at the Site Level
ED 606 Technology & Site-Level, Data-Driven Decisions
ED 698 Internship in Educational Leadership

CSU-Pueblo New Post-baccalaureate Certificate program in Principal Leadership

Board of Governors December 2021

MATTER FOR CONSENT:

New Degree Program: Master of Engineering Management (MEM)

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Science, Technology, Engineering, and Mathematics to establish a new Master's degree in Engineering Management. If approved, this degree will be effective in fall semester 2022.

EXPLANATION:

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

The Master of Engineering Management (M.E.M.) will provide practitioners in the information, government, defense, military, and aerospace industries with the conceptual foundations and the skills required to take upper management roles in technology-driven, project-oriented companies and organizations. The M.E.M. program at Colorado State University-Pueblo focuses on the identification of problems arising in complex, interconnected, interdependent operations and on the design and deployment of efficient solutions for those problems. Our program has an interdisciplinary approach, leveraging solid principles of systems theory with modern business analysis tools. A CSU-Pueblo M.E.M. graduate is a practice-oriented professional who will bring to their organization innovative solutions to complex, ill-defined problems.

Conscious of the fast-paced dynamics of the targeted industries, the Master of Engineering Management is tailored to working professionals with technical undergraduate degrees (that required a calculus and physics sequence). The degree is offered fully online with the opportunity of doing a summer residential capstone where students, with the assistance of their instructors and peers, will focus on developing and implementing a project of their choice.

1. Brief Overview of Proposed Program

- Name of Major/Program: Master of Engineering Management
- Degree type: Master's (M.E.M.)
- Recommended CIP code: 14.2701
- Department/School: Engineering
- College: Science, Technology, Engineering, and Mathematics
- Expected number of students enrolled in program: 10 students per academic year.

The new MEM program is proposed to be delivered fully in an online format starting in the fall 2022. In

the online format both the fall and spring semester are split in two parts of term so that students can take up to 12 credits per full semester, 2 courses in the first half and 2 courses in the last half, with 2 courses, included the capstone course to be scheduled during the summer semester.

2. Mission Appropriateness

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

Mission Statement

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

Vision Statement

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

The MEM program provides practitioners in the information, government, defense, military, and aerospace industries with the conceptual foundations and the skills required to take upper management roles in technology-driven, project-oriented companies and organizations. The M.E.M. program at Colorado State University-Pueblo focuses on the identification of problems arising in complex, interconnected, interdependent operations and on the design and deployment of efficient solutions for those problems. A CSU-Pueblo M.E.M. graduate is a practice-oriented professional who will bring to their organization innovative solutions to complex, ill-defined problems. Additionally, the MEM program has a strong professional focus and will provide graduates with advanced scientific/engineering knowledge and skills to serve the region.

3. Rationale for the stated degree program.

The MEM program closely follows the mission of the Department of Engineering which is to provide the highest quality engineering education in preparation of graduates for professional positions and/or doctoral studies.

4. CSU System & State Positioning.

The Department is focused on a broad engineering degree not offered elsewhere in Colorado.

5. Special Undergraduate Admissions standards.

N.A.

6. Curriculum and Program Outcomes

Prerequisites and Leveling Courses	
	Technical Communication <small>Must be English course. Must be 3 credits.</small>
	Select one of the following (3cr)
	EN 375 Stochastic Systems Engineering
	BSAD 265 Inferential Statistics & Problem Solving
Core Courses	
	EN 543 Quality Control and Reliability
	EN 528 Systems Theory and its Applications
	MGMT 511 Operations Management
	MGMT 568 Advanced Project Management
	EN 525 Modeling and Simulation
Electives (select 12 credits)	
	FIN 530 Financial Management
	CIS 565 Management Information Systems
	MGMT 585 Management Policy and Strategy
	BSAD 502 Business Ethics and Environment
	EN 578 Decision Making under Uncertainty
	BSAD 560 Managerial Analytics (HSB offering) <i>existing Online</i>
Program Capstone	
	EN 585 Program Capstone (required final semester) – Online with a Residential option during the summer

LEARNING OUTCOMES: Each M.E.M. graduate will be able to:

1. Apply industrial engineering and engineering management knowledge in modeling, design, analysis, design, and improvement in systems related to facility and operations planning, operations research, and simulation.
2. Apply engineering principles in the design and analysis of a system or process to meet specified needs.
3. Communicate effectively in writing and orally.

7A. Potential CSU System Collaborations:

N/A

7B. Potential non-CSU System Collaborations:

N/A

8. Faculty resources:

Existing faculty (2 from the Engineering department and 1 from the Hasan School of Business) will be active in the program, along with adjunct faculty professionals and potential full time faculty hire in year

CSU-Pueblo New Degree Program Master of Engineering Management

Board of Governors December 2021

three.

9. Library resources.

Existing resources will support this program.

10. Facilities, equipment, and technology.

Existing resources will support this program.

11. Potential Collaborations

N/A

12. Budget

The table below show a summary of the expenses and revenue over the first four years of the program.

Expenses or Revenue	Year 1 2022/23	Year 2 2023/24	Year 3 2024/25	Year 4 2025/26
Existing expenditures reallocated	NA			
New faculty expenses	\$21,000	\$21,000	\$92,400	\$95,172
Projected Student Enrollment	10	10	12	12
Projected Enrollment Revenue	\$82,500	\$82,500	\$99,000	\$99,000
NET PROGRAM NEW REVENUE	\$50,500	\$59,500	\$4,600	\$3,828

MATTER FOR CONSENT:

New Degree Program: Master of Science in Cannabis Biology and Chemistry

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Science, Technology, Engineering and Mathematics to establish a new Master of Science degree in Cannabis Biology and Chemistry. If approved, this degree will be effective in fall 2022.

EXPLANATION:

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

An undergraduate program in Cannabis Biology and Chemistry (CBC-BS) was added as a BS degree at CSU Pueblo in the 2020-2021 academic year. The program has garnered a significant amount of attention, and there are approximately 70 CBC majors, currently. The students that have arrived on campus to be part of the CBC-BS degree program are a combination of first-year students and transfer students.

Since the commencement of the CBC-BS program, we have received numerous communications inquiring about the existence of a master's program in cannabis sciences. The CBC-MS program has blossomed from the obvious success of the CBC-BS program and the significant interest that exists for a graduate CBC program. The option of a 3+2 program for earning both the bachelor's and master's degrees in CBC would accompany this new program.

1. Brief Overview of Proposed Program

- Name of Major/Program: Cannabis Biology and Chemistry
- Degree type: Master of Science
- Recommended CIP code: 30.1801
- Department/School: Chemistry
- College: College of Science, Technology, Engineering and Mathematics
- Expected number of students enrolled in program: 8-13 by year 2.

Below is the proposed timeline for the inception of the degree (first three academic years). Because the additional coursework required for the program initially is the stacking of 400 level courses with 500 level course, the program can become active in the coming academic year.

Year 1 (22-23) – The program and coursework will be available to students. The primary reason to make the program active during this school year is to capture the high performing students in the BS CBC program into the 3+2 CBC program. The students that began their coursework in the inception year of the BS CBC program will be juniors during the 2022-23 school year. Thus, while we will be actively seeking external students for the MS CBC program during the summer 2022 months, we suspect the majority of students in that join the MS CBC program will be 3+2 students. During this academic year, a significant amount of time and effort will be put forth in the recruitment of students who have complete an undergraduate degree in science and who are interested in the continuing their education in the fields of hemp and cannabis. During this year, a proposal for a non-thesis MS CBC degree will be presented.

Year 2 (23-24) – In addition to students joining the 3+2 program, this year we should see an equal amount of students start the traditional graduate program. Realistically, this may take us to the point of requiring additional faculty to support both the students and growth of the program (or the program will be able to be extremely selective with the admits). Again, significant effort will be put into recruitment of students. Depending on the makeup of the students that began the program in the previous academic year, we may see the first graduates in May 2024.

Year 3 (24-25) – At the end of this academic year, we should see the graduation of the first cohort of 3+2 students in May 2025. A steady stream of 3+2 student should be available as long as the BS CBC program remains strong and populated. As long as the program has faculty to act as research advisors, the program can continue to grow.

2. Mission Appropriateness

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

Mission Statement

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

Vision Statement

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

Vision 2028 Guiding Principles:

- *Develop People: CSU-Pueblo develops people who have meaningful lives and make significant contributions to their families, communities, and world.*
- *Transform Learning: CSU-Pueblo creates new opportunities by reimagining academic experiences.*
- *Live Sustainably: CSU-Pueblo dedicates resources and focus toward programs and policies that support sustainable living.*
- *Cultivate Entrepreneurship: CSU-Pueblo creates educational, economic, cultural, and global innovators.*

- *Engage Place: CSU-Pueblo embraces our regional histories, diverse cultures, socioeconomic realities, and physical location.*
- *Build Knowledge: CSU-Pueblo advances research and scholarship that serves the public good.*
- *Empower Students: CSU-Pueblo empowers whole-student success in and out of the classroom.*
- *Impact Society: CSU-Pueblo elevates the region through our commitment to the health and well-being of our people and our communities.*

The proposed MS CBC program is a reflection of what the Mission Statement desires of its graduates. The program has been developed as the result of the changing times surrounding hemp and cannabis in the United States. CSU Pueblo is showing its agility in its ability to offer a program to students interested in the emerging fields associated with hemp and cannabis. Because CSU Pueblo has a very diverse student population the new program will ensure that a diverse group of individuals will be prepared for the changing scientific and economic landscape associated with hemp and cannabis. There are few graduate programs that address the areas of hemp and cannabis, and those that are available either focus on the pharmacological side of the plant and its products or are not scientific in their approach to the materials. Therefore, the program will be unique in its approach to cannabis and hemp. Additionally, because the field is so new and the program relatively small, students and advisors will be able to tailor a student's experience and coursework to fit the desired path of the student.

The proposed MS CBC program follows nearly all the guiding principles set out by Vision 2028. Students that successfully complete the program will be on the frontline of employees in the burgeoning fields associated with the changes surrounding both the agriculture of hemp and the legalization of cannabis. Because the proposed program is base in science and is a graduate degree with most, if not all, of the coursework in graduate science course, graduates will have a degree that can be transformative for themselves, their families and their communities.

3. Rationale for the stated degree program

The MS CBC has been proposed in response to a significant number of inquiries concerning such a program. The current success of the undergraduate Cannabis Biology Chemistry degree program, which began in the 2020-2021 school year and which currently has just under 80 enrolled majors, has driven the development of the proposed MS CBC program.

Since the commencement of the CBC-BS program, we have received numerous communications inquiring about the existence of a master's program in cannabis sciences. The CBC-MS program has blossomed from the obvious success of the CBC-BS program and the significant interest that exists for a graduate CBC program.

4. CSU System & State Positioning

At this time, there is one other graduate program associated with cannabis and that is the Master's Degree in Pharmaceutical Sciences Cannabis Science and Medicine (CSM). As the title suggests, this program is on the pharmacological and medicinal side of the industry.

5. Special Undergraduate Admissions standards

N/A

6. Curriculum and Program Outcomes

Curriculum

All courses are cross-listed with existing senior level courses in CBC or CHEM or BIOL.

Required Core Courses		
Course	Title	Credits
CBC 510	Foundations of Graduate Studies	3
CBC 589	Thesis Defense	1
CBC 593	Graduate Seminar	1
CBC 599	Thesis Research	6
Total Credits		11

Core Elective Courses (complete 10 credit hours from the following)

Course	Title	Credits
CBC 501	Medicinal Plant Biochemistry	3
CBC 513/L	Cannabis Physiology and Growth & Lab	4
CBC 522/L	Natural Products Extraction and Analysis & Lab	4
CBC 563	Medicinal Chemistry and Pharmacology	3

Elective Courses (complete at least 9 credit hours of elective graduate coursework)

The elective coursework must be at the 500 level or above and is approved by the student's thesis committee. The courses should be selected to benefit the student and to prepare the student for their desired path after completion of the MS degree. These elective courses can include, but are not limited to, the CBC courses not completed as part of the Core requirements or approved Chemistry and Biology graduate courses. The following list provides examples of courses that may be counted as Elective courses.

Course	Title	Credits
BIOL 540/L	Advanced Biotechniques & Lab	4
BIOL 548	Biological Statistics	3
BIOL 585/L	Plant Taxonomy & Lab	4
CHEM 512/L	Biochemistry II & Lab	5
CHEM 513	Molecular Basis of Disease	3
CHEM 519/L	Instrumental Analysis & Lab	5
CHEM 525/L	Environmental Chemistry & Lab	5
CHEM 529	Advanced Analytical Chemistry	3
CHEM 591	Special Topics	1-3

Student Learning Outcomes

Upon completion of a CBC-MS degree, students will

- Be able to understand and evaluate the scientific literature and use it in their courses and their research applied to cannabis science.
- Be able to effectively communicate scientific research, both their own and information from the research literature, in written and oral fashions.
- Students will understand advanced chemical and biological principles applied in these fields and how those principles can be applied to the emerging field of cannabis science.
- Develop and master the scientific problem solving skills required to define and solve basic or applied original scientific questions, propose appropriate experimental design, and effectively employ the scientific method.
- Actively engage in research/internships and discourse with the faculty engaged in scientific cannabis research in the Biology or Chemistry Departments and other STEM disciplines.

7A. Potential CSU System Collaborations:

SPUR campus collaboration and marketing is planned.

7B. Potential non-CSU System Collaborations:

We have worked with the Lambert Center for the Study of Medicinal Cannabis & Hemp at Thomas Jefferson University to prepare and submit an NSF REU proposal. A collaboration between institutions seems to align well with the objective of both programs.

Our location in southern Colorado, the “silicon valley of Cannabis”, affords the potential of many collaborators in the legal industrial hemp industry. Should regulations change regarding the legal status of marijuana, CSU-Pueblo is ideally positioned to leverage additional collaborations in an industry that is extremely eager to become legitimate and reputable. In the meantime, care will be taken to ensure any potential collaborations protect both the students in the CBC major, CSU-Pueblo, and the CSU-system. Curricular collaborations with any number of institutions of higher education offering cannabis-related coursework will be possible as each proposed track affords a number of elective credits that could be drawn upon from for expertise outside CSU-Pueblo or the CSU-System.

8. Faculty resources

Built with stacked courses so no addition faculty at this time. When program grows then increased faculty support for supervision of student research will be required.

9. Library resources

Current resources are sufficient.

10. Facilities, equipment, and technology

Current resources are sufficient.

11. Potential Collaborations

SPUR campus collaboration and marketing is planned.

12. Budget

>The table below show a summary of the expenses and revenue over the first four years of the program.

	Year 1	Year 2	Year 3	Year 4
	2022/23	2023/24	2024/25	2023/24
Existing expenditures reallocated	NA			
New expenses	\$0	\$0	\$15,000	\$30,000
Projected Student Enrollment	4	8	10	12
Projected Enrollment Revenue	\$30,000	\$60,000	\$75,000	\$90,000
NET PROGRAM NEW REVENUE	\$30,000	\$60,000	\$60,000	\$60,000

These values are based on the assumption that 50% of the enrolled graduate students are able to employ the Colorado resident tuition rate and the other 50% will be at the non-Colorado resident rate. Additional assumptions are associated with faculty involved in cannabis research. The Chemistry Department is currently searching for two tenure-track positions (an Organic Chemist and a Biochemist) to fill positions vacated by retirements. In order to reach an enrollment greater than six graduate students, additional research advisors will be required to be interested and active in cannabis research. The difference between the tuition revenue and the net program revenue seen in the 3rd and 4th years of the program results from the reinvestment of the funds to support graduate students and faculty in research associated with these programs.

Board of Governors of the Colorado State University System
Meeting Date: December 3, 2021
Consent Item

MATTERS FOR CONSENT:

New Degree Program: Doctor of Education in Educational Leadership (Ed.D.)

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Health, Education and Nursing to establish a new doctoral degree in Educational Leadership. If approved, this degree will be effective in Fall 2022.

EXPLANATION:

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

A market analysis completed by Hanover Research identified that if CSU Pueblo started a doctoral program, it should be in educational leadership. And while the demand regionally for doctoral degrees was not high, the need for graduate degrees with administrator licensure was in need in the southern Colorado region. K-12 administrators have more opportunities and more challenges (especially in light of the pandemic). This new Ed.D. program provides a curriculum to address the changes in the last year's education and the growth opportunities. The program will be offered in an online format to provide flexibility for working, adult professionals already in the field, and also allow the university to reach a larger market due to the requirements of travel associated with face-to-face instruction. It will also allow us to reach interested candidates throughout the United States who have already done professional development and/or a master's degree with us.

1. Brief Overview of Proposed Program

- Name of Major/Program: **Educational Leadership**
- Degree type: **Doctoral**
- Recommended CIP code: **130401**
- Department/School: **School of Education**
- College: **Health, Education, and Nursing**
- Expected number of students enrolled in program: **30 full-time equivalent students by year 3**

The Ed.D. will be a fully online program that allows for flexible admission and enrollment six times a year (every 8 weeks). The courses are built in a rotation that allows for continual or sporadic enrollment. It requires students to engage in approved educational leadership experiences (practicum), and embeds dissertation support throughout the program to assist in

completion.

It should be noted that principal licensure for P-12 education through CDE is an option, but not required. This is done at the master's or post-baccalaureate level as a precursor to the Ed.D. It provides curriculum flexibility for those who are interested in pursuing the principal licensure requirements. This program will be particularly attractive to rural areas due to the demand for highly-qualified administrators, but due to the residential instruction requirements of most programs, is difficult to accommodate. We expect an additional 10 full-time equivalent students to participate in this component of CSU Pueblo's Educational Leadership program.

2. Mission Appropriateness

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

Mission Statement

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

Vision Statement

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

The doctoral degree in Educational Leadership meets the mission of CSU Pueblo because it is providing leadership for educators in the southern Colorado region specifically. Education is a key area needing highly-qualified leaders, more now than ever before. Due to the extreme shortage of teachers and education leaders across the state, this program will provide teachers with continuing education that will provide school districts the opportunity to develop people and **transform learning**, especially for P-20 educators. This additional education will increase the financial and economic concerns of educators, giving them the opportunity to **live sustainably** in the field they have chosen, so that they can continue to **impact society**.

The field of education currently has more issues, problems, and concerns especially after/during the pandemic. This program is designed to prepare educators in southern Colorado and across the state to be more prepared to navigate these challenges and provides solutions that meet the needs of P-20 students and their communities.

This new doctoral degree will be offered fully online as a means to provide rural and municipalities at a distance with educational leaders who have the knowledge and skills to provide support for their communities. Additionally, more adult professionals in this field are committed to regular evening activities that do not allow for class attendance. The doctoral degree is a terminal degree, specifically designed for the practitioner, which will be a driver in making CSU Pueblo the campus in the Southwest that designs a curriculum that focuses on the varying issues, challenges, and opportunities to support the education field.

Hiring principals in rural schools is a challenge. As a result, educational leaders have attempted to groom people from rural area for these jobs. However, these folks need an affordable and flexible means to achieve the needed credentials for success so that they stay in these positions. The Educational Leadership program will be designed with the licensure component being built in if students choose to proceed with state licensure. If the student is from a surrounding state where different licensure requirements are required, they will be able to bypass the needed licensure courses or align them with their own state's requirements.

The Covid-19 pandemic changed the landscape of education and will have lasting effects. K-12 administrators have more opportunities and more challenges. This new Ed.D. provides a curriculum to address those changes in education and the opportunities we now have for growth.

3. Rationale for the stated degree program

The School of Education is adding a series of educational leadership programs as a sort of bundle. There is a huge need for high-quality administrators in K-12 right now and we regularly get asked if we offer the added endorsement for principal licensure. Additionally, a market analysis completed by Hanover Research identified that if CSU Pueblo started a doctoral program, it should be in educational leadership. And while the demand regionally for doctoral degrees was not high, the need for graduate degrees with administrator licensure was in need in the southern Colorado region. The Covid-19 pandemic changed the landscape of education and will have lasting effects. K-12 administrators have more opportunities and more challenges. This new Ed.D. provides a curriculum to address the changes in the last year's education and the growth opportunities. The program will be offered in an online format to provide flexibility for working adult professionals already in the field and allow the university to reach a larger market due to the requirements of travel associated with face-to-face instruction. The market analysis completed identified that online would be the preferred modality to reach more students. The Ed.D. has the support of the President and Provost - they are the ones "pushing" it even more than the faculty of the School of Education.

4. CSU System & State Positioning

CSU System: There are no programs exactly like the program being proposed. CSU Fort Collins has doctoral programs in Higher Education Leadership (online and residential) and Education, Equity, and Transformation (residential).

Within Colorado, online Ed.D. programs are available from Aspen University (nationally accredited, but not regionally accredited) and the University of Northern Colorado (regionally accredited). There are residential doctoral programs in Educational Leadership (or a very closely-titled degree) at the University of Colorado - Denver, the University of Colorado - Colorado Springs, and the University of Denver. CSU Fort Collins has doctoral programs in Higher Education Leadership and Education, Equity, and Transformation.

5. Special Admissions standards

Graduate Admissions:

Regular status will be given to degree-seeking students who meet all of the following requirements:

- A master's degree & Principal Licensure (or master's plus 3 years professional experience).
- A letter of interest that outlines the candidate's reason(s) for applying to the Ed.D. program and how they expect to both benefit from and contribute to it.
- Two recommendations from individuals who can speak to potential success in this doctoral program.

International students whose native language is not English must also meet the English language proficiency standard set forth in the Graduate Admissions section of the CSU-Pueblo Catalog.

6. Curriculum and Program Outcomes

Ed.D. in Educational Leadership (58 semester credits)

Students enter with a Master's degree & Principal Licensure (or Master's plus 3 years professional experience).

Program Outcomes

1. Completers are transformative leaders who engage with complex perspectives to strategically promote inclusive, non-oppressive school contexts that serve the best interests of students, families, and communities for a more equitable and socially-just education system and society.
2. Completers are reflective practitioners who seek and embrace critical feedback with the personal insight necessary to continuously improve and are willing to fully dedicate their knowledge, skills, and passion towards becoming critically conscious scholars, researchers, and change agents.
3. Completers are critical consumers of knowledge that base leadership and professional practice as a leader and scholar on historical and cultural awareness, ethics, and professionalism for the communities served.
4. Completers are academic scholars who are able to design and implement scientific inquiry for the development of new knowledge and data-driven decisions to improve practice.
5. Completers are advocates who have the necessary tools for the design, planning, communication, implementation, and assessment of current or proposed policy and how to engage with appropriate entities for effective change.

Course List (All courses are new)

Leadership Core (24 semester credits):

ED 710: Contemporary Theories in Leadership (3) Explores the nature of complex organizations and various theories of organizational leadership focusing on inquiry and reflective practice.

ED 711: Issues in Educational Leadership (3) Examination of current national, state, and local educational climate including government policies and spending, technology, achievement, school reform, social-emotional needs, diversity, and equity.

- ED 712: Ethics in Educational Leadership** (3) The study of complex organizations and the nature of leadership with an emphasis on moral and ethical decision-making.
- ED 713: Strategic Change in Education** (3) Exploration of ways to assess, select, and implement effective organizational changes/initiatives that affect health and safety, equal access, professional development, teaching and learning, & student achievement.
- ED 714: Policy Analysis & Advocacy for Change** (3) Necessary tools for the design, planning, implementation, and assessment of current or proposed policy including best practices for advocacy at appropriate levels.
- ED 715: Developing Organizational Culture** (3) Study of how leaders influence the culture of their organizations and best strategies to change the current culture, bringing about positive environments for students, staff, families, and other stakeholders.
- ED 716: Advanced Inquiry & Analysis in Education** (3) Focus on bringing strategies and tools to educational leaders to engage and guide group inquiry and collaboration to bring about positive change with an emphasis on a continual cycle of assessment and review.
- ED 717: Distributed Leadership & Organizational Structures** (3) Explores the best practices of implementing distributed leadership and how it interacts with various organizational structures.

Research Core (9 semester credits):

- ED 720: Quantitative Research in Education*** (3) Quantitative research methods in education including fundamental principles of scientific research emphasizing research designs, measurement, sampling, ethics, and quantitative writing methods.
- ED 721: Qualitative Research in Education** (3) Qualitative research methods in education including the process involved with data collection, description, analysis, and interpretation emphasizing quality criteria, solid research practice, ethics, and writing methods.
- ED 722: Data-Driven Leadership** (3) How to lead the purposeful application of quantitative and qualitative research methods to analyze data in an educational context and make data-driven decisions.

**An optional, basic statistics course (1 semester hour) will be offered during the Summer "0" term (and potentially other times as needed) for all candidates who do not have a background or desire a refresher in descriptive and inferential statistics.*

ED 565: Introduction to Educational Statistics (1) Statistical methods in education; graphs, charts, frequency distributions, central tendencies, dispersion, correlation, sampling errors, estimation, and hypothesis testing.

Electives (9 semester credits):

*Chosen in conjunction with doctoral advisor. *Electives being developed with the initial proposal. Other ideas included for context/vision.*

- *ED 730: Contracts & Negotiation** (3) Negotiation strategies with emphasis on educational professionals, focusing on positive conflict resolution, interest-based bargaining, and contract law.
- *ED 731: Economics of Human Resources** (3) Explores the roles & responsibilities of the human resources manager in educational systems. Includes planning, recruiting, hiring, development, and compensation; while operating within negotiated agreements and policies.

