

BOARD OF GOVERNORS
CSU System Office, Denver and Remotely
October 8-9, 2020

THURSDAY, OCTOBER 8, 2020

EVALUATION COMMITTEE (*Executive Session*) Zoom and CSU System office **9:00 a.m. – 3:30 p.m.**
Chair, Kim Jordan

FRIDAY, OCTOBER 9, 2020

COMMENCE BOARD MEETING – CALL TO ORDER **9:00 a.m. – 4:00 p.m.**

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

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

- Excellence in Teaching Award – CSU, Dr. Karan Venayagamoorthy
- Oath of Office for Hannah Taylor, ASCSU President

3. AUDIT AND FINANCE COMMITTEE 9:30 a.m. – 10:30 a.m.

Jane Robbe Rhodes, Chair

Audit Items

- Internal Auditing Dashboard
- Status of FY 2020 Audit Plan
- Review of Audit Reports Issued
- Status of Past Due Audit Recommendations

Finance Items

- Covid-19 and State Budget Update
- Campus Budget Updates and Tuition Discussion
- Action on Allocation of Canvas Stadium Revenue
- CSU System Treasury Update
- Action on Authorization of sublease of the State’s SB20-219 COPs

BREAK 10:30 a.m. – 10:45 a.m.

4. COLORADO STATE UNIVERSITY REPORTS 10:45 a.m. – 11:15 a.m.

- Student Report – Presented by Hannah Taylor
- Faculty Report – Presented by Stephanie Clemons
- President’s Report – Presented by Joyce McConnell
 - Annual Agriculture Sciences Report
 - Communications Report

5. CSU PUEBLO REPORTS 11:15 a.m. – 11:55 a.m.

- Student Report – Presented by Hanna Douglass
- Faculty Report – Presented by Neb Jaksic
- President’s report – Presented by Tim Mottet
 - Vision 2028 Progress Update

LUNCH (30 min)

Colorado State University System
Board of Governors Meeting Agenda
October 8-9, 2020

- 6. CSU GLOBAL REPORTS** 12:30 p.m. – 12:50 p.m.
- Student Report – Presented by Nicole Hulet
 - Faculty Report – Presented by Harriet Austin
 - President’s Report – Presented by Pamela Toney
- 7. ACADEMIC AND STUDENT AFFAIRS COMMITTEE** 12:50 p.m. – 1:30 p.m.
Steve Gabel, Chair
- New Degree Programs
 - CSU: Doctor of Occupational Therapy (O.T.D)
 - CSU Pueblo Student Code of Conduct Policy
 - CSU Pueblo Discrimination of Protected Class Harassment Policy
 - CSU Pueblo Supplemental Pay Policy
 - Preliminary Enrollment Reports, CSU Global, CSU Pueblo, CSU
- BREAK**
- 8. CHANCELLOR’S REPORT** 1:40 p.m. – 2:10 p.m.
- Government Affairs Update
 - Board Policy 130, Board Training and Best Practices
 - Strategic Mapping Update
 - Spur at National Western Update
- 9. REAL ESTATE/FACILITIES COMMITTEE** 2:10 p.m. – 2:40 p.m.
Russell DeSalvo, Chair
Executive Session
Open Session
- Action on National Western Center Long-Term Lease with Denver Water
 - Discussion and Possible Action regarding the former Hughes Stadium Property
- 10. EXECUTIVE SESSION** 2:40 p.m. – 3:25 p.m.
- 11. EVALUATION COMMITTEE – (Executive Session)** 3:25 p.m. – 3:55 p.m.
Kim Jordan, Chair
- 12. APPROVAL OF CONSENT AGENDA** 3:55 p.m. – 4:00 p.m.
- Colorado State University System
 - Minutes of the August 3, 2020 Audit and Finance Committee Meeting
 - Minutes of the August 7, 2020 Board Meeting and Committee Meetings
 - Colorado State University
 - New Degree Program – Doctor of Occupational Therapy
 - Colorado State University Pueblo
 - Student Code of Conduct Policy
 - Supplemental Pay Policy
 - Discrimination of Protected Class Harassment Policy

ADJOURN BOARD MEETING

Next Board of Governors Board Meeting: December 3-5, 2020,

APPENDICES

- I. Construction Reports
- II. Higher Ed Readings

Section 1

Public Comment

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From: [Bubb.Hayley](#)
To: [CSUS Board](#)
Subject: Public comment for 10/9 meeting
Date: Thursday, October 8, 2020 6:42:44 PM

Hello,

Thank you for accepting public comment in this meeting. I have also included some questions that I hope can be answered either during this meeting or over email.

Comment: As I'm sure you're all aware, BIPOC organizations have been leading the call both locally and nationally for universities to defund campus police and invest in services that promote equity and justice for students, faculty and staff. In 2019 (the most recent year from which this data is publicly available), \$4.8 million was spent on the CSU Police Department. Meanwhile, only \$2.9 million was spent on the Women and Gender Advocacy Center, the Student Disability Center, the Native American Cultural Center, the Black/African American Cultural Center, El Centro, the Asian/Pacific American Cultural Center, and the Pride Resource Center combined. Additionally, the funds for the CSU Police Department were increased by \$178k from 2018 to 2019, while the funds for all of the combined student affinity centers listed above were actually decreased by \$30k from 2018 to 2019. This financial discrepancy between the CSU Police Department and the student affinity centers reflects a moral misalignment with the stated values of anti-racism, equity, diversity, and inclusion.

I understand that this call to defund the police is new to many people, but it actually stems from BIPOC abolitionist activists, writers, and scholars that have been fighting for liberation for centuries. It is well known that the current system of mass incarceration that targets BIPOC communities has its roots in Jim Crow and ultimately in slavery. The abolition of police is the next logical step in the struggle for civil rights and liberation in this country. I encourage you to join with activists across the country in creating a more just and equitable world by divesting from the CSU Police Department and investing in the well-being of students, faculty, and staff.

Questions:

- 1) I would like to know how much money is being allocated to CSU police in the FY21 budget. I have tried to find this information online, but it is my understanding the transparency report that supplies this level of information will not be released until early 2022.
- 2) Is it possible to obtain a copy of the full FY21 budget that gives greater detail than what is supplied on the office of budgets website in the operating budgets summaries?
- 3) Do CSU Police participate in the 1033 program? If so, what equipment have they received from this program and what is its total cost?

If you would like resources to better understand abolition, policing and the current political moment, please don't hesitate to reach out. I'm learning every day and there's no reason why we can't learn and work together.

Thank you for your time!

Best,

Hayley

From: [Ballinger-Dix, Elizabeth](#)
To: [CSUS Board](#)
Subject: Divest from CSU police
Date: Thursday, October 8, 2020 6:50:56 PM

Dear Board of Governors,

I am calling on CSU to divest from the CSU Police Department and invest in programs and resources that support BIPOC students, staff, and faculty. This could include hiring more BIPOC mental health counselors, hiring more BIPOC faculty, investing in various student centers, providing more scholarships for BIPOC and undocumented students, and countless other initiatives to support wellbeing and a safer climate.

Additionally, I recall that the Task Force on Campus, Community, and Personal Safety was scheduled to release a "preliminary report on priorities and processes by August 14th." I would like to kindly request that the report be made public as soon as possible.

Thank you very much for your time.

Elizabeth Ballinger-Dix

Pronouns: She/ Her/ Hers

elizadix@colostate.edu

Graduate Student | Counseling Psychology

Colorado State University

Clark C- 27A

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From: [Lief Youngs](#)
To: [CSUS Board](#)
Subject: Budget question
Date: Thursday, October 8, 2020 7:24:22 PM

My budget question is in regards to police.

I feel we have a very safe campus due to us being a good community. Most of the issues we have are students growing and learning life. But too many times the police get involved and cause more trouble then they solve. Also, in the summertime when students are not on campus they have little work and become subcontracted city police.

Could we decrease the law enforcement budget and provide more relevant services like drug use help, mental health, conflict resolution, community building between campus and Fort Collins, etc.?

Lief B. Youngs

"We need, in a special way, to work twice as hard to help people understand that the animals are fellow creatures, that we must protect them and love them as we love ourselves."

César Chávez

From: [Kara Zehner](#)
To: [CSUS Board](#)
Subject: Defunding the CSU PD and questions regarding
Date: Thursday, October 8, 2020 8:28:22 PM

Dear Colorado State University Board Members,

Colorado State University claims to pride itself on diversity and change. And yet, after the wake of Black Lives Matter and the multiple issues facing people of color and the police, CSU still funds Colorado State Police Department, despite Fort Collins having their own police force.

My questions are as follows:

- 1) What is the use of the police department for the university specifically?
- 2) If the university continues to fund the CSUPD, what changes will they make to benefit the student body, in particular, students of color, while uplifting their safety in wake of the Black Lives Matter movement? What programs will the police utilize to understand the frustration behind the police force and the Black Lives Matter movement?
- 3) What other programs could the university utilize besides the police department to better the safety of the students?
- 4) How will the University fund these programs?

Thank you for your time!

Sincerely,
Kara Zehner

From: [Ash Powers](#)
To: [CSUS Board](#)
Subject: Board Question
Date: Thursday, October 8, 2020 10:03:27 PM

What amount of your budget is going to the CSU police department?

From: [Lucy Stone](#)
To: [CSUS Board](#)
Subject: Question for Board of Governors 2021 Budget Meeting
Date: Friday, October 9, 2020 12:11:45 AM

Hello,

I am a student and community member of Colorado State University. I would like to ask if the Board of Governors intends to prioritize student and community safety by defunding and disbanding CSUPD in favor of investing in community support programs and resources. The excess funding given to CSUPD every year can and should be instead granted to programs related to mental health counseling, sexual assault prevention + survivor advocacy, food and housing security for students, Student Diversity Programs and Services offices, environmental sustainability initiatives, and many other community programs (including mandatory diversity and equity anti-racism trainings which CSU is clearly in desperate need of) . These programs would provide concrete support for CSU students which CSUPD has consistently failed to do, instead CSU officers have chosen to profile, harass, and intimidate our students of color on this campus. I ask you prioritize the education and well-being of CSU students and actually commit to making CSU an anti-racist institution by defunding and disbanding a campus force which disproportionately harms students and community members of color. Rather than simply making abstract empty claims of being anti-racist for positive optics after yet another instance of hate and bigotry on campus, it is time for the Board of Governors to actually prove they are willing to do this necessary work and take concrete steps towards making CSU a more progressive and inclusive institution.

Thank you.

Section 2

Board Chair's Agenda

2020 Excellence in Undergraduate Teaching Award



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

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

Board of Governors Excellence in Undergraduate Teaching Awards.

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

The Board believes,

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

Dr. Karan Venayagamoorthy Colorado State University



Dr. Karan Venayagamoorthy joined the Department of Civil and Environmental Engineering in January 2008 as an Assistant Professor. He was granted tenure and promoted to Associate Professor in 2013, and to Professor in 2018.

According to his nominator, Dr. Karan is a remarkable and extremely dedicated professor who is actively engaged at the highest levels in elevating the quality of teaching and mentoring of the students at CSU. Dr. Karan has taught thirty two courses in the last twelve years including core undergraduate courses, two new graduate courses he developed, and two new upper level senior undergraduate/graduate level courses. Over this time, he has taught close to 800 undergraduate engineering students, consistently receiving outstanding evaluations from his students. Dr. Karan is also an extraordinary advisor and mentor to a large cohort of undergraduate and graduate students. Overall, students have been grateful for the countless hours Dr. Karan has spent mentoring them one-on-one outside the classroom, skillfully guiding them to understand and even enjoy complex problems with incredible patience and methodical expertise.

Students have experienced his contagious passion for his field, his genuine concern for his students' understanding of course material, and his gift for teaching. One student noted that, "It is one thing to effectively pass on knowledge. Truly exceptional teachers also instill a joy of learning and inspire students to want to learn more. This is where Dr. Venayagamoorthy excels." Another student stated that his lectures are given with such enthusiasm and energy that students are inspired to learn more through additional reading and questioning.

Peers have observed Dr. Karan's energetic and effective teaching style and his exceptional ability to convey the most complex concepts in a logical, elegant, and clear manner. In the words of one peer, "In thirty years at CSU, I have been associated with many outstanding teachers, but Karan is unique. He has a real ability to impact hundreds of students not only with a deep understanding of the subject matter, but with an enthusiasm for science and engineering. His influence on students is also based on his sincere and even profound ability to value and demonstrate the humanity and worth of our students as individuals."

Dr. Karan has shown excellent service and leadership in activities beyond the classroom related to teaching effectiveness, curriculum development, and student retention. He has served on the Faculty Council Standing Committee on Teaching and Learning since January 2013. He was selected to join University-wide efforts on Student Success Initiatives.

Dr. Karan believes teaching gives him a unique platform to impact the development of his students so that they become critical thinkers and acquire life-long learning skills. He says, "It is truly exciting to observe and participate in their journey as they blossom and mature through these iterative processes and interactive class sessions into brilliant and empowered engineers that will impact the world in incredible ways."

In addition to the Board of Governors Excellence in Undergraduate Teaching Award, Dr. Karan has received the 2011 Best Teacher Award from the CSU Alumni Association, numerous excellence in teaching awards from his department and college, and was named a Monfort Professor in 2015-2017. In recognition of his many research and educational achievements, he was appointed as the CSU Borland Professor of Fluid Mechanics and Hydraulics in 2017.

Section 3

Audit and Finance Committee

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

Audit Committee

1. Status of FY 2020-2021 Audit Plan
2. Audit Reports and Recommendations
3. Status of Past Due Recommendations

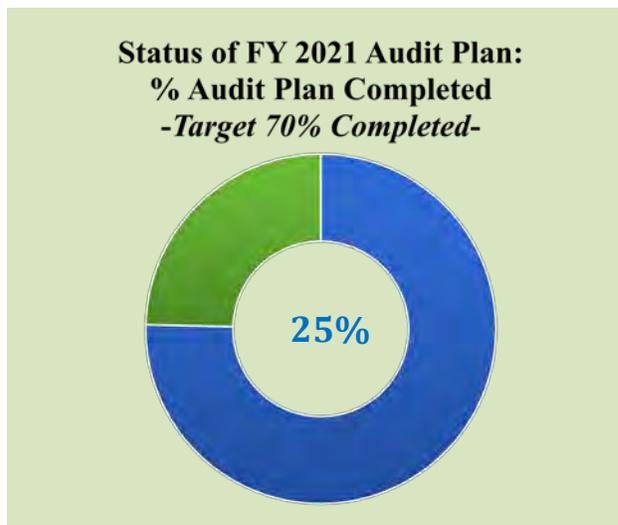
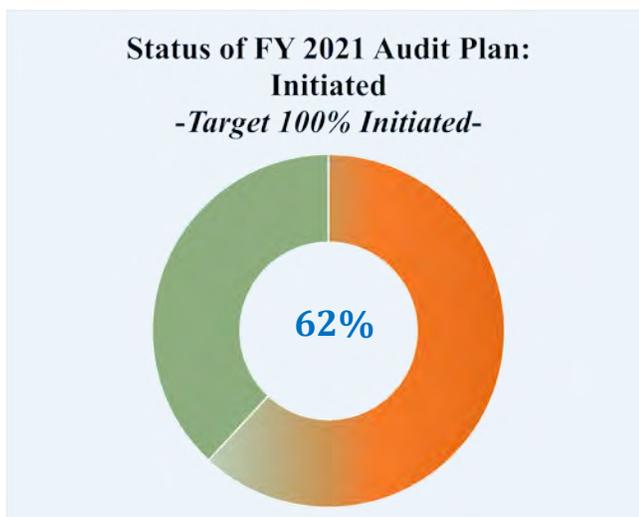
Finance Committee

4. Covid19 and State Budget Update
5. Campus Budget Updates with Tuition Discussion
6. Action Item – Allocation of Canvas Stadium Revenues
7. CSU System Treasury Update
8. Action Item - Authorizing resolution for a sublease for the State’s SB20-219 COPs