- *ED 732: Advanced Law & Administration (3)** Explores legal issues specific to school leaders with emphasis on school environment, Constitutional issues, students, personnel, and accountability.
- ED 733: Leadership in Urban Systems (3)** Problems and solutions pertaining to urban school systems and leaders including overcrowding, faculty turnover, limited resources, economic diversity, limited English skills, and greater numbers of at-risk students.
- ED 734: Leadership in Rural Systems (3)** Problems and solutions pertaining to rural school systems and leaders including extreme poverty, teacher recruitment, and proximity to resources.
- ED 735: Leadership in Teaching, Learning, and Professional Development (3)** Planning, implementation, and delivery of professional development and adult learning with emphasis on needs identification, learning style, and program assessment.
- ED 736: Innovation in Education (3)** Bringing positive change and keeping schools up-to-date with real-world strategies and technologies in a rapidly changing and advancing society with emphasis on positive organizational leadership and change.
- ED 737: Developing a Research Proposal (3)** Essential elements of effective research proposals with special attention to university research policy including topic selection and definition, purpose and audience, preliminary research, formulation of research question, and creation of a research plan.
- ED 738: Researching and Writing a Critical Literature Review (3)** Elements of writing an effective and thorough literature review of scholarly sources including key findings and concepts and developments in relation to research topic. Students will analyze, interpret, and evaluate literature, synthesize sources to highlight patterns, themes, etc., and show the current state of knowledge in relation to a central hypothesis.

Practicum: 4 semester credits

- ED 898: Doctoral Practicum in Educational Leadership (1 per semester for four semesters)** Practicum in an appropriate educational placement to develop skills related to Ed.D. program standards. Placements will be approved by doctoral advisor. Repeatable.

Dissertation: 12 semester credits

Doctoral students will create a substantial piece of scholarly work that contains a significant contribution of new knowledge to the study of educational leadership. Progress will be made throughout the program by taking Dissertation credits each year to distribute the workload and allow for the integration of Practicum experience.

- ED 899: Dissertation Research (1-12 variable)** Dissertation research leading up to and including completion of the approved doctoral dissertation. Repeatable.

7A. Potential CSU System Collaborations:

Students in the comparable doctoral program at CSU Fort Collins may be able to take courses from the online program at CSU Pueblo (or vice-versa) should the need arise.

7B. Potential non-CSU System Collaborations:

Currently CSU Pueblo partners with private companies that offer continuing education for educators across the country. This program allows for 9 credits of elective that will be allowed

to be provided through educational partner companies interested in pursuing approval of the curriculum and learning outcomes.

8. Faculty resources

- 1 Tenure Track Faculty Member for Doctoral Course Work
- 1 Tenure Track Faculty Member for Principal Licensure Course Work

9. Library resources

Current resources are likely sufficient, but some additional subscriptions to educational leadership journals might help support the program. This could be done with departmental, yearly allocations.

10. Facilities, equipment, and technology

The curriculum will be built online. The current LMS (Blackboard) is sufficient for the needs of the program. With more and more online programs being offered at CSU Pueblo, adequate technical support needs to be considered.

11. Potential Collaborations

Because of the need for practicum placements throughout the program, there are many opportunities to enhance existing partnerships with educational entities and develop new connections as well.

12. Budget

The tables below show a summary of the expenses and revenue over the first five years of the program.

New Expenses

Expense	Salary	Fringe	Total
Ed.D. Faculty Line 1	\$75,000.00	34% --- \$25,500.00	\$100,500.00
Ed.D. Faculty Line 2	\$75,000.00	34% --- \$25,500.00	\$100,500.00
Graduate Teaching Coordinator	\$45,000.00	34% --- \$15,300.00	\$60,300.00
Adjunct Salary	\$25,000.00	34% --- \$8,500.00	\$33,500.00
		Total program costs:	\$294,800.00

Projected Student Enrollment: 10 new per year until levels out at 30 students

Revenue

Ed.D. Tuition/ Enrollments

Year 1	Tuition PCH	Unit	Revenue
Fall	\$550.00	9 credits	\$4,950.00

Spring	\$550.00	9 credits	\$4,950.00
Summer	\$550.00	11 credits	\$6,050.00
Total Year 1			\$15,950.00

Year 2	Tuition PCH	Unit	Revenue
Fall	\$550.00	9 credits	\$4,950.00
Spring	\$550.00	9 credits	\$4,950.00
Summer	\$550.00	11 credits	\$6,050.00
Total Year 2			\$15,950.00

Year 3*	Tuition PCH	Unit	Revenue
Fall	\$550.00	9 credits	\$4,950.00
Spring	\$550.00	9 credits	\$4,950.00
Summer	\$550.00	9 credits	\$4,950.00
Total Year 3			\$14,850.00

*Year 3 represents those individuals who decide to include Principal Licensure in their program.

Revenue Per Cohort \$46,750.00 10 students **\$467,500**

	Year 1	Year 2	Year 3	Year 4	Year 5
Net Revenue Per Cohort	(\$135,300)	\$24,200	\$172,700	\$172,700	\$172,700
				Total:	\$407,000

Board of Governors of the Colorado State University System
Meeting Date: December 3, 2021
Consent Item

MATTERS FOR ACTION:

2021-2022 Academic Faculty and Administrative Professional Manual Revisions:
Section B.2.4 Council of Deans

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the
Colorado State University Academic Faculty and Administrative Professional
Manual, Section B.2.4 Council of Deans

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

This revision is to update the Manual to reflect current practice. The Dean of the Graduate School is a regular, voting member of the Council of Deans and has been so for quite some time.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2021-2022

B.2.4 Council of Deans (*last revised ~~June 15, 2005~~ December 3, 2021*)

The Council of Deans serves as a deliberative body to provide guidance and advice to the Provost. The Provost shall serve as the Chair. If the Provost is unavailable for a meeting, the Provost shall designate one (1) of the vice provosts to Chair that meeting. The other regular members of the Council of Deans shall be the deans of the eight (8) colleges, the Dean of the Graduate School, Dean of the Libraries, and the Chair of Faculty Council. The ex officio members of the Council of Deans shall be the vice provosts, the vice presidents, and the Chair of the Faculty Council Committee on Strategic and Financial Planning.

MATTERS FOR ACTION:

2021-2022 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.1.3.2 Ex-Officio Members & Section C.2.1.9 The Standing
Committees of Faculty Council

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.1.3.2 Ex-Officio Members & Section C.2.1.9 The Standing Committees of Faculty Council

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

Including contract and continuing faculty on all standing committees aligns committee membership with the changes to section C.2.1.3.1 passed by Faculty Council on December 1, 2020 and approved by the Board of Governors on February 5, 2021 that allow contract and continuing faculty to serve as department or college representatives to Faculty Council. The category of specialized standing committees was created in December 2018 to provide for separate eligibility criteria for faculty to serve as representatives of their colleges and the Libraries on the Committee on Non-Tenure Track Faculty. The proposed changes in C.2.1.9.3 obviate the need for separate categories of regular and specialized standing committees. Hence, this proposal eliminates the distinction between regular and specialized and instead recognizes only one category of standing committees.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2021-2022

C.2.1.3.2 Ex Officio Members (*last revised ~~May 3, 2018~~ December 3, 2021*)

Chairpersons of Faculty Council regular standing committees, serving as the official representatives of the standing committees to the Faculty Council, shall be ex officio voting members of Faculty Council. Faculty representatives of the Faculty Council ~~specialized standing committees~~ Committee on Non-Tenure-Track Faculty, serving as the official representatives of their respective colleges and the Libraries on the ~~specialized committee committees~~ Committee on Non-Tenure-Track Faculty and before Faculty Council, shall be ex officio voting members of Faculty Council.

The immediate past Chairperson of Faculty Council shall be an ex officio non-voting member of the Faculty Council for one (1) year immediately following the expiration of that person's term as Chairperson of the Faculty Council.

The President of the University, the Provost, the Vice Presidents, the Vice Provosts, the Deans of the Colleges and the Libraries, and the Chair of the Administrative Professional Council shall be seated on the Faculty Council as ex officio non-voting members.

C.2.1.9 The ~~Regular and Specialized~~ Standing Committees of Faculty Council

C.2.1.9.1 Charge to the Standing Committees ~~Committees~~ (last revised *August 8, 2014* December 3, 2021)

There shall be ~~regular and specialized~~ standing committees of the Faculty Council, designated by name in the University Code. The purposes of these standing committees ~~committees~~ shall be to develop and recommend to the Faculty Council policies and positions on academic matters and to serve as sources of expert information for the main body. The main relation of each standing committee is with the Faculty Council itself, and the standing committees are formed to represent the interests of the Faculty Council. All policy recommendations of standing committees shall be transmitted through the Executive Committee to the Faculty Council for its action.

All standing committees of the Faculty Council shall receive appropriate items for consideration from any member of the University community. The receipt of each item shall be acknowledged and its disposition shall be reported to the initiator.

Each standing committee shall develop a set of operating procedures, which shall be made available to all members of the faculty through the Office of the Faculty Council. Further, all standing committees shall submit copies of their minutes to the Executive Committee and shall, at specified times, furnish annual reports to the Faculty Council.

C.2.1.9.2 The ~~Regular and Specialized~~ Standing Committees and Advisory Committees Named *(last revised August 8, 2014 December 3, 2021)*

The following shall be the ~~regular~~ standing committees of the Faculty Council: Executive Committee; Committee on Faculty Governance; Committee on Intercollegiate Athletics; Committee on Libraries; Committee on Non-Tenure-Track Faculty; Committee on Responsibilities and Standing of the Academic Faculty; Committee on Scholarship, Research, and Graduate Education; Committee on Scholastic Standards and Awards; Committee on Strategic and Financial Planning; Committee on Teaching and Learning; Committee on University Programs; and University Curriculum Committee.

~~The following shall be a specialized standing committee of the Faculty Council: Committee on Non-Tenure-Track Faculty.~~

C.2.1.9.3 Membership and Organization *(last revised August 6, 2021 December 3, 2021)*

The membership of each standing committee is specified to fit the functions of that committee. Faculty membership on ~~specialized~~ standing committees shall be limited to full-time, part-time, and transitional tenure track, ~~and tenured, contract, and continuing~~ faculty members; ~~as well as contract and continuing faculty members~~ who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. ~~Faculty membership on regular standing committees shall be limited to full-time, part-time, and transitional tenure track and tenured faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or~~

~~above. An exception among regular standing committees is Executive Committee, on which all elected Faculty Council representatives are eligible to represent their College or the Libraries.~~ The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for membership on specified standing committees. A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend the meeting, then this committee member may allow the committee member that they are replacing to cast a vote for the chairperson in the new committee member's place.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name ex officio or associate members in addition to the ex officio and associate members specified in C.2.1.9.4. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its ex

officio and associate members and others with whom it has regularly conferred. Ex officio members are expected to attend committee meetings regularly. All ex officio and associate members shall be non-voting, unless specified otherwise.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee or advisory committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee meetings, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an ex officio voting member of the Faculty Council for the duration of the elected chairperson's term as chairperson. The chairperson may designate a committee member to substitute as ex officio voting member provided prior notice is given to the Chairperson of Faculty Council.

C.2.1.9.4 Election to Membership and Term of Service *(last revised December 6, 2018)*

Unless otherwise specified by the University Code, the terms of service for all elected faculty members of standing committees of the Faculty Council shall be three (3) years as defined below with the intent of approximately one-third (1/3) expiring each year. An exception is the Executive Committee, where faculty members serve one (1) year terms. The terms of service for all elected student members of standing committees of the Faculty Council shall be one (1) year.

Terms of office for newly elected members of all standing committees are to begin July 1 for faculty members and October 25 for student members. Student members may serve on at most two (2) standing committees at any given time.

Nominations for the elected faculty membership on all standing committees other than Executive Committee (see Section C.2.1.9.5.a) shall be made by the Committee on Faculty Governance, with the slate of nominees to be placed on the agenda of the April meeting of Faculty Council. Nominations may be made from the floor. Voting shall be by written ballot unless otherwise specified. If only one (1) candidate is nominated, voting can be by voice vote. Election shall be by plurality. In the event of a tie for any position, the Faculty Council shall ballot again at the next regular meeting.

Nominations of undergraduate students to standing committees of the Faculty Council shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Nominations of graduate student members to Faculty Council standing committees shall be made by the University Graduate Student Council. Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Student nominations shall be submitted to the Faculty Council at its October meeting. After nominations have been closed, a vote shall be taken on the floor of the Faculty Council. In the event of a tie, the Faculty Council shall vote again. Election shall be by plurality.

The Committee on Faculty Governance may fill vacancies on standing committees of the Faculty Council occurring between normal elections either by making a temporary appointment to serve a period of time not more than the length of the vacancy being filled or by nominating a replacement to serve for a three year term ending on June 30 three years hence. A three year term beginning between the end of spring semester of the previous academic year and December 31 of the current academic year includes the current academic year and two more years. A three year term beginning between January 1 and end of the spring semester of the current academic year will include the rest of the current spring semester and then three more academic years.

A temporary appointment shall be approved by majority vote of the Committee on Faculty Governance. A replacement serving for a three year term shall be elected using the regular election procedure as described in C.2.1.9.4 (this section). The Committee on Faculty Governance will communicate with chairs of affected standing committees when replacing a vacancy that occurs between normal elections.

C.2.1.9.5 Standing Committees: Membership and Function

a. Executive Committee *(last revised August 9, 2019)*

The Executive Committee shall consist of the Chairperson of Faculty Council as Chairperson, the Vice Chairperson of Faculty Council as Vice Chairperson, the immediate past Chairperson of Faculty Council (ex officio), the Provost (ex officio), the faculty representative to the Board, and one (1) elected Faculty Council representative from each college and the Libraries. The continuing and newly-elected Faculty Council members from each college shall choose their representative from among themselves in

April for a one (1) year term beginning July 1. The immediate past Chairperson of Faculty Council shall be a member of the Executive Committee for one (1) year immediately following the expiration of their term as Chairperson of Faculty Council. The duties of the Executive Committee shall be:

1. To receive, review, and evaluate all recommendations from the various standing committees, and to report them to the Faculty Council.
2. To refer matters to standing committees of the Faculty Council.
3. To act for the Faculty Council between meetings of that body.
4. To execute those duties as may from time to time be given it by the Faculty Council or by the Board.
5. To receive petitions for calling additional meetings of the Faculty Council (see Section C.2.1.10, Article I, Section I).
6. To prepare the agenda for Faculty Council meetings.
7. To participate in the evaluation of University officers.
8. To recommend policies pertaining to the University calendar.
9. When appropriate, to establish priorities when assigning issues to Faculty Council standing committees.

10. To meet periodically with the faculty representatives to the Benefits Committee in order to ensure timely Faculty Council input and dialogue concerning University benefits programs.

11. To meet periodically with the faculty representatives to the University Policy Review Committee in order to ensure timely Faculty Council input and dialogue concerning development of proposed new University policies and review of major revisions of existing University policies.

b. Committee on Faculty Governance *(last revised August 9, 2019)*

The Committee on Faculty Governance shall consist of one (1) faculty representative from each college and the Libraries and the Chairperson of Faculty Council (ex officio). The duties of this standing committee shall be:

1. To recommend to the Faculty Council amendments to the University Code, including revisions to update it.
2. To periodically review practices and procedures of the Faculty Council and its standing committees to assure compliance with the University Code.
3. To apportion annually the elected representatives of the colleges and University Libraries to the Faculty Council.
4. To provide interpretations of the University Code.

5. To establish uniform procedures for electing Faculty Council officers and members of its standing committees and to supervise the election of representatives to the Faculty Council.

a. To make and forward nominations for standing committees of the Faculty Council and faculty members of Benefits Committee (see Section D.2.1), University Policy Review Committee (see Section D.2.2), Grievance Panel (see Section K.15.1), Sexual Harassment Panel (see Appendix 2), and the University Discipline Panel (see Section I.7.3.2), and submit names of nominees for the offices of Faculty Council Chairperson, Vice Chairperson, and Representative to the Board and for other positions as requested by the Faculty Council.

c. Committee on Intercollegiate Athletics *(last revised December 6, 2018)*

The Committee on Intercollegiate Athletics shall consist of one (1) faculty representative from each college, and the Libraries, and the Chairperson of Faculty Council (ex officio), the Faculty Athletics Representative (ex officio), the Director of Athletics (ex officio), one (1) graduate student, and one (1) undergraduate student.

The Committee on Intercollegiate Athletics shall recommend to the Faculty Council policies pertaining to intercollegiate athletics, review compliance with policies adopted, and act in an advisory capacity to the Director of Athletics. Specifically, the standing committee shall have the following responsibilities:

1. To recommend to the Faculty Council policies pertaining to the operation of the Department of Athletics, including rules compliance, academic integrity, and the general welfare and equitable treatment of student-athletes and staff.
2. To review annually intercollegiate athletics' programs and make recommendations to the Director of Athletics regarding the operation of the Department, including selection and retention of sports, academic integrity, compliance, and the general welfare and equitable treatment of student-athletes and staff.
3. To advise the Director of Athletics and the Faculty Athletics Representative on positions to be taken on national and conference issues.
4. To advise the President on the selection of the Director of Athletics and the Faculty Athletics Representative.
5. To perform functions requested or required of a Faculty Intercollegiate Athletic Committee by the National Collegiate Athletic Association and/or any athletic conferences of which the University may be a member.
6. To review summaries of student-athlete exit surveys, academic progress reports, and other appropriate reports, and to include an assessment of this information in the Committee on Intercollegiate Athletics annual report to the Faculty Council.

d. Committee on Libraries *(last revised December 6, 2018)*

The Committee on Libraries shall consist of one (1) faculty representative from each college, and the Libraries, the Chairperson of Faculty Council (ex officio), the Dean of Libraries (ex officio), one (1) representative from the Office of the Vice President for Research (ex officio), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies affecting or impacting the operation of the Libraries.
2. To advise the Committee on Strategic and Financial Planning of the Library's budgetary and service requirements.
3. To advise the Dean of Libraries:
 - a. On strategies and policies for services and collections;
 - b. On the allocation of funds to support Library services; and
 - c. On the needs of its patrons (students, faculty, staff, community at large.)

e. Committee on Non-Tenure-Track Faculty *(last revised xxx)*

The Committee on Non-Tenure-Track Faculty shall consist of one (1) contract or continuing faculty member from each college and the Libraries, two (2) tenure or tenure track faculty members elected from the Colleges

and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) undergraduate student, and one (1) graduate student.

The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of contract, continuing, and adjunct faculty to the University, college, and department.
2. Policies related to the standing of contract, continuing, and adjunct faculty.

fe. Committee on Responsibilities and Standing of Academic Faculty
(last revised December 6, 2018)

The Committee on Responsibilities and Standing of Academic Faculty shall consist of one (1) faculty representative from each college and the Libraries and the Chairperson of Faculty Council (ex officio). The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of faculty to the University, college, and department.
2. Policies related to the standing of the faculty including selection, appointment, evaluation, merit incentives, rank and promotion, tenure, termination of employment, leaves, and academic freedom.

3. Policies and procedures related to faculty grievances.

gf. Committee on Scholarship, Research and Graduate Education (*last revised December 18, 2018*)

The Committee on Scholarship, Research and Graduate Education shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), the Vice Provost for Graduate Affairs/Assistant Vice President for Research (*ex officio*), and one (1) graduate student. Annually, the standing committee, in consultation with the Provost and the Chairperson of Faculty Council, shall name *ex officio* members who are expected to actively participate in standing committee deliberations. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies concerning research and scholarly activities.
2. To recommend to the Faculty Council policies concerning the Graduate School.
3. To review and forward with recommendations to the University Curriculum Committee proposals for new graduate programs and changes in existing graduate programs.
4. To conduct inquiries/investigations of charges of misconduct in research, artistry, and other scholarly activities, including charges of misconduct in science as federally mandated. The standing committee will coordinate such inquiries/investigations with the VPR and will

develop a pool of faculty from which specific panels will be selected. At the discretion of the standing committee, persons who are not members of the faculty may be included on inquiry/investigative panels.

hg. Committee on Scholastic Standards *(last revised December 6, 2018)*

The Committee on Scholastic Standards will consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (ex officio), and the Director of the Center for Advising and Student Achievement (CASA) (ex officio). The duties of this standing committee shall be to recommend to the Faculty Council policies related to undergraduate academic standards and regulations and procedures for implementing and enforcing these policies.

The standing committee shall also act as a hearing board and render decisions on:

1. Appeals of academic dismissal.
2. Appeals for retroactive withdrawal.

ih. Committee on Strategic and Financial Planning *(last revised December 6, 2018)*

The Committee on Strategic and Financial Planning shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) dean (ex officio), the Provost (ex officio), the Vice President for Finance (ex officio), the chair of the

Administrative Professional Council (ex officio voting), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (ex officio voting), and the Chair of the Classified Personnel Council (ex officio, voting)., one (1) undergraduate student, and one (1) graduate student. The duties of this standing committee shall be:

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.
2. To review the procedures, outcomes, and accountability of the University's strategic planning processes and plans.
3. To present the standing committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semiannual basis.
4. To review University proposals, policies and procedures as they affect the academic programs and structure of the institution.
5. To review new academic program proposals from a strategic and financial planning perspective and report recommendations to Faculty Council.
6. To recommend priorities for resource allocations to achieve University academic planning goals.

7. To recommend policies for the distribution of faculty compensation increases.
8. To monitor the on-going financial status of the University and inform Faculty Council of any conditions likely to result in financial exigency. The Committee should collect information about procedures used in other universities faced with financial exigency and any other information that would aid in developing reasonable plans to deal with current conditions of financial exigency.
9. To consult with the President of the University regarding the declaration of the condition of financial exigency; should a recommendation of financial exigency be made by the President to the Board, the CoSFP chair shall present the views of the committee to the Board.

ji. Committee on Teaching and Learning *(last revised December 6, 2018)*

The Committee on Teaching and Learning shall consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (ex officio), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (ex officio voting), the Provost or the Provost's designee (ex officio), the Vice President for Student Affairs or the Vice President for Student Affairs' designee (ex officio), and the Director of The Institute for Learning and Teaching (ex officio), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies, practices, and standards for maintaining and improving the quality of teaching and learning.
2. Policies related to undergraduate advising.
3. Policies related to academic records and registration and undergraduate admissions.
4. Policies related to the activities of:
 - a. The Institute for Learning and Teaching
 - b. Academic Computing and Networking Services
 - c. Student Outcomes Assessment
 - d. Other offices and programs that directly support instruction and student development.
5. Policies related to standards of student behavior, academic honesty, co-curricular activities and other aspects of campus life.
6. In addition to the foregoing, the Committee on Teaching and Learning will oversee the selection of the University Distinguished Teaching Scholars. The criterion for selection is outstanding teaching. The Committee on Teaching and Learning will develop and publicize the selection process and the specific criteria for making the selection.

kj. Committee on University Programs *(last revised December 6, 2018)*

The Committee on University Programs shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) graduate student and one (1) undergraduate student. The duties of this standing committee shall be:

1. Concerning Centers, Institutes, and Other Special Units:
 - a. To develop and recommend to Faculty Council criteria for identifying university units subject to Section C.2.3.6 University Centers, Institutes, and Other Special Units.
 - b. To develop and recommend to Faculty Council policies and procedures for the establishment, continuance, and termination of centers, institutes, and other units meeting the established criteria.
 - c. In consultation with other standing committees as appropriate, to evaluate proposals for centers, institutes, and other units meeting the established criteria on the basis of (1) appropriateness and acceptability of the name of the unit and (2) consistency of the mission of the unit with the mission and strategic plan of the University, and to make recommendations based on these evaluations for action by Faculty Council.
2. To recommend policies to the Faculty Council related to University Advancement, Conference Services, and University facilities that affect the academic function of the University.

3. To recommend policies to the Faculty Council related to international activities, including international education, research and development, training, student services, and Intensive English.

Ik. University Curriculum Committee (last revised December 6, 2018)

The University Curriculum Committee shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (ex officio), the Provost or the Provost's designee (ex officio), one (1) undergraduate student, and one (1) graduate student. The duties of this standing committee shall be:

1. To receive or initiate recommendations pertaining to each and every course and program offered for academic credit by any unit of the University.
2. To evaluate all proposals for new undergraduate courses and programs as well as changes in existing courses and programs for correlation with other departments before consideration and approval by the Faculty Council.
3. To evaluate all proposals for new graduate courses and programs as well as changes in existing courses and programs for correlation with other departments. Review of graduate programs is conducted after the Committee on Scholarship, Research, and Graduate Education has recommended approval prior to their submission to the Faculty Council for approval.

4. To develop necessary administrative procedures for informing interested colleges concerning courses under consideration.
5. To evaluate proposals for the establishment of new departments, and the change of academic name, change in college affiliation, dissolution, division, or merger of existing departments.
6. To recommend policies to the Faculty Council related to the operations of the Division of Continuing Education which impact curricula.