Internal Audit Update



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



REPORTS ISSUED

- Regular Reports: 6
- Special Project Reports: 0

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

Reports Issued		
Institution	Audit Area	Status
CSU	Continuous Auditing - Athletics	Report 21-01
CSU	Continuous Auditing - Office of Sponsored Programs	Report 21-02
CSU-P	Continuous Auditing - Office of Sponsored Programs	Report 21-03
CSU	Tax Compliance Audit	Report 21-04
CSU	VP Engagement Transition Audit	Report 21-05
CSU	Decentral Data Security Control Audit	Report 21-06

Audits in Progress							
Institution	Audit Area	Timeline					
		Jul	Aug	Sept	Oct	Nov	Dec
CSU	Pandemic Risk Response Consultation	■	■	■	■	■	■
CSU	Supplemental Pay Audit	■	■	■	■	■	■
CSU	Controlled Unclassified Information Audit	■	■	■	■	■	■
CSU-P	Pandemic Risk Response Consultation	■	■	■	■	■	■
CSU, CSU-P	Financial Fraud Risk Continuous Audit Development	■	■	■	■	■	■
CSU-P	Financial Reporting Consultation	■	■	■	■	■	■
CSU	Energy Institute Audit	■	■	■	■	■	■
CSU-P	Institutional Research Audit	■	■	■	■	■	■
All	Hotline follow-up, investigations, and special projects	1 Special Project in Progress					
All	Audit follow-up	Ongoing					
All	Continuous Auditing – Ongoing Evaluation	Ongoing					

Remaining Audits							
Institution	Audit Area	Timeline					
		Jul	Aug	Sept	Oct	Nov	Dec
CSU	VP University Communications Transition Audit					■	■
CSU	Title IX Controls Audit – Phase 2					■	■
CSU	Recreation Center Audit						
CSU	Athletics Compliance Audit						
CSU-P	Athletics Compliance Audit						
CSU-P	Data Governance Consultation						
CSU-P	Banner Risk Assessment Consultation						
CSU-P	Network Configuration Consultation						

Timeline Adjusted Due to Special Project
 Planning
 Fieldwork
 Reporting



Office of Engagement and Extension Transition Audit - Colorado State University
 EXECUTIVE SUMMARY
 August 28, 2020

Background Information

The Office of Engagement and Extension (OEE) at Colorado State University (CSU) is one of the most institutionally comprehensive commitments to engagement and outreach among land-grant and public universities nationally. The mission of OEE is to connect communities around shared solutions through education, research, and leadership. OEE is comprised of the Office of the Vice President, CSU Extension, CSU Online, and The Colorado Water Center.

Blake Naughton became the Vice President for Engagement and Extension in December 2019. This transition review was performed to assist OEE in identifying organizational risk and to provide recommendations to the Vice President for process/control enhancements.

Scope and Objectives

The review covered financial activity in Fiscal Years 2018-2020, including current processes, policies, and procedures. Specific objectives of the review were to:

1. Evaluate the governance and key internal controls over financial and operational processes.
2. Determine whether University policies and procedures are followed.
3. Evaluate processes in place for managing stakeholder relations.
4. Determine if any controls have been circumvented during the COVID-19 campus closure.

Findings and Conclusions

A summary of the conclusions for each of the four objectives is as follows:

1. OEE generally has adequate internal controls over financial and operational processes. We made three recommendations to further strengthen internal controls in this area and to mitigate risk to a reasonable level.
2. We tested OEE compliance with eight key university policies and procedures. We made five recommendations to strengthen internal controls and to mitigate risk to a reasonable level.
3. We determined that OEE appropriately places a high level of importance on stakeholder relations and that processes are in place to manage stakeholder relations effectively.
4. We determined that controls have not been circumvented during the campus closure. We made one recommendation to mitigate risk related to University-owned equipment.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will mitigate the issues noted. Details may be found in Audit Report 21-05 issued the same date as this Executive Summary.

We appreciate the cooperation extended to us by management and staff during our review, despite constraints placed on management and staff due to the COVID-19 pandemic and fiscal year-end responsibilities.

Susy Serrano – Director, Internal Auditing



Decentral Data Security Control Audit - Colorado State University
EXECUTIVE SUMMARY
September 08, 2020

Background Information

In Fiscal Year 2020, our annual audit plan included a Decentral Data Security Control audit to assess information security compliance with internal and external regulation in a select high risk area at Colorado State University. Based on our evaluation of risk factors, we selected Athletics as the focus of the CSU Decentral Data Security audit.

To accomplish its mission, Athletics has procured IT systems to support the following functional areas within Athletics: the Equipment Room, the National Collegiate Athletic Association (NCAA) Compliance Office, Sports Performance, and the Ticket Office. Some Sports have also procured systems to assist in SA performance analysis and activity specific training. Many processes within Athletics require the collection and at times storage of sensitive data. A few examples of the types of data used in Athletics' operation include:

- SA concussion, injury, and other health data;
- prospective athlete high school coursework and other recruiting data;
- ticket patron payment data and addresses;
- SA performance analyses; and
- SA apparel sizes.

The IT systems procured by the functional areas within Athletics are primarily Software as a Service (SaaS) systems with access provisioned via a website to vendor-maintained system infrastructure (i.e. server, database, etc.). One is a hybrid system with system data synced

between vendor infrastructure and an on-campus server supported by Academic Computing & Networking Services (ACNS). The systems are administered by Athletics.

Scope and Objectives

The audit covered data security and general IT controls for systems administered by Athletics during the period July 1, 2018 through December 31, 2019.

The objectives of the audit were to

- Evaluate Athletics IT governance controls ensuring data security;
- Assess adequacy of logical access management controls ensuring data security;
- Assess adequacy of change management controls ensuring data security; and
- Assess vendor contract and vendor monitoring controls ensuring data security.

To accomplish these objectives, we interviewed personnel, evaluated compliance with policies and procedures, examined and analyzed documentation, and performed other audit procedures we considered necessary. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Findings and Conclusions

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

Our evaluation of data security controls assessed three attributes: confidentiality, integrity, and availability. We found Athletics has started to implement a system of internal control for data security, but improvements are needed in several areas to ensure the three attributes of data security are in place and effective. A summary of the conclusions by objective follows:

- **IT Data Governance:** Athletics has begun to implement a system of internal control for data governance. We made one recommendation to further strengthen internal control in this area and to mitigate data security risk to a reasonable level.
- **Logical Access:** Athletics has not implemented a system of internal control for managing logical access. We made two recommendations to strengthen internal control in this area and to mitigate risks of confidentiality and integrity to a reasonable level.
- **Change Management:** Athletics has begun to implement a system of internal control for change management. We made no recommendations and found that the implemented controls mitigate risks of confidentiality, integrity, and availability to a reasonable level.
- **Vendor Procurement and Monitoring:** Athletics has begun to implement a system of internal control for IT vendor procurement and monitoring. We made two recommendations to further strengthen internal control in this area and to mitigate data security risk to a reasonable level.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will mitigate the issues noted. Details may be found in Audit Report 21-06 issued the same date as this Executive Summary.

We appreciate the cooperation and availability of resources extended by Athletics during the course of our review. We also value its commitment to continuous improvement.

Susy Serrano – Director, Internal Auditing



DEPARTMENT OF INTERNAL AUDITING | ALL OVERDUE RECOMMENDATIONS

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

Audit No.	Audit Name	Inst.	Rec No.	Recommendation	Audit Report Response	Target Compl. Date	Revised Target Compl. Date
20-07	Enrollment and Access - Transition Review	CSU	2	In an effort to proactively address the potential decrease in enrollments, the Director of Admissions should develop measurable and time-bound goals and actions for new articulation agreements.	Agree. The Colorado Department of Higher Education (CDHE) manages Degrees of Designation, a program that supports a 2+2 approach for students to earn a bachelor's degree after earning a 2-year degree.	12/31/2019	12/31/2020 * Extension due to COVID19
20-07	Enrollment and Access - Transition Review	CSU	8	What was recommended was for the Vice President, Access Center Executive Director, Director of Admissions, Registrar, and Director of Financial Aid to coordinate with their respective Building Proctors to update the Building Safety Plans for each building that Division staff occupy.	Agree. The Division leadership team will review, update and post all Building Safety Plans in an accessible space per the University's Emergency Planning and Response policy by November 30, 2019. Additionally, by the same date, the leadership team will develop a trackable plan for departments to practice emergency response scenarios.	11/30/2019	11/30/2020 * Extension due to COVID19
20-07	Enrollment and Access - Transition Review	CSU	9	The Vice President should perform a cost-benefit analysis of implementing a communications tracking system for the entire student life cycle and develop a plan for implementation if the decision is made to implement such a system.	Agree, with responsibility shared by other divisions. The Division is currently assessing the ability of Slate, software managed by the Office of Admissions, to be the primary tool by which the Division communicates with students up to the point of enrollment. The assessment will be completed by November 30, 2019.	4/30/2020	00/00/2021 * (TBA)

Audit No.	Audit Name	Inst.	Rec No.	Recommendation	Audit Report Response	Target Compl. Date	Revised Target Compl. Date
20-10	Human Resources and Payroll	CSU-P	1	The Director of HR should establish target implementation dates and performance measures for the objectives of the HR strategic plan, and these dates and measures should be consistent with the overall CSU-Pueblo strategic plan.	Agree. The Director of HR will (1) review and revise the current HR Strategic Plan to ensure it aligns with the overall CSU-Pueblo strategic plan; (2) develop a work plan with target implementation dates and relevant performance measures...	3/31/2020	12/31/2020
20-10	Human Resources and Payroll	CSU-P	2	The President of CSU-Pueblo should review the budget for HR and Payroll to determine if funding is adequate for the two departments to meet their objectives and ensure appropriate segregation of duties.	Agree. Within its existing allocation of staff, Business Financial Services has written job responsibilities for an existing funded vacant position to backfill the Payroll office and the Cashier (0.5 FTE each department) to ensure there is redundancy in those critical areas.	3/31/2020	11/30/2020
20-11	CSU-Pueblo Athletics Special Project	CSU-P	5	The Athletics Director should consider assigning a staff member knowledgeable in the University's financial policies and procedures as the fiscal officer for department accounts or to assist coaches and other professional staff with entering documentation into the Quali Financial System.	Agree. A Business Manager for Athletics will be in place by January 2020. This much-needed position is part of Vision 2028 and the strategic initiatives that are funded by the CSU-System. This individual will be responsible for all business and financial transactions in Athletics and will have an understanding of the University policies and procedures.	1/31/2020	01/31/2021 * Extension due to COVID19

Finance Committee



Covid 19 and State Budget Update



CARES ACT FUNDING ALLOCATION

Colorado State University System CARES Funding							
	Jul '20	Aug '20	Sep '20	Oct'20	Nov '20	Dec '20	Total
Colorado State University (CSU)							
Instruction Wage	\$ 2,789,525	4,656,151	8,350,982				\$ 15,796,659
Academic Support Wage	1,723,695	1,613,241	1,628,645				4,965,580
Student Services Wage	689,222	690,123	719,047				2,098,392
Total Wages	\$ 5,202,442	6,959,515	10,698,674	-	-	-	\$ 22,860,631
Scholarships	25,990	20,484,017	1,172,405	-	-	-	21,682,411
Total CSU	\$ 5,228,432	27,443,531	11,871,079	-	-	-	\$ 44,543,042
Colorado State University- Pueblo (CSUP)							
Instruction Wage	\$ (879,800)	1,379,436	1,316,699				1,816,335
Academic Support Wage	202,602	231,251	220,134				653,987
Student Services Wage	271,745	284,885	280,850				837,479
Total Wages	\$ (405,452)	1,895,572	1,817,682	-	-	-	\$ 3,307,801
Scholarships	2,385	1,346,921	627,828	-	-	-	1,977,133
Other COVID19 Expenses	24,402	77,487	29,376				131,265
Total CSUP	\$ (378,666)	3,319,979	2,474,886	-	-	-	\$ 5,416,199
CSU System Total							
Instruction Wage	\$ 1,909,726	6,035,587	9,667,681	-	-	-	\$ 17,612,994
Academic Support Wage	1,926,297	1,844,492	1,848,778	-	-	-	5,619,567
Student Services Wage	960,967	975,008	999,897	-	-	-	2,935,871
Total Wages	\$ 4,796,990	8,855,086	12,516,356	-	-	-	\$ 26,168,432
Scholarships	28,375	21,830,937	1,800,233	-	-	-	23,659,544
Other COVID19 Expenses	24,402	77,487	29,376	-	-	-	131,265
Total CSU System	\$ 4,849,766	30,763,510	14,345,965	-	-	-	\$ 49,959,241



FY22 Campus Budget Update with Tuition Discussion



FY22 Incremental E&G Budget - V.2.0**Colorado State University - Fort Collins**

Wednesday, September 23, 2020

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

Tuition				
Undergraduate-Enrollment Growth				
Increase in FTE	\$ 2,517,424	\$ 2,517,424	\$ 2,517,424	\$ 2,517,424
Change in mix - RES vs. NRES	3,825,576	3,825,576	3,825,576	3,825,576
Undergraduate Rate Increase				
Resident	-	-	4,885,000	4,885,000
Non-Resident	-	-	4,536,000	4,536,000
Graduate-Enrollment Growth				
Decrease in FTE	(203,000)	(203,000)	(203,000)	(203,000)
Change in mix - RES vs. NRES	1,068,000	1,068,000	1,068,000	1,068,000
Graduate Rate Increase				
Resident	-	-	465,000	465,000
Non-Resident	-	-	661,000	661,000
Professional Veterinary Medicine Rate Increase	1,091,000	1,091,000	1,091,000	1,091,000
Differential Tuition	1,632,000	1,632,000	2,448,000	2,448,000
Total Tuition	\$ 9,931,000	\$ 9,931,000	\$ 21,294,000	\$ 21,294,000
State Funding Impact	(14,998,000)	(29,995,000)	(14,998,000)	(29,995,000)
Facilities and Administrative Overhead	-	-	-	-
Other	-	-	-	-
Total New Resources	\$ (5,067,000)	\$ (20,064,000)	\$ 6,296,000	\$ (8,701,000)

Financial Aid

	4,615,000	4,615,000	6,300,000	6,300,000
Net New Resources	\$ (9,682,000)	\$ (24,679,000)	\$ (4,000)	\$ (15,001,000)

New Expenses

Multi-Year Central Investments in Strategic Initiatives	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000
Faculty/Staff Compensation	1,100,000	1,100,000	1,100,000	1,100,000
Academic Incentive Funding	2,242,000	2,242,000	3,058,000	3,058,000
Mandatory Costs	2,691,000	2,691,000	2,691,000	2,691,000
Quality Enhancements	2,787,000	2,787,000	2,787,000	2,787,000
Budget Reduction	-	-	-	-
Total New Expenses	\$ 10,020,000	\$ 10,020,000	\$ 10,836,000	\$ 10,836,000

Net

\$ (19,702,000)	\$ (34,699,000)	\$ (10,840,000)	\$ (25,837,000)
------------------------	------------------------	------------------------	------------------------

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

1% RUG Increase = \$1.5M 85% persistence = (\$2M) Average Melt 5 yr. = 93.3%
1% NRUG Increase = \$1.4M 80% persistence = (\$11.1M)

Base Assumptions

Resident Undergraduate 3%; \$283/yr.

Non-Resident Undergraduate 3%; \$844/yr.

Resident Graduate 3%; \$316/yr. and Resident Professional Veterinary Medicine 5%; \$1,734/yr.

Non-Resident Graduate 3%; \$774/yr. and Non-Resident Professional Veterinary Medicine 5%; \$2,887/yr.

Differential Tuition - UG ~ 3% (est. round to whole number)

Salary Increases Faculty/AP -0%

Salary Increases SC 0%

Internal Reallocations/Budget Reductions TBD

Fees TBD

FY 2022 Incremental E&G Budget - V.2.1

Colorado State University - Pueblo

Thursday, September 24, 2020

Scenario 1	Scenario 2	Scenario 3	Scenario 4
UG Tuition: 0.0%	UG Tuition: 0.0%	UG Tuition: 3.0%	UG Tuition: 3.0%
State Funds: -10%	State Funds: -20%	State Funds: -10%	State Funds: -20%

New Resources

Tuition		Scenario 1	Scenario 2	Scenario 3	Scenario 4
Undergraduate Rate Increase					
1	Resident	\$ -	\$ -	\$ 539,000	\$ 539,000
2	Non-Resident (TWOLF & WUE rate)	-	-	\$ 193,000	\$ 193,000
3	Undergraduate Differential Tuition	-	-	\$ 22,790	\$ 22,790
Graduate Rate Increase (3.0%)					
4	Resident	\$ 38,000	38,000		\$ 38,000
5	Non-Resident	8,000	8,000	\$ 8,000	\$ 8,000
6	Resident Teacher Education Program	4,000	4,000	\$ 4,000	\$ 4,000
7	Graduate Differential Tuition	3,000	3,000	\$ 3,000	\$ 3,000
8	Projected Enrollment Change = 0%*	-	-	-	-
9	Total Tuition	53,000	53,000	769,790	807,790
10	Change in State Funding (depends upon scenario)	(2,085,000)	(4,171,000)	(2,085,000)	(4,171,000)
11	Total New Resources	\$ (2,032,000)	\$ (4,118,000)	\$ (1,315,210)	\$ (3,363,210)

Financial Aid

12		14,000	14,000	193,000	202,000
13	Net New Resources	\$ (2,046,000)	\$ (4,132,000)	\$ (1,508,210)	\$ (3,565,210)

New Expenses

14	Investments to Enhance Academic Quality	250,000	250,000	250,000	250,000
15	Faculty and Staff Compensation - Includes Faculty Promotions	1,200,000	1,200,000	1,200,000	1,200,000
16	Fringe Benefit Increase (increase = 1.5% of base salaries)	448,000	448,000	448,000	445,000
17	Mandatory Costs**	600,000	600,000	600,000	600,000
18	Total New Expenses	\$ 2,498,000	\$ 2,498,000	\$ 2,498,000	\$ 2,495,000

19	Net	\$ (4,544,000)	\$ (6,630,000)	\$ (4,006,210)	\$ (6,060,210)
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1% RUG Increase = student share increase of \$79/year

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

Base Assumptions

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

Salary Increase Faculty / Administrative Professionals (0% total)

Salary Increase State Classified Staff (0% Total)

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

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

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

New Resources

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

New Expenses *

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

Net

Total	\$3,505,437
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Assumptions

Projections

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

* Expense ratios consistent with FY 2021 budget

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

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

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

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

Approval of Allocation of Canvas Stadium Revenues



The Board of Governors of the Colorado State University System
 Meeting Date: October 8-9, 2020
 Action Item

MATTERS FOR ACTION:

CSU: Allocation of Canvas Stadium Net Revenues

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the allocation of the positive net revenue from Colorado State University's Canvas Stadium operations for fiscal year 2019-2020, as follows: FY20 positive net revenue of \$446,622 allocated to Athletics Operations and \$1,072,954 allocated to the Stadium Reserve.

EXPLANATION:

Presented by Lynn Johnson, CSU Vice President University Operations/CFO.

As shown in the materials presented by CSU Athletic Director Joe Parker as part of his presentation to the Board of Governors about CSU Athletics at the August 2020 meeting, specifically the Income Statement Pro Forma for Fiscal Year 2020 for Canvas Stadium and the Projected Bond Debt Service Coverage, the Net Income from FY20 Canvas Stadium operations was \$13,485,063. After accounting for the Bond Payments and the Contribution to Athletics from the CSL Model, the Net Revenue from Canvas Stadium operations in FY20 is \$1,519,216. In order to support additional athletic operations, as well as funding the Stadium Reserve, the university is asking the Board of Governors to allocate that net revenue as set forth above.

 Approved

 Denied

 Dean Singleton, Board Secretary

 Date

CSU System Treasury



CSU SYSTEM TREASURY PERFORMANCE

Colorado State University System		
Operating Portfolio		
August 31, 2020		
	June 30, 2020	August 31, 2020
Tier 1		
State Treasury Pool	271,499,840	268,985,022
Money Market Funds	61,678,023	61,639,914
Tier 2		
Separately Managed - BBH	57,574,213	58,161,450
Tier 3		
Fidelity 500 Index	80,747,621	91,435,614
Vanguard Extended Market Index	24,466,883	27,720,045
Vanguard Total Intl Stock Index	62,526,527	67,871,784
Vanguard Total Bond Market Index	120,305,173	120,945,024
Total Tier 3	288,046,204	307,972,467
Total Operating Portfolio	678,798,280	696,758,853

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.

Certificate of Participation Series 2020 Lease and Sublease Approval



State of Colorado Higher Education Certificates of Participation Series 2020 Lease and Sublease Resolution

Senate Bill 20-219 authorized the execution of one or more lease-purchase agreements for the purpose of financing the continuations of certain previously funded capital construction projects

CSU's share of the COP's is \$17 million for the State continuation funding of the Shepardson project

Payments under the Series 2020 Certificates are *“made subject to annual appropriation by the General Assembly, as applicable, from the Capital Construction Fund, from the General Fund, or from any other legally available source of money”*

Key Lease Provisions:

- The proposed leased property for CSU's share of the COP's is the B.W. Pickett Equine Center with an approximate replacement/insured value of \$18 million
- The lease term shall commence on the date the lease is executed and is subject to annual renewal for the term of the COP's (generally 20 years).
- If the lease is terminated as the result of the occurrence of an event of non-appropriation or a lease event default, the State will be required to vacate the leased property within 90 days and the Trustee may exercise any of the remedies provided in the lease, including the sale or assignment of the Trustee's interest or the re-letting of the leased property.

A RESOLUTION AUTHORIZING AND APPROVING A SITE LEASE AND SUBLEASE IN CONNECTION WITH THE STATE OF COLORADO HIGHER EDUCATION CONTINUATION OF CAPITAL CONSTRUCTION PROJECTS LEASE PURCHASE FINANCING PROGRAM AND AUTHORIZING AND RATIFYING CERTAIN ACTIONS IN CONNECTION THEREWITH

WHEREAS, the Board of Governors (the “Board”) of the Colorado State University System (the “System” or the “Site Lessor”) is a constitutionally established body corporate under Article VIII, Section 5 of the Constitution of the State of Colorado (the “State”) and Section 23-30-102, Section 23-31-103 and Section 23-31.5-102, Colorado Revised Statutes, as amended, duly authorized to carry out and effectuate the purposes of the Board in accordance with such powers and authority;

WHEREAS, capitalized terms used but not defined in this resolution have the meanings assigned to them in the Glossary attached to the State of Colorado Higher Education, Continuation of Capital Construction Projects, Lease Purchase Financing Program Master Trust Indenture, to be executed by Zions Bancorporation, National Association, as Trustee (the “Trustee”), as such Glossary may be amended, supplemented and restated from time to time;

WHEREAS, the State is authorized by the Lease Purchase Act to execute a State Higher Education Lease Purchase Agreement to finance Approved Projects for Approved Institutions;

WHEREAS, the System is an Approved Institution with an Approved Project and is a Participating Institution;

WHEREAS, the State and the Governing Bodies of the Approved Institutions are authorized pursuant to the Lease Purchase Act to enter into ancillary agreements and instruments as deemed necessary or appropriate in connection with a State Higher Education Lease Purchase Agreement, including, but not limited to, deeds, ground leases, subleases, easements or other instruments relating to the real property on which the facilities are located;

WHEREAS, the System owns certain land (the “Land”) that will be subject to a Site Lease and a Sublease and the buildings, structures and improvements now or hereafter located on the Land (the Land and such buildings, structures and improvements, collectively, are referred to as the “Leased Property”) as more particularly described in the Site Lease and the Sublease;

WHEREAS, the System, as Site Lessor, will lease the Leased Property to the Trustee in its capacity as trustee under the Indenture pursuant to a State of Colorado Higher Education Continuation of Capital Construction Projects, Lease Purchase Financing Program, Series 2020 Site Lease (the “Site Lease”);

WHEREAS, the State will lease the Site Lessor’s Leased Property, and other leased property subject to other site leases with Participating Institutions, from the Trustee in its capacity as trustee under the Indenture pursuant to the 2020 Lease;

WHEREAS, the State will sublease back the Leased Property to the System pursuant to the State of Colorado Higher Education, Continuation of Capital Construction Projects, Lease Purchase Financing Program, Sublease of Colorado State University System (the "Sublease"); and

WHEREAS, certain Certificates of Participation will be executed and delivery pursuant to the Indenture, and the proceeds thereof will be used to finance certain Costs of the Projects of the System and of the other Participating Institutions.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM:

1. The Board hereby authorizes and approves the execution and delivery of the Site Lease and the Sublease and any and all documents, agreements and certificates contemplated or required thereby (collectively, the "Board Documents").

2. The following individuals, namely: the Chair of the Board, the Chancellor of the System, the Vice President for University Operations, the Chief Financial Officer of the System or the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are each hereby individually authorized to execute the Board Documents.

3. The appropriate officers of the Board and the System are hereby authorized and directed to take such further actions as are deemed necessary and desirable in connection with the transactions described in this resolution. All action previously taken by the Board and the appropriate officers of the Board and the System directed toward the transactions described herein are hereby ratified, approved and confirmed.

4. 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.

5. This resolution shall be in full force and effect upon its passage and adoption.

ADOPTED AND APPROVED as of October 7, 2020.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
Chair of the Board

ATTEST:

By _____
Secretary

Section 4

Colorado State University Reports

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

Report for Board of Governors Meeting – October 9, 2020

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

New Faculty Council Leadership

On July 1, 2020 Sue Doe, Associate Professor and previous Director of the English Composition Program at CSU, assumed the Faculty Council Chair position. Ruth Hufbauer, Professor in Applied Evolution Biology, was elected Vice Chair at the September FC meeting.

New Faculty Council Task Forces - Addressing Faculty Issues

The Faculty Council Chair announced **five new task forces** at our first fall Faculty Council Meeting.

- **Intellectual Property related to Online Instruction** – focus on faculty teaching materials placed on CANVAS or CSU Online. Clarity of policy is both a campus and national concern.
- **Information Technology (IT) and Faculty Needs** – focus on evolving IT needs of faculty across campus and/or challenges faculty experience when using IT. Goal: build new sustainable approaches to strengthen the future partnership between IT and faculty.
- **Presidential Evaluation Survey** – focus on effectively gathering campus-wide input from faculty.
- **Shared Governance Review and Recommendations.** Shared governance is the “...meaningful participation of the faculty in institutional decision making.” Charge to task force is forthcoming.
- **Race, Bias, Equity and Inclusion** – Charge to task force: TBD. Note: As a reminder, FC passed a Resolution regarding this topic <https://source.colostate.edu/faculty-leaders-support-student-demands-bolster-required-diversity-coursework/>

All five task forces will report findings and offer recommendations to Executive Committee in December.

Faculty Pandemic Fatigue + Sharing Optimism + Workload in the time of COVID



CSU Faculty Pre-COVID



COVID - Fall 2020

As the rhythm of the semester continues faculty grapple with effects of pandemic fatigue both personally and with students. Amidst personal struggles, they have been modelling humanity and practicing compassion. They have sought connection with students and research colleagues. They have effectively implemented new technologies and ways of enhancing student interaction. However, informal reports indicate that faculty perceive less student engagement in class and less student resiliency. Not unforeseen, these issues are of deep concern to faculty. While it is a complex time, it is good to hear faculty use their

EQ to listen, validate, and consciously shift student conversations to topics of optimism and the opportunity to look for serendipitous moments that could impact the students' future. As workloads have shifted in the time of COVID, all – administration, faculty, staff, and students -- have made extraordinary efforts to adjust to the new normal faced this semester.

Student Success Initiatives – Faculty Involvement

For several years and in support of their teaching, faculty have been involved with specific, campus-wide *Student Success Initiatives*. Following are two examples.

Student Success – Math. CSU faculty are involved in a multi-campus initiative that is focused on thinking differently about math placement and math support. It is in partnership with the APLU Student Experience Project <https://studentexperienceproject.org/r> and led by Math faculty in the College of Natural Science such as Steve Benoit, Ken McLaughlin, and Lisa Dysleski. Please take a moment to read this brief article on this amazing work. https://natsci.source.colostate.edu/re-envisioned-pace-becomes-the-precalculus-center/?utm_source=newsletter&utm_medium=Email&utm_campaign=m0920-20. As one faculty member said: “Our participation in the Student Experience Project has provided us with excellent data and research-based strategies that are proven to increase success, as well as improve students’ sense of community, inclusion and belonging, and self-confidence and growth mindset,” said Benoit.

Another Student Success Strategy is the **First Four Weeks**. This initiative was developed three years ago to accelerate freshmen students’ adjustment to the university learning environment within the first four weeks through intentionally designed strategies aimed at increasing students’ understanding of expectations and students’ adoption of skills and behaviors appropriate to those expectations. Implementation of practical techniques to enhance student learning resulted in improved student success outcomes.

This past summer, over 150 faculty completed the FFW Modules in preparation for fall semester. A new **FFW Train-the-Trainer** series is rolling out fall, 2020.

Faculty Council “Video Shorts”

Prior to the semester beginning, diverse faculty offered “Video Shorts” to colleagues to remind them of how to create community, send a message of inclusion and develop bonds with students the first week of class. The videos and words of encouragement were well received.

Personal Invitation to BOG Members – Please Join Us for a Faculty Council Meeting – 2020-2021

Faculty Council members sincerely appreciate the continued transparency and support from both our administration and the Board of Governors. We wish to personally invite you to join us for one of our Faculty Council meetings during the 2020-2021 academic year via Zoom. Invitation will be coming.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System

October 9, 2020

I. COVID RECOVERY UPDATE

A. Executive Summary: Testing and Contact Tracing scenario planning

Colorado State University started scenario planning in March 2020 to mitigate the transmission of the coronavirus on campus. The President formed and charged the Pandemic Preparedness Team. Due to the quickly evolving situation the Team met three times a day. The President facilitated the last meeting of the day to decide on a strategy for the next day. When researchers returned in August, they formed a Rapid Response Recovery Team and joined the Pandemic Preparedness Team to use research to inform testing, contact tracing, as well as quarantine and isolation protocols. Since the beginning of the Fall 2020 semester, CSU has engaged in weekly scenario planning using experts in many disciplines ranging from scientific evaluation of wastewater samples to monitor trends in disease spread to behavioral psychologists to inform the social norming campaign. In early September, members of the Executive Leadership Team were presented with information detailing COVID-19 testing operations and contact tracing efforts. The entire slide presentation is included in the appendix of this report in Section VIII.

In Phase 1, CSU's COVID-19 testing strategy focused on testing all in-residence students upon their return to campus and using wastewater sampling that reveals trends in disease transmission that are then used to guide who must be tested. To date, CSU has completed more than 16,000 tests of faculty, staff and students. Since August 17 CSU has identified approximately 160 cases. CSU is currently in Phase 2 with continued wastewater testing and a shift to pooled-saliva testing with PT-PCR molecular follow-up testing. Phase 2 of the testing strategy will remain in effect at least through December 2020.

CSU's testing strategy uses an integrated-data and analysis-driven approach to our COVID daily response for deploying needed testing resources. Our Rapid Response Recovery Team (data analysis and modeling) identifies disease transmission, wastewater trends, student movement patterns, prevalence and focused testing and the Pandemic Preparedness Team completes all contact tracing, quarantine and isolation, and mobilizes needed resources. The addition of pooled-saliva tests will establish wider, yet more precisely focused screening of campus

populations, triggering more contact tracing, isolation, and quarantines, with a goal of decreasing spread of the virus.