~~C.2.1.9.6 Specialized Standing Committees: Membership and Function (last revised December 6, 2018)~~

~~a. Committee on Non-Tenure-Track Faculty~~

~~The Committee on Non-Tenure-Track Faculty shall consist of one (1) contract or continuing faculty member from each college and the Libraries, two (2) tenure or tenure track faculty members elected from the Colleges and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) undergraduate student, and one (1) graduate student.~~

~~The duties of this specialized standing committee shall be to recommend to the Faculty Council:~~

- ~~1. Policies defining the general responsibilities of contract, continuing, and adjunct faculty to the University, college, and department.~~

Board of Governors of the Colorado State University System

Meeting Date: December 3, 2021

Consent Item

~~2. Policies related to the standing of contract, continuing, and adjunct
faculty.~~

Board of Governors of the Colorado State University System
Meeting Date: December 3, 2021
Consent Item

MATTERS FOR ACTION:

2021-2022 Academic Faculty and Administrative Professional Manual Revisions:
Section E.10.5.1 Origin and Processing of Tenure Recommendations

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

These changes clean up the language in order to make it clearer who gets notified of recommendations and who gets a chance to respond to them. In particular, the faculty member should get notified of all recommendations and have a chance to respond to all negative recommendations.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2021-2022

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

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

Because the recommendation for the granting or denial of tenure is primarily a faculty responsibility, the department head shall ask the members of the tenure committee, to vote by ballot for or against granting of tenure to the faculty member being considered. A tenure recommendation shall be by a majority vote of the tenure committee.¹

¹The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President. A copy of the recommendation shall be sent to the faculty member.

All reviews are to be exercised expeditiously at each level. After each review, the reviewing administrator shall make a recommendation in writing, and ~~send~~ it shall be forwarded to each successive administrator. ~~e~~Copies shall be sent to the faculty member, the tenure committee, and all administrators who have previously ~~reviewed the~~ made recommendations.

The tenure committee must have at least three (3) members and shall consist of all eligible department faculty members. The department head, college dean, Provost, and President are not eligible to serve on the tenure committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.12.a) of more than half time is not eligible to serve on the tenure committee, unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the tenure committee, it is expected that he or she will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse himself or herself. The eligible department faculty are all other tenured department faculty. If a committee of at least three (3) tenured faculty within the department cannot be constituted, then additional tenured faculty members shall be selected from other departments within the University so as to produce a committee of three (3) members. A department may specify in its code a procedure for narrowing the pool of eligible additional members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all tenured faculty members on the tenure committees from all departments within the college. The department head shall draw the additional members of the tenure committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the tenure committee.

After a recommendation is received from the tenure committee, a contrary recommendation shall be issued at a higher administrative level below the President only for compelling reasons which shall be stated in writing to the faculty member, the tenure committee, and all administrators who have previously ~~reviewed the~~ made recommendation. If such a contrary recommendation is issued, ~~the faculty member,~~ the tenure committee, and all administrators who have previously reviewed the made recommendation shall be given seven (7) working days from the date of notification of the contrary recommendation to respond in writing to the administrator's reasons for opposition, and the contrary recommendation may be opposed at an even higher administrative level. The responses from the ~~faculty member,~~ the tenure committee, and the administrators shall be forwarded to each successive administrator along with the recommendation and rationale for the contrary recommendation and all previous recommendations and responses.

In the event of a committee recommendation to deny tenure, or ~~opposition a~~ recommendation by an administrative officer below the President to a ~~recommendation to grant~~ deny tenure, the ~~recommendation of the committee and~~ reasons for ~~any contrary~~ the recommendation shall be made available promptly to the faculty member under consideration. If the faculty member believes that the ~~committee's~~ recommendation to deny tenure violated University policy or state or federal law, the faculty member shall be given seven (7) working days from the date of notification of the recommendation to submit a written ~~statement~~ response detailing this violation. This ~~statement~~ response shall be forwarded to each successive administrator along with ~~the~~ all previous recommendations and responses ~~from the tenure committee.~~ If the faculty member believes that an administrator's opposition to a recommendation to grant tenure violated University policy or state or federal law, and the Provost has endorsed the recommendation of

the administrator not to grant tenure, then the faculty member may appeal the decision through the grievance procedure. In any grievance proceeding, ~~the department and/or~~ the tenure committee shall be represented by a member of the tenure committee selected by the prevailing side of the committee. Although a grievance may not be filed until the Provost has made their recommendation to the President, the grievance shall be against the first administrator ~~whose action is being grieved~~ to recommend the denial of tenure. However, the effective date of notification of the grievant shall be the date of notification of the Provost's recommendation.

When a department head is under consideration for tenure, the successive forwarding of the tenure committee's recommendation shall begin with the dean of the college, rather than the department head.

The department head, the college dean, or the Provost may elect to postpone consideration of a faculty member for tenure, without prejudice, if the recommendation from the tenure committee for the granting or denial of tenure is made in a year earlier than the final year of the probationary period. The decision to postpone and the reasons for postponement shall be communicated immediately in writing to the faculty member and the tenure committee. However, the faculty member must either be granted tenure by the beginning of the first year after the end of the probationary period or be notified by the end of the probationary period that their appointment will be terminated at the end of one (1) additional year. Once a faculty member is on a tenure-track appointment, the use of contract, continuing, or adjunct appointments to extend the probationary period for tenure is not permitted.

Board of Governors of the Colorado State University System
Meeting Date: December 3, 2021
Consent Item

MATTERS FOR ACTION:

2021-2022 Academic Faculty and Administrative Professional Manual Revisions:
Section E.13 Advancement in Rank (Promotion)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the
Colorado State University Academic Faculty and Administrative Professional
Manual, Section E.13 Advancement in Rank (Promotion)

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

These changes clean up the language in order to make it clearer who gets notified of recommendations and who gets a chance to respond to them. In particular, the faculty member should get notified of all recommendations and have a chance to respond to all negative recommendations.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2021-2022

E.13 Advancement in Rank (Promotion) *(last revised December 6, 2018)*

For the purposes of discussing promotion in this section, the six (6) available ranks for faculty are grouped into four (4) levels as follows:

1. Instructors
2. Senior Instructors and Assistant Professors
3. Master Instructors and Associate Professors
4. Professors

A promotion is an advancement in rank from one level to a higher level. A change in rank within a level is not a promotion. Department and College codes should specify the expectations for each of these ranks within their unit. Department and College codes should define all titles used for faculty within their unit and the expectations for each of the six (6) ranks, utilizing guidelines from the Provost.

Except in unusual circumstances noted in the statement of reasons given for the promotion recommendation, when tenure is granted to an assistant professor, the individual shall be promoted concurrently to associate professor as part of the tenure process.

Normally, after five (5) years in rank faculty are eligible to be considered for promotion. If the promotion is approved, it shall become effective the following July 1. Promotion may be considered prior to five (5) years in rank in those cases in which the faculty member's performance clearly exceeds the standards for promotion established pursuant to the performance expectations stipulated in Section E.12.

Service at other academic institutions may or may not count toward time in rank. The appointment letter shall state unambiguously whether or not service at other institutions will count towards time in rank at Colorado State University and state specifically the exact number of years of prior service credit being granted. The department head and dean are responsible for apprising the candidate of this possibility.

E.13.1 Origin and Processing of Recommendations (*last revised December 6, 2018*)

The faculty member shall initiate the process leading to a recommendation for the granting or denial of promotion by submitting a formal request for promotion in rank to the department head. The faculty member should consult with the department head before initiating this process. The faculty member should also consult the website of the Office of the Provost for information and forms regarding applications for promotion.

Because this recommendation is primarily a faculty responsibility, the department head shall ask the promotion committee to vote by ballot for or against promotion of the faculty member being considered. A promotion recommendation shall be by a majority vote of the promotion committee.¹ The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President. A copy of the recommendation shall be sent to the faculty member. All reviews are to be exercised expeditiously at each level. After each review, the reviewing administrator shall make a recommendation in writing, and it shall be forwarded to each successive administrator. Copies shall be sent to the faculty

member, the tenure committee, and all administrators who have previously made recommendations.

E.13.2 Promotion Committee *(last revised May 6, 2021)*

This section describes the membership of the promotion committee and which members of the committee are voting members.

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

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

The promotion committee shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof, unless this leads to a committee with fewer than three (3) voting members. If the committee has fewer than three (3) eligible voting faculty members then additional eligible voting faculty members shall be selected from other departments within the University so as to produce a committee with three (3) voting members. A

department may specify in its code a procedure for narrowing the pool of additional eligible voting members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all eligible voting faculty members on the promotion committees from all departments within the college. The department head shall draw the additional members of the promotion committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the promotion committee.

After a recommendation is received from the promotion committee, a contrary recommendation shall be issued at a higher administrative level below the President only for compelling reasons that shall be stated in writing to the faculty member, the promotion committee, and all administrators who have previously made supported or reversed the recommendations. If such a contrary recommendation is issued, ~~the faculty member, the promotion committee, and all administrators who have previously reviewed the~~ made recommendations shall be given seven (7) working days from the date of notification of the contrary recommendation to respond in writing to the administrator's reasons for opposition, and the contrary recommendation may be opposed at an even higher administrative level. The responses from ~~the faculty member, the promotion committee, and the administrators~~ shall be forwarded to each successive administrator along with the recommendation and rationale for the contrary recommendation and all previous recommendations and responses.

In the event of a committee recommendation to deny promotion or ~~opposition a~~ recommendation by an administrative officer below the President to ~~a recommendation to grant~~ deny promotion, the ~~recommendation of the committee and the reasons for any contrary~~ the recommendation shall be made available

promptly to the faculty member under consideration. If the faculty member believes that the ~~committee's~~ recommendation to deny promotion violated University policy or state or federal law, ~~he or she~~ the faculty member shall be given seven (7) working days from the date of notification of the recommendation to submit a written ~~statement~~ response detailing this violation. This ~~statement~~ response shall be forwarded to each successive administrator along with ~~the~~ all previous recommendations and responses ~~from the promotion committee~~. If the faculty member believes that an administrator's opposition to a recommendation to grant promotion violated University policy or state or federal law, and the Provost has endorsed the recommendation of the administrator not to grant promotion, then the faculty member may appeal the decision through the grievance procedure. In any grievance proceeding, ~~the department and/or~~ the promotion committee shall be represented by a member of the promotion committee selected by the prevailing side of the committee. Although a grievance may not be filed until the Provost has made their recommendation to the President, the grievance shall be against the first administrator whose action is being grieved to recommend the denial of promotion. However, the effective date of notification of the grievant shall be the date of notification of the Provost's recommendation.

When the department head is under consideration for promotion, the successive forwarding of the promotion committee's recommendation shall begin with the dean of the college, rather than the department head.

E.13.3 Notification of Presidential Action on Advancement in Rank *(last revised December 6, 2018)*

When the President has ruled on a recommendation relating to promotion for a faculty member, the faculty member shall be notified promptly in writing of the action taken.

CSU Fort Collins: Fall 2021 Enrollment and Student Success

Executive Summary

- Total enrollment (32,908) has increased from last year (32,756), slightly below 2019 peak
- New undergraduates increased 520 from last fall (11.4%), total 5,076
- Non-resident WUE increased 604 (44.5%), total 1,960
- Nearly 1 in 4 undergraduates is first generation (23%) and nearly 1 in 5 are Pell recipients (19%)
- Retention is the highest its been since the Fall 2015 cohort; the retention gap for first generation students expanded to 9.1 percentage points where gaps for all other structurally underserved populations decreased
- Graduation gaps expand between years 4 and 6 for structurally underserved populations

Figure 1. Fall Census Total Enrollment Over Time (RI and Non-RI*)

*Non-RI students are students for whom CSU is not eligible to receive any state funding. They include Semester at Sea, Employees, Guests, CSU Online, Study Abroad and others (academic English, graduate co-op students).

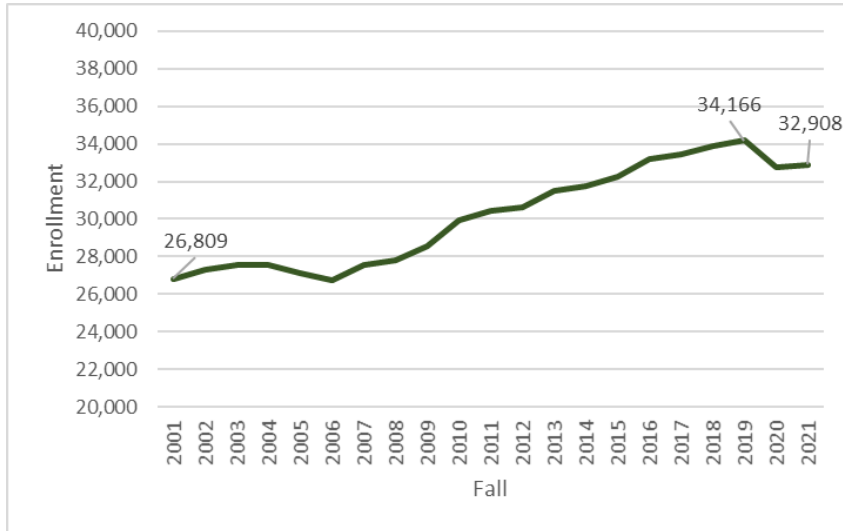


Table 1. Fall Term Census Total Enrollment (RI and Non-RI*)

*Non-RI students are students for whom CSU is not eligible to receive state funding. They include Semester at Sea, Employees, Guests, CSU Online, Study Abroad and others (academic English, graduate co-op students).

	2014	2015	2016	2017	2018	2019	2020	2021
RI Students	27,086	27,566	28,297	28,446	28,691	28,864	27,835	27,954
1-Undergraduate	22,506	23,009	23,768	23,943	24,380	24,600	23,590	23,690
2-Graduate	4,047	4,008	3,962	3,924	3,728	3,676	3,648	3,658
3-Professional	533	549	567	579	583	588	597	606
Non-RI Students	4,639	4,670	4,901	4,967	5,186	5,302	4,930	4,954
10-Semester at Sea	0	0	550	559	444	415	0	0
11-Employee	479	515	484	538	590	564	516	498
12-Guest	123	96	81	81	8	2	8	11
13-CSU Online	3,218	3,264	3,143	3,266	3,570	3,810	4,034	4,032
14-Study Abroad	208	168	152	134	160	141	2	44
15-Other	611	627	491	389	414	370	370	369
Total	31,725	32,236	33,198	33,413	33,877	34,166	32,765	32,908

Table 2. Enrollment Over Time by Student Demographics

	FA17	FA18	FA19	FA20	FA21	One Year Change	
Non-RI Headcount	4,967	5,186	5,302	4,930	4,954	24	0.5%
Headcount (RI)	28,446	28,691	28,864	27,835	27,954	119	0.4%
Undergraduate	23,943	24,380	24,600	23,590	23,690	100	0.4%
Freshman	6,242	6,488	6,291	5,540	6,305	765	13.8%
Sophomore	5,399	5,402	5,710	5,552	5,131	-421	-7.6%
Junior	5,500	5,465	5,525	5,532	5,450	-82	-1.5%
Senior & Post Bach.	6,802	7,025	7,074	6,966	6,804	-162	-2.3%
Graduate	3,924	3,728	3,676	3,648	3,658	10	0.3%
Graduate I & NDS	2,471	2,326	2,225	2,162	2,124	-38	-1.8%
Graduate II	1,453	1,402	1,451	1,486	1,534	48	3.2%
Professional	579	583	588	597	606	9	1.5%
New Undergraduate	5,114	5,405	5,204	4,556	5,076	520	11.4%
Transfer Undergraduate	1,616	1,679	1,616	1,315	1,484	169	12.9%
Female	14,597	14,740	15,136	14,910	15,181	271	1.8%
Male	13,849	13,951	13,728	12,925	12,773	-152	-1.2%
Rural	1,074	1,053	1,104	1,091	1,092	1	0.1%
Small Rural	379	341	336	283	247	-36	-12.7%
Metro	13,758	13,497	14,136	14,150	14,164	14	0.1%
Nonresident, Non-WUE	7,585	7,949	8,070	7,505	7,571	66	0.9%
Nonresident, WUE	856	1,025	1,150	1,356	1,960	604	44.5%
Resident	20,005	19,717	19,644	18,974	18,423	-551	-2.9%
Not First-Generation (undergraduate only)	17,981	18,311	18,550	17,944	18,260	316	1.8%
First-Generation (undergraduate only)	5,962	6,069	6,050	5,646	5,430	-216	-3.8%
Not Pell (undergraduate only)	18,675	19,317	19,539	19,678	19,177	-501	-2.5%
Pell (undergraduate only)	5,268	5,063	5,061	4,667	4,513	-154	-3.3%
Nonminority	22,452	22,305	22,046	21,027	21,042	15	0.1%
International	1,995	1,930	1,862	1,516	1,369	-147	-9.7%
Unknown	577	413	330	252	265	13	5.2%
White	19,880	19,962	19,854	19,259	19,408	149	0.8%
Minority	5,994	6,386	6,818	6,808	6,912	104	1.5%
Asian	753	779	775	765	794	29	3.8%
Black	609	615	598	552	570	18	3.3%
Hawaiian/Pac. Islander	47	43	39	35	38	3	8.6%
Hispanic/Latino	3,453	3,727	3,974	4,008	4,014	6	0.1%
Multi-Racial	1007	1109	1310	1302	1354	52	4.0%

Native American	125	113	122	146	142	-4	-2.7%
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Table 2. Enrollment Over Time (cont.)

	FA17	FA18	FA19	FA20	FA21	One Year Change	
Agricultural Sciences	1,652	1,665	1,698	1,603	1,608	5	0.3%
Business	2,639	2,614	2,535	2,503	2,719	216	8.6%
Walter Scott, Jr. College of Engineering	3,370	3,359	3,260	3,074	3,055	-19	-0.6%
Health and Human Sciences	4,845	4,800	4,900	4,690	4,438	-252	-5.4%
Intra-University	2,800	2,796	2,657	2,304	2,265	-39	-1.7%
Liberal Arts	4,594	4,651	4,725	4,665	4,606	-59	-1.3%
Natural Sciences	4,863	5,097	5,309	5,248	5,464	216	4.1%
Veterinary Medicine & Biomedical Sci	1,804	1,785	1,820	1,839	1,847	8	0.4%
Warner College of Natural Resources	1,879	1,924	1,960	1,909	1,952	43	2.3%

Note: Unless otherwise specified, all data in Table 2 reflect RI student headcount; fall 2021 Pell Grant data are VERY preliminary. Rural designations reflect [CDE definitions](#) and are only available for resident undergraduate students.

Table 3. RI Student FTE Production

History of Academic Year FTE Production by Credit College, and Course Level
(Including Course Credit Reassignment)

		AY1314	AY1415	AY1516	AY1617	AY1718	AY1819	AY1920	AY2021
Agricultural Sciences	Graduate	102.4	102.7	124.2	129.7	144.8	109.6	129.2	124.9
	Undergraduate	1,043.4	1,014.8	1,007.4	1,005.2	1,075.5	1,053.2	1,059.5	957.5
	College Total	1,145.8	1,117.5	1,131.6	1,134.9	1,220.3	1,162.8	1,188.7	1,082.4
Business	Graduate	188.6	233.5	281.5	254.9	251.9	226.8	209.7	215.2
	Undergraduate	2,029.5	2,096.3	2,110.7	2,194.3	2,158.3	2,132.4	2,124.0	2,142.3
	College Total	2,218.1	2,329.8	2,392.2	2,449.2	2,410.2	2,359.2	2,333.7	2,357.5
Health and Human Sciences	Graduate	341.1	336.4	409.2	422.0	383.7	398.0	393.8	357.3
	Undergraduate	2,264.6	2,313.1	2,308.8	2,318.7	2,364.1	2,395.0	2,438.9	2,313.6
	College Total	2,605.7	2,649.5	2,718.0	2,740.7	2,747.8	2,793.0	2,832.7	2,670.9
Intra-University	Graduate	9.9	9.0	14.5	13.2	10.7	11.9	8.2	18.8
	Undergraduate	362.8	422.3	466.1	494.9	529.8	565.5	618.9	533.6
	College Total	372.7	431.3	480.6	508.1	540.5	577.4	627.1	552.4
Liberal Arts	Graduate	250.0	250.6	296.7	274.0	282.4	280.4	269.8	276.7
	Undergraduate	6,792.0	6,486.8	6,592.2	6,652.3	6,700.9	6,796.5	6,660.4	6,002.6
	College Total	7,042.0	6,737.4	6,888.9	6,926.3	6,983.3	7,076.9	6,930.2	6,279.3
Natural Sciences	Graduate	368.7	392.7	460.2	505.6	547.0	544.4	542.7	537.8
	Undergraduate	5,314.2	5,216.9	5,417.1	5,637.6	5,557.7	5,714.5	5,621.9	5,287.5
	College Total	5,682.9	5,609.6	5,877.3	6,143.2	6,104.7	6,258.9	6,164.6	5,825.3
Veterinary Medicine & Biomedical Sci	Graduate	941.0	941.0	1,238.8	1,259.2	1,263.6	1,245.5	1,256.1	1,249.4
	Undergraduate	700.3	721.8	728.4	744.6	761.1	780.2	800.0	763.1
	College Total	1,641.3	1,662.8	1,967.2	2,003.8	2,024.7	2,025.7	2,056.1	2,012.5
Walter Scott Jr College of Engr	Graduate	304.9	332.3	393.0	395.1	383.3	402.7	408.6	373.4
	Undergraduate	952.8	1,052.1	1,136.7	1,262.3	1,237.9	1,208.1	1,198.8	1,181.5
	College Total	1,257.7	1,384.4	1,529.7	1,657.4	1,621.2	1,610.8	1,607.4	1,554.9
Warner College of Natural Resources	Graduate	117.6	109.7	129.6	135.6	136.0	137.0	127.7	129.3
	Undergraduate	856.5	930.0	984.5	1,019.6	1,069.0	1,075.0	1,131.4	1,021.8
	College Total	974.1	1,039.7	1,114.1	1,155.2	1,205.0	1,212.0	1,259.1	1,151.1
University Total		22,940.3	22,962.0	24,099.6	24,718.8	24,857.7	25,076.7	24,999.6	23,486.3

Academic year excludes summer terms

CSU Fort Collins

Table 4. Student Success Rates by Student Demographics

	2nd Fall Retention		3rd Fall Persistence		4-Yr. Grad.		6-Yr. Grad.	
	FA19	FA20	FA18	FA19	FA16	FA17	FA14	FA15
Overall	85.3%	85.7%	75.8%	77.3%	47.2%	41.5%	69.7%	68.4%
Pell	80.0%	81.3%	67.6%	70.4%	39.2%	33.9%	58.6%	58.3%
Non-Pell	86.7%	86.7%	78.0%	79.1%	49.0%	43.6%	72.6%	71.0%
First Generation	79.9%	78.5%	70.3%	70.3%	40.0%	32.9%	59.4%	60.6%
Continuing Generation	86.9%	87.6%	77.3%	79.4%	49.1%	44.0%	72.9%	71.1%
Male	84.5%	85.6%	72.5%	76.3%	38.5%	33.9%	68.0%	65.9%
Female	85.8%	85.8%	78.5%	78.0%	53.6%	47.9%	71.0%	70.6%
Rural	86.0%	80.5%	75.7%	76.8%	44.7%	41.2%	66.4%	68.5%
Small Rural	78.0%	81.4%	68.4%	69.5%	53.5%	43.6%	69.4%	60.2%
Not Rural	86.4%	86.8%	78.3%	79.0%	48.2%	42.6%	72.3%	70.4%
Racially Minoritized	81.4%	82.4%	72.4%	72.4%	41.0%	34.1%	65.8%	62.0%
Non-Racially Minoritized	86.9%	87.0%	77.1%	79.3%	49.0%	44.3%	70.7%	70.1%
Non-Resident	83.7%	86.2%	72.0%	78.3%	45.0%	39.3%	64.3%	64.8%
Resident	86.2%	84.6%	77.9%	75.5%	47.9%	42.5%	71.7%	70.0%

Figure 2. Student Success Gaps by Subpopulation (last three FTFT cohorts combined)

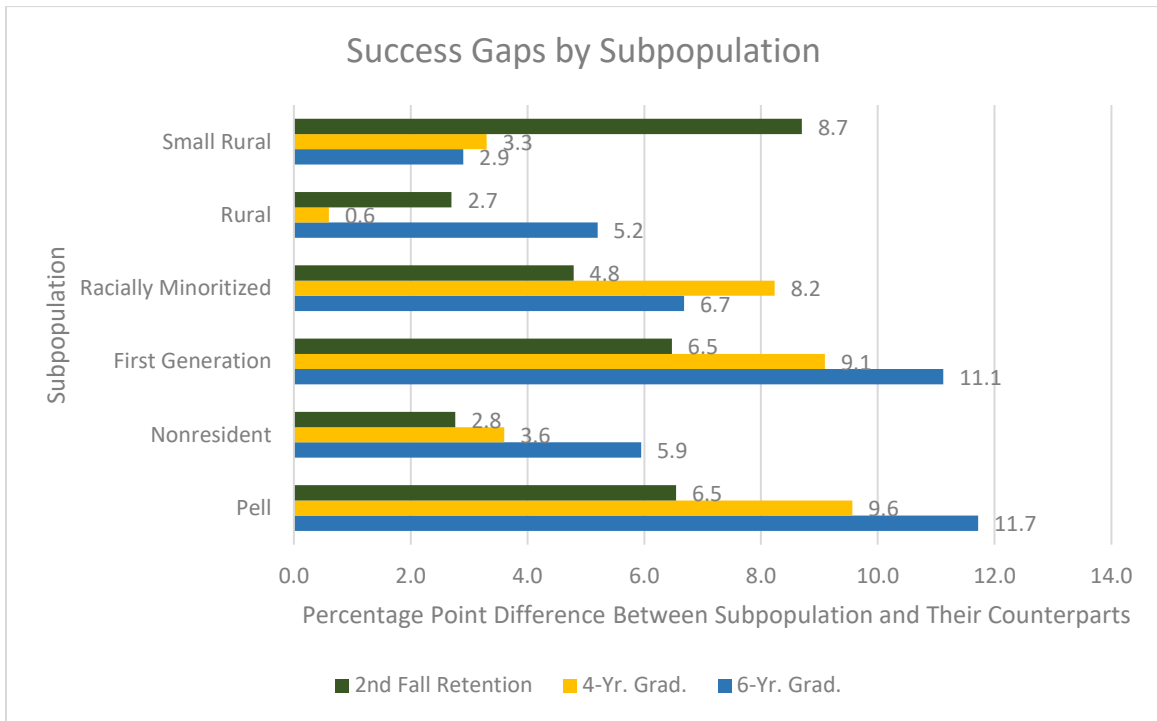
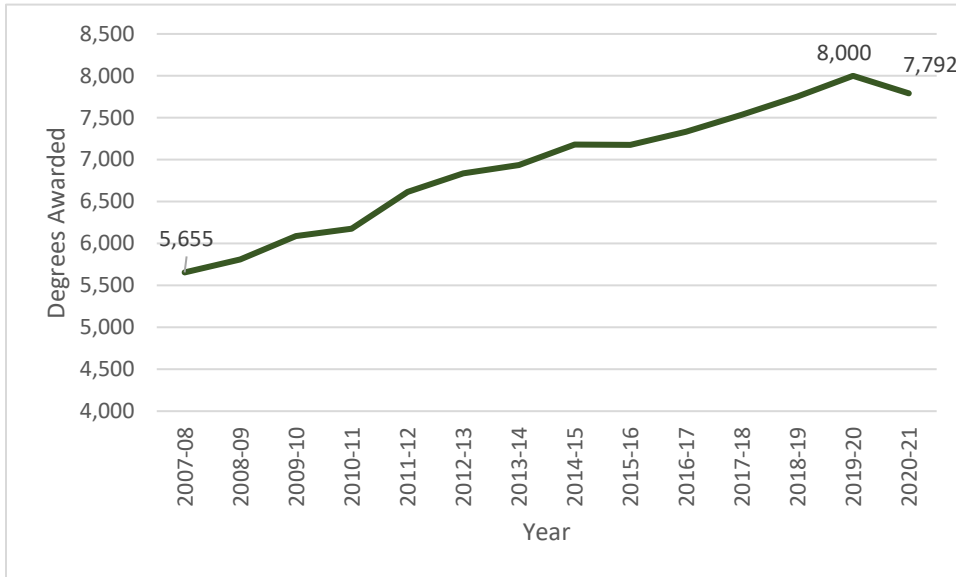


Table 5. Degrees Awarded Over Time

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Degree Category								
Bachelors	4,962	5,049	4,995	5,136	5,159	5,314	5,448	5,371
Graduate Certificate	0	0	28	136	276	333	385	403
Masters	1,606	1,755	1,774	1,701	1,714	1,701	1,767	1,650
Ph.D.	230	251	249	223	250	263	256	221
D.V.M.	139	126	130	136	138	142	144	147
Total	6,937	7,181	7,176	7,332	7,537	7,753	8,000	7,792

Figure 4. Degrees Awarded Over Time



Colorado State University Pueblo

Final Enrollment Report (Fall 2021)

Enrollment and Student Credit Hours

	FA16	FA17	FA18	FA19	FA20	FA21*	FA21 vs. FA20	FA21 vs. FA19		
Student Credit Hours (RI Only)	55,105.5	52,462.5	48,306.0	45,536.5	41,472.0	37,786.5	-3,685.5	-8.9%	-7,750.0	-17.0%
Student Credit Hours (ES Online)	0.0	643.0	951.0	1,883.0	4,512.0	5,003.0	491.0	10.9%	3,120.0	165.7%
Headcount (RI & ES Online)	4,242	4,055	3,936	3,847	3,718	3,609	-109	-2.9%	-238	-6.2%
Undergraduate	3,986	3,818	3,714	3,547	3,373	3,201	-172	-5.1%	-346	-9.8%
Freshman	1,219	1,032	951	807	789	855	66	8.4%	48	5.9%
Sophomore	755	719	729	633	604	550	-54	-8.9%	-83	-13.1%
Junior	808	810	772	803	716	634	-82	-11.5%	-169	-21.0%
Senior & Post Bach.	1,064	1,137	1,123	1,133	1,108	890	-218	-19.7%	-243	-21.4%
NDS	140	120	139	171	156	272	116	74.4%	101	59.1%
Graduate	256	237	222	300	345	408	63	18.3%	108	36.0%
Masters & NDS	256	237	215	270	312	365	53	17.0%	95	35.2%
Doctorate	0	0	7	30	33	43	10	30.3%	13	43.3%
New Undergraduate	832	724	696	631	601	600	-1	-0.2%	-31	-4.9%
Transfer Undergraduate	328	305	364	320	294	292	-2	-0.7%	-28	-8.8%
Female	2,246	2,101	2,048	2,102	2,060	1,976	-84	-4.1%	-126	-6.0%
Male	1,996	1,954	1,888	1,745	1,658	1,633	-25	-1.5%	-112	-6.4%
Nonresident, Non-WUE	281	312	308	320	379	344	-35	-9.2%	24	7.5%
Nonresident, WUE	305	302	288	260	239	243	4	1.7%	-17	-6.5%
Resident	3,656	3,425	3,321	3,266	3,100	2,944	-156	-5.0%	-322	-9.9%
Not First Generation (UG Only)	2,769	2,570	2,464	2,011	1,901	1,871	-30	-1.6%	-140	-7.0%
First Generation (UG Only)	1,217	1,248	1,250	1,536	1,472	1,330	-142	-9.6%	-206	-13.4%
Not Pell (UG Only)	2,106	2,025	1,969	1,991	1,949	1,808	-141	-7.2%	-183	-9.2%
Pell† (UG Only)	1,880	1,793	1,752	1,586	1,424	1,393	-31	-2.2%	-193	-12.2%
Nonminority	2,285	2,161	2,074	2,030	1,932	1,879	-53	-2.7%	-151	-7.4%
International	106	103	109	104	88	78	-10	-11.4%	-26	-25.0%
Unknown	119	97	113	132	94	115	21	22.3%	-17	-12.9%
White	2,060	1,961	1,852	1,794	1,750	1,686	-64	-3.7%	-108	-6.0%
Minority	1,957	1,894	1,862	1,817	1,786	1,730	-56	-3.1%	-87	-4.8%
Asian	62	51	42	50	67	75	8	11.9%	25	50.0%
Black	291	250	237	220	229	222	-7	-3.1%	2	0.9%
Hawaiian/Pacific Islander	13	13	9	14	16	24	8	50.0%	10	71.4%
Hispanic/Latino	1,345	1,348	1,351	1,309	1,259	1,182	-77	-6.1%	-127	-9.7%
Multi-Racial	229	211	199	208	202	203	1	0.5%	-5	-2.4%
Native American	17	21	24	16	13	24	11	84.6%	8	50.0%
Nonrural	3,467	3,322	3,234	3,055	2,905	3,157	252	8.7%	102	3.3%
Rural	413	393	371	388	380	344	-36	-9.5%	-44	-11.3%
CHASS	1,313	1,185	1,111	1,099	1,032	912	-120	-11.6%	-187	-17.0%
CHEN	1,086	1,037	1,034	1,066	1,100	1,135	35	3.2%	69	6.5%
HSB	785	751	762	718	661	632	-29	-4.4%	-86	-12.0%
STEM	766	804	797	694	684	685	1	0.1%	-9	-1.3%
Student Credit Hours (Other)***	14,818	11,047	13,163	15,291	10,417	2,528	-7,889	-75.7%	-12,763	-83.5%
Other Enrollment (Not RI or ES Online)**		2,428	3,003	3,482	2,340	507	-1,833	-78.3%	-2,975	-85.4%
Senior-to-Sophomore***		400	521	618	568	5	-563	-99.1%	-613	-99.2%
Teacher Education Program***		1,777	2,124	2,495	1,460	187	-1,273	-87.2%	-2,308	-92.5%
Independent Study		251	358	369	312	315	3	1.0%	-54	-14.6%

*Fall 2021 data are as of full-term census and may not represent final enrollment

** These cash-funded enrollments are not generally reported to CDHE but are included in IPEDS counts

***STS and TEP students generally enroll at the end of an academic period, not the beginning

† For FA21, this is the count of UG students with EFC at or under the Pell threshold of \$5,846 for consistency with prior years

CSU-Pueblo Degrees Awarded and Student Success

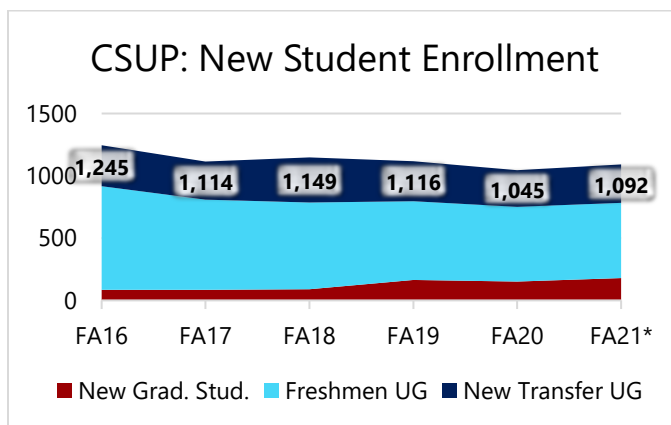
	FY16	FY17	FY18	FY19	FY20	FY21	One Year Change	
Primary Degrees Awarded	905	881	898	862	810	923	113	14.0%
Bachelors	809	796	765	749	702	754	52	7.4%
Masters	96	85	133	113	104	151	47	45.2%
Doctorate	0	0	0	0	2	0	-2	-100.0%
Certificates	0	0	0	0	2	18	16	800.0%
STEM Degrees	152	141	140	166	135	152	17	12.6%
Non-STEM Degrees	753	740	758	696	675	771	96	14.2%

Persistence & Success (Still Enrolled or Graduated)

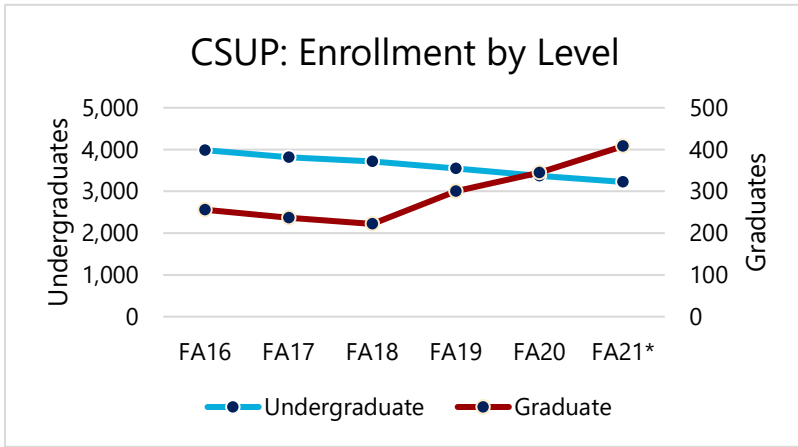
Cohort	Cohort Size	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4	Fall 5	Spring 5	Fall 6	Spring 6
Fall 2006	640	73.88%	57.90%	51.03%	41.75%	39.35%	39.18%	36.77%	34.88%	34.19%	33.33%	32.82%
Fall 2007	608	83.30%	65.01%	59.44%	51.89%	48.91%	45.53%	44.53%	41.15%	39.56%	37.38%	37.38%
Fall 2008	1,007	84.20%	65.24%	57.00%	48.19%	44.36%	41.42%	40.74%	37.70%	37.36%	35.55%	34.42%
Fall 2009	1,016	84.85%	62.94%	55.21%	45.86%	43.29%	41.25%	39.42%	37.70%	36.41%	35.02%	33.83%
Fall 2010	979	84.56%	63.33%	52.78%	44.44%	40.44%	39.67%	38.00%	37.22%	34.89%	33.44%	33.11%
Fall 2011	1,025	83.46%	60.00%	53.84%	48.11%	47.03%	43.78%	43.24%	40.54%	39.57%	39.24%	38.38%
Fall 2012	867	82.83%	61.55%	53.81%	44.01%	40.51%	38.45%	37.48%	35.55%	33.62%	31.80%	31.56%
Fall 2013	764	83.51%	58.25%	52.09%	43.98%	43.98%	40.84%	39.53%	38.35%	37.43%	36.52%	35.86%
Fall 2014	877	85.78%	66.13%	58.96%	51.05%	48.70%	46.60%	45.86%	44.38%	41.66%	40.17%	40.30%
Fall 2015	765	88.07%	69.11%	64.37%	55.46%	51.58%	50.14%	48.99%	45.69%	44.40%	43.10%	42.24%
Fall 2016	816	85.16%	64.51%	55.60%	48.85%	46.69%	44.13%	42.78%	40.08%	39.14%	37.25%	
Fall 2017	706	87.07%	70.72%	61.99%	54.05%	51.25%	48.29%	46.42%	42.68%			
Fall 2018	667	88.11%	65.93%	59.11%	53.41%	50.55%	48.34%					
Fall 2019	608	87.88%	70.89%	64.01%	56.06%							
Fall 2020	538	81.78%	64.80%									

Fall 2021 Highlights

- The overall student population decreased by 2.9% in Fall 2021, driven primarily by a decline in continuing student enrollment attributable largely to the pandemic experience.
- New student enrollment increased by 4.5%, driven by increases in both undergraduate and graduate new student enrollment. New undergraduate freshman and transfer populations stayed relatively stable, though the total enrolled freshman class grew by 8%, reflecting growth in off-cycle enrollment and non-cohort persistence.

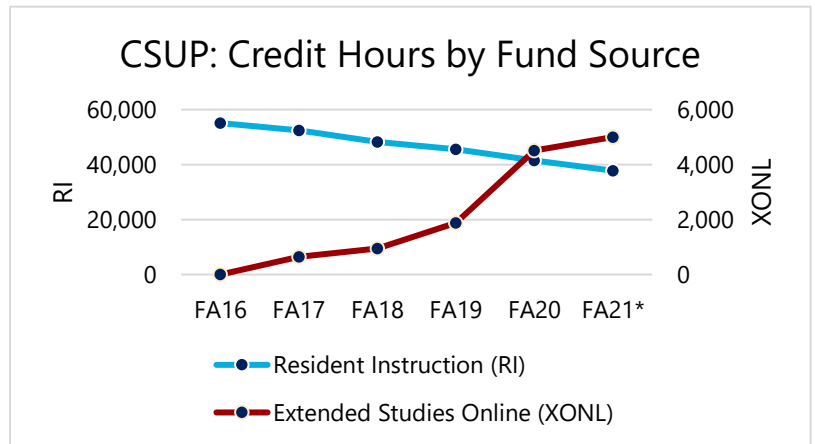


- Graduate students continued to increase (+18.3%), largely as a result of new or expanded graduate programs which have been developed and promoted as part of our overall enrollment strategy.

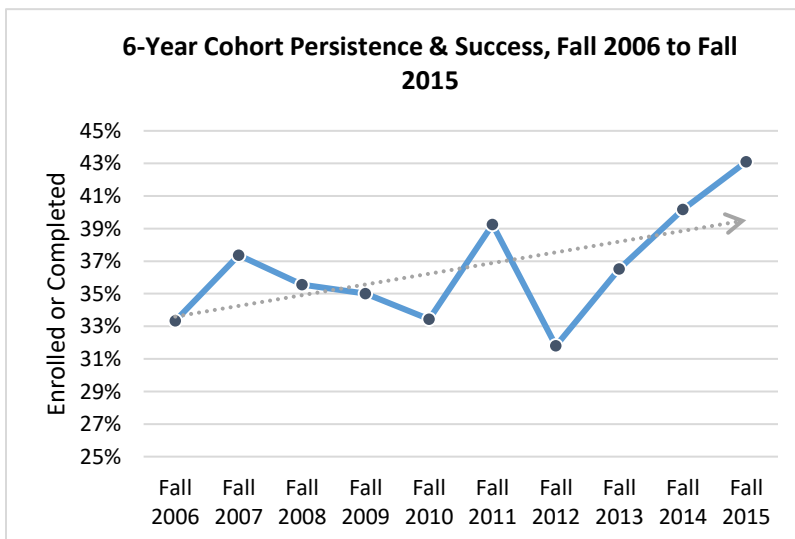


As graduate enrollment increases, it is important to note that total student credit hour patterns will change, as graduate students tend to take fewer hours. CSU Pueblo has met its initial goal of having at least 10% of its enrolled students within the graduate population.

- The increase in online course credits observed over the past few years through Extended Studies continued, driven by both strategic efforts to expand flexible course options and by the pandemic.



- Overall six-year persistence (continued enrollment or graduation) has shown significant improvement from 32.8% in the Fall 2006 cohort to 42.2% in the Fall 2015 cohort. The recent introduction of Vision and other



system-funded retention and persistence initiatives are anticipated to begin positively impacting student success in the coming years.

Board of Governors of the Colorado State University System
Date: December 2-3, 2021
Report Item

REPORT:

CSU Global Fall 2021 Enrollment Report

EXPLANATION:

Presented by Dr. Paul Savory, Provost, CSU Global Campus

The following report describes the Fall 2021 enrollment data for the CSU Global campus.

CSU Global Fall 2021 Enrollment Report (AY21-22)

Category	Classification	Fall 2018 (Trimester)	Fall 2019 (Trimester)	Fall 2020 (Trimester)	Fall 2021 (Trimester)	One Year Change (Fall-21 vs Fall-20)	Two Year Change (Fall-21 vs Fall-19)
Credit Hours	Student Credit Hours	80,709	79,047	81,255	78,374	-4%	-1%
	Average Student FTE ^a	0.60	0.58	0.60	0.65	8%	12%
Headcount	Undergraduate	7,676	7,746	8,092	6,552	-24%	-15%
	Graduate	4,424	4,527	3,997	3,950	-1%	-13%
	Non-degree Seeking	380	373	312	376	17%	1%
New students	New Undergraduate Students	1,800	1,963	1,766	1,472	-20%	-25%
Attendance Status	Full-Time	4,469	4,551	2,359	4,898	52% ^b	8%
	Part-Time	8,011	8,095	10,042	5,980	-68% ^b	-26%
Gender	Male	5,025	5,070	5,199	4,701	-11%	-7%
	Female	7,455	7,440	7,202	6,177	-17%	-17%
First Generation	First Generation	2,661	1,776	2,148	2,312	7%	30%
State of Residence	Colorado	4,884	4,688	4,426	3,973	-11%	-15%
	Out of Colorado in US	7,561	7,885	7,889	6,801	-16%	-14%
	Foreign Country	75	73	86	104	17%	42%
Financial Aid	Not a PELL Recipient	5,920	5,622	6,082	4,876	-25%	-13%
	PELL Recipient	1,756	2,124	2,010	1,676	-20%	-21%
	Federal Loans Recipient	3,090	3,963	3,896	2,922	-33%	-26%
Rural Colorado	Rural Colorado				1,099 ^c		
	Not-Rural Colorado				2,874 ^c		
Race/ Ethnicity	Asian	572	520	631	477	-32%	-8%
	Black or African American	990	861	988	754	-31%	-12%
	Native Hawaiian or Other Pacific Islander	45	40	46	13	-254%	-68%
	Hispanic/Latino	1,636	1,767	1,779	1,625	-9%	-8%
	Native American or Alaska Native	90	95	81	46	-76%	-52%
	White	8,024	7,360	7,884	6,302	-25%	-14%
	Two or more races	371	279	462	104	-344%	-63%
	Nonresident Alien	43	92	44	86	49%	-7%
Unknown	709	1,632	486	1,471	67%	-10%	
Age Category	24 or younger	1,360	1,416	1,536	1,365	-13%	-4%
	25-34	5,558	5,581	5,576	4,628	-20%	-17%
	35-44	3,661	3,685	3,421	3,096	-10%	-16%
	45-54	1,543	1,598	1,512	1,460	-4%	-9%
	55-64	337	329	324	303	-7%	-8%
	65 and older	30	37	32	26	-23%	-30%

^a = assumes undergraduate student take 12 student credit hours in trimester, graduate student takes 9 hours

^b = as a result of COVID-19, many full-time students shifted to part-time status in Fall 2020. For Fall 2021, the historical ratio of full-time and part-time students has returned.

^c = Colorado resident students only

Fall 2021 Retention Update

A key CSU Global indicator for retention is **1st-to-3rd Retention** which measures all new students starting in a term and then tracking if they persist in continuing to enroll in courses in the subsequent 2nd or 3rd term with the university.

For new students that started in the Spring 2021 trimester, the following table provides their 1st-to-3rd retention rates for Fall 2021:

Start Term	Program Level (degree and certificates)	Total # Students	# Student Retained	# Students Not Retained	1st-to-3rd
Spring A term (March 15, 2021)	Undergraduate	409	299	110	73.1%
	Graduate	204	168	36	82.4%
	Total	613	467	146	76.2%
Spring B term (April 12, 2021)	Undergraduate	265	197	68	74.3%
	Graduate	133	103	30	77.4%
	Total	398	300	98	75.4%
Spring C term (May 10, 2021)	Undergraduate	237	177	60	74.68%
	Graduate	124	107	17	86.29%
	Total	361	284	77	78.67%
Spring D term (June 7, 2021)	Undergraduate	233	178	55	76.39%
	Graduate	133	115	18	86.47%
	Total	366	293	73	80.05%

REPORT ITEM:

Report: Sabbatical Requests Approved for AY 2022-2023

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

The purpose of sabbatical leave is to enhance the faculty member's professional growth, enhance the institution's reputation and the students' educational experience at the institution, and increase the overall level of knowledge in the faculty member's area of expertise.

The recommendations for sabbatical leave have been reviewed at the Department, College, and University levels and have received approval at each level. In every case, the proposal has been evaluated and judged appropriate with strict adherence to CCHE guidelines. As delegated by the Board of Governors, Dr. Joyce McConnell, President, has approved all these sabbatical leaves.

Colorado State University
Sabbatical Leave Requests for AY 2022-2023

Requests were received for 80 Sabbatical Leaves to be taken during the academic year 2022-2023.

The College of Agricultural Sciences has six requests. Three of these requests are for spring semester, two are for fall semester and one is for the academic year. All of these will be conducted off campus.

The College of Business has seven requests. Two of these requests are for fall semester and five are for spring semester. Five of these will be conducted off campus, one will be conducted on campus, and one will be conducted both on and off campus.

The College of Health and Human Sciences has six requests. All these requests are for the academic year. Two of these will be conducted off campus and four will be conducted both on and off campus.

The College of Liberal Arts had thirty-two requests. Twelve of these are for the fall semester, fourteen are for spring semester, five are for the academic year and one is for the 2023 calendar year. Twelve of these will take place off campus and twenty will have time spent both on and off campus.

The College of Natural Sciences has sixteen requests. Five of these are for the fall semester, three are for spring semester, seven are for the full academic year, and one is for the calendar year. Thirteen of these will take place off campus, one will take place on campus and two will take place both on and off campus.

The College of Veterinary Medicine and Biomedical Sciences has two requests. One of these is for the fall semester and one is for the academic year. Both will be spent off campus.

The Walter Scott, Jr. College of Engineering has six requests. One of these is for the fall semester, one is for the spring semester, and four are for the academic year. Four of these will be conducted off campus and two will be conducted both on and off campus.

Warner College of Natural Resources has five requests. One of these is for the fall semester, one is for the spring semester, and three are for the academic year. Four of these will take place off campus and one will take place both on and off campus.