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

A small, inexpensive virus-detection technology invented by CSU researchers will soon form the basis of a new product that could compete with standard diagnostic testing for COVID-19. The new diagnostic device – which aims to be fast, portable, and more accurate than currently available COVID-19 tests – is one of several technologies spawned from a collaboration among CSU researchers Brian Geiss, Chuck Henry, and David Dandy. Combining their wide-ranging expertise in virology, chemistry and chemical engineering, the team has licensed their viral RNA-testing platform to Quara Devices, a startup company specializing in diagnostic biosensors. The licensing deal, announced in July and mediated by CSU Ventures, was inked earlier this summer and allows the company to move the invention into product-engineering and design phases, while the CSU scientists continue testing the devices for efficacy and accuracy. The Chief Science Officer of Quara is Ken Reardon, a professor in the CSU Department of Chemical and Biological Engineering.

C. About two-thirds of CSU classes have an in-person component

When fall semester got underway at Colorado State University on Aug. 24, about 64% of classes were taught either entirely face-to-face or in a hybrid model with some in-person instruction. Considering the new health protocols prompted by the COVID-19 pandemic, members of the university community say that it took a lot of collaboration and hard work by many people behind the scenes to have so many courses with an in-person component. Among other moves, additional course sections were added in the late afternoon or evening, Lory Student Center ballrooms were turned into classrooms, and courses with more than 99 students were converted to online-only. In addition, many faculty revamped and rethought their approaches on their own to make coursework changes necessitated by the mix of traditional in-person and hybrid instruction. CSU significantly increased the number of classrooms equipped with lecture-capture technology, which allows many more classes to have an in-person element instead of being delivered completely online.

D. Researchers identify a protein that may help SARS-CoV-2 spread through cells

Eric Ross and Sean Cascarina, biochemistry and molecular biology researchers at Colorado State University, have released a research paper identifying a protein encoded by SARS-CoV-2, the virus that causes COVID-19, that may be associated with the quick spread of the virus through cells in the human body. Through powerful application of the foundational sciences and bioinformatic analysis, their research highlights key characteristics of the virus that could one day be important in the development of a treatment for COVID-19. Ross and Cascarina found that the nucleocapsid, or N, protein in the SARS-CoV-2 virus has a low-complexity domain that may utilize liquid-liquid phase separation to facilitate the packaging of viral RNA into new virus particles that can infect neighboring cells. The N protein may also be associated with reducing an

infected cell's anti-viral stress response. Cells often form something called stress granules, a type of biomolecular condensate, to respond to a change in their environment, and these granules may have an anti-viral effect.

II. MAJOR HONORS AND AWARDS

A. CSU rises in U.S. News & World Report rankings

Colorado State University saw its ranking increase in several categories of the annual *U.S. News & World Report Best Colleges* edition released Sept. 14. Among all public colleges and universities nationally, CSU rose from 79 last year to 71 this year. When private institutions are included, its overall ranking in the United States also went up significantly, from 166 to 153. According to the university's Office of Institutional Research, Planning and Effectiveness, one of the likely reasons for the rise is the publication's category of "faculty resources." In that category, which accounts for 20% of an institution's ranking, CSU saw a decrease in its calculated student-faculty ratio, an increase in the reported percentage of faculty with terminal degrees, and an increase in sections with fewer than 20 students (according to data collected prior to the COVID-19 protocols implemented this fall).

Other contributing factors include slight increases in average faculty compensation, per-student spending, and student excellence measures such as standardized test scores and the proportion of students graduating in the top 10% of their high school class. In addition, CSU made the U.S. News list of "Best Value" schools again, rising from 179 to 168. That ranking is based on the ratio of quality to price, need-based aid, percent of need-based aid recipients awarded scholarships and grants, and "average discount," or the cost of attendance covered by need-based scholarship or grant award.

CSU also made the magazine's "Best for Vets" list again, its rank rising from 121 to 108. Last fall, CSU placed second in the nation in the annual Military Times Best for Vets ranking.

B. CSU included among top universities solving coronavirus pandemic

Colorado State University's contributions to developing solutions to the COVID-19 pandemic have earned it a spot on a ranking of the top 10 universities engaged in this important research, according to the website successfulstudent.org/. The site spotlighted the key role CSU's Department of Microbiology, Immunology, and Pathology is playing in vaccine research. Among the 25 COVID-related projects underway – from studying the plasma of those recovered from the virus to using individually approved treatments in cocktail form – the site highlighted two vaccine investigations. Other schools included in the ranking are Harvard University Medical School, Oxford University, The Eli & Edythe Broad Institute of MIT and Harvard, Johns Hopkins University, and the universities of Georgia, Michigan, Montana, Pittsburgh, and Wisconsin-Madison.

C. CSU secures Medical Scientist Training Program award from NIH

Four Colorado State University graduate students studying to become veterinary scientists – second-year DVM students Sam Brill, Carley Dearing, Laurel Haines, and first-year DVM student Kate Williams – will benefit from a new National Institutes of Health award designed to foster the next generation of leaders in biomedical research. NIH’s Medical Scientist Training Program award has typically funded medical students who also are pursuing doctoral degrees. But in 2019, NIH opened up the application process to other dual degree programs, including those granting DVM-Ph.D. degrees. The ultimate aim of the program is to train veterinarians for research-related careers in academia, industry, and government. CSU is one of three programs across the country to receive this type of funding from the federal government to support graduate students pursuing a DVM-Ph.D. dual degree. Through this award, NIH will support more than half of the cost of tuition for the students’ DVM degrees. They also will receive a stipend of \$25,000.

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

Propane could be competitive with diesel as a cost-saving, energy-efficient fuel for large trucks and school buses, say Colorado State University mechanical engineers awarded a \$3.5 million U.S. Department of Energy grant to develop a new, high-efficiency propane engine. The research team, led by Professor Daniel Olsen, will spend the next three years working with large engine manufacturer Cummins Inc. and Argonne National Laboratory developing advanced combustion strategies for direct-injection, large propane engines. DOE announced CSU’s award on July 16 with 54 other university, government and industry projects totaling \$139 million.

E. CSU leads \$1 million NSF project to study migratory birds and bats

To learn more about what’s causing the rapid decline of many bat and bird species that exclusively eat airborne insects, a team led by Colorado State University Assistant Professor Kyle Horton will study migratory behavior of the Mexican free-tailed bats, tree swallows, and purple martins over the next three years. The project is funded by the National Science Foundation, with \$534,135 awarded to CSU. Horton, who is in the Department of Fish, Wildlife, and Conservation Biology, said the dramatic population declines and the changing climate are driving the research. Scientists from the University of Oklahoma and University of Massachusetts will also take part in the research under this NSF project, which totals approximately \$1 million.

III. STUDENT SUCCESS

A. President McConnell opens investigation into allegations regarding CSU Athletics

President Joyce McConnell on Aug. 5 launched an investigation into concerns raised in the media regarding the handling of COVID-19-related protocols. This investigation has been expanded to a comprehensive review of CSU Athletics in response to allegations of racism and

verbal abuse from CSU's athletic administration in the football program. Athletics Director Joe Parker paused all CSU football-related activities temporarily. CSU athletics will resume when the Mountain West Conference permits resumption of play and the campus is assured that the proper COVID-19 protocols are in place and followed. The Office of the General Counsel has retained an outside law firm, Husch Blackwell, to conduct the investigation. The firm is experienced in conducting investigations related to colleges and universities, including athletics. Should the investigation report be complete by the October Board of Governors meeting, the President will provide an update.

B. New Accelerated Programs initiative helps CSU students graduate early

Colorado State University is now offering students the opportunity to complete participating degree programs in less time as part of the new Accelerated Programs initiative. Under [Accelerated Programs](#), students can graduate by the end of their third spring or summer term by taking classes through [CSU Summer](#). More than two dozen degree programs are participating, with more expected. Select programs in the College of Business, the College of Health and Human Sciences, the College of Liberal Arts, the College of Natural Sciences, and the Warner College of Natural Resources are participating.

C. Site of CSU's first building excavated over summer by Archaeology Field School

The CSU Archaeology Field School, celebrating its 51st year as the cornerstone experiential program of the [Department of Anthropology and Geography](#), was one of a limited number of field schools taking place – in the actual field – this year. Particularly pertinent to CSU's sesquicentennial celebration, students uncovered details of the origins of the university as they investigated the first building on campus, known as the Claim Building, a modest structure near the intersection of South College Avenue and Laurel Street. Built in 1874, the exact physical location of this important campus structure had been lost to history, but geophysical mapping of the site discovered features remaining beneath the ground that offered insights into how the building was used. All program participants wore masks in the field, received daily temperature scans, took regular water and rest breaks, and followed other COVID-19 health and safety protocols during workdays and outside of class, too. Following a week of online instruction of field techniques and project details, the group of eleven students plus faculty began work in early July and excavated for the rest of the month.

D. Third-year CU medical students start clinical rotations in northern Colorado

The collaboration between CSU and the University of Colorado's School of Medicine to open a medical school branch in Fort Collins will expand medical education opportunities in the state and build on the strengths of both universities through an innovative, far-reaching curriculum. Eleven CU medical students were accepted to train in northern Colorado over the next year. The move to launch these clinical rotations is a first step in establishing a [CU medical school branch in Fort Collins, in partnership with Colorado State University](#). The program is part of CU's [Longitudinal Integrated Clerkship](#), a new clinical curriculum in which students participate in

comprehensive care of patients over time, maintain relationships with preceptors and evaluators, and meet core clinical competencies across multiple disciplines simultaneously.

E. CSU College of Business offers new two-day executive education courses

Colorado State University's College of Business is launching a suite of new executive education courses that will help professionals learn new skills, sharpen their business knowledge, and enhance their careers. Starting this fall, executives, team leaders and professionals at all levels can learn about the latest thinking, tools, and timely topics relevant to every industry in just two days. Hosted on the College's innovative video collaboration technology, Mosaic, the new executive education courses are led by subject-matter experts and focus on practical knowledge, current insights, and critical skills. The goal is to provide "just in time" learning – giving professionals the expertise they need to navigate a business landscape that's continually being reshaped by new technologies, financial realities, and social movements. All classes are offered "à la carte," so professionals can register for , courses most relevant to their career goals. Instructors are thought leaders in their fields and bring years of expertise to the classroom. Some courses are taught by College of Business faculty, and some are led by industry professionals with specific knowledge of current business practices and proven track records of success.

IV. INNOVATION AND RESEARCH

A. CSU chemist seeks a better way to make COVID-19 drug, using light

As the novel coronavirus continues to sicken tens of thousands of people a day in the United States, scientists have found that the antiviral medication remdesivir can help some patients recover from severe COVID-19 more quickly. But remdesivir has been in short supply, in part because it is difficult to make, involving numerous steps that require dangerous chemicals and harsh manufacturing conditions. Colorado State University Associate Professor Garret Miyake's lab is exploring novel ways to make new molecules using the power of light. They hope to use their light-driven process to devise a faster, cheaper, and safer way to make this important antiviral medication. New Iridium, a spinoff company Miyake helped to start through the university's technology transfer arm, CSU Ventures, recently received a \$256,000 grant from the National Science Foundation's Small Business Technology Transfer funding group. Miyake's CSU lab will receive \$85,000 from the grant to further pursue this promising research.

B. CSU researchers now predicting extremely active 2020 Atlantic hurricane season

Colorado State University hurricane researchers have revised their forecast and now predict an extremely active Atlantic hurricane season in 2020, citing very warm sea surface temperatures and very low wind shear in the tropical Atlantic as primary factors. Tropical Atlantic sea surface temperatures averaged over the past month are at their fourth-highest levels since 1982, trailing only the very active Atlantic hurricane seasons of 2005, 2010 and 2017. Warmer-than-normal sea surface temperatures provide more fuel for tropical cyclone formation and intensification. They also are associated with a more unstable atmosphere and moister air, both of which favor

organized thunderstorm activity that is necessary for hurricane development. Phil Klotzbach is a research scientist in the CSU Department of Atmospheric Science and lead author of the report.

C. CSU study links physical stress on the job with brain, memory decline in older age

A new study out of Colorado State University has found that physical stress in one's job may be associated with faster brain aging and poorer memory. [Aga Burzynska](#), an assistant professor in the Department of Human Development and Family Studies, and her research team connected occupational survey responses with brain-imaging data from 99 cognitively normal older adults, age 60 to 79. They found that those who reported high levels of physical stress in their most recent job had smaller volumes in the hippocampus and performed poorer on memory tasks. The hippocampus is the part of the brain that is critical for memory and is affected in both normal aging and in dementia. Their findings were published this summer in *Frontiers in Human Neuroscience* under the research topic "[Work and Brain Health Across the Lifespan.](#)"

D. Epidemic model shows how COVID-19 could spread through firefighting camps

To support fire agencies as they continue their mission-critical work, a team that includes Colorado State University experts has developed an epidemiological modeling exercise for the USDA Forest Service and other fire managers that demonstrates potential risks and various scenarios COVID-19 could pose for the fire management community. Their model is [published in the journal Fire](#). The report is co-authored by Jude Bayham, assistant professor in the CSU Department of Agricultural and Resource Economics; and Erin Belval, research scientist in the CSU Department of Forest and Rangeland Stewardship; with first author Matthew P. Thompson, Research Forester at the USDA Forest Service Rocky Mountain Research Station. Bayham and Belval worked with Thompson on the study under a longstanding joint venture agreement with the Forest Service on wildfire-related research, which primarily operates through a [partnership with the Warner College of Natural Resources](#). Thompson serves as the team's liaison to the fire management community. The researchers developed a simulation model of COVID-19 in the context of a wildfire incident in which the population of firefighters changes over time. The team then analyzed a range of scenarios with different infection transmission rates, percentages of arriving workers who are infected, and fatality rates.

E. First-ever stem cell treatment on a non-human primate a success

Despite severe arthritis, KJ a 17-year-old male colobus monkey at the Mesker Park Zoo and Botanic Garden in Evansville, Indiana, has newfound mobility after receiving a stem cell treatment earlier this year from Dr. Val Johnson, a veterinarian and postdoctoral fellow at Colorado State University. KJ is the first non-human primate treated with stem cells by CSU veterinarians. Based on a review of published research, Johnson said he also is the first non-human primate in the world to be treated therapeutically with stem cells for a naturally occurring disease. To perform the procedure, Johnson first grew stem cells from a small piece of adipose, or fat, tissue from another colobus monkey at the zoo. Johnson said these findings will be helpful

for veterinarians and medical doctors who use stem cell therapy, though clinicians need to perform more of these treatments.

F. CSU partners with the University of Oklahoma to develop new artificial intelligence institute for environmental science research

Colorado State University has teamed with other leading organizations to help run a new \$20 million National Science Foundation-funded institute focused on creating trustworthy artificial intelligence to study climate, weather, and coastal oceanography. The new NSF AI Institute for Research on Trustworthy AI in Weather, Climate, and Coastal Oceanography was announced Aug. 26. Imme Ebert-Uphoff, a research professor in the Department of Electrical and Computer Engineering and the Cooperative Institute for Research in the Atmosphere, will lead CSU's part of the institute, with assistance from Associate Professor Elizabeth Barnes of the Department of Atmospheric Science, Professor Chuck Anderson of the Department of Computer Science, and other CSU researchers and staff focusing on AI algorithm development, environmental applications, and workplace education and advocacy.

G. CSU joins global team to study ecosystem, climate change interactions in thawing permafrost

Colorado State University is one of 14 universities from around the globe that have collectively been awarded \$12.5 million by the National Science Foundation to launch a new Biology Integration Institute called EMERGE. It will focus on better understanding ecosystem and climate interactions – such as the thawing of the Arctic permafrost – and how they can alter everything from the landscape to greenhouse gases. EMERGE, which stands for “EMergent Ecosystem Response to ChanGE,” is a five-year project that will concentrate on discovering how the processes that sustain life and enable biological innovation operate and interact – from molecules and cells to species and ecosystems – under dynamically changing conditions. The end result will be a new “genes-to-ecosystems-to-genes” framework to create models that could help predict ecosystem response to change. The project, led by Ohio State University researchers, comprises a team of 33 scientists representing 15 specialties. The partnership brings together expertise inside and outside of biology, such as ecology and evolution, organismal biology, team science, and modeling and computational science. Jeni Cross, a professor in CSU's Department of Sociology, and Kelly Wrighton, an associate professor in the Department of Soil and Crop Sciences, are co-principal investigators on the project.