Sabbatical Leave Requests by College and Year

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
CAS	2	1	3	2	3	7	6
CHHS	0	3	3	5	6	3	6
COB	6	1	3	5	3	1	7
COE	4	4	7	9	4	7	6
CLA	10	18	17	26	35	28	32
CNS	12	9	12	13	12	7	16
CVMBS	1	2	3	5	2	3	2
WCNR	9	6	4	5	5	6	5
Libraries	0	1	1	0	0	0	0
Total	44	45	53	70	70	62	80

Board of Governors of the Colorado State University System
Meeting Date – December 3, 2021
Report Item

The following sabbatical requests have been approved for the 2022-2023 Academic Year:

<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
<u>College of Agricultural Sciences</u>		
Argueso, Chris	Agricultural Biology	Fall 2022
Bonnano, Alessandro	Agriculture and Resource Economics	AY 2022-2023
Cotrufo, M. Francesca	Soil and Crop Sciences	Spring 2023
Fonte, Steven	Soil and Crop Sciences	Spring 2023
Gaines, Todd	Agricultural Biology	Calendar Year 2023
Jablonski, Becca	Agriculture and Resource Economics	AY 2022-2023
<u>College of Business</u>		
Albert, Lumina	Management	Fall 2022
Conroy, Samantha	Management	Spring 2023
Elder, John	Finance and Real Estate	Fall 2022
Johnston, Derek	Accounting	Spring 2023
Macdonald, John	Management	Spring 2023
Rankin, Frederick	Accounting	Spring 2023
Skiba, Hilla	Finance and Real Estate	Spring 2023
<u>College of Health and Human Sciences</u>		
Davies, Patricia	Occupational Therapy	AY 2022-2023
Elliott, Jonathan	Construction Management	AY 2022-2023
Fidler, Deborah	Human Development and Family Studies	AY 2022-2023
Hughes, Shannon	School of Social Work	AY 2022-2023

Board of Governors of the Colorado State University System

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<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
Munoz, Susana	School of Education	AY 2022-2023
Shomaker, Lauren	Human Development and Family Studies	AY 2022-2023
<u>College of Liberal Arts</u>		
Altschul, Andrew	English	AY 2022-2023
Anderson, Karrin	Communication Studies	Spring 2023
Becker, Anthony	English	Fall 2022
Bubar, Roe	Ethnic Studies	Calendar Year 2023
Burghardt, Carl	Communication Studies	Spring 2023
Candelaria Fletcher, Harrison	English	Spring 2023
Champ, Joe	Journalism and Media Communication	Fall 2022
Correa, Maite	Languages, Literatures, and Cultures	Spring 2023
DeMirjyn, Maricela	Ethnic Studies	Spring 2023
Dineen, Mark	Art and Art History	Fall 2022
Elkins, Evan	Communication Studies	Fall 2022
Erickson, Peter	Languages, Literatures, and Cultures	AY 2022-2023
Goble, Daniel	School of Music, Theatre, and Dance	Fall 2022
Gorin, Moti	Philosophy	Fall 2022
Hitt, Matthew	Political Science	AY 2022-2023
Hughes, Kit	Communication Studies	Fall 2022
Johnston, Price	School of Music, Theatre, and Dance	Fall 2022
Kenney, Wes	School of Music, Theatre, and Dance	Fall 2022
Kim, James	School of Music, Theatre, and Dance	Spring 2023

Board of Governors of the Colorado State University System

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Report Item

<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
Kim, Jangyul	Journalism and Media Communication	AY 2022-2023
Luft, Greg	Journalism and Media Communication	Spring 2023
Macdonald, Bradley	Political Science	Spring 2023
Marvin, William	English	Spring 2023
O'Donnell-Allen, Cindy	English	Spring 2023
Pedros-Gascon, Antonio	Languages, Literatures, and Cultures	Fall 2022
Pena, Anita	Economics	Fall 2022
Pierce, John Carlo	School of Music, Theatre, and Dance	Fall 2022
Shockley, Kenneth	Philosophy	Spring 2023
Tavani, Daniele	Economics	Spring 2023
Tucker, Dustin	Philosophy	Spring 2023
Vasudevan, Ramaa	Economics	Spring 2023
Yarrington, Doug	History	AY 2022-2023
<u>College of Natural Sciences</u>		
Aloise-Young, Patricia	Psychology	AY 2022-2023
Bradley, Richard Mark	Physics	Fall 2022
Cavalieri, Renzo	Mathematics	AY 2022-2023
Chen, Chaoping	Biochemistry and Molecular Biology	AY 2022-2023
Conner, Bradley	Psychology	Fall 2022
Davalos, Deana	Psychology	Fall 2022
Dik, Bryan	Psychology	Spring 2023
Emanouilov, Oleg	Mathematics	Fall 2022

Board of Governors of the Colorado State University System

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<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
Henry, Kimberly	Psychology	AY 2022-2023
Neilson, James	Chemistry	AY 2022-2023
Patel, Amit	Mathematics	AY 2022-2023
Stargell, Laurie	Biochemistry and Molecular Biology	Spring 2023
Stasevich, Timothy	Biochemistry and Molecular Biology	AY 2022-2023
Szamel, Grzegorz	Chemistry	Calendar Year 2023
Wilson, Robert	Physics	Spring 2023
Zhou, Wen	Statistics	Fall 2022

Walter Scott, Jr. College of Engineering

Bell, Michael	Atmospheric Science	AY 2022-2023
Munsky, Brian	Chemical and Biological Engineering	AY 2022-2023
Prasad, Ashok	Chemical and Biological Engineering	Spring 2023
van den Heever, Susan	Atmospheric Science	AY 2022-2023
Young, Peter	Electrical and Computer Engineering	AY 2022-2023
Zhao, Jianguo	Mechanical Engineering	Fall 2022

Warner College of Natural Resources

Bailey, Larissa	Fish, Wildlife and Conservation Biology	AY 2022-2023
Davis, Thomas Seth	Forest and Rangeland Stewardship	Fall 2022
Kampf, Stephanie	Ecosystem Science & Sustainability	AY 2022-2023
Klein, Julia	Ecosystem Science & Sustainability	AY 2022-2023
Wittemyer, George	Fish, Wildlife and Conservation Biology	Spring 2023

Board of Governors of the Colorado State University System
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<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
<u>College of Veterinary Medicine and Biomedical Sciences</u>		
Argueso, J. Lucas	Environmental and Radiological Health Sciences	Fall 2022
Magzamen, Sheryl	Environmental and Radiological Health Sciences	AY 2022-2023

Board of Governors of the Colorado State University System
December 3, 2021
Consent Item

MATTERS FOR ACTION:

Colorado State University-Pueblo –AY2022-2023 & AY2023-2024 & AY2024-2025.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2022-2023 & AY2023-2024 & AY2024-2025.

EXPLANATION:

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

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. Calendars follow on next page.

UNIVERSITY CALENDAR 2022-2023

Fall 2022

Registration Begins	March 7 (of 2022)
Classes Begin	August 22
End Add Period (Full-Term Courses)	August 26
<i>Labor Day (University Closed)</i>	September 5
End Drop Period (Full-Term Courses)	September 7
Fall Graduation Contract Deadline	September 16
Mid-fall Break (no classes)	October 14
End Withdrawal Period (Full-Term Courses)	October 26
Fall Break	November 21-25
Classes End	December 9
Final Exams	December 12-16
Grades Due	December 20

Spring 2023

Registration Begins	October 17 (of 2022)
<i>Martin Luther King Day (University Closed)</i>	January 16
Classes Begin	January 17
End Add Period (Full-Term Courses)	January 20
End Drop Period (Full-Term Courses)	February 1
Spring Graduation Contract Deadline	February 10
End Withdrawal Period (Full-Term Courses)	March 29
Spring Break	March 20-24
Classes End	May 5
Final Exams	May 8-12
Commencement	May 13
Grades Due	May 16

Summer 2023

Registration Begins	March 13 (of 2023)
First 4-week, first 8-week and 12-week Sessions Begin	May 15
<i>Memorial Day (University Closed)</i>	May 29
Summer Graduation Contract Due	June 2
First 4-Week Session End	June 8
Second 4-Week and second 8-Week Sessions Begin	June 12
<i>Independence Day (University Closed)</i>	July 4
Second 4-Week & first 8-week Sessions End	July 6
Third 4-Week Session Begin	July 10
Third 4-Week, Second 8-week and 12-Week Sessions End	August 3
SUMMER WITHDRAWAL PERIOD: Summer classes have different time periods, the last day a student can withdrawal from a course with "W" entered on the transcript is 10 days into the session for a 4-week course, 20 days into the session for an 8-week course, and 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar's Office.	

UNIVERSITY CALENDAR 2023-2024

Fall 2023

Registration Begins	March 13 (of 2023)
Classes Begin	August 21
End Add Period (Full-Term Courses)	August 25
<i>Labor Day (University Closed)</i>	September 4
End Drop Period (Full-Term Courses)	September 6
Fall Graduation Contract Deadline	September 15
Mid-fall Break (no classes)	October 13
End Withdrawal Period (Full-Term Courses)	October 25
Fall Break (no classes)	November 20-24
Classes End	December 8
Final Exams	December 11-15
Grades Due	December 19

Spring 2024

Registration Begins	October 16 (of 2023)
<i>Martin Luther King Day (University Closed)</i>	January 15
Classes Begin	January 16
End Add Period (Full-Term Courses)	January 19
End Drop Period (Full-Term Courses)	January 31
Spring Graduation Contract Deadline	February 9
Spring Break (no classes)	March 18-22
End Withdrawal Period (Full-Term Courses)	March 29
Classes End	May 3
Final Exams	May 6-10
Commencement	May 11
Grades Due	May 14

Summer 2024

Registration Begins	March 11 (of 2024)
First 4, first 8, and 12-Week Sessions Begin	May 13
<i>Memorial Day (University Closed)</i>	May 27
Summer Graduation Contract Due	June 7
First 4-Week Session End	June 6
Second 4-Week and 8-Week Sessions Begin	June 10
<i>Independence Day (University Closed)</i>	July 4
Second 4-Week and First 8-week Sessions End	July 4
Third 4-Week Session Begin	July 8
Third 4-Week, Second 8-Week, and 12-Week Sessions End	August 2
SUMMER WITHDRAWAL PERIOD: Summer classes have different time periods, the last day a student can withdrawal from a course with “W” entered on the transcript is 10 days into the session for a 4-week course, 20 days into the session for an 8-week course, and 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s Office.	

UNIVERSITY CALENDAR 2024-2025

Fall 2024

Registration Begins	March 11 (of 2024)
Classes Begin	August 19
End Add Period (Full-Term Courses)	August 23
<i>Labor Day (University Closed)</i>	September 2
End Drop Period (Full-Term Courses)	September 4
Fall Graduation Contract Deadline	September 13
Mid-fall Break (no classes)	October 11
End Withdrawal Period (Full-Term Courses)	October 23
Fall Break	November 25-29
Classes End	December 6
Final Exams	December 9-13
Grades Due	December 17

Spring 2025

Registration Begins	October 21 (of 2024)
Classes Begin	January 13
End Add Period (Full-Term Courses)	January 17
<i>Martin Luther King Day (University Closed)</i>	January 20
End Drop Period (Full-Term Courses)	January 29
Spring Graduation Contract Deadline	February 7
End Withdrawal Period (Full-Term Courses)	March 19
Spring Break	March 24-28
Classes End	May 2
Final Exams	May 5-9
Commencement	May 10
Grades Due	May 13

Summer 2025

Registration Begins	March 10 (of 2025)
First 4, 8, 12-Week Sessions Begin	May 12
<i>Memorial Day (University Closed)</i>	May 26
Summer Graduation Contract Due	June 6
First 4-Week Session End	June 5
Second 4-Week and 8-Week Sessions Begin	June 9
First 8-Week Session End	July 3
Second 4-Week Session End	July 3
<i>Independence Day (University Closed)</i>	July 4
Third 4-Week Session Begin	July 7
Third 4-Week, Second, 8-Week, 12-Week Sessions End	July 31

**Note: These calendars are planned in advance and are subject to change. Unless otherwise stated, Colorado State University-Pueblo will be open and classes will be held as scheduled.*

Section 12

*Real Estate and Facilities
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
December 3, 2021**

Committee Chair: Russell DeSalvo (Chair), Nate Easley (Vice Chair)

Assigned Staff: Jason Johnson, General Counsel, Ajay Menon, CSU Research Foundation

EXECUTIVE SESSION

OPEN SESSION

1. Sale of the Hughes site to the City of Fort Collins (Tony Frank) Action Item (15 min)

MATTER FOR ACTION:

Land: Sale of approximately 161 acres of land known as the Hughes Property.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (the “Board”) hereby approves the sale of approximately 161 acres of land that is known as the Hughes Property, as generally shown on Exhibit A, to the City of Fort Collins upon the terms and conditions discussed in Executive Session.

FURTHER MOVED, that the Chancellor of the Colorado State University System is hereby authorized to negotiate and sign implementing contracts and other documents necessary and appropriate to consummate the transaction with the City of Fort Collins, in consultation with General Counsel, and the Chancellor is hereby further authorized to take any necessary and appropriate actions to resolve any outstanding contractual matters regarding the Hughes site, as discussed in Executive Session.

EXPLANATION PRESENTED BY: Presented by Dr. Tony Frank, Chancellor, Colorado State University System.

The Hughes Property is located on the northwest corner of an approximately 161 acre parcel of property owned by the Board of Governors at 2011 South Overland Trail, Fort Collins, Colorado.

Since Hughes Stadium opened in 1968, it served as the home of the Colorado State University Rams football team. With the opening of the new on-campus stadium, the University, with the assistance of the Colorado State University Research Foundation (“CSURF”), moved forward with a process to identify a Master Developer to develop the Property in a manner that best serves the collective interests of the University, Larimer County, and the City of Fort Collins. In January 2018, CSURF issued a Request for Master Developer Qualifications for the Hughes Stadium Property (“RFQ”).

The RFQ process was successful, and two final candidates submitted proposals seeking to become the Master Developer for the Property. Lennar Colorado, LLC was selected as the Master Developer for the Hughes Property, and the parties entered into a Purchase and Sale Agreement on January 31, 2019 (“PSA”). Despite the best efforts of CSU and Lennar, the

The Board of Governors of the
Colorado State University System
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Action Item

purchase and sale of the Hughes Property to Lennar was not successful. Under the PSA, CSU agreed to reimburse Lennar for certain costs and expenses if the sale was not consummated. In addition, CSURF and other consultants have provided important services related to the Hughes site.

On August 20, 2021, CSU, the City of Fort Collins, and Cottonwood Land and Farms, LLC entered into a non-binding Memorandum of Understanding (“MOU”). In the MOU, CSU contemplates selling and the City of Fort Collins contemplates purchasing the Hughes site for \$12.5 million.

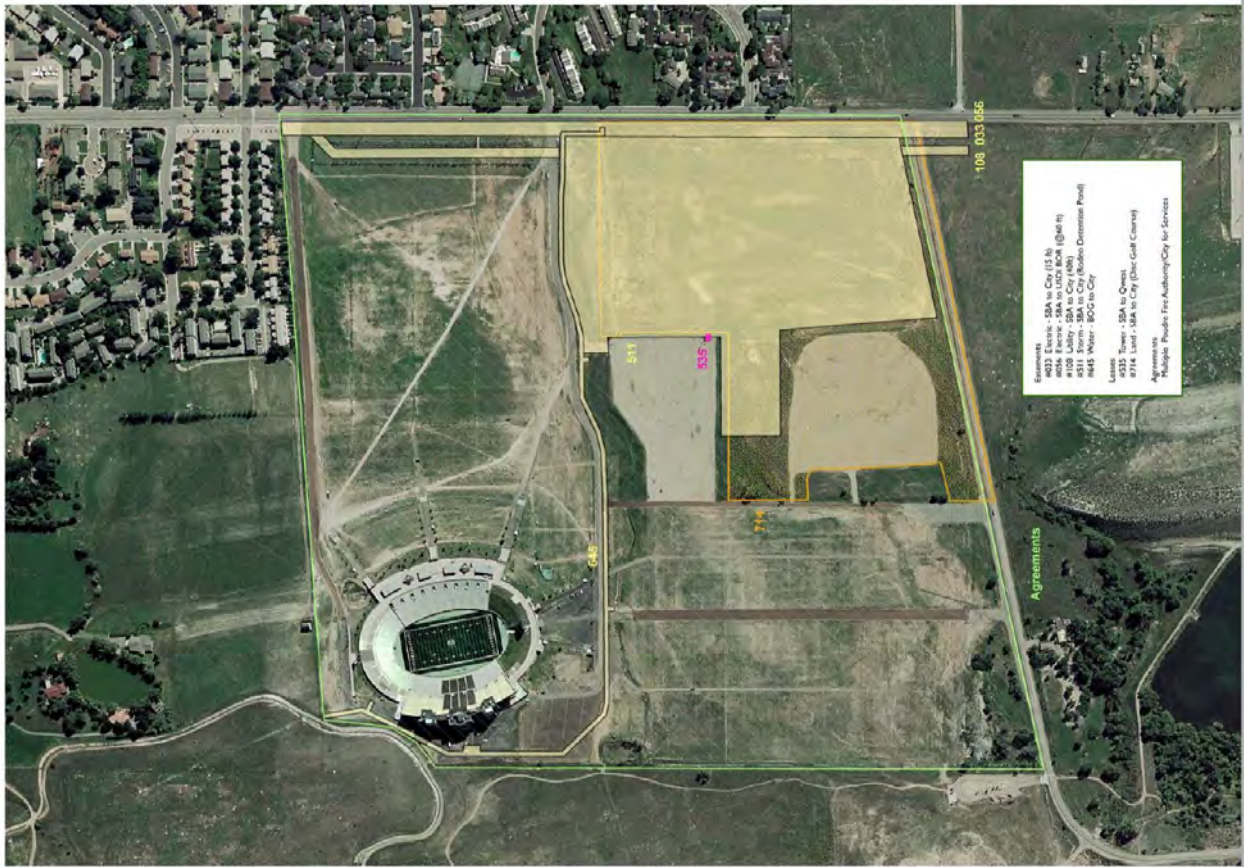
Approved

Denied

Board Secretary

Date

EXHIBIT A



Section 13

Consent Agenda

- Colorado State University System
 - Minutes of the September 23, 2021 Audit and Finance Committee
 - Minutes of the September 28-29, 2021 Board and Committee Meetings
- Colorado State University
 - Master of Park and Protected Area Management
 - Master of Prevention Science Practice
 - Graduate Certificates in:
 - Applied Investments
 - Corporate Finance
 - Organizational Leadership
 - Entrepreneurship and Innovation
 - Faculty Manual Section E.15 Disciplinary Action for Tenured Faculty
 - Faculty Manual Section B.2.4, Council of Deans
 - Faculty Manual Section C.2.1.3.2 and C.2.1.9, Ex-Officio Members and Standing Committees of Faculty Council
 - Faculty Manual Section E.10.5.1, Origin and Processing of Tenure Recommendations
 - Faculty Manual Section E.13, Advancement in Rank (Promotion)
- Colorado State University Pueblo
 - Certificate – Cannabis Biology & Chemistry
 - Certificate – Jake Jobs Certificate in Professional Entrepreneurship
 - Post Baccalaureate Certificate – Cannabis Biology and Chemistry
 - Post Baccalaureate Certificate – Education – Principal Leadership
 - Master of Engineering Management (MEM)
 - Master of Science in Cannabis Biology and Chemistry
 - Doctor of Education in Educational Leadership (Ed.D.)
 - Academic Calendar
- Colorado State University Global
 - Masters in Interdisciplinary Professional Studies
 - CSU Global: Masters in Marketing
 - CSU Global: Master of Business Administration

**The Board of Governors of the Colorado State University System
Audit and Finance Committee Meeting Minutes
Conducted Remotely
September 23, 2021**

Thursday September 23, 2021

Governors present: Russell DeSalvo, Treasurer (Chair); Jane Robbe Rhodes; Armando Valdez; Melinda Smith, CSU Faculty Representative

Administrators and staff present: Jason Johnson, General Counsel/Secretary to the BOG, CSU System; Henry Sobanet, Senior Vice Chancellor for Administration and Government Relations/Chief Financial Officer, CSU System; Lynn Johnson, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Margaret Henry, Treasurer, CSU System; Juanita Pena, CFO, CSU Pueblo; Meg Brewer, Director of Budgets, CSU Pueblo; Yvonne Harris-Lot, CSU Global; Bridget Mullen, Director of Budgets and Finance, CSU System; Melanie Geary, Board Liaison. Angie Neilson, Director of Budgets, CSU Fort Collins.

CALL TO ORDER

Governor DeSalvo, Chair of the Audit and Finance Committee, convened the committee at 3:02 p.m. and asked Susy to begin with the Audit Items.

Ms Serrano noted that she was attending the National Conference for University Auditors. She also noted that efforts for a new design of the dashboard. She also highlighted the qualifications of Internal Audit staff. She discussed the two vacant positions in internal audit and noted with the tight labor market they were casting a wider net for their recruitment efforts to fill those positions.

Status of FY 21-22 Audit Plan

Director Serrano reviewed the status of the FY22 audit plan.

Review of Audit Reports Issued

Director Serrano then reviewed the outcome of the seven completed audits in the materials.

State Budget Update

CFO Sobanet introduced the System budget scenarios, noting that things were in pretty good financial shape at the moment.

He also explained the efforts underway to develop new templates for presenting the full budget to the Board.

He discussed the September Forecasts from the state that indicate recovery is underway. He acknowledged that inflation increases were allowing the state to collect and use additional dollars. He noted he was serving on a couple of statewide taskforces examining expenditure opportunities for remaining Federal Pandemic Relief Funds.

**FY 2023 Campus Budget Scenarios with Enrollment Update and Tuition Discussion
CSU Fort Collins**

CFO Johnson reviewed the specifics and the first attempt to show an “all funds” approach on the budget. She discussed ongoing concerns around hiring in key administrative areas including accounting, technology, and HR, as well as challenges of hiring in a timely manner. Ms. Johnson discussed how decisions are made on improvements to auxiliary facilities.

CSU Pueblo

Juanita Pena, and Meg Brewer discussed the draft budget for CSU Pueblo, including proposed tuition increases and proposed salary increases for state classified staff, administrative professionals, and faculty. They also discussed enrollment and its impact on the budget. They also discussed the 50 open positions across campus and the tight labor market which was contributing to that significantly.

CSU Global

Ms. Harris-Lott noted that the campus was tracking towards 90% of its goal and there were no further updates to their budget at this time.

CSU System Treasury Update

Mr. Sobanet discussed the Treasurer transition noting that transition was providing an opportunity cross training and division of duties, spreading the risk and increasing the backup. Treasurer Margaret Henry reviewed the status of the latest bond re-funding, that the Board had approved in August which will lead to over \$5 million in cash savings. She then reviewed the performance of the portfolio and highlighted that for the first two months of the fiscal year there had been \$8 million in gains.

With no further business the meeting adjourned at 3:58 p.m.

BOARD OF GOVERNORS MEETING
September 28-29, 2021
Colorado State University Campus
Fort Collins, CO 80523

ROLL

Governors present: Kim Jordan, Chair; Armando Valdez, Vice Chair; Russell DeSalvo, Treasurer; Nate Easley, Secretary; Polly Baca; John Fischer; Steve Gabel; Jane Robbe Rhodes; and Nancy Tuor.

Administrators present: Tony Frank, Chancellor, CSU System; Jason Johnson, General Counsel, CSU System; Joyce McConnell, President, CSU; Timothy Mottet, President, CSU Pueblo; Pamela Toney, President, CSU Global; Henry Sobanet, Executive Vice Chancellor and CFO, CSU System; Lynn Johnson; and Susy Serrano, Director of Internal Auditing, CSU System.

CSU System Staff present: Melanie Geary, Board Liaison; Adam Fedrid, IT Manager; Allen Sneesby; and Wayne Hall.

Guests present: Donna Souder Hodge, Chief Strategy Officer, CSU Pueblo; Haley Sue Robinson, Director of Communications, CSU Pueblo; Niki Toussaint, Chief of Staff, CSU Pueblo; Mary Pedersen, Provost, CSU; Mohammed Abdelrahman, Provost, CSU Pueblo; Jannine Mohr, Deputy General Counsel, CSU; Cara Neth, Director of Executive Communications, CSU System; Mike Hooker, Marketing and Communications, CSU; Yolanda Bevill, VP for Marketing and Communications, CSU; Ann Claycomb, Chief of Staff and Director of Administrative Communications, CSU; Leslie Taylor, VP for Enrollment and Access, CSU; Juanita Pena, CFO, CSU Pueblo; Chrissy Holliday, VP for Enrollment Management, Communication and Student Affairs; Johnna Doyle, Deputy General Counsel, CSU Pueblo; Paul Savory, Provost, CSU Global; Blanche Hughes, VP for Student Affairs, CSU; Sarah Olson, Administrative Professional Council representative, CSU; Bronwyn Fees, ACE Fellow; Tiana Kennedy, AVC for External Relations, CSU System; Ajay Menon, CSURF CEO; James Pritchett, Dean, College of Ag, CSU; Dave Ryan, Controller, CSU; Suzanne Zimmerer, Banking Services/ARO Manager, CSU; Christiania Eala, Tiyospaye Winyan Maka; Elisa Tivonia, Tiyospaye Winyan Maka; Alauva Hopper, CSU Alum; Cheryl Distaso, CSU Faculty; George Bishop, Buddha Bear Wellness; Eiseburg.

CALL TO ORDER

Chair Jordan called the Board Meeting to order at 9:02 a.m.

BOARD CHAIR'S AGENDA

Chair Jordan thanked President McConnell and VP Hughes for the inspiring breakfast with first generation students prior to the start of the meeting. She noted that it was a good reminder of why the Board, who serve are volunteers, do what they do and volunteer their time to serve on the Board.

PUBLIC COMMENT

Chair Jordan acknowledged the comments that had been submitted electronically, including more than fifty (50) in support of the Hughes Land Back movement. She then explained the process for those who had signed up to provide comment in person.

The following people spoke during the Public Comment session: Christiania Eala; Tiyospaye Winyan Maka; Elisa Tivonia; Tiyospaye Winyan Maka; Alauva Hopper, CSU Alum; Cheryl Distaso, CSU Faculty; George Bishop, Buddha Bear Wellness; Adam Lovell; and Sarah Olson, APC.

At the conclusion of Public Comment, Chancellor Frank informed the Board of the current status of the Hughes Property.

AUDIT AND FINANCE COMMITTEE

Governor DeSalvo, Chair of the Audit and Finance Committee, convened the committee at 9:22 a.m. and asked Director of Audit Serrano to begin.

Ms. Serrano reviewed the status of the Internal Audit Dashboard. She highlighted the qualifications of Internal Audit staff. She noted they still have two vacant positions and with the tight labor market they were casting a wider net for their recruitment efforts.

Status of FY 21-22 Audit Plan

Director Serrano reviewed the status of the FY22 audit plan.

Review of Audit Reports Issued

Director Serrano then reviewed the outcome of the seven completed audits that are included in the Board meeting materials.

State Budget Update

CFO Sobanet introduced the System budget scenarios, noting that things were in pretty good financial shape as of now. Chancellor Frank then provided an overview of the flow of funding for the budget noting the three “revenue buckets” contributing to the total revenue: (a) Restricted Revenue that includes Research and Philanthropy; (b) Self-generated Revenue, which includes the Veterinary Teaching Hospital, as well as Athletics and Housing and Dining; and (c) Additional Revenues that include tuition and fees, indirect cost recovery, and treasury returns. He explained how these funds come from three sources: SEP (Special Education Programs); Fee For Service; and COF (Colorado Opportunity Fund).