V. COMMUNITY IMPACT

A. New presidential task force charged with fostering Jewish inclusion and the prevention of anti-Semitism at CSU

Earlier this summer, President Joyce McConnell established a Presidential Task Force on Jewish Inclusion and the Prevention of Antisemitism. Announced to coincide with the start of the Fall semester, the group is co-chaired by Carolin Aronis, special advisor on prevention of anti-

Semitism and affiliate faculty in the Department of Communication Studies, and John Henderson, assistant dean of students and director of Parent and Family Programs in the Office of the Vice President for Student Affairs. Thirteen faculty, staff, student organization advisors, and student leaders, and a representative from the Fort Collins community are members. Per McConnell's charge, the task force will provide a detailed action plan on how to address anti-Semitism and how to build a positive, Jewish-inclusive university community. The group also will refine and build upon the Action Plan for the Prevention of Antisemitism at CSU that was shared with the president last fall and, at her request, submitted as a proposal during the first phase of the university's Race, Bias, and Equity Initiative. The task force has been meeting since June to explore and uncover historical and systemic facets of anti-Semitism experienced by Jewish students, faculty, staff, and community members at CSU. Among its first efforts was documenting some of the bias incidents, ignorance, and exclusion experienced by Jews in the university community and reported anecdotally.

B. Survey identifies key stressors, solutions for low-income families dealing with COVID-19

A recent survey conducted by Colorado researchers sheds light on how severely COVID-19 is affecting the region's most economically vulnerable families – and the most effective ways for them to cope with it. Samantha Brown, an assistant professor in the School of Social Work at Colorado State University, led the team, which conducted the brief online survey of 183 parents in the Rocky Mountain region between April 21 and May 9. The team found that more than half of the respondents – who primarily were from low-income households – said they or someone they knew had tested positive for COVID-19. One-quarter of the participants said they knew someone who had died from the coronavirus. And the results show that while there are risks for stress-induced child mistreatment among those surveyed, there are ways to alleviate parental stress about the pandemic, including reminding parents what they do have control over in such uncertain times. Brown said the survey results, which were published Aug. 20, showed that Latinx parents reported the highest number of COVID-related disruptions of all ethnic groups. Among all respondents, who were recruited primarily via county and state human services agencies, 88% reported poor sleep, 83% were experiencing high levels of anxiety, and 70% said the pandemic was causing symptoms of depression.

VI. FISCAL STRENGTH

A. CSU experiences one of highest fundraising years in its history

In a historic fiscal year more than 31,000 donors contributed \$175,190,282 – the third-highest fundraising total in CSU history. The unparalleled year also was marked by the sudden effects of the COVID-19 pandemic, forcing the university to move all classes online and transition to remote operations. The only two fundraising totals to surpass the 2019-20 tally were 2016 (\$198.7 million) and 2017 (\$190 million). The fiscal year, which ended June 30, marked the conclusion of CSU's State Your Purpose campaign, an eight-year effort to raise \$1 billion in

philanthropic support for targeted priorities. Having surpassed the goal nearly two years early, CSU carried the campaign to its originally scheduled conclusion in 2020 to align with commemoration of the university's 150th anniversary, raising a total of \$1,282,064,565 – more than doubling the money raised during CSU's first comprehensive campaign, which raised \$537 million and concluded in 2012. The final months of the State Your Purpose campaign coincided with the onset of the COVID-19 pandemic, creating increased need for student support and infectious disease research. As the COVID-19 pandemic unfolded across the country, CSU's supporters exemplified "Rams Take Care of Rams," contributing nearly \$1.1 million in a little more than three months to causes like Ram Aid, Rams Against Hunger and CSU Cares.

B. Unique gift honoring parents will transform CSU's Mountain Campus

Dona Hildebrand had no recollection of any previous visits to Colorado State University's magnificent Mountain Campus when she made the 52-mile trek to the 1,600-acre treasure in the summer of 2018. All she knew was the place held a special place in the hearts of her parents, Donald and Esther Harbison. The Harbisons (Donald, B.S., Forest Management, '26; and Esther, B.S., Home Economics, '26) had spent considerable time at the Mountain Campus during its earliest years and had a deep love for the area. Now, more than 90 years later, Hildebrand, a retired Air Force lieutenant colonel who made her home in Colorado, is honoring her parents with a \$1.2 million gift that will help CSU add the first academic building to the Mountain Campus in more than 50 years. The Donald and Esther Harbison Experiential Learning Center will provide new educational opportunities for CSU students and the thousands of visitors drawn to the Mountain Campus annually. Dona was one of five Harbison children. She graduated from Fort Collins High School and earned her teaching credential at CSU.

B. Major Gift Report

	August 2020		FY21 (July-August)		FY20 (July-August)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$2,363,027	3,030	\$7,502,894	4,486	\$22,962,319	5,304
Irrevocable Planned Gifts	-	-	-	-	\$100,000	1
Revocable Gifts and Conditional Pledges	\$475,000	5	\$17,100,000	16	\$9,385,000	18
Payments to Commitments Prior to Period	(\$202,237)	255	(\$2,334,676)	311	(\$4,673,764)	624
Total Philanthropic Support	\$2,635,790	2,959	\$22,268,218	4,423	\$27,773,554	5,018
Other Private Support	\$891,821	903	\$3,372,878	920	\$6,630,181	1,183
Net Private Support	\$3,527,610	3,779	\$25,641,096	5,229	\$34,403,735	6,014

C. Major gifts not previously reported

\$15,000,000 revocable commitment designated as \$5,000,000 to support the *David P. Knight Program Support Endowment*, College of Liberal Arts, \$5,000,000 to support the *David P. Knight Endowment for Faculty Support*, College of Liberal Arts, and \$5,000,000 to support the *David P. Knight Memorial Scholarship Endowment*, College of Liberal Arts

Board of Governors of the
Colorado State University System
Meeting date: Oct. 9, 2020

\$1,500,000 revocable commitment designated as \$750,000 to support the *Jessy's Leash of Love*, College of Veterinary Medicine & Biomedical Sciences, and \$750,000 to support the *One Cure*, College of Veterinary Medicine & Biomedical Sciences

\$771,852 in gifts to support the *Koster Endowment for Collaborative Translational Research*, College of Veterinary Medicine and Biomedical Sciences

\$700,000 gift to support the *John and Sophie Ottens Native American Student Services*, Student Affairs

\$265,000 in gifts designated as \$250,000 to support the *C. Wayne McIlwraith Translational Medicine Institute*, College of Veterinary Medicine and Biomedical Sciences, and \$15,000 to support the Boettcher Opportunity Award, Enrollment and Access

\$250,000 revocable commitment to support the *Trax, Hawk and Deker's K-9 Heroes Endowment*, College of Veterinary Medicine and Biomedical Sciences

\$214,000 in gifts to support the *Salazar North American Conservation Center*, Vice President Research

\$200,000 pledge to support the *Partnership for Air Quality, Climate and Health in CVMBS*, College of Veterinary Medicine and Biomedical Sciences

\$200,000 gift to support the *Hummel Family Scholarship*, College of Veterinary Medicine and Biomedical Sciences

\$200,000 gift to support the *CVMBS-Research Sponsored*, College of Veterinary Medicine and Biomedical Sciences

\$186,735 in gifts designated as \$125,000 to support the *Center for Companion Animal Studies and \$25,000 to support the Center for Companion Animal Studies Endowment*, and \$36,735 to support the Post Mortem Tissue Collection, College of Veterinary Medicine and Biomedical Sciences

\$125,000 revocable commitment to support *Animal Sciences*, College of Agricultural Sciences

Revocable commitment to support *Equine Teaching Enhancement*, College of Agricultural Sciences

\$100,000 gift to support the *Music Business Program*, College of Business

VII. NOTABLE HIRES AND PERSONNEL CHANGES

A. James named CSU's next vice provost for faculty affairs

Susan James, a professor of Mechanical Engineering who joined Colorado State University's faculty in 1994, has been named the next vice provost for faculty affairs. James will take over for Dan Bush, who recently announced his intention to retire after nearly two decades at CSU. James' appointment began on July 6 to allow her to work with Bush for a transition period in the Office of the Provost. As vice provost for faculty affairs, James will be responsible for working with faculty, deans, other vice provosts, and vice presidents to ensure a well-supported faculty and exemplary teaching and learning practices at CSU. James joined the Mechanical Engineering faculty at CSU as an assistant professor in 1994. She served as head of the department from 2010-18 and also is founding director of the School of Biomedical Engineering. Committed to giving back to her community, James has been involved with many service organizations over the years including Africa Higher Education Partnerships, Women and Minorities in Engineering Program, and the Society of Women Engineers.

James said her priorities as vice provost will be: hiring, promoting and retaining exceptional faculty with a particular emphasis on minoritized faculty; shared governance; and nurturing a culture that allows faculty to thrive and significantly impact the world with their teaching, scholarship, and creative works. James' own research focuses on polymeric materials used in biomedical engineering. These have orthopedic and cardiovascular applications as well as uses in regenerative medicine and tissue engineering. She and her students invented the BioPoly® materials, now in clinical use in partial resurfacing knee implants. James received her Ph.D. in Polymers from MIT and her B.S. in Metallurgical Engineering and Materials Science from Carnegie Mellon, with a minor in Biomedical Engineering and a certificate in Women's Studies.

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MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Joyce McConnell, President

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

LEAVE OF ABSENCE

NAME	DEPARTMENT	FROM	TO
Buell, Elizabeth	Health Network Medical	06/16/20	06/16/20
Buell, Elizabeth	Health Network Medical	06/30/20	06/30/20
Antonelli, Lara	Health Network Medical	07/01/20	07/30/20
Elffner, Terri	Health Network Medical	07/14/20	07/31/20
Danczik, Irena	Health Network Medical	07/17/20	07/17/20
Buell, Elizabeth	Health Network Medical	07/07/20	07/28/20
Jankowska, Elzbieta	Electrical and Computer Engineering	07/06/20	10/01/2020
Gerlitzki, Elizabeth	Health Network Medical	07/01/20	07/31/20
Jeon, Hwayoung	Economics	08/16/20	12/31/20
Mann, Bruce	Lory Student Center	7/7/20	7/28/20
Elkins, Mary	Honors Program	08/16/20	12/31/20
Sbicca, Joshua	Sociology	10/13/20	11/6/20
Vesty, Jill	Health Network Medical	8/3/20	8/18/20
Whitesell, Julie	Health Network Medical	8/3/20	8/14/20
Gerlitzki, Elizabeth	Health Network Medical	08/03/20	08/14/20
Antonelli, Lara	Health Network Medical	08/03/20	08/18/20
Elffner, Terri	Health Network Medical	08/05/20	08/18/20
Buell, Elizabeth	Health Network Medical	08/04/20	08/25/20

Board of Governors of the Colorado State University System

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Lemmond, Keri	Health Network Medical	07/07/20	07/28/20
Elkins, Mary	Honors Program	08/16/20	12/31/20
Lemmond, Keri	Health Network Medical	08/03/20	08/31/20
Nielsen, Stephanie	College of Liberal Arts	8/7/20	8/14/20
Gage, Edward	Forest & Rangeland Stewardship	07/01/20	Unknown
Keller, Alexandra	College of Nat Sci	07/01/20	Unknown
Flores, Crestino	CEMML	08/05/20	Unknown
Aziz, Asad	Management	08/16/20	Unknown
Johnson, Stormy	CEMML	06/29/20	06/30/20
Ross, Nicole	Natural Resource Ecology Lab	8/16/20	Unknown

VII. APPENDIX

A. Scenario Planning Power Point slides (Testing and Contract Tracing)

COVID-19 RECOVERY



COLORADO STATE UNIVERSITY

TESTING & CONTACT TRACING:

SCENARIO PLANNING PRESENTATION

SLIDE 1: TESTING TOOLBOX

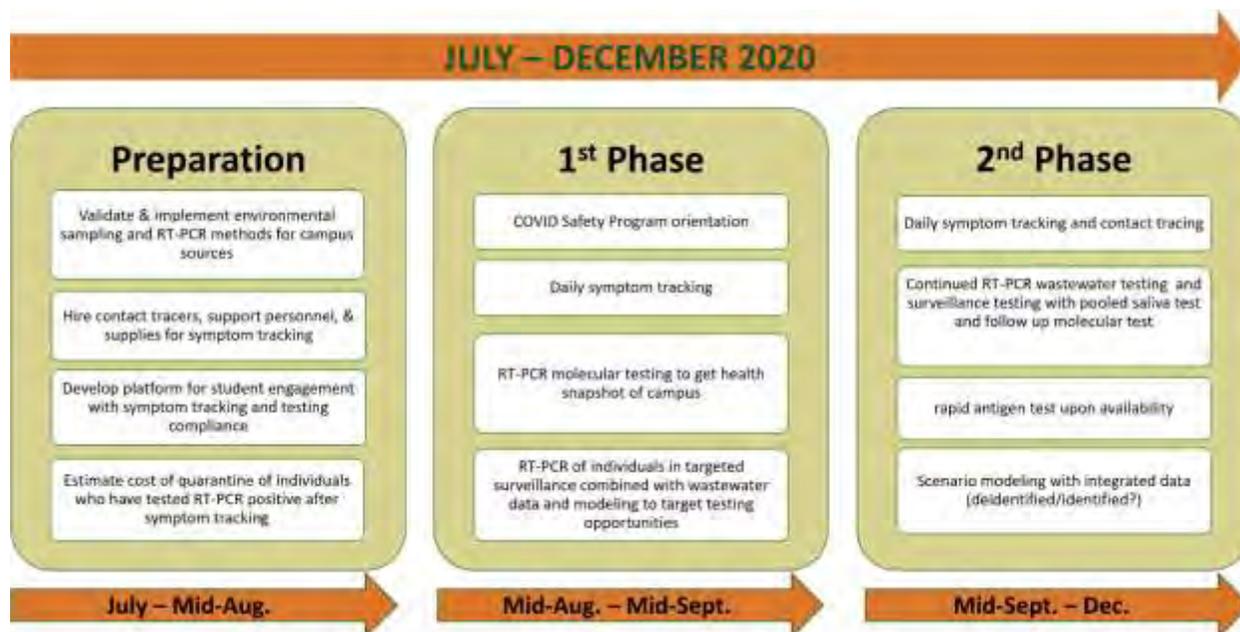
Wastewater Testing at 17 sites 2X/week, 24-hour turnaround, *3X week September 21*

Molecular Testing (PCR) self-administered nasal swabs with 24-hour turnaround for targeted surveillance and follow up testing for close contacts and symptomatic cases (BioDesix and additional *capacity anticipated at Medical Center September 14*)

Pooled Saliva Test molecular test (PCR) for wider screening of campus populations (dorms, classrooms, at risk populations) and lowering cost of screening, 24-48-hour turnaround, *anticipated start is September 28*. Screened positives require retest with BioDesix or CSU CLIA molecular test

Rapid antigen testing for rapid (<1 hour) determination of specific proteins that are associated with SARS-CoV-2. Requires medical professional oversight. Possible commercial source and in-house development, evaluating deployment

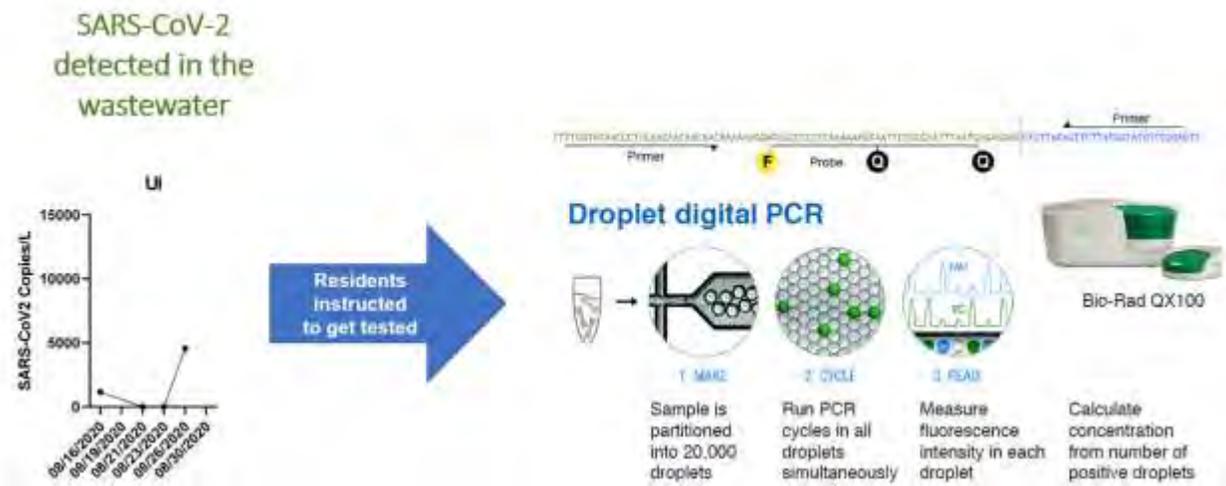
SLIDE 2: COVID testing at CSU



SLIDE 3: How does this all fit together?

- We use an integrated data and analysis driven approach to our COVID daily response team approach to deploying needed testing resources
- We will use our data analysis and modeling team to facilitate identification of movement patterns, prevalence, resource needs (testing priorities, isolation beds)
- We will soon add the pooled saliva test to establish wider and targeted screening of campus populations to the toolbox
- We will pursue acquisition of a rapid antigen test
- This will trigger more contact tracing, isolation, quarantine and decrease spread of the virus

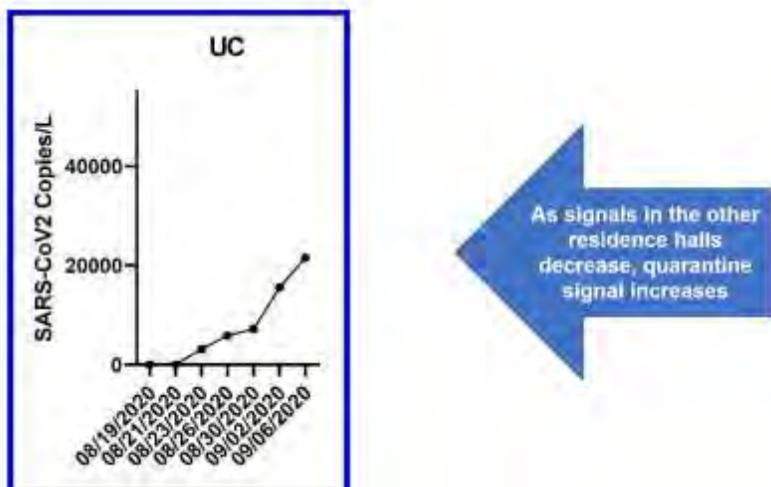
SLIDE 4: SARS-Cov-2 detected in wastewater



SLIDE 5:



SLIDE 6:



SLIDE 7:

Constraints

There is no roadmap:

- Microsurveillance approach hadn't been tried
- What is the threshold for testing? Very low virus levels may not translate to positive tests
- How long does the virus stick around?
- What if the infected person can't be found?

How do we know if this is going to work?

Decision to go forward

Inaction is not an option:

- What is the threshold for testing? Appears to be approximately 3000-5000
- Signal resolves before the next test
- Sometimes signal resolves & virus isn't found
- Trial & error is an element, but rapid response team approach appears to be working

Rapid Response Team approach leverages multiple forms of expertise

- | | |
|-------------------|-------------------------|
| • Clinical | • Housing & Dining |
| • Scientific | • Communications |
| • Technical | • Public Health |
| • Legal | • Epidemiologic |
| • Operational | • Statistical |
| • Student affairs | • Economic |
| • Greek life | • Mathematical analysis |

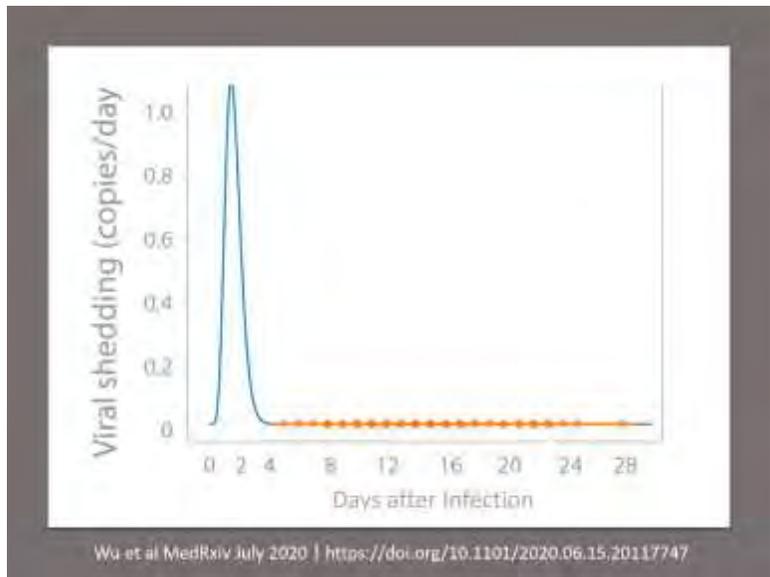
SLIDE 8: WASTEWATER SURVEILLANCE FOR COVID-19

Compiled by: Carol Wilusz | Microbiology, Immunology & Pathology

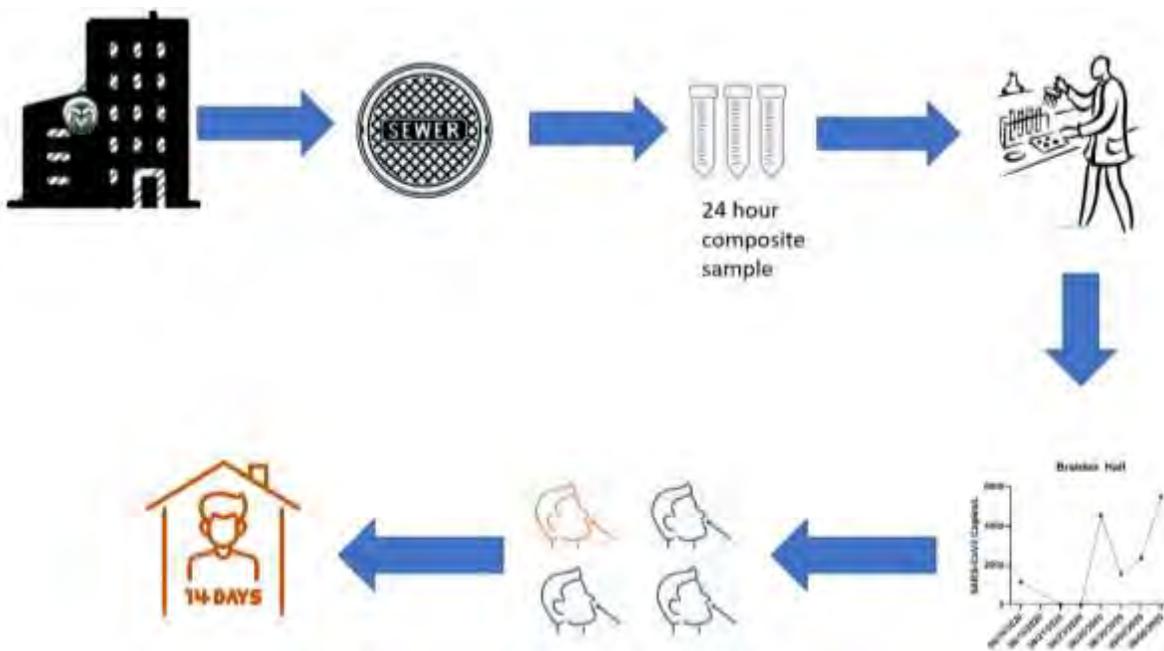
Susan DeLong | Civil & Environmental Engineering

SLIDE 9:

SARS-CoV2 is shed into feces at high levels early in infection, *before onset of symptoms and before further transmission*



SLIDE 10:



SLIDE 11: Sample Collection

Saturday	Icing
Sunday	Collection
Tuesday	Icing
Wednesday	Collection
Thursday	Icing
Friday	Collection

17 locations
\$7,500 per week

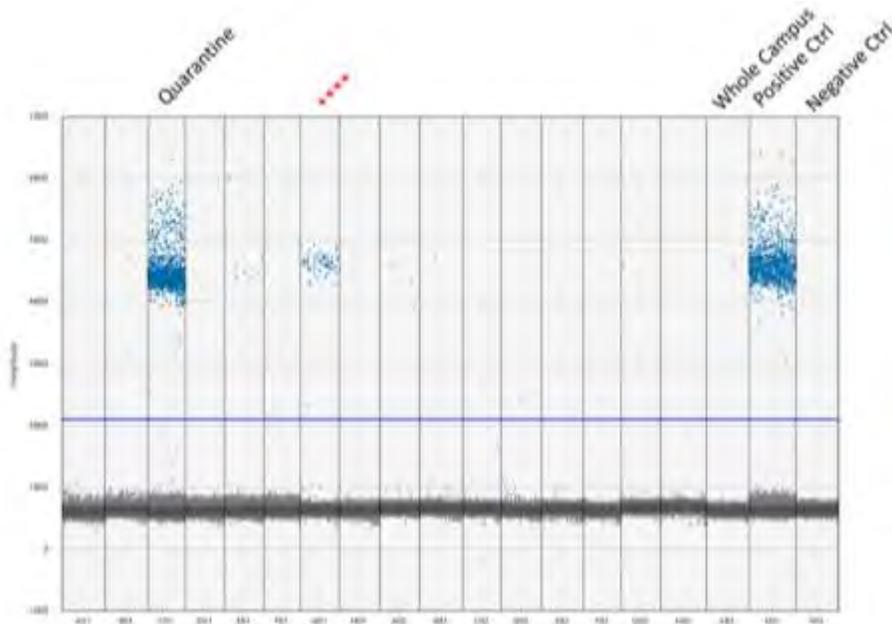


SLIDE 12: Processing and Analysis

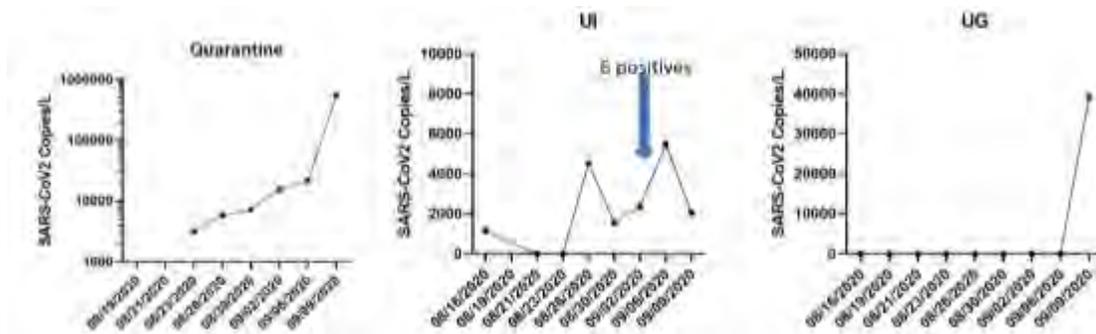


~ 12-14 hr.
\$140 per sample

SLIDE 13:



SLIDE 14: Viral Copy Number Correlates with Infection



SLIDE 15: Thanks to...

FUNDING

Metro Wastewater Treatment Plant
Office for Vice President of Research

Sample Collection Team

- Susan De Long
- Susanne Cordery
- Tom Anderson
- Abbie Modafferi
- Temitope Adeniji
- Nick Mohammed

Sample Processing Team

- Carol Wilusz
- August Luc
- Jim Huang
- Alexa Doyle
- Jorge Chavez

SLIDE 16: Communications

Compiled by Dell Rae Ciaravola, Risk and Public Safety Communications Manager
Nick Sweeton, Associate Executive Director, Housing & Dining Services

SLIDES 17 & 18: Communications Elements

Who, what, when, where, why and how of testing

- Set of messages with increasing tone of urgency, consequences mandatory tests
- Who is being asked or required to get a test?
- What getting a test is like (video included in early messages) , what has prompted this group to be tested?

Why a mandatory testing protocol is being implemented

- Early intervention = reduced spread
- Link to applicable University policy
- Quarantine may be required for opting out

When and where: appointment sign up and testing location, dates, times

How you'll get your results

SLIDE 19: Calibration and consistency

Monitor direct email replies and recalibrate messages to respond/clarify

Monitor feedback at testing sites, public health office, H&D, etc. and recalibrate messages to respond/clarify

Supporting communications – consistency, constant recalibration

- Website <https://covidrecovery.colostate.edu/covid-testing/>
- Printed FAQs at testing sites
- Portal language, signs at testing site

SLIDE 20: Communication to the Residential Population – Initial Outreach



EMAIL



TEAMS
PAGES



TALKING
POINTS

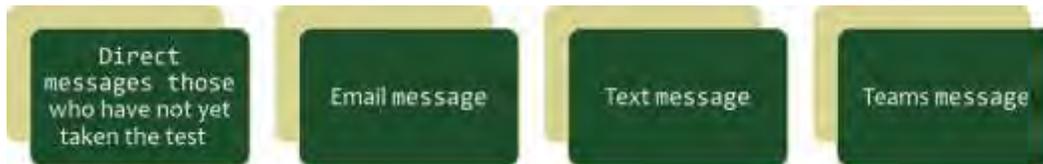


PHONE
CALLS



TEXT

SLIDE 21: Communication to the Residential Population – Follow Up



SLIDE 22: Communication to Non-Residential Staff

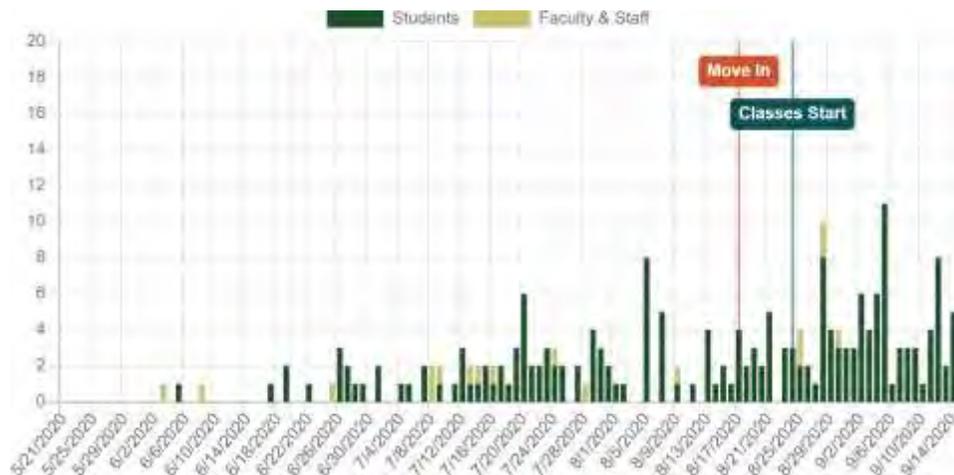


SLIDE 23: LSC COVID-19 Testing



SLIDE 24: Current COVID-19 Cases per Day

Current University Cases per Day



Board of Governors of the
 Colorado State University System
 Meeting date: Oct. 9, 2020