CFO Sobanet reviewed the elements and goals for the new finance sheets that are being developed and will be presented in February and finalized in May. He noted the goal of the new format is to provide a wholistic view of the overall budget and provide clarity for decision making in context.

FY 2023 Campus Budget Scenarios with Enrollment Update and Tuition Discussion

CSU Fort Collins

President McConnell introduced the CSU Fort Collins budget, and CFO Johnson reviewed the specifics and the first attempt to show an “all funds” approach on the budget. She discussed ongoing concerns around hiring in key administrative areas including accounting, technology, and HR, as well as challenges of hiring in a timely manner. Ms. Johnson discussed how decisions are made on improvements to auxiliary facilities. CSU Fort Collins Faculty Representative Smith advocated for a potential three percent (3%) increase in faculty compensation in the next fiscal year, and emphasized the importance of increased efficiency in filling vacancies in a timely way. President McConnell acknowledged the campus is working on these issues.

CSU Pueblo

President Mottet introduced Juanita Pena, who had been promoted to CFO to replace Alejandro Roja-Sosas. President Mottet introduced the draft budget for CSU Pueblo, including proposed tuition increases and proposed salary increases for state classified staff, administrative professionals, and faculty. President Mottet discussed challenges and opportunities that will need to be resolved between now and the December Board meeting. He noted there were fifty (50) open positions across campus and the tight labor market was contributing to that significantly. President Mottet also acknowledged some gains in operational efficiencies across campus. He further noted that there are pockets of growth in enrollment that they hope will increase as they continue to invest in those areas, and he discussed other activities designed to grow enrollment.

CSU Global

President Toney said the campus was tracking towards 90% of its goal in its first term, and they were hiring a consultant to do a compensation analysis. There were no further updates to their budget at this time.

CSU System Treasury Update

Treasurer Margaret Henry reviewed the status of the latest bond re-funding, that the Board had approved in August, which will lead to over \$5 million in cash savings. She then reviewed the performance of the portfolio and highlighted that for the first two months of the fiscal year there had been \$8 million in gains. CFO Sobanet noted there is significant up-side to the re-funding, even though it requires a tremendous amount of work. He recognized Treasurer Margaret

Henry who was retiring at the end of the month. CFO Sobanet and Bridget Mullen will manage the treasury team going forward, with the assistance of CSU Fort Collins Controller David Ryan and Suzanne Zimmer, who will be key to the financial team going forward. Mr. Sobanet and Ms. Johnson offered praise for Margaret as a consummate professional and noted that her impact on the System will continue for many years to come. Treasurer Henry set up the separate treasury to manage restricted assets, recruited Governor De Salvo to help to lead that process, launched the commercial paper program, and she has brought creativity in terms of managing debt to better support the needs of the campuses and System.

The Board adjourned for a break at 10:43 a.m. and the meeting resumed at 10:56 a.m.

Chair Jordan noted that the Board will be preparing for a June retreat on strategic planning.

CHANCELLOR'S REPORT

Chancellor Frank introduced Dr. Sandy Baum to discuss student debt and the impact of the pandemic.

Dr. Baum noted that student debt is not a broad and undifferentiated crisis. It is a crisis for some borrowers, but that doesn't mean it is a bad thing in general. Loan repayment is confusing and loan servicing is problematic and sometimes abusive. A lot of change is needed, but it's alright for students to borrow moderately and can be an excellent investment. College affordability isn't just about the price but about the value of the education. She recommended reading the <http://collegeaffordability.urban.org> and *College Board's Trends in College Pricing* report.

Dr. Baum explained that outstanding student debt levels started leveling off in 2017. Borrowing per undergraduate has been declining since 2010, even as college prices have continued to rise. Some of this is due to increases in grant aid and to economic recovery. But she noted the problem is not escalating. Undergraduate borrowing has declined quite dramatically since 2010, but graduate borrowing is an increasing share of all borrowing. Graduate students get more than half of federal student loans that are issued. She discussed who would benefit from broad student debt forgiveness – 26% of student debt is held by the 20% of households with the highest level of income. 60% of debt is held by top 40% of household income. Those higher income households would be most likely to benefit from loan forgiveness. She explained that Income-driven repayment is a more direct remedy for lower-income borrowers; about one-third of borrowers are in income-driven repayment. Noting an improved income-driven payment system would make a big difference and solve a lot of problems. She explained that it is also a problem that graduate students can borrow an almost infinite amount of money, whereas the amount that undergraduates can borrow is limited. She discussed the idea of targeted debt forgiveness for students who are victims of fraud, very low-income parents with PLUS loans that they never had any chance of paying back, students with very low debts and very low incomes. She compared college debt to auto and medical debt; student debt is an investment in human capital, but students need to be informed about their responsibilities and options – and we need to continue to improve the system.

She then discussed the issue of free community college; it is already free for most low-income students. The real concern is whether they graduate, since a third of community college students don't.

Governor Tuor asked whether people in policymaking roles are hearing this information. Chair Jordan asked about talking points on student debt – four or five things we could say on student debt, such as separating out quality from cost. Chancellor Frank noted this information is not particularly new; it's been available to policymakers for some time, but it is difficult to challenge a narrative that isn't factually supported.

Most of the borrowing at public institutions is for living expenses – room and board – as grant aid will typically cover tuition and fees. So free college tuition wouldn't necessarily impact borrowing significantly. Middle-income students appear to have the highest level of debt. Black students borrow more than white students to attend the same institutions, partially because they may have lower family wealth; Latinx students don't, partially because they may be more likely to live at home and are more resistant to borrowing. Lower levels of public funding have also impacted the level of borrowing. They then discussed HB 1330 the change to allow four-year schools to grant associate's degrees and the potential impact. They then discussed whether borrowing is cultural, and how much of the grad student debt is for medical and law degrees. Borrowing for master's degrees is problematic when required in lower-

income fields. Dr. Baum then addressed the public service loan forgiveness program and how poorly it has been implemented.

CSU Spur Historical Overview

Chancellor Frank reviewed the history of how the CSU System came to be involved in the redevelopment of the National Western Center where the CSU Spur campus is located in Denver. He explained the goal to motivate and inspire students with hands on experiences and also provide a place to convene state, national and global experts to solve problems in the areas of food, water and animal and human health. Chair Jordan asked members to let her know whether this type of review is useful.

The Board adjourned for lunch at 12:32 p.m. with guests from CSU Extension. The meeting resumed at 1:20 p.m.

ENGAGEMENT/EXTENSION

Blake Naughton, Vice President for Engagement and Extension provided an update on the impact of Engagement and Extension, including investments in individual and community outcomes. He explained the themes in statewide findings that identified key community needs that will drive prioritizing and planning for the work of Engagement and Extension. VP Naughton reviewed the places that he and President McConnell had visited around the state over the summer and early fall. He discussed progress on expanded rural engagement, in keeping with the Board of Governor's initiative, and progress on Health Extension and establishing a Field School of Engagement and Extended Education.

He introduced Desiree Bautista, who reviewed how CSU Online supported the rest of the institution and faculty during the pandemic. VP Naughton then introduced Lindsey Stirling who discussed the Extension internship experience and its connection to identifying individual and community needs. She introduced Dr. Christiansen, an Extension agent out of Routt County, where 50% of acreage is owned by someone who doesn't reside in the county. She discussed a program she created to engage absentee landlords in the future and sustainability of Northwest Colorado.

Jennifer Gimbel, interim director of the Colorado Water Center, introduced Blake Osborn, who talked about the WAVE program, a program designed for private landowners to support them in recovering and restoring watersheds after a wildfire. Governor Gabel asked about the number of internships across the state each year, which is about 120 across the state this year. He also asked about the impact of the early retirement program on agents. VP Naughton noted that there has been considerable turnover in Extension and Engagement leadership over the last two years.

Governor Valdez asked about areas that may be under-served in Colorado; VP Naughton discussed work in the San Luis Valley and a statewide staffing plan that is in the works. Governor Easley asked about efforts to hire a more diverse Extension resources. Eric Ishiwata has been appointed as the first Extension specialist in Liberal Arts, and his role is about training the Extension workforce to work differently with people throughout the state. The program is scheduled for USDA review of its diversity and equal opportunity efforts.

CSU REPORTS

Student Report – Presented by Christian Dykson

Governor Dykson discussed plans for the upcoming Homecoming events and noted that Governor Baca will be highlighted as an alumna. He noted they are aiming to get 90 percent of the student body to register to vote. Campus is enhancing the tradition of sending a flag to the families of students who pass away by having ROTC escort each flag from the Sutherland Garden to the Administration Building. He also highlighted other efforts around student accessibility, student advocacy, academic integrity, U+2, informed registration, equity gaps, and open educational resources were also discussed.

Faculty Report – Presented by Melinda Smith

Governor Smith let her report stand as written. She discussed the importance of investment in graduate student compensation and investment in research infrastructure. She noted that CSU could be a leader in climate change research with some strategic investment.

President's Report – Presented by Joyce McConnell

President McConnell let her report stand as written. She discussed how the campus is “charging forward” in Fall 2021, including the resuming of football, Fall Reflection. She then acknowledged the upcoming departure of VPUO and CFO Lynn Johnson, and Deans Stetter (CVMBS) and Hayes (Warner). She then reported on the Mental Health Co-Responder Program launched through CSUPD. Lisa Miller and Chief Wendy Rich-Goldschmidt were in attendance and recognized for creating this new pilot program, which will involve a mental health co-responder accompanying and supporting CSUPD on calls. About one-third of CSUPD’s annual officer interactions are connected to mental health issues.

President McConnell then provided an update on the Courageous Strategic Transformation process. Provost Pederson reviewed the Academic Master Plan process and upcoming Provost’s Fall Forum. Governor Fischer asked for data on faculty retention – specifically, retirements and faculty hired away by other campuses.

The Board adjourned for a tour of the College of Ag at 2:47 p.m.

ANNUAL AG REPORT

CSU Fort Collins College of Agricultural Sciences Dean James Pritchett recognized Dr. Jan Leach and Dr. Craig Huffhines, new director of Equine Sciences. Dean Pritchett provided an update on the College’s activities focused on helping communities and individuals to be health, and he discussed strategic focus areas for the college and how they align with the Courageous Strategic Transformation process. He noted that Agriculture is where STEM fields can come together and have impact. Dr. Leach reported on the college’s research, engagement, and discovery activities including a proposal for a system of Ag CARES Hubs. Dean Pritchett reviewed the structure and work of the Agricultural Experiment Station explaining the focus on where we want to have an impact and who we want to collaborate with to get there.

Dean Pritchett discussed the high enrollment of women in the college and the high number of students who don’t have any background in agriculture. Agriculture is becoming increasingly specialized, so the ag literacy built into the curriculum also benefits students who do have an agricultural background. He discussed the need to increase the number of students with production ag experience enrolling in the college, and how the college is working on that statewide. He then discussed opportunities through Spur and the college to expand the knowledge of and transparency of the food system.

Meeting adjourned for the day at 4:41 p.m.

WEDNESDAY, SEPTEMBER 29, 2021

The Board reconvened at 10:15 am

CSU GLOBAL REPORTS

Student Report – Presented by Paige Martinez

Governor Martinez reported on changes to the school newsletter designed to open up communication between the student body leadership and the student body; they are also launching a new CSU Global Ambassador program on social media and student spotlight stories. She also noted they are planning CSU Global days at football games at CSU Pueblo and CSU Fort Collins.

President's Report – Presented by Pam Toney

President Toney reviewed changes to the Global President’s board, which includes new views on student enrollment, graduation, and strategic plan goals. She also reported on initiatives to improve marketing, brand awareness, and enrollment; student success efforts focused on early engagement and continued connection with students; and financial aid/scholarship advances.

CSU-PUEBLO REPORTS

Student Report – Presented by Mikayla Lerch

Governor Lerch reported on the accountability letter her team drafted summarizing student feedback coming out of last year, which had been presented to the faculty and staff. She discussed fundraising activities to replenish the Student Emergency Fund, which was depleted after the struggles of last year, and the goal is to raise \$7,000. She reported on efforts to broaden understanding around vaccination requirements. She noted there will be an alumni bonfire during Homecoming Week and a student formal in January 2022. She noted that students are having a great time being back on campus and proud to be ThunderWolves. Chancellor Frank asked how students are feeling about vaccinations; Mikayla noted that opinions are mixed, and the campus has done a great job communicating what's needed.

Faculty Report – Presented by Chris Picicci

Governor Picicci thanked President Mottet for always being available to faculty and students, and the Provost for his regular updates. Fall Convocation was a resounding success; he thanked Governor Easley for speaking. A new interim director of graduate studies has been hired. CSU Pueblo hosted a two-part anti-racism series for students, faculty, and staff as part of HSI Week and Hispanic Heritage Month. President Mottet hosted a webinar on vaccines and immune protection. He discussed IT, which is now reporting through the Provost, and faculty is interested in more help with IT issues and better integration of systems. Despite the pandemic, there are 28 new international students representing 18 countries; CSU Pueblo students haven't gone abroad since the start of the pandemic, but they are looking forward to restarting study abroad activities. Governor Picicci commented he is happy to see CSU Pueblo having success with fundraising. The fall semester is off to a great start, but the loss of a student-athlete in a car accident had been hard for everyone. He raised concerns about ability of ambulances to reach campuses quickly, after a student in his class had a seizure and it took a long time for help to arrive. Governor Fischer asked if there is concern about campus racism. Governor Picicci said there is not a big problem but they are trying to learn how to better serve all learners. Governor Lerch added that she has never been aware of racism on campus, even as a student of color herself.

President's report – Presented by Tim Mottet

President Mottet reported on the President's Gala, the Convocation and Professional Development Week. The Provost and Dr. Chrissy Holliday held special sessions for employees to focus on relevant issues. President Mottet praised Governor Easley for his presentation to the campus, which was exceptionally well-received. Campus took students for an evening on the River Walk. CSU Pueblo had a strong presence at the State Fair this year including at the parade; he thanked Governor Baca and President McConnell for joining. CSU Pueblo celebrated 50 years of Chicano Studies this year. The university has been managing recent student issues, including the death of student in a car accident and the arrest of a student for weapons violations. He discussed personnel changes: Alejandro Rojas-Sosa left the university, and Juanita Pena has been promoted into the CFO role; Donna Souder-Hodge has been promoted to a VP role; and the Provost has taken on oversight of IT. He also noted that the campus has brought in \$15 million of external funding, having received every grant they have applied for this year. He shared the Institute for Cannabis Research annual report and reported on student success initiatives. Governor Easley asked whether the ICR can raise money from the cannabis industry; Chancellor Frank reminded the Board that this is a center put into effect by statute by the State of Colorado and housed at CSU Pueblo. The campus cannot accept certain gifts related to high-THC marijuana under federal law. Governor Easley also asked about efforts to partner with community health organizations to improve vaccination rates. Governor Valdez acknowledged the importance of 50 years of Chicano Studies to the entire Pueblo community, and the struggles with racism that the community has encountered in the past. Governor Fischer asked Governors Robbe-Rhodes and DeSalvo for their perspectives on community perceptions around vaccination.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Governor Gabel, Chair of the Academic and Student Affairs Committee, convened the committee.

CSU Global Faculty Activity Report

Governor Gabel introduced Provost Paul Savory for the CSU Global Faculty Activity Report. Provost Savory noted that CSU Global faculty are not tenured, and the university does not have faculty ranks. This year, the campus has hired full-time instructors for certain high-demand courses and is seeing improvements in both cost and quality.

Student Success and Enrollment Reports

CSU Fort Collins

President McConnell said the campus was pleased with enrollment and is in a period of positive recovery. She explained that she saw a significant increase in WUE enrollment this fall, as well as increases in first-year and transfer students. Freshman retention rates were also up. Continuing headcounts were down, similar to other campuses, because students who stopped out during the pandemic are not returning as quickly as expected. She reviewed the balance of resident and non-resident students. She also noted that enrollment of males was down, which is a trend across higher education. She discussed rural enrollment and plans to address enrollment in rural communities. She explained that international enrollment was down, as was enrollment of Native American students. Governor Valdez asked what drove the WUE increases; VP Leslie Taylor reported that removing test scores was a factor in merit awards contributed to the increases. WUE students retain at a very high rate. Governor Fischer asked for detail around the 3% increase in resident enrollment. President McConnell said this is a concern for all of Colorado higher education. The entering freshman class was 5,177. Undergraduate transfer student enrollment increased by 15% over Fall 2020 while total student headcount increased by 143 students. Total student headcount for Fall 2021 is 32,908, with CSU Online seeing its largest enrollment ever (4,328) and on-campus enrollment increasing by 0.4%.

CSU Pueblo

President Mottet introduced Provost Abdelrahman and VP Holliday. Provost Abdelrahman discussed the impact of the new cannabis biology program, which had drawn national interest. Dr. Holliday discussed the process and strategy around CSU Pueblo enrollment and Vision 2028. She noted the shift toward online programming, which has been an intentional effort to expand educational options seeing a nearly 11% increase in number of online credit hours that students are taking this fall. She noted they were seeing significant, intentional growth in graduate programs with the addition of new academic programs (18.3%). This was the first census with Banner, so the campus has worked with that transition this fall. New student numbers were up 4.5 percent, and there were some declines in continuing students. CSU Pueblo had a record number of degrees awarded last year, which marked steady improvement in six-year graduation rates. Governor Robbe-Rhodes asked about capacity for the nursing program, which has typically had greater demand than it could accommodate. The Provost reviewed efforts to address demand and “grow your own” teaching faculty. Governor Easley asked about efforts to understand why students aren’t returning, and Governor DeSalvo asked for insight into the strong increases at Fort Lewis College. CSU Pueblo total headcount for Fall 2021 is 3,633.

CSU Global

Provost Savory reported for CSU Global. He noted that data in the submitted report is only for the July and August term and anticipate strong returns for remaining Fall terms. He reviewed the headcount and student demographics. Governor Valdez asked about efforts to capture students who are leaving physical campuses. Chancellor Frank noted Global provides an option for students who leave any other campus, and he discussed some of the issues around information sharing among campuses. System Chief Academic Officer Miranda provided additional background on this issue. Governor Smith asked about collecting first-generation data on graduate students.

REAL ESTATE/FACILITIES COMMITTEE

Chair DeSalvo convened the meeting of the Real Estate and Facilities Committee at 11:54 a.m. and asked that the Board move into Executive Session for the Real Estate and Facilities Committee agenda.

Motion/Action: Governor Gabel moved for the Board to go into Executive Session of the Real Estate and Facilities Committee for the reasons listed in the meeting notice. The motion was seconded by Governor Baca and carried unanimously. General Counsel Johnson read the Board into Executive Session at 11:54 p.m. and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

The Board moved to go into Executive Session of the Real Estate and Facilities Committee under C.R.S. § 24-6-402 (3) (a) (I), C.R.S. § 24-6-402 (3) (a) (II), C.R.S. § 24-6-402 (3) (a) (VII) for discussions relating to the sale of property at competitive bidding, for matters concerning trade secrets, privileged information, and confidential commercial, financial data furnished by or obtained from any person, and to discuss specific legal questions related to the Hughes property and other real property in Northern Colorado.

Following a motion, second, and unanimous vote to leave Executive Session of the Real Estate and Facilities Committee, the Board of Governors returned to open session at 12:33 p.m..

APPROVAL OF CONSENT AGENDA

Motion/Action to Approve Consent Agenda: General Counsel Johnson presented the Consent Agenda to the Board of Governors for approval. Governor Gabel moved for approval of the Consent Agenda. Governor Tuor seconded the motion, and the motion carried unanimously. The Consent Agenda included the following items:

- Minutes of the August 4-6, 2021 Board and Committee Meetings
- Minutes of the August 3, 2021 Audit and Finance Committee Meeting

The Board paused for a break at 12:36 p.m. and resumed at 12:46 p.m.

EXECUTIVE SESSION

Motion/Action: Governor Tuor moved for the Board to go into Executive Session for the reasons listed in the meeting notice. The motion was seconded by Governor Gabel and carried unanimously. General Counsel Johnson read the Board into Executive Session at 12:47 p.m. and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

The Board moved to go into Executive Session under C.R.S. § 24-6-402 (3) (a) (II), C.R.S. § 24-6-402 (3) (a) (VII), and C.R.S. § 24-6-402 (3) (a) (VIII) for matters concerning trade secrets, privileged information, and confidential commercial, financial data furnished by or obtained from any person, for the consideration of an honorary degree, and to receive specific legal advice on questions regarding the meeting topics referenced in this public notice and the meeting agenda, and to discuss the Hughes property and other real property in northern Colorado, specific legal issues concerning public health matters, and to receive the Litigation Report from General Counsel related to pending and imminent litigation, as well as specific claims or grievances.

Following a motion, second, and unanimous vote to leave Executive Session, the Board of Governors returned to open session at 1:32 p.m.

EVALUATION COMMITTEE

Motion/Action: Following a motion, second, and unanimous vote to go into Executive Session of the Evaluation Committee, the Board moved into Executive session of the Evaluation Committee at 1:35 p.m. General Counsel Johnson read the Board into Executive Session of the Evaluation Committee and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

The Board moved to go into Executive Session under C.R.S. § 24-6-402(3) (b) (I) for discussions regarding the Board's evaluation and performance update for the Chancellor, Presidents, and professional staff employees of the Board.

Following a motion, second, and unanimous vote to leave Executive Session of the Evaluation Committee, the Board returned to open session.

With no further business, the meeting was adjourned at 2:05 p.m.

Section 14

Outgoing Board Member Recognition

Section 15

Executive Session

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Section 16

Evaluation Committee

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APPENDICES

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APPENDIX I

Construction Status Reports

Construction Projects: Status Report

Colorado State University Pueblo | Board of Governors, December 2021

Prepared by Dr. Donna Souder Hodge
VP Operations and Advancement



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

Projects In Progress

Started, Not Complete | Funded, Not Started



In Progress: Started, Not Complete

Replace campus water lines (Phase I)

\$900,680 State-funded controlled maintenance

Phase I consists of replacing existing valves and adding new valves for building isolation

**COLORADO STATE
UNIVERSITY SYSTEM**

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CSU - PUEBLO | CSU - GLOBAL



In Progress: Funded, Not Started

Technology Building - Construction Management,
Engineering, Education, and Automotive Industrial
Management | Nunn/HCM selected as Design-Build team

Upgrade building fire alarms (phase I)
AX/Athletics buildings are currently unfunded

Emergency roof and structural repair at Buell
Communication Center

Refurbish elevators, upgrade ADA compliance in four
buildings

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New Project Wish List

Master Plan, FY 23

New Academic Building Renovation (TBD), FY 24

Replace Campus Water Lines, Phase II

Upgrade Fire Panel System/Alarms, Phase II



Replace Campus Water Lines, Phase II

Phase II includes new water main tap
with distribution

Problem:

- 1) CSU Pueblo does not have the capacity to effectively irrigate
- 2) Existing water lines are deteriorating and many existing isolation valves are inoperable

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UNIVERSITY SYSTEM**

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Upgrade Fire Alarms, Phase II

To replace infrastructure in four more state selected buildings to include horns, strobes, wire and smoke detectors

**COLORADO STATE
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Thank you

Questions? Email: donna.souder@csupueblo.edu



Project	Bonds/Funding		Occupancy	Status as of Oct 2021
<p>Bay Facility</p> <p>Total Budget: \$6,250,000</p>	<p>\$5,250,000-bond funds</p> <p>General fund, CVMBS, VPR</p> <p>\$1M-VPR cash</p>		<p>Oct 2021</p>	<p>This project constructed a 10,000-12,000 gsf facility to house laboratory animals on South Campus in support of TMI, Animal Cancer Center, Pre-surgical Research Laboratory, and VTH.</p> <p>Project is complete.</p>
<p>Shepardson Building Renovation and Addition</p> <p>Total Budget: \$44,000,000</p>	<p>\$35,000,000-state funds (\$18M CCF, \$17M COP)</p> <p>\$9,000,000-bond funds</p>		<p>March 2022</p>	<p>This project will completely revitalize the Shepardson Building and add approximately 40,500 gsf of auditorium, classroom, and laboratory.</p> <p>Landscaping and finishes underway. Project is approximately 90% complete.</p>
<p>Johnson Family Equine Hospital</p> <p>\$39,400,000</p>	<p>\$20,900,000-NWC COPs</p> <p>\$12,600,000-Donations</p> <p>\$5,900,000-University resources</p>		<p>Sept 2021</p>	<p>This project constructed an approximately 80,000 gsf Equine Hospital on South Campus.</p> <p>Project is complete.</p>

Project	Bonds/Funding		Occupancy	Status as of Oct 2021
<p>Lory Student Center Phase 3 Revitalization and Adult Learner & Veteran Services addition</p> <p>Total Budget: \$25,000,000</p>	<p>\$22,000,000-bond funds</p> <p>Student fees</p> <p>\$3M from LSC reserves</p>		Tbd	<p>This project will revitalize the north section of the Lory Student Center, focusing on MEP upgrades and finishes. Approximately 9,300 gsf will be added to accommodate the Adult Learner and Veteran Services (ALVS) program.</p> <p>This project has been in suspension, but will restart upon receipt of bond funds in November 2021.</p>
<p>Meridian Village Ph 1</p> <p>Total Budget: \$130M</p>	<p>\$130,000,000-bond funds</p> <p>Housing and Dining Services</p>		Tbd	<p>This project will construct approximately 1000 beds for 1st and 2nd year students, with a satellite dining facility.</p> <p>This project has been contractually suspended to March 2022.</p>
<p>Women's Soccer/Softball Complex</p>	<p>\$6,500,000-bond funds</p> <p>Athletics, Central funds</p>		Tbd	<p>The project will construct an NCAA Division 1 quality softball/soccer complex with competition and training facilities for women's soccer and softball, along with concession and restroom facilities for fans.</p> <p>Work on an updated RFP is underway. The project scope is currently being reevaluated to align with budget.</p>

APPENDIX II

Correspondence

From: [Kashkett, Josh](#)
To: [CSUS Board](#); [Frank, Tony](#)
Cc: [presofc](#); governorpolis@state.co.us; cityleaders@fcgov.com; [ASCSU President](#); [ASCSU Governmental Affairs](#); [ASCSU Senate Speaker](#)
Subject: A call to action
Date: Monday, October 11, 2021 6:32:46 PM

Dear Chancellor and Board of Governors of the CSU System,

I write to you in regards to Colorado State University's (CSU) Land Acknowledgement and CSU's ongoing land transaction. My name is Josh Kashkett, I am currently a second year Masters of Social Work student at CSU and care deeply about the sustainability of public lands.

Despite an unconventional start at CSU, amidst a global pandemic, I was informed of CSU's Land Acknowledgement when I enrolled. I have come to learn that this statement is a hallmark for every student and teacher at CSU. The Land Acknowledgement is often recited in classrooms, campus events, and administrative emails. Yet, I believe that it is poignant to note that CSU's own Land Acknowledgement was left out of the Memorandum of Understanding that was published in regards to the Hughes Stadium land.

While steps to address this acknowledgment or memorandum could serve as signs of progress in the short term, I urge you to take into consideration the consequences in the longer term. In my estimation, true leadership in this matter does not come from words that can be forgotten, but in action that can be maintained over time. Such action can start by returning this unceded treaty land back to Indigenous stewardship. If this can be honored, it must ensure complete cultural access to the land, in perpetuity, so that Indigenous peoples can hold ceremonies, educational gatherings, and plant native foods. According to the Collegian¹, this public land accounts for only 165 acres of the 89,001 total acres that CSU originally received from the Morrill Act.

With this in mind, I acknowledge that any alternative proposal for this land may be counter to the business and development goals of CSU. However, I implore you to prioritize promise, not profit. In this case, promise means giving representation and equity to Indigenous people who have long been disregarded in the history of this country.

In moving to the Fort Collins community last summer, I was grateful to find housing in a neighborhood within walking distance of Hughes Public Open Land. This space provided solace in a time of significant, societal upheaval. Suffice to say, Hughes Public Land was a gift to enjoy and ultimately became a place for admiration when I discovered its Indigenous roots. Therefore, I ask you to please have the courage to think of the lives of future residents who will never experience the beauty of this land if you choose to put profit in front of promise.

Thank you for your consideration,
Josh Kashkett

1: <https://collegian.com/2021/08/category-opinion-Itte-its-time-to-move-from-land-acknowledgement-to-land-action-and-land-back/>

Josh Kashkett

Pronouns: He/Him/His

MSW student

APPENDIX III

Higher Ed Readings

College degrees are overrated

The New York Times; Oct. 18, 2021

Employers have become overly-reliant on bachelor's degrees as an indicator of potential for success in a role, to the detriment of what Byron Auguste — cofounder of the nonprofit organization Opportunity@Work — calls STARs, or people who are “skilled through alternative routes.” The group includes about 70 million adults in the United States, including 62% of African Americans, 55% of Hispanics, and 50% of non-Hispanic whites — people who are increasingly left out of the workforce. Solutions to this predicament include screening for a candidate's skills rather than just a bachelor's degree or accepting training program certificates or associate degrees in lieu of a bachelor's, or simply removing degree requirements all together from certain jobs that give workers without college degrees an opportunity to move up, jobs that Auguste refers to as “gateway” jobs.

Nationwide college enrollment continues to slide

The Washington Post; Oct. 26, 2021

Although the numbers are subject to change, current data indicates that undergraduate enrollment is down an additional 3.2% since fall 2020, mirroring last fall's drop of 3.5%. If the current rate of decline holds up, it will be the largest two-year decline in at least 50 years in the United States and could have potentially significant impacts on college completion rates and the future workforce. The steepest declines are concentrated at less selective schools that tend to enroll high numbers of students from disadvantaged backgrounds; enrollment at community colleges is down 5.6% while highly selective private institutions actually saw enrollment growth overall.

Urban blossoming

The Denver Post; Nov. 4, 2021

A greening initiative — headed by Javon Taylor, the CEO and founder of False Ego in the RiNo district of Denver, with a coalition of partners including the National Wildlife Federation, real estate firm EDENS, The Heart of Five Points Neighborhood Association, and the nonprofit Lincoln Hills Cares — was one of 15 finalists in this year's Thriving Cities Challenge, sponsored by CSU's Salazar Center for North American Conservation. The coalition received a \$10,000 grant to help launch their work of restoring greenery and natural areas in parts of Denver that have been historically overlooked

and discriminated against. Tree cover and greenery can do more than just make a place look nice; it can draw customers and support economic growth, as well as provide physical and mental health benefits for those living in the area.

[Tony Frank: On hunger](#)

Check out the latest Chancellor's letter from Dr. Frank

[CSU Spur Quarterly Newsletter: October 2021](#)

Check out the latest news from CSU Spur.

[CSU Todos Santos Center Quarterly Newsletter: October 2021](#)

Check out the latest news from the CSU Todos Santos Center.

[Together We Grow: November update](#)

Check out the latest news from Together We Grow and Executive Director Kristin Kirkpatrick.

College degrees are overrated

The New York Times

Recruiters are insisting on college degrees for jobs that don't need them. Why? Risk aversion. If recruiters recommend a nongraduate who doesn't work out, they'll get blamed. Whereas, if they reject a nongraduate who would have been a huge success — well, no one will ever know, will they? It's a costly but undetectable mistake.

Byron Auguste has co-founded a nonprofit organization, Opportunity@Work, whose purpose is to give a leg up to people he calls STARS, short for "skilled through alternative routes." I interviewed him recently.

He told me that he's haunted by the invisible tragedy of successful careers that never happen because applicants without college degrees aren't given a chance. It affects first-time jobseekers, those stuck in dead-end careers, and older victims of layoffs who no longer qualify for the jobs they landed at a more forgiving time.

"It's a pretty dysfunctional market in a lot of ways," he says. "You're not just giving extra weight to a bachelor's. You're insisting on it. And there's no way to even learn what you're missing. That's why you can keep making this mistake over and over."

In 1971, Auguste's father left a job on a shipping dock to study computer programming. Despite lacking a college degree, he was hired by Detroit Edison. "That was where our family's trajectory into the American middle class began," Auguste says. Indeed: Auguste got a bachelor's degree from Yale and a doctorate in economics from the University of Oxford. He spent 20 years at the consulting firm McKinsey & Co., rising to senior partner, then worked for President Barack Obama as deputy assistant to the president for economic policy and deputy director of the National Economic Council before cofounding Opportunity@Work in 2015.

It's a classic American success story. Yet today, an employer might not take a chance on someone like Auguste's father.

One problem is that employers have come to over-rely on a bachelor's degree as a convenient, even though not entirely reliable, signal that a person has some degree of intelligence, perseverance and sociability, as Bryan Caplan, an economist at George Mason University, wrote in a 2018 book, "The Case Against Education: Why the Education System Is a Waste of Time and Money."

Another problem is snobbishness about education in the United States, Auguste explains. "The level of class segregation in this country right now is off the charts, more than it ever was," he says. "It's really nuts."

He tells the story of a software development contractor he encountered while starting Opportunity@Work that used an algorithm to hire employees with unconventional backgrounds. The contractor performed so well for a consumer products company that an executive at the company invited the new hires to dinner, not knowing that nearly all lacked college degrees. The dinner was a disaster. The small talk — "So, where did you go to college?" — died. "The client was so unnerved," Auguste recalls, "they did not hire that firm again for three years."

Now the software contractor avoids client dinners. "They think 'inclusion' as a message backfires and want to be judged by contract/technical performance alone," Auguste wrote in a follow-up email.

There are solutions, Auguste says, and the first one is to do less. That is, less screening out of candidates just because they lack a bachelor's degree. Then look for other signals of a candidate's qualities. For example, give the candidate a test of the skills that the job truly requires. Accept a certificate of completion of a training program or an associate degree in lieu of a diploma from a four-year school. If someone is applying for a programming job, ask to see her or his portfolio on GitHub, a web-based service that allows programmers to store and manage their code. "There isn't just one way," Auguste says.

Opportunity@Work has identified 51 "gateway" jobs that give workers without college degrees a good shot at moving up. For example, succeeding as a customer service representative often leads to a well-paying job as a sales representative, and thriving as a computer support

specialist often opens the door to work as a system administrator. Employers should remove degree requirements from those gateway jobs, the organization says.

STARs — people who are “skilled through alternative routes” — live in all parts of the country and are of all ages, according to Opportunity@Work’s research. The group numbers about 70 million adults and encompasses 62 percent of African Americans, 55 percent of Hispanics and 50 percent of non-Hispanic whites.

Auguste is not, of course, the only person blowing this trumpet. Every month, it seems, I hear from yet another organization trying to help people gain skills and climb into the middle class. Academics are active as well. In my old job at Bloomberg Businessweek, I interviewed Joe Fuller of Harvard Business School for a story titled “Demanding a Bachelor’s Degree for a Middle-Skill Job Is Just Plain Dumb.”

Fuller has new research. Many companies automatically screen out people with dings like six months or more of unemployment, he told me. “The whole process is designed to be hyperefficient. The great irony is that less than half of employers say, ‘We’re quite satisfied with the skills of the people we’re hiring.’”

Alicia Sasser Modestino, a professor of economics and public policy at Northeastern University, told me her research shows that employers are pickiest when there are lots of people looking for work. But even at times when workers are scarce — as is the case now, with more than 10 million unfilled jobs reported — employers remain reluctant to hire people who don’t satisfy traditional criteria, she says.

I also spoke recently with Robert Falzon, vice chair of Prudential Financial Inc. He agreed with Auguste that the workers that companies need are often already on their payrolls. They just need training to move up, Prudential’s research shows. Some employers worry that workers who gain new skills will take them to a rival, Falzon acknowledges. “But if you commit to skilling,” he says, “it will make people feel more loyal. I think it’s a risk that you have to take.”

Renee Fellman, an expert in fixing troubled companies who has been the interim chief executive for 20 companies, agrees. “I think the whole idea that everybody has to go to college is ridiculous,” she told me. In an email, she added: “One of the best and brightest managers at one of the manufacturing companies did not go to college. I think he was hired shortly after finishing high school. Work experience? Gas station!”

Nationwide college enrollment continues to slide

The Washington Post

A year after the coronavirus pandemic hammered undergraduate enrollment, many colleges and universities are still reporting a decline in people pursuing degrees this semester, especially schools serving large populations of low-income students.

A snapshot of fall head counts released Tuesday by the National Student Clearinghouse Research Center shows undergraduate enrollment down 3.2 percent since fall 2020, largely mirroring last fall's drop of 3.5 percent. The data capture head counts through Sept. 23 at half of the institutions that report to the Clearinghouse, roughly 1,800 schools, and are a closely watched indicator of sector-wide trends.

Continued erosion of enrollment could have significant impacts on college completion rates in the coming years and raises questions about the economic trajectory of a generation of students. Some higher education experts had hoped last year's dire enrollment data reflected a temporary blip, but the enduring trend has some worried about whether the most vulnerable students will return to the educational pipeline.

"It seems like a lot of young people are going to work instead of college, especially ... students from low-income families who've been lured away by this temporary hitch in the labor market where wages are increasing," Doug Shapiro, executive director of the National Student Clearinghouse Research Center, said on a call with reporters Monday.

He added: "Trying to understand how those students might ever get back into the college path is really important. It's important to our future workforce."

From the fall of 2019 to this semester, the number of undergraduate students has now fallen by a total of 6.5 percent, according to the Clearinghouse. Shapiro said if this current rate of decline were to hold up, it would be the largest two-year decline in at least the last 50 years in the United States.

While all sectors suffered declines, the pain largely is felt at less selective schools that tend to enroll high numbers of students from disadvantaged backgrounds. Private nonprofits narrowed their head count decline this fall, bolstered by a 4.3 percent growth in enrollment at highly selective schools within the sector. Competitive private institutions have largely recovered from the pandemic.

Meanwhile, community colleges continue to bear the brunt of the decline with enrollment down 5.6 percent, a significant fall but not as steep as the previous year.

Conversely, undergraduate enrollment at public four-year institutions and four-year for-profit schools has fallen more this fall than the previous year, down 2.3 percent from 0.8 percent and 12.7 percent from 0.3 percent respectively. Given that only 40 percent of for-profit schools provided the Clearinghouse data to date, Shapiro said enrollment numbers in the sector may change.

Nicholas Kent at Career Education Colleges and Universities said the data is not a comprehensive look at the for-profit industry because it excludes two-year institutions. He says there is a bifurcation in the sector, with some schools suffering and others weathering tepid enrollment.

All the same, the overall two-year decline among four-year for-profits and the community colleges are now very similar, Shapiro said. The sectors serve similar populations of students who are often older. And at the moment, a higher number of older students are sitting this semester out, with head counts among 25- to 29-year-olds down more than 8 percent, according to the Clearinghouse.

“It’s especially hard to be a college student who has a family to take care of and have children,” said Jee Hang Lee, senior vice president at the Association of Community College Trustees. “The pandemic has sharpened the divide because we’re not seeing as much slippage [in enrollment] of traditional-aged students.”

Lee said community colleges must provide more assistance to older students to re-engage them, and many have stepped up support services,

emergency aid and forgiveness of unpaid tuition balances. But schools are also competing with low unemployment rates, and a strengthening job market will siphon off would-be students, he said.

Enrollment at the undergraduate level slipped for every racial and ethnic group, but declines were still smaller compared with last fall. The head counts of Black, white and Native American students were down about between 4 percent and 5.1 percent while dipping by around 2 percent for Hispanic and Asian undergrads. Those smaller declines for Hispanic and Asian students, Shapiro said, could speak to an underlying increase in both populations.

Although male enrollment declines were smaller than last fall and female enrollment dipped further this year, over the course of the pandemic, men have lost a lot of ground in pursuit of undergraduate degrees, according to the Clearinghouse. Male enrollment in undergraduate programs has fallen 9.3 percent from 2019 to 2021 while dropping 5.3 percent over the same period for women.

Early data also shows a sharp drop of 8.2 percent in the enrollment of international undergraduate students this fall. Combined with last year's numbers, the Clearinghouse has tracked an overall decline of more than 20 percent among international undergraduates. Shapiro suspects enduring travel restrictions around the world are a factor in the continued disruption.

Urban blossoming

The Denver Post

Jevon Taylor's goal as a clothes designer and retailer goes beyond selling shirts and sweatshorts, just as his reasons for promoting the "greening" of the Five Points neighborhood go beyond wanting to see more trees and flowers.

The 26-year-old CEO and founder of False Ego in the River North Art District uses organic cotton and eco-friendly packaging and works with a company that recycles textiles. He talks to people about the waste in the fashion industry, including the huge use of water.

"I think people are starting to see False Ego as more than a clothing brand, which has been the goal from the beginning," Taylor, a native of Denver, said. "I'm trying to connect consumers to the bigger picture."

In similar fashion, Taylor has joined with other businesspeople in RiNo and the larger Five Points area, a major developer, nonprofits and other organizations to show that trees and plants do more than just make a place look nice. They say greenery and natural areas draw customers, create oases in the former industrial area's concrete corridors and provide the physical and mental health benefits associated with nature.

Coalition members are literally getting their hands dirty to green a part of Denver that historically was overlooked because of "redlining," a discriminatory lending practice that discouraged investment in areas where residents were poor or people of color lived. Acts of what Taylor calls "guerilla gardening" have blossomed into a growing network aiming to help businesses attract customers and to restore parts of the natural world.

The greening initiative headed by Taylor was one of 15 finalists this year in the Thriving Cities Challenge, sponsored by Colorado State University's Salazar Center for North American Conservation. The group received a \$10,000 grant to help launch its work officially.

In a video submitted with the application to the Salazar Center, Taylor said the project can serve as "proof of concept" for other communities.

“And we can take it to other inner-city communities that suffer from the same environmental racism, the same economic disparities, the same redlining issues that Denver’s Five Points neighborhood has seen over the years,” Taylor said.

The National Wildlife Federation, one of False Ego’s partners in the application, is working with Taylor on other grant requests and talking to Denver’s Office of Climate Action, Sustainability, and Resiliency about funding.

The Denver-based office of the real estate firm EDENS, The Heart of Five Points Neighborhood Association and the nonprofit Lincoln Hills Cares are part of the coalition.

“We now have a pretty well-developed concept, and we’ve got partners who are interested,” said Brian Kurzel, executive director of the regional National Wildlife Federation office. “Now, we’re at the stage of really needing capacity to engage with the community more, to hear their vision as well as leveraging investment and policy advocacy to try to make sure that the policies and practices of the city make this easier, not harder.”

The benefits of restoring natural areas are many, including businesses’ bottom line, Taylor and Kurzel said. A 2013 report by an environmental group, the National Resources Defense Council, said customers are willing to pay 8% to 12% more for purchases in areas with a mature tree canopy.

Research increasingly has shown nature also benefits people’s physical and psychological well-being. Kurzel said that although the city’s goal is to see that every resident lives within a 10-minute walk to a park, the cumulative impacts of seeing greenery in everyday activities are valuable, too.

“It’s not as much about creating a park everywhere; it’s about creating the greenery where people are every day,” Kurzel said. “You have to do both, create the park acres and incorporate nature in between.”

To green up some of those in-between spaces, Tom Kiler and Taylor organized what they called guerilla gardening in the spring and summer in a

two-block radius that includes False Ego. Volunteers hauled bags of potting soil, installed planters, removed gravel and added plants with help from the Denver Botanic Gardens.

Kiler is managing director of the West region for EDENS, a real estate firm that owns and operates 13 buildings in RiNo, including Denver Central Market. He declined to say if EDENS is contributing money to the project. But the company supported the application to the Salazar Center, and Kiler said creating a more sustainable future for Denver is “absolutely something we invest in at EDENS.”

During a recent walk in RINO, Kiler said the area is transitioning from an industrial and warehouse district and the buildings aren’t easy to see into. Many buildings are raised and have walkways above street level. Making the area more inviting with green spaces and plants should draw people to the stores, Kiler said.

It works for Ali Duncan, who owns a yoga studio, Urban Sanctuary, on Welton Street. She said her building is so full of plants that people stop by to see what kind of place it is.

“People will stop when there’s more greenery, when it’s more welcoming,” Duncan said.

As president of The Heart of Five Points Neighborhood Association, Duncan is working with Taylor and others to hear what the community wants. She would like to see more trees and plants.

“There’s no shade. It is so hot and just miserable in the summertime,” Duncan said. Nationwide, in neighborhoods where the residents are poor or people of color, there are fewer trees and parks and more concrete. An analysis by American Forests found that areas where a majority of the residents are people of color have 33% less tree canopy on average than those with a majority white population. Areas with 90% or more residents in poverty have 41% less tree canopy than areas with 10% or less of the residents in poverty.

Nearly half of Denver is paved over, up from less than 20% in the mid-1970s, according on a 2019 Denver Post analysis. American Forests said more trees can cool neighborhoods and reduce the “urban heat island effect” that is expected to worsen with climate change. Daytime temperatures in the paved-over, treeless parts of a city can be 5 to 7 degrees warmer during the day and even hotter at night.

In RiNo, only about 9% of the area has tree canopy, compared with an average of 24% for the city overall, said Mallory Luebke, a research assistant at the University of Colorado Denver’s school of architecture and planning.

The university worked with Taylor and other coalition members on the grant application to the Salazar Center. Luebke said the school became aware of the work in RiNo during a project that considered what could grow out of shutting down some of the city streets during the coronavirus outbreak.

Luebke acknowledged that adding more trees, plants and green spaces can lead to more gentrification, already an issue as RiNo has evolved. However, she said such pressures could be eased if changes are spread across the neighborhood and by listening to what residents really want.

Sudhir Kudva, who owns bars in the Five Points neighborhood, decided he wanted to add greenery to a property on Larimer Street before the pandemic started. About three years ago, with help from the National Wildlife Federation, and after a few sessions with the city, he turned a gravel lot where a house once stood next to his bar into an outdoor extension.

The spot is more than a pretty place for people to mingle. It features potted plants, tall grasses, trees, bushes and water that provide sustenance and shelter for birds, butterflies and other urban wildlife.

“The patio was just dead space, just rocks, with two different landlords. We were like, ‘Hey, it would be nice if we could do a patio here,’ ” Kudva said. “We wanted something with a limited amount of people but a lot of greenery.”

As it turned out, the timing was good. “If we didn’t have this patio during COVID, we wouldn’t have been open at all in 2020 because we needed the outdoor space,” Kudva said.

He and Genevieve Shifrin, a partner in another bar, are greening up other spaces, adding what they describe as a living wall of indoor plants in one business.

Taylor and Kurznel want to leverage the infusion of energy and investment in RiNo for other parts of the Five Points neighborhood where people are interested in restoring and expanding natural areas. One of the area organizations involved is Lincoln Hills Cares, a nonprofit founded and led by Black community leaders to give youths experiences in the outdoors, cultural history and opportunities to work and learn about different career paths.

J.R. Lapierre, the organization’s managing director, said the youths are high school and college students from around Denver who work during the summer on gardening projects, trails and restoration work. “Everything is centered around nature, as an opportunity to gain experience, not only knowledge about and working in nature, but also becoming good stewards,” Lapierre said. “One of the ways we’re looking at (the greening project) is to provide some great work for the youths and at the same time get them some skills that they can use in the future.”

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Community focus | Statewide engagement | Global impact

The CSU System includes three campuses: [CSU in Fort Collins](#), [CSU Pueblo](#), and [CSU Global](#).



On the same day in 1863, the U.S. government created both its own Department of Agriculture and a new model of higher-education institution – land-grant universities – that also focused on preparing people to feed a growing nation.

Even as our campuses have grown, and the business of agriculture has evolved, land-grant universities like Colorado State continue to focus on the fight against hunger in their teaching, research, and outreach activities.

In October, I was privileged to join U.S. Secretary of Agriculture Tom Vilsack, Canadian Minister of Agriculture and Agri-Food Marie-Claude Bibeau, and Mexico's Secretary of Agriculture and Rural Development Victor Villalobos at a meeting of the North American Agricultural Advisory Network, which is headquartered at the CSU System. The meeting took place in conjunction with the World Food Prize events in Des Moines, Iowa, and focused on exploring how the three countries of North America can continue to work together to support global food security and combat hunger through a robust

commitment to agriculture and agricultural education.

Though our three countries all have their own traditions and practices, we also have much in common. Above all, we are united in four foundational areas of agreement:

- The knowledge that food and water are basic human needs that cannot be ignored
- The belief that knowledge is to be shared rather than hoarded
- The understanding that the linkage of research to application improves lives in real time, and this matters
- And that we all share a responsibility at the national level to recognize and support the previous three points – as vital to national security, economic health, and the well-being of our people

While [NAAAN](#) as an organization is new, it is effectually rooted in principles that our predecessors have been putting into practice for almost two centuries. Across civil wars and revolutions, the Great Depression and powerful economic cycles, global conflicts and social upheavals, this truth abides: Feeding people mattered yesterday, it matters today, and it will matter tomorrow.

Today, the business of feeding the world also has to consider issues around sustainability, the importance of bridging wealth gaps, urban-rural divides, and divisions around size of the production unit. Discussions have to address global protein and calorie insecurity – AND consumer preferences for how that protein and those calories are produced. That's a tall order, and one that can only be met through collaboration and partnerships.

That is the reason CSU is the host campus for the NAAAN secretariat – and it is also a primary driver behind the creation of our [CSU Spur campus](#), which opens in Denver in January. It's the reason for the critical and ongoing work of our CSU faculty in agricultural sciences, and the shared commitment among all three of our CSU campuses to fighting hunger in our own communities and beyond.

Why does it matter? More than 38 million people in the US experienced hunger last year. One in 6 American children doesn't know where they will get their next meal. One in 14 American seniors faced hunger before the pandemic, and that situation has dramatically worsened with COVID-19. And while rural America produces the food that nourishes our planet, 87% of counties with the highest rates of overall food insecurity are rural. Black, Latinx, and Native American households all experience hunger at more than twice the rate of white households.

Our CSU campuses and Extension teams have long been focused on finding ways to combat these statistics. The [Community Alliance for Education and Hunger Relief](#) – a project of the Colorado Agricultural Experiment Station and its Western Colorado Research Center – annually harvests and delivers nearly 100,000 pounds of food grown on the campus to people in need on the Western Slope. Both our Fort Collins and Pueblo

campuses are designated as [Hunger-Free Campuses by the Colorado Department of Higher Education](#), and our campuses have focused on programs to combat hunger in their own communities – including the [Pack Pantry](#) in Pueblo and [Rams Against Hunger](#) in Fort Collins.