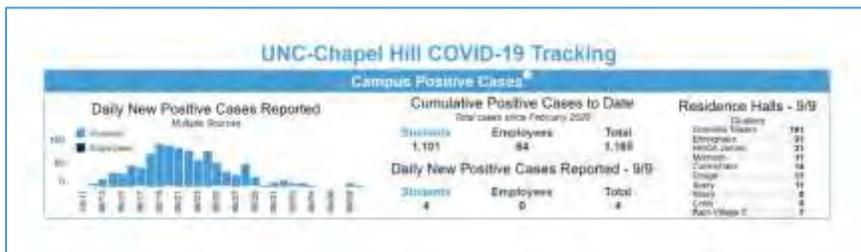
Colorado State University Totals– Last Updated: 9/15/2020:

- **Cumulative Cases since May 21:.....210**
- **Student New Cases (Sept. 15):1**
- **Employee New Cases (Sept. 15):0**

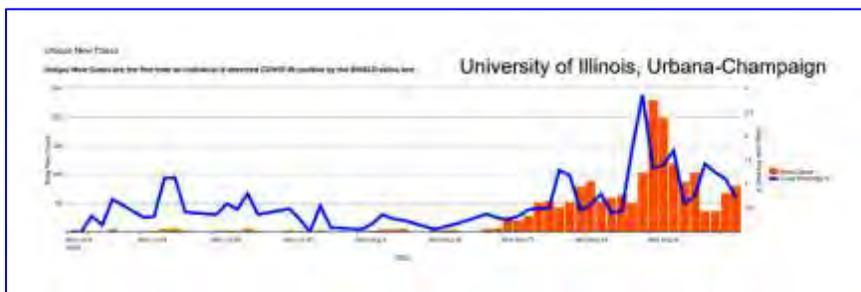
Larimer County: 2,170 – Last Positive Case: 9/16/2020

Colorado: 62,099 – Last Updated: 9/15/2020

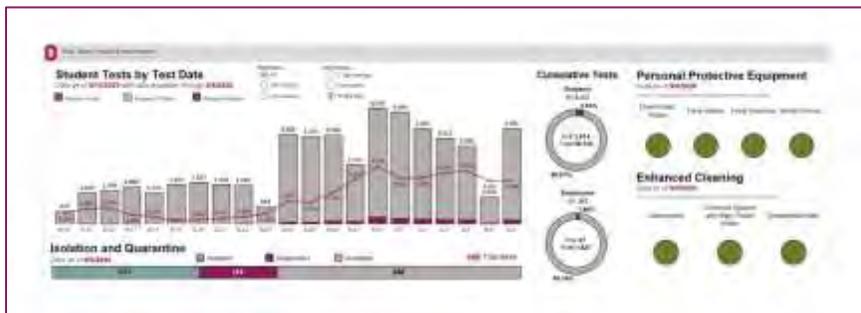
SLIDE 25: Comparisons



**91 positives
 on August 19;
 1,165 positives total**



**230 positives
 on August 31;
 1,760 positives total**



**280 positives
 on August 31;
 1,841 positives total**

SLIDE 26: Quarantine and Contact Tracing

Compiled by: Jeannine Reiss | CSU Public Health

SLIDE 27: SARS-CoV-2 detected in the wastewater



SLIDE 28: Wastewater is retested, signal is resolving



SLIDE 29: Comparisons

Logistical challenge

- Much larger number samples
- Moving indoors
- Get kit to testees?
- Portal? Bar coding?
- Challenge of pooling
- Much larger number of positives?
- Much larger team contact tracers needed?
- Much larger number quarantine beds?

Decision to go forward

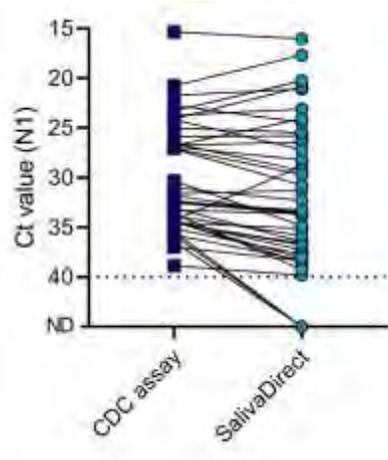
Not knowing is not an option:

- Whole campus? High risk populations?
- How to prioritize those living off campus?
- Equity?
- Can we trust the test?

Rapid Response Team will leverage expertise to provide recommendations

- Clinical
- Student affairs
- Epidemiologic
- Scientific
- Greek life
- Statistical
- Technical
- Housing & Dining
- Economic
- Legal
- Communications
- Mathematical analysis
- Operational
- Public Health

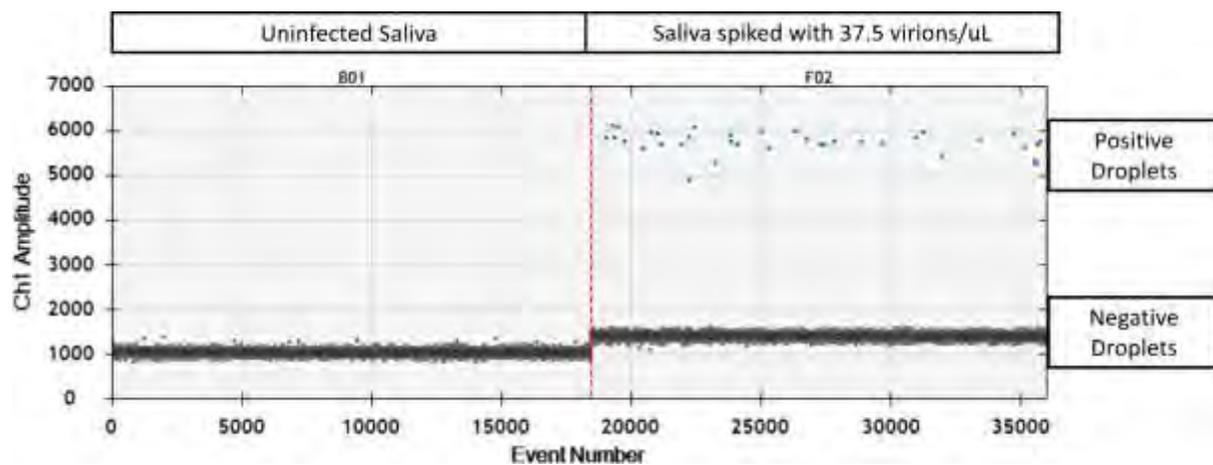
SLIDE 30: Digital droplet PCR (ddPCR) implementation of the SalivaDirect protocol with pooled saliva samples



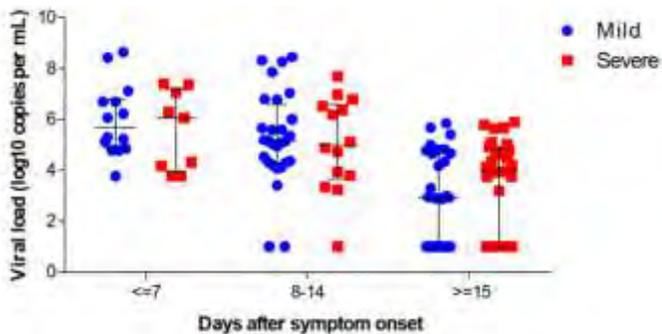
- Very similar to standard PCR detection methods
- RNA extraction is replaced with a Proteinase K digestion to release RNA from virion capsid and reduce viscosity of saliva
- PCR is carried out in >10,000 individual droplets per reaction
- High sensitivity of ddPCR allows us to pool samples to reduce cost and manpower needed for large-scale surveillance

Vogels, et al. 2020, MedARxiv

SLIDE 31: SARS-CoV-2 ddPCR Raw Data



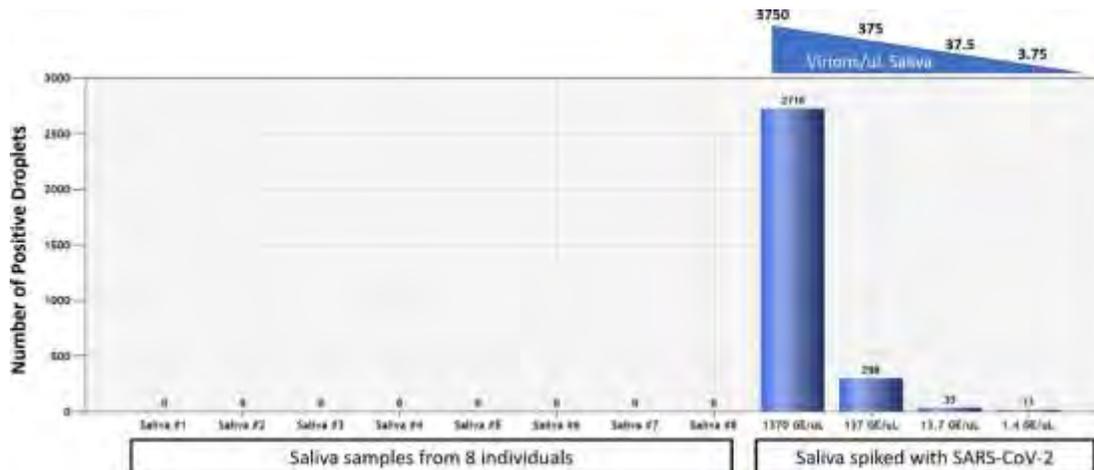
SLIDE 32: What concentration of SARS-CoV-2 virions can we expect to find in saliva from infected individuals?



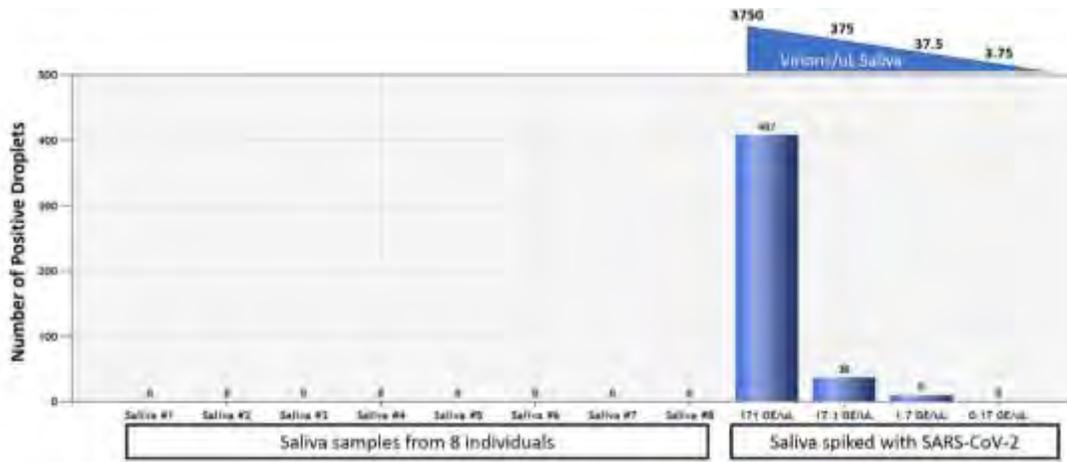
- Range from 1 to 100,000 virions per microliter of saliva
- Most infected individuals have > 10 virions per microliter of saliva

Zhu et al. 2020, Journal of Infection

SLIDE 33: Excellent detection of heat-inactivated SARS-CoV-2 spiked into saliva samples



SLIDE 34: Excellent detection of heat-inactivated SARS-CoV-2 spiked into pooled saliva samples (8 samples pooled)



SLIDE 35: Modeling & Analytics Team, 09/11/2020

Jude Bayham | Agricultural and Resource Economics

Molly Gutilla | Public Health/ Epidemiology

Bailey Fosdick | Statistics

Chuck Anderson | Computer Science

Peter van Leeuwen | Atmospheric Science

Michael Kirby | Computational and Applied Mathematics

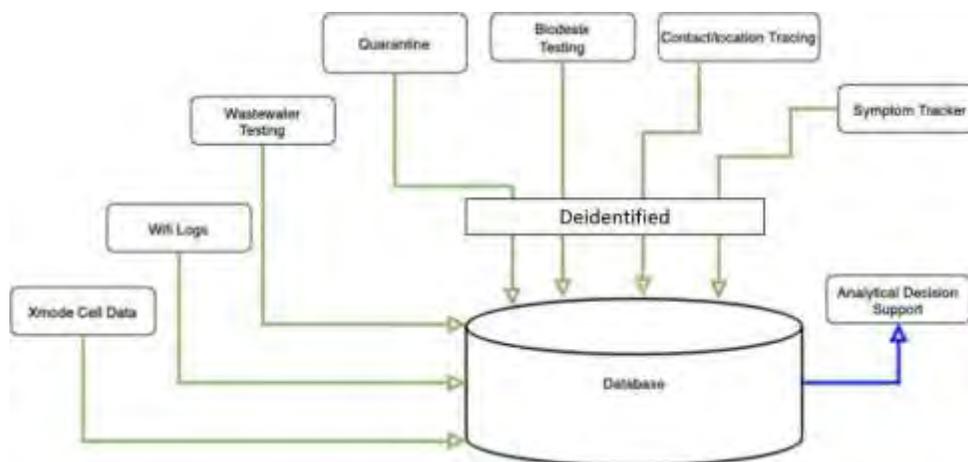
Sadaf Ghaffari | Computer Science

Alex Fout | Statistics

SLIDE 36: Our Goal

*Integrate data and conduct modeling and analyses that will support
public health decision making and promote health equity at CSU
...both today and in planning for Spring 2021*

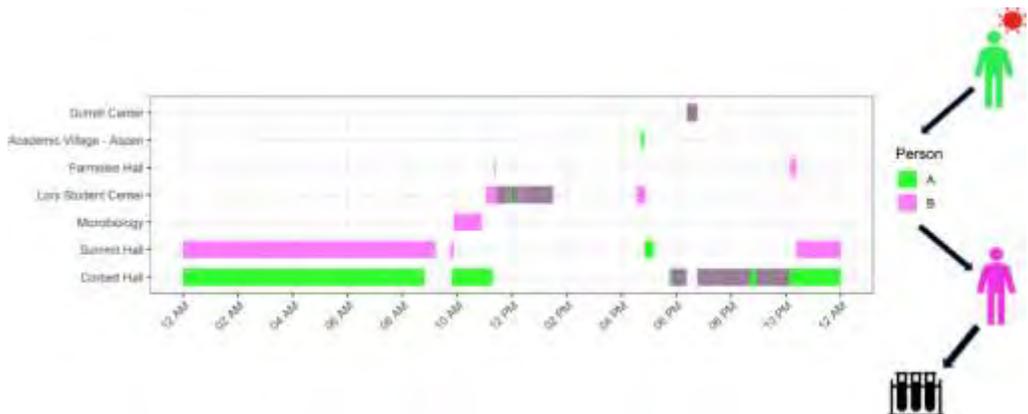
SLIDE 37: Data flow diagram



SLIDE 38: Why integrate data sources?

- Contact tracing enhancement
- Compliance
- Improved test allocation strategy
- Enhanced near-term forecasting
- Characterizing transmission

SLIDE 39 Contact tracing enhancement

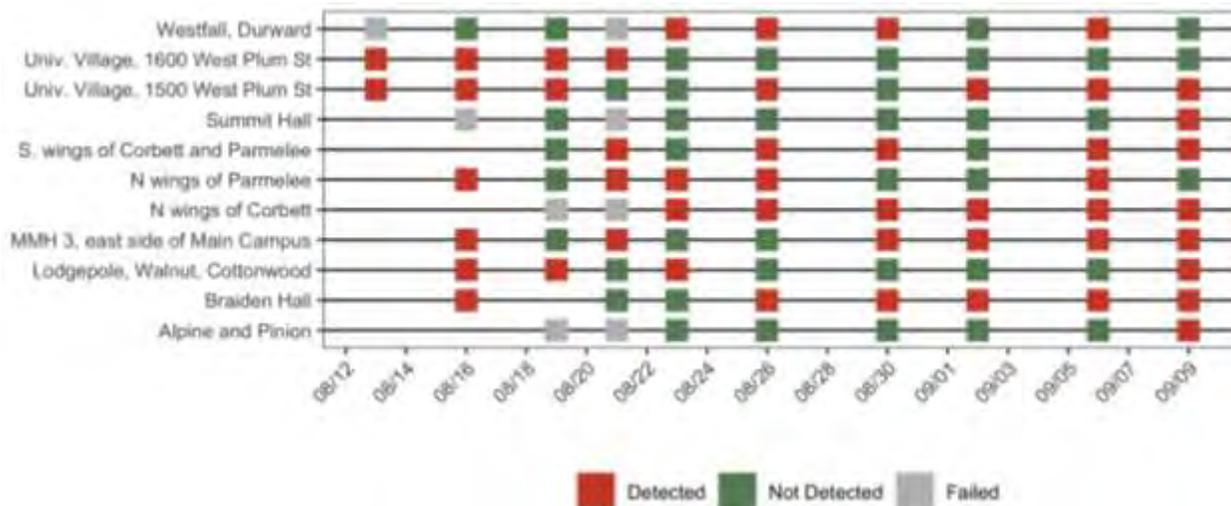


SLIDE 40: Compliance

- Are off-campus students that tested positive still coming to campus?
- Are on-campus students adhering to quarantine?
- Are students/staff/faculty filling out the symptom checker when they come to campus?