That commitment to improving lives extends to how we link research and teaching with the real-world food challenges facing Colorado. CSU faculty are critically focused on questions of biosecurity and how to help protect our food system – and those who rely on it for their livelihood – from threats to crop and animal health. They spend time in the field, working with everyone from school children to public agencies to policymakers to help people understand the critical role of water in agriculture and the pressures on our western water supplies. They've partnered with producers around the state to support long-term productivity through facilities that include the San Luis Valley Potato Research Station and one of the nation's leading wheat genetics laboratories. We've worked to expand access to agricultural education with cooperative degree programs offered in partnership with other Colorado campuses. In partnership with donors, alumni and the state of Colorado, CSU has invested millions in additional base funding for its agricultural sciences programs and experiment stations and tens of millions in improved facilities on campus and around the state — because we know there is critical work ahead of us, and it is foundational to who we are to show up with sleeves rolled up, ready to work.

This work ties our modern educational and outreach missions directly to the foundational elements of our heritage as land-grant universities. It challenges us to share our best practices within Colorado and across borders, and to never lose sight of the fact that our actions serve our fellow human beings, regardless of national boundaries, race, religion, or language. Feeding people – all people – matters.

- tony

Tony Frank, Chancellor
CSU System

Share this letter via social:



LATEST AT THE CSU SYSTEM



The three CSU Spur buildings from left to right: Vida, Terra, and Hydro.

— [CSU Spur](#) — the CSU System campus at the new National Western Center in north [Denver](#) — is opening in two months! The Vida building (focused on animal and human health) will open in January — join our grand opening celebration during CSU Day at the National Western Stock Show on Jan. 15. The Terra building (focused on food and agriculture) will open in Spring 2022 and the Hydro building (focused on water) in November 2022.

— CSU Spur is looking for volunteers! Info sessions for volunteers begin next week; learn more and fill out an application [here](#).

— CSU Spur Service Days, a series of volunteering opportunities connected to the neighborhoods and community spaces surrounding the north Denver campus, will host a food distribution event on Nov. 22 with Birdseed Collective; sign up [here](#).

— The CSU System is hiring! View all open jobs [here](#).

CAMPUS SPOTLIGHTS



C.A.N.S. Around The Oval food drive Oct. 20. Photo by John Eisele/CSU Photography

— **CSU Fort Collins'** annual drive for the Food Bank for Larimer County — C.A.N.S. Around The Oval — [ended on a high note](#), exceeding its monetary goal by more than \$20,000. In its 35th year, C.A.N.S. — which stands for “cash and nutritious staples” — raised \$66,498.65 and collected 19,082 pounds of food. The 2021 goal targeted \$40,000 and 20,000 pounds of food, according to C.A.N.S. organizer Michael Buttram, who serves as the basic needs program manager for CSU’s Student Leadership, Involvement, and Community Engagement (SLiCE) office.

— **CSU Pueblo** and Arapahoe Community College (ACC) at the Sturm Collaboration Campus in Castle Rock [partnered to begin](#) the first Registered Nurse (RN) degree pathway to a Master’s Degree in Nursing (MN) in the state of Colorado. This pathway allows students to earn their Associate of Applied Science Degree in Nursing, followed by a Bachelor’s of Science degree in Nursing at ACC, and then transfer to CSU Pueblo’s Master of Science-Nursing, Nurse Educator degree program. Students who have been accepted in the ACC RN-BSN Program and are in good standing at ACC are eligible for dual enrollment and follow the CSU Pueblo School of Nursing RN to MS curriculum plan.

— **CSU Global** will be supporting [National Hunger & Homelessness Awareness Week](#) Nov. 13-21 by encouraging staff, faculty, students, and alumni to volunteer, donate, educate themselves, and do their part to address hunger and homelessness in their community. The week will close with a CSU Global volunteer day at Food Bank of the Rockies on Friday, Nov. 19.

HIGHER EDUCATION LANDSCAPE

- Democrats [are still exploring expanding tuition assistance](#) for low- and middle-income students. But how big a program they will support, and how far that approach will go toward increasing access to higher-paying jobs remains to be seen. (*New York Times*)
- As tuition rises slowly, the amount of federal loans students and parents take on to finance higher education [declines](#), the College Board's annual report shows. (*Inside Higher Ed*)
- Graduate enrollments [grew in fall 2020](#) despite big drops in incoming international students. Gains among part-time and underrepresented minority students helped fuel the increase. (*Inside Higher Ed*)



Read the latest issue of **STATE**

STATE is the official CSU System magazine. The Winter 2021 issue includes:

- [The CSU Tuition Assistance Grant](#)
- [Pueblo chiles](#)
- [The new president of CSU Global](#)
- [Charitable food programs](#)
- [Free speech and civic engagement](#)
- [The economic impact of the CSU System](#)
- [The 2022 opening of CSU Spur](#)
- [A legacy gift to the CSU College of Liberal Arts](#)
- [The Cameron Peak Fire](#)

And more! Dive in to the latest issue [here](#) or email chancellor@colostate.edu to receive the print copy biannually.



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The [Colorado State University System](#) is proud to be one of the key partners in the reimagining of the [National Western Center](#) (NWC). Read on for updates about [CSU Spur](#), CSU System's campus at the NWC, as well as stories spotlighting neighbors, partners, and collaborators of this landmark project.



CSU SPUR HITS LAST MAJOR CONSTRUCTION MILESTONE



CSU Spur Hydro had [its topping out ceremony](#) — where the final steel beam is placed on the structure — on Sept. 16! Watch the livestream of the topping out ceremony [here](#), and follow **@CSUSpur** on social media to witness these milestones — like a timelapse of the placement of the pedestrian bridge between Hydro and Terra — in real time!

The CSU Spur campus as a whole is moving closer to its grand opening! [Vida](#) (focused on animal and human health) will open in January 2022 — join our grand opening celebration during CSU Day at the National Western Stock Show on Jan. 15! [Terra](#) (focused on food and agriculture) will open in Spring 2022 and [Hydro](#) (focused on water) in late 2022.

REGISTER NOW: WATER IN THE WEST IS NOV. 3



By 2050, the world's population is expected to grow to over 9 billion. Water challenges are not new, particularly in the American West, but they are changing and expanding. The 2021 [CSU Spur Water in the West Symposium](#) is focused on solutions to water challenges, with experts who will talk about addressing them at local, state, and regional levels.

Symposium speakers range from the local to international level, including Tanya Trujillo, assistant secretary for water and science for the U.S. Department of the Interior; Colorado Attorney General Phil Weiser; and Jennifer Pitt, Colorado River program director at the National Audubon Society.

The 2021 Symposium will be hosted virtually on Nov. 3; view the agenda and speaker lineup [here](#), and [register today!](#)

SPUR PODCAST GUESTS SHARE PASSION AND EXPERTISE



CSU Spur's new podcast [*CSU Spur of the Moment*](#) launched in late August and welcomes guests that are connected with the campus in some way to tell their personal story, reflect on their area of work, and tackle big issues in their respective spaces. The podcast has aired seven episodes, including interviews with U.S. Secretary of Agriculture Tom Vilsack, CSU Fort Collins President Joyce McConnell, and Dumb Friends League President and CEO Dr. Apryl Steele.

New episodes of *CSU Spur of the Moment* will be released every other Tuesday; [listen and subscribe](#) wherever you get your podcasts!

FEEDING PEOPLE MATTERS

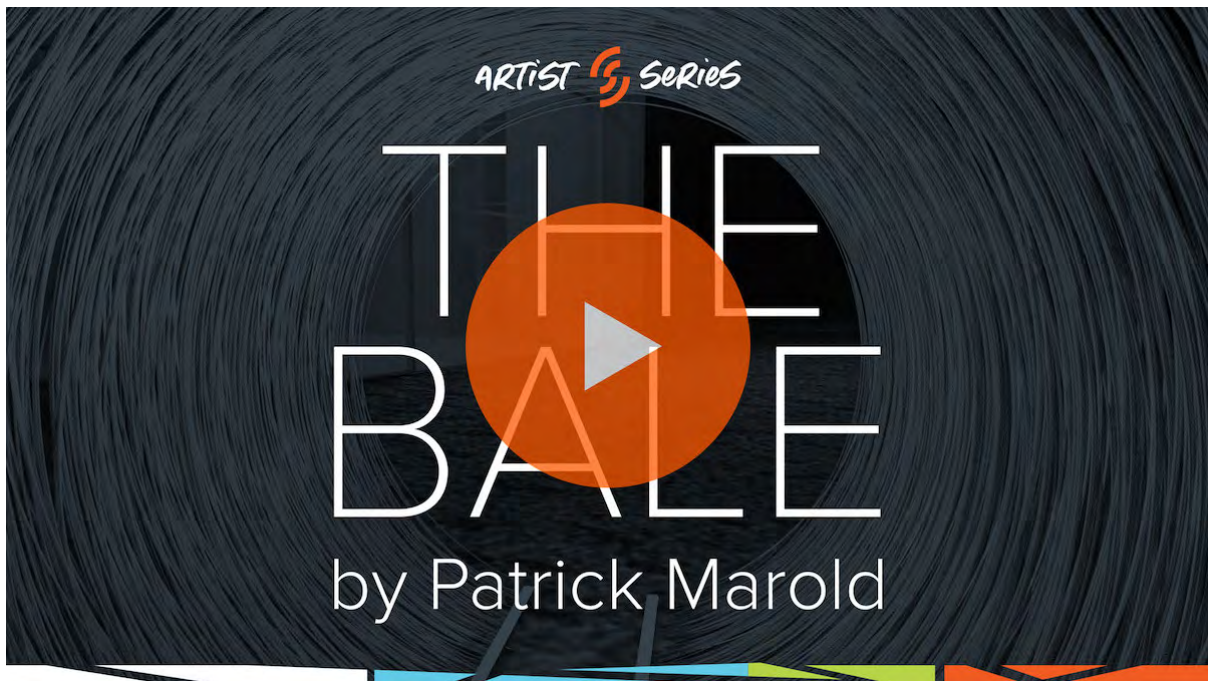


Representing agricultural leadership throughout Canada, Mexico, and the U.S., the [North](#)

[American Agricultural Advisory Network](#) (NAAAN) hosted an event in conjunction with the [World Food Prize](#) on Oct. 21, focused on the role education, extension, and research play as building blocks for the next generation of agricultural leaders in North America. CSU System Chancellor Tony Frank provided [the keynote address](#).

The NAAAN links agricultural extension communities with one another and with stakeholders in the U.S., Canada, and Mexico, and is the North American network for [GFRAS](#) — The Global Forum for Rural Advisory Services — an international organization based in Switzerland that brings together diverse stakeholders working in agricultural extension worldwide. The NAAAN is the newest network, joining 17 others in the work of global food security; it will be housed at CSU Spur. Learn more about the NAAAN and its creation [here](#).

SPUR ARTIST SPOTLIGHT: PATRICK MAROLD



CSU Spur will be home to [eight large-scale permanent art installations](#) ranging from murals to sculpture. The CSU Spur artists are from around the world, and four of the artists are from Colorado, like Patrick Marold, whose piece entitled "The Bale" will be featured on the plaza in front of Terra.

"[The Bale] is a sculptural work in the public realm intended to create spatial relationships in the plaza that compliment and inform the viewers understanding of the campus and their own orientation ... Most of what I do as an artist in the public realm is intended to enhance our internal dialog with our surroundings ... I want to stimulate our curiosity with the National Western Center environment and expose dynamic conditions that are often taken

for granted in our day to day lives."

Get a sneak peek of "The Bale" [here](#) and read the full profile with Patrick [here](#).

QUICK HITS

— Four students from the 80216-zip code (the area surrounding Spur) were awarded the [CSU Spur Scholarship](#) — a new, need-based scholarship available to first-time students to attend a CSU System institution of their choice. Each student will receive \$10,000 over four years to assist with their education or living expenses. Support the scholarship with a one-time or recurring donation [here](#).

— CSU Spur is set to open in 2022 — come check out the construction site! Hard hat tours are open to the public and are offered on a recurring basis through 2021. Sign up for a tour [here](#), or email csusystemspur@colostate.edu to schedule a tour for your group.

— CSU Spur is looking for volunteers! Info sessions begin in November — learn more and fill out an application [here](#).

— CSU Spur Service Days — a series of volunteering opportunities connected to the community spaces around CSU Spur — will host a food distribution event on Nov. 22 with [Birdseed Collective](#). Sign up [here](#).

— The CSU System, [Dumb Friends League](#), and [Focus Points Family Resource Center](#) hosted the 8th annual free Pet Vaccine Clinic for the communities surrounding CSU Spur on Oct. 2 — more than 160 animals were examined, vaccinated, and microchipped! Check out photos from the event [here](#).

— CSU Spur is hiring! View all open CSU Spur jobs [here](#).

UPDATES FROM CSU SPUR PARTNERS



— The [City and County of Denver](#) continues construction on the future

— The Best 16 Days in January is back with the return of the [National Western](#)

National Western Center with the near completion of the Stockyards Event Center. Preparations are in full swing for the 2022 National Western Stock Show with the installation of 484 metal posts that will create the future, permanent bison pens on the East side of the building, and crews are making significant progress on paver installation on the west side of the building for what will be the future beer garden and West Plaza.

— The [Salazar Center for North American Conservation](#)'s [Thriving Cities Challenge](#) culminated in the [announcement of implementation funding](#), with awards of between \$35,000 and \$100,000, for eight teams in U.S. cities. These teams are working to realize positive change in their communities through green infrastructure, revitalized public spaces, and nature-based solutions.

— The [Dumb Friends League](#) is looking for volunteers to support the veterinary hospital at CSU Spur, specifically people who can assist the veterinary care team in cleaning animal kennels in surgery areas, sanitizing and packing surgical instruments, preparing surgical and dental suites for surgery, and laundry services. *No experience necessary, training will be provided.* Visit ddfl.org to learn more.

— The [Denver Museum of Nature & Science](#), the Environmental Sustainability Initiative at the University of Denver's Josef Korbel School of International Studies, and CSU Spur and CSU's International Agriculture Program are presenting a free webinar series: [Everything on the Table](#). The upcoming

[Stock Show](#)! The 2022 show will run from Jan. 8-23, including the annual CSU Day at the Stock Show on Jan. 15.

— The [Temple Grandin Equine Center](#) is launching an internship program for high school students with Denver Public Schools! Students will learn about career path options in agriculture (equine care and training), administration, and providing therapeutic services, all in an equine-assisted services setting. Interns will participate for 10 hours a week throughout the spring semester, and up to 18 hours a week during the summer.

— The CSU [College of Veterinary Medicine and Biomedical Sciences](#)' Office of Outreach and Engagement and the Spur education team will be hosting a booth at the Native American Heritage Month event at the Denver Coliseum on Nov. 26-27, throughout the 2022 National Western Stock Show, and at the Denver Powwow in March. Visit the booth to learn about CSU's use of technology in meeting diverse learning styles and content delivery modes with virtual reality!

— The City and County of Denver and the nonprofit [National Western Center Authority](#) [will provide \\$400,000](#) to Globeville and Elyria-Swansea neighborhoods to enlist their choice of professional advisors to secure community benefits at the National Western Center redevelopment.

— [Black in Denver](#) is open at [History Colorado](#) through Mar. 5, and [Survival of the Slowest](#) recently opened at the [Denver Museum of Nature & Science](#).

webinar on Nov. 16 will focus on [food production in Colorado](#).

— CSU is hiring a director of the [Colorado Water Center](#), to serve as the chief executive, academic, and policy officer of the Center. Housed within CSU's [Office of Engagement and Extension](#), the Water Center leads interdisciplinary research, education, and outreach to address complex and evolving water-related challenges in Colorado and beyond, fostering collaboration and inspiring the next generation of water leaders. [View the job posting](#).

— [Denver Water](#) is hiring! Delivering water to 1.5 million people involves a wide variety of jobs. From customer care representatives to surveyors and water quality experts to water resource engineers, there is an opportunity for every background. Learn more and apply today at denverwater.org/careers.



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Located in Baja California Sur, Mexico, the [CSU Todos Santos Center](#) serves as the University's international hub, providing research and educational opportunities in alignment with existing University curricula, and advancing CSU's mission of teaching, research, service, and outreach through collaboration with universities and organizations in Mexico and the U.S.

FINDING A "NEW NORMAL" AT THE TODOS SANTOS CENTER

by Kathleen Fairfax

As the 2021-22 academic year gets underway, we see hopeful signs that the CSU Todos Santos Center is moving toward more “normal” (i.e., pre-pandemic) levels of operation. We’re not out of this pandemic yet, but there is a sense that we may have turned a corner. The COVID-19 infection numbers have reduced so much in Baja California Sur that local schools resumed in-person instruction in mid-September. The vaccine rollout to the local population is improving by the day, and all of our Center staff are finally eligible for the vaccine.

In October, the Center will host its first semester program — *Liberal Arts and Community Engagement* — since the pandemic began. The Center staff is eagerly awaiting the group’s arrival and is looking forward to once again providing students with a rich,

experiential, and intercultural academic semester.

Still, even though a semester program is returning to the Center, things will look different than they did pre-pandemic. The staff has put in place extensive COVID-19 protocols, designed to maximize the health and safety of the Center and its occupants. In addition, the Education Abroad Office in Fort Collins, which manages education abroad programs, has robust screening of students and programs planning to go overseas, in order to mitigate risks when possible, and educate participants about the realities of traveling abroad in a COVID world.

Many say we will not be returning to “normal” but rather be entering a “new normal” — I think this is true for CSU Todos Santos as well. With a renewed emphasis on the importance of intercultural competence in all facets of life, experiences like those the Todos Santos Center provides are critical academic components in a well-rounded college education. Yet those experiences will have a more detailed underpinning of health and safety precautions. And the dedicated faculty and staff designing, facilitating, and leading such experiences have a newfound respect for how different countries and their populations go through, and recover from, something as disruptive as a global pandemic.

We look forward to welcoming students back to the Todos Santos Center!

Kathleen Fairfax is the vice provost for International Affairs at CSU Fort Collins.

SHOW YOUR LOVE CAMPAIGN CONNECTS WITH TODOS SANTOS COMMUNITY



Cooking class with History, Community and the Environment students and faculty member Dr. Ruth Alexander.

The Verdugo-Peters family taught CSU students how to make tamales, in a circle of giving that started as part of the recent pandemic.

The students, who were studying History, Community and the Environment at the Todos Santos Center, masked up and got to work in the kitchen. Then, the tamales were shared with 15 other local families.

The [Show Your Love campaign](#) is underway and seeks to connect people in the United States and Mexico through food and learning about culture. Donations funded the cooking class and supplies.

GOODBYE AND GOOD LUCK, KATE!



Dr. Kate Huyvaert has been a big part of the Todos Santos Center family from the beginning and has taught Fish, Wildlife and Conservation Biology students at the Center for the last six years. As she prepares for her next academic adventure, we want to congratulate her and thank her for her friendship and for sharing a respect and appreciation of the natural landscape and the community of Todos Santos with her students.

Hasta siempre, amiga.

ONLINE SPANISH IS BACK!

The Todos Santos Center, in partnership with the Department of Languages, Literatures, and Culture at CSU Fort Collins, is offering online Spanish immersion under the guidance of Language Coordinator Olaf Morales. These non-credit, fully tutored courses will take place during Fall 2021 and include 3 hours of learning per week delivered as a combination of live online lessons and specially prepared learning resources available via virtual learning platforms; they are suitable for learners with no previous knowledge of the language or participants who want to strengthen their skills.

[Learn more and sign up today!](#)

SPOTLIGHT ON SOCIAL



Do you follow the Todos Santos Center on social media? Or are you missing out on content like these pelicans taking in the waves at Punta Lobos? 🤔

Don't miss out: Follow **@CSUTodosSantos** on Facebook, Twitter, and Instagram today!

.....
In Mexico, friendship, caring, and love are often expressed through food. We are all part of

the same extended community; we are all impacted by the pandemic, in similar and different ways. We would like to answer the call for those who want to show their love, by collecting donations and sharing the love among our Todos Santos community partners and friends through food, conversation, and connection. Most importantly, by honoring our commitment to exchange of knowledge, we see this time as an opportunity to strengthen our partnerships in anticipation of returning student programs, while also sharing traditions and stories of Todos Santos.

We are all CSU, no matter which country we are in or which country we are originally from. Please help us show the love to our CSU family at the Todos Santos Center!

SHOW YOUR LOVE



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[Together We Grow](#), a consortium of some of the world's largest agribusiness interests, is focused on building a more diversified pipeline of talent for the agricultural industry. The organization is headquartered at the [CSU Spur campus at the National Western Center](#), which opens in 2022.

We're entering the season of gratitude. That time of year when we create pause in the bustle and arrange spaces and tables to celebrate the people in our lives. We cross distances, both physical and perceived, to share something together that we hope will be meaningful.

I hope for each of you who reads this note, that this year finds you with more opportunity to be with the people you love. That you are able to celebrate those that might be missing from your table this year, and welcome the faces that may be new. Perhaps, in this season, it is hard to find gratitude as the difficulty of the recent past continues to wear on. As we feel weighted by the reality of the world around us. Perhaps we feel acutely aware of our blessings large and small – the important impact of our work, the support you have provided your teammates, for the simple fact of being alive.

I'm lucky to have four generations of my family in my town – my children have three great grandmothers within miles – plus a big extended family spread across the country, many of whom plan to return to Colorado for the holidays.

We've had losses. Births. Marriages. Death. Reimagining of lives. And digging in to meaningful careers.

This season still feels uncertain. But, I know that I'll continue to try to find moments of gratitude. It's a practice I attempt every day. I'm almost always grateful for nature – the sunshine and blue skies of Colorado are hard to beat. My kids are still young enough to be snuggly and full of silliness and giggles, and those things make my list almost every day too.

And so do you. I am so inspired by our members and partners. Those of you who are going above and beyond to make the world better for your students and coworkers. Those of you who have taken on new efforts to make the world more just. Those of you who are reimagining how the world could operate and continuing to push our organizations to do better. Those of you who pick up the phone to check in on those who might be having a hard day (Philomena – I'm thanking you personally here).

In this season of gratitude, I am deeply grateful for you. And I hope in whatever way you gather, you are able to spend time with those who mean the most to you.

Best,

A handwritten signature in black ink that reads "Kristin". The signature is written in a cursive, flowing style.

Kristin Kirkpatrick
Executive Director, Together We Grow

TAKE ACTION: HELP US TELL GREAT STORIES

Together We Grow is inspiring the next generation to consider careers in food and agriculture. Take a look on [Instagram](#), [Twitter](#), [LinkedIn](#), [Facebook](#), and [TikTok](#)!

We are currently launching videos for our **#FeedingTheFuture** campaign and

are loving the feedback. This campaign is focused on informing individuals, primarily ages 16-24, about careers, paths, stories, and experiences in the world of food and agriculture told by people who look like them. We have had several individuals participate already and are excited to continue receiving new stories. You can see recently-posted examples [here](#) and [here](#).

We are always looking for new people to highlight! If you are interested, please reach out via any social channel or email russell.schiller@colostate.edu — we will work to tell your story!

SAVE THE DATE

Together We Grow's future headquarters are at the new [CSU Spur campus](#) in north Denver, and Spur's first building – Vida, focused on animal and human health – is opening in January!

Join us for the grand opening celebration alongside CSU Day at the National Western Stock Show on Jan. 15.

WE ARE HIRING!

Together We Grow is hiring an executive assistant who will split time between Together We Grow and the International Agriculture program, both housed at CSU Spur.

The position provides administrative and logistical support, performing a wide variety of secretarial and administrative duties including scheduling, meeting and event planning, travel planning and reimbursements, taking and circulation of minutes and agendas, PowerPoint development, and maintenance of records and reports.

[View the job posting.](#)

FOOD FOR THOUGHT

Men fall behind in college enrollment. Women still play catch-up at work.

The coronavirus upended the lives of millions of college students. The Wall Street Journal reported that men have been hit particularly hard – accounting for roughly three-fourths of pandemic-driven dropouts – and depicted an accelerating crisis in male enrollment. A closer look at historical trends and the labor market reveals a more complex picture, one in which women keep playing catch-up in an economy structured to favor men. (*New York Times*)

Research: Women leaders took on even more invisible work during the pandemic

Women took on even more "invisible work" during the pandemic, and much of it isn't being recognized. Research shows that women managers who provide emotional support to their employees are often seen as "caretaking" rather than given credit for strong crisis management. (*Harvard Business Review*)

Can companies have a hybrid workplace – and keep things fair?

Hybrid work arrangements – a mix of office and remote – have emerged as a popular model companies plan to adopt once more offices reopen. Flexibility is what most knowledge workers want, according to surveys. But hybrid work has downsides, including tensions over whether people who go into the office more will be perceived as harder workers and have better chances at upward mobility. (*The Wall Street Journal*)

How an ethnic studies class can help students graduate

A ninth-grade ethnic studies class has a remarkably prolonged and strong positive impact on students, increasing their overall engagement in school, probability of graduating, and likelihood of enrolling in college, according to a new study of a curriculum offered at the San Francisco Unified School District. (*Greater Good Magazine*)



MEMBER SPOTLIGHT

ELIZABETH ROWLAND

Executive Director,
NASDA Foundation



Elizabeth Rowland is the executive director of the [NASDA Foundation](#). She has previously taught agriculture education and worked in nonprofit management for The National Association of State Departments of Agriculture.

Together We Grow: What is your vision for the future of agriculture?

Rowland: My vision for the future of agriculture is one where all people appreciate and develop a better understanding of where our food comes from. Understanding the struggles growers, producers, and ranchers face to provide food on the shelves for our country.

[Read the full interview.](#)



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