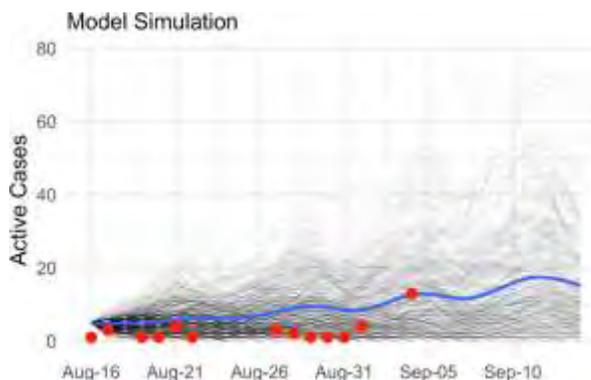


SLIDE 41: Improved testing strategies



SLIDE 42: Modeling

- Forecasting the epidemic depends on understanding the dynamics of the infection
- We must understand where we are on the curve **now** to know where we will be in **two weeks**



SLIDE 43: Characterizing transmission

Is transmission occurring in the classroom?

- If so, what are characteristics of *dangerous* or *healthy* classrooms?

Is transmission occurring due to shared living spaces?

- Are the residence halls safe?

Do we see evidence of superspreader events?



Agricultural Experiment Station & College Of Agricultural Sciences

UPDATE

Student Success Initiatives



400 Scholarships
280 Students
\$986,000



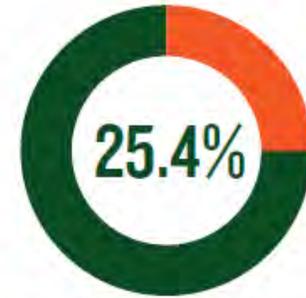
Undergraduate enrollment 1,736
Graduate enrollment 305



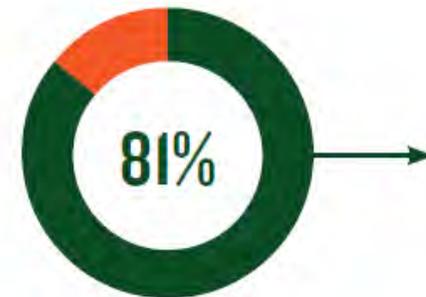
48.8% resident (undergrad and grad)
51.2% non-resident (undergrad and grad)



Students (undergrad and grad) who are racially minoritized



Students (undergrad and grad) who are first generation



Students who have secured post-graduation plans

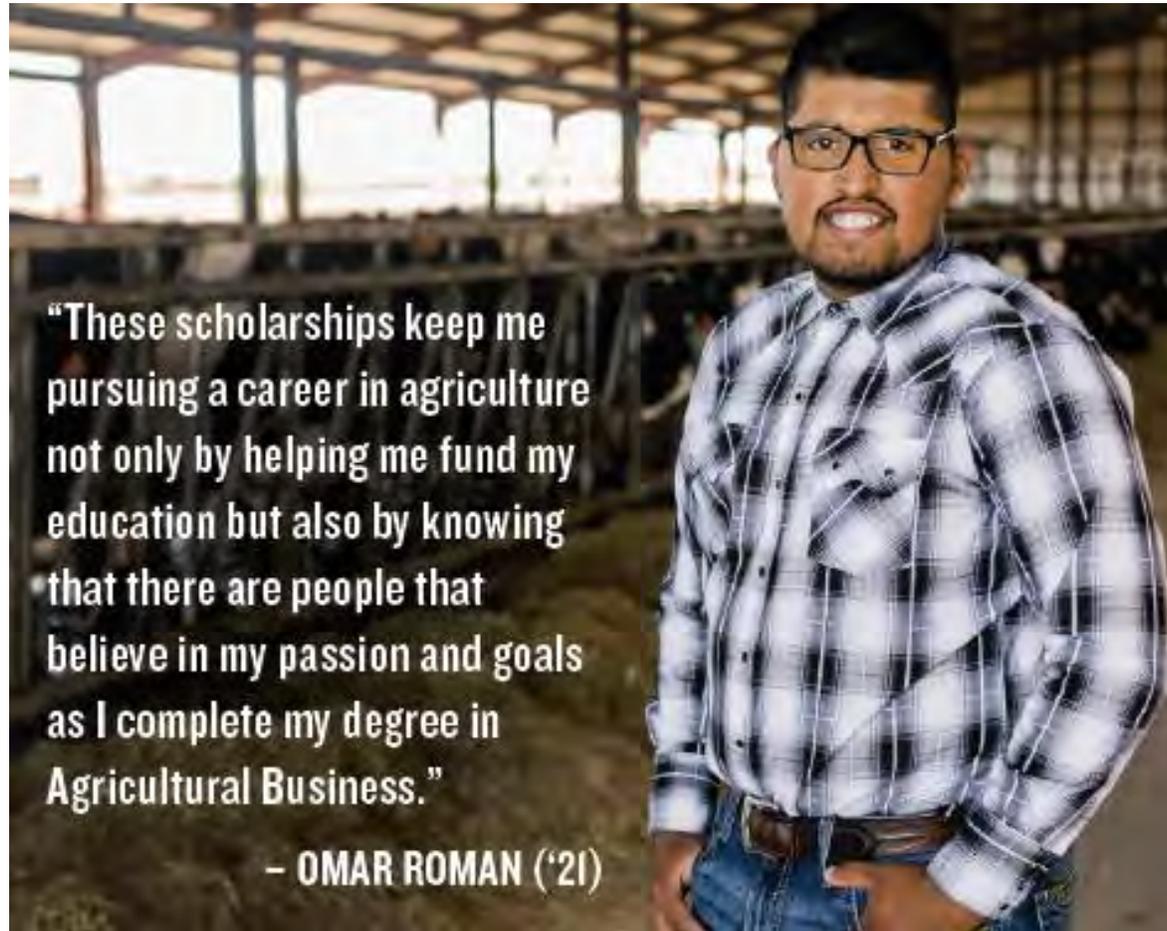


58%
secured
employment



23%
secured
educational
opportunities

Excellence in Student Success



400 Scholarships

280 Students

\$986,000

Nutrien

Excellence in Student Success



National Science Foundation
WHERE DISCOVERIES BEGIN

Excellence in Research and Engagement



A screenshot of a YouTube video player. The main video is titled "WELCOME TO THE 2020 COLORADO VIRTUAL WHEAT FIELD DAYS" and features Jerry Johnson, Sally Jones-Diamond, and CSU Crops Testing. The video player shows a progress bar at 1:07 / 2:06. To the right is a playlist titled "CSU Wheat Field Days" with 26 videos. The first video is "Welcome to 2020 CSU Virtual Wheat Field Days - Jerry Johnson" (2:07). Other videos include "Tour of the Dryland Wheat Trial at Orchard - Scott Haley, CSU wheat..." (34:16), "CSU Colorado Wheat Stem Sawfly Response" (12:29), "Tour of the Dryland Wheat Trial at Arapahoe - Scott Haley, CSU wheat..." (33:05), "Colorado Wheat Update - Brad Erker, Executive Director Colorado Wheat" (11:28), "Weed Science Research- Phil Westra, CSU Weed Scientist" (2:10), and "CoAXium Production System - Todd" (2:10). The bottom of the screenshot shows the video title "Welcome to 2020 CSU Virtual Wheat Field Days - Jerry Johnson".

Excellence in Research & Engagement



Sustainable Livestock Systems Collaborative

Dr. Kim Stackhouse-Lawson

Director

Excellence in Engagement

Student Internships

Ag Experiment Station | Extension | Fort Collins Campus



“The pace of innovation in the agriculture-related, health, and human sciences demands that knowledge rapidly reaches the people who depend on it for their livelihoods.”

-USDA National Institute of Food and Agriculture

BECCA JABLONSKI, ASSISTANT PROFESSOR OF AGRICULTURAL & RESOURCE ECONOMICS



Excellence in Engagement

COLORADO STATE UNIVERSITY⁸³
AgInnovation
Summit 2019
BUILDING THE INNOVATION MINDSET



COME TO

ESTD



1870

THE TABLE



AGRICULTURAL
EXPERIMENT STATION
COLORADO STATE UNIVERSITY



COLLEGE OF
AGRICULTURAL SCIENCES
COLORADO STATE UNIVERSITY



Thank you.

C O M E T O

ESTD



1870

THE TABLE

COLLEGE OF

Agricultural

SCIENCES

2019-2020 ANNUAL REPORT



MESSAGE FROM THE *Dean*

In the College of Agricultural Sciences, we aspire for global excellence when serving Colorado and its agricultural interests. Our land-grant mission motivates intentional and authentic engagement, co-creation of knowledge that is applied with wisdom, and a commitment to life-long learning for the next generation of agriculturalists and leaders. The guiding principles of our organization include excellence, integrity, innovation, inclusion, and fiscal responsibility.

We leaned heavily on these guiding principles during the last year. Unique circumstances catalyzed thoughtful discussion and decision making as we made long run strategic investments and nimbly addressed an ongoing pandemic, drought, and civil unrest. It is with a dose of humility and pride that we celebrate the successes of our team and acknowledge the commitment and resilience they have shown in fulfilling our mission. More work needs to be done, and the best is yet to come.



Student Success

Student success is central to our planning and operational efforts. The new generation of CSU Aggies has an abundant interest in food and resource systems, and they see agriculture as an opportunity to contribute to societal well-being. We seek to expand opportunities for these students with internships, research opportunities that span disciplines, and extracurricular activities which hone professional skills. Experiential learning includes new investment in the livestock judging team and its talented, new coach, Kyndal Reitzenstein.

In the coming year, we will focus on recruiting and retaining students from rural areas and expanding the proportion of our student body from underrepresented populations. Our goal is to eliminate opportunity gaps across student groups. Data and its analysis provide key insights about student needs, and a mentoring program will connect new students to more experienced peers. We have increased financial and advising support to our students, while also exploring pedagogical innovations for course delivery.

Research and Engagement

Our commitment to the communities we serve has never been stronger, and we elevate this commitment by convening stakeholders, so that we might listen and explore opportunities. To this end, we hosted our fourth AgInnovation Summit in December, bringing together diverse thought leaders to shape the industry's future. Our Office of Strategic Partnerships has forged exciting collaborations to drive groundbreaking research and validate new technologies. Our faculty and staff have mobilized with unprecedented creativity and energy in co-creating novel solutions for the food supply chain in the COVID-19 era. Research grant funding and expenditures continue to grow, and our targeted efforts focus on timely issues that are "wicked problems" – those with a high degree of uncertainty and are important to society. College of Agricultural Sciences scientists, such as Dr. Jan Leach, are being recognized by their peers for their legacy of excellence. Likewise, CSU-Fort Collins recognized Dr. Meagan Schipanski for her transformative research on cropping systems by naming her a Monfort Professor.

Investments in people and places

The power of the university lies with its people. We are pleased to announce a number of notable new additions to the College of Agricultural Sciences, including Dr. Kim Stackhouse-Lawson, who will lead the Sustainable Livestock Systems Collaborative. Dr. Esten Mason joins the faculty as the lead scientist and plant breeder for our internationally respected wheat breeding program. Dr. Nathan Mueller is jointly appointed in the Colleges of Agricultural Sciences and the Warner College of Natural Resources and adds significant capacity in promoting climate smart agriculture. Dr. Robyn Roberts joins us from Cornell University, and she will lead our understanding of plant immunity to novel pathogens.

In the next eighteen months, the college will complete important infrastructure projects. The Nutrien Agricultural Sciences Building will become the new home for agriculture on the CSU-Fort Collins campus, housing state-of-the-art learning spaces, research infrastructure and convening spaces. The Temple Grandin Equine Center creates an opportunity to research and teach the best practices of equine assisted therapy, and it will open its doors at the turn of the year. Before long, the College of Agricultural Sciences will inhabit the Spur campus with a focus on active engagement and applied agricultural science in the food, energy and water nexus.

Looking forward

As we enter a new academic year, the College of Agricultural Sciences is setting a pathway to recognize, drive and capitalize on change. We are mobilizing an extensive strategic planning effort that focuses our talent and energy. Emerging themes are centered on sustainable livestock systems, a safe and secure food system, enhancing community and human well-being, and convening critical conversations about food and agriculture.

We will need ideas and solutions from many perspectives to meet the grand challenges of the future. The phrase "Come to the Table" underscores our commitment to bring the best science and ideas to the forefront of meeting grand challenges. We invite and affirm these diverse ideas that will catalyze innovation and nurture prosperity.

Best,

James Pritchett
Dean, College of Agricultural Sciences
Director, Agricultural Experiment Station

WHO WE *Are*

In the College of Agricultural Sciences and the Agricultural Experiment Station, it is our land-grant mission to feed the world, but also to improve it. We do this by building community through innovative research in the agribiome and the agri-tech space, collaborating with influential partners, nurturing students and providing enriching learning experiences. We welcome anyone to pull up a chair and take a seat at our table so that together we can learn, grow, discover, and make a positive impact on the world.



AGRICULTURAL & RESOURCE ECONOMICS

Improving societal well-being by creating and sharing tools and information aimed to solve economic, managerial, educational and policy-related problems within the agri-food and resource systems.

Notable Mentions

- [CSU economists helped shape \\$2 trillion economic stimulus bill](#)
- [Signature Works program showcases portfolio-ready work from a students](#)
- [Becca Jablonski, Dawn Thilmany, and Greg Graff awarded the Emerging Community Engaging Scholarship Award](#)



AGRICULTURAL BIOLOGY

Improving ecosystem sustainability through teaching, research, extension in entomology, plant ecophysiology, plant pathology and weed science.

Notable Mentions

- [Whitney Cranshaw received CSU Extension Distinguished Service Award](#)
- [New Agricultural Biology major launched fall 2020](#)
- [John McKay elected as Fellow of the American Association for the Advancement of Science](#)



ANIMAL SCIENCES

Developing industry leaders and improving profitable production of horses and food animals through the application of science and technology, resource management and food product enhancement.

Notable Mentions

- [CSU names new livestock judging coach and coordinator](#)
- [Equine Science course works to find homes for horses in transition](#)
- [Animal Sciences honored George Seidel with prestigious 2019 Livestock Leader Award](#)
- [American Society of Animal Science honored Terry Engle for minerals research](#)
- [Partnership with Beef Bank Colorado to provide protein-rich snacks to children](#)



HORTICULTURE & LANDSCAPE ARCHITECTURE

Bridging the rural/urban divide by providing nutritious, safe food and beautiful environments that contribute to all aspects of individual and community health.

Notable Mentions

- [HLA internship opportunities provide real-life experience for students](#)
- [Jim Klett awarded the Lee Sommers Agricultural Sciences Distinguished Career Award](#)
- [Crop scientists share of \\$54,000 grant to stop onion pathogens](#)



SOIL & CROP SCIENCES

Developing the agri-ecosystems of tomorrow, and transforming environmental challenges into opportunities.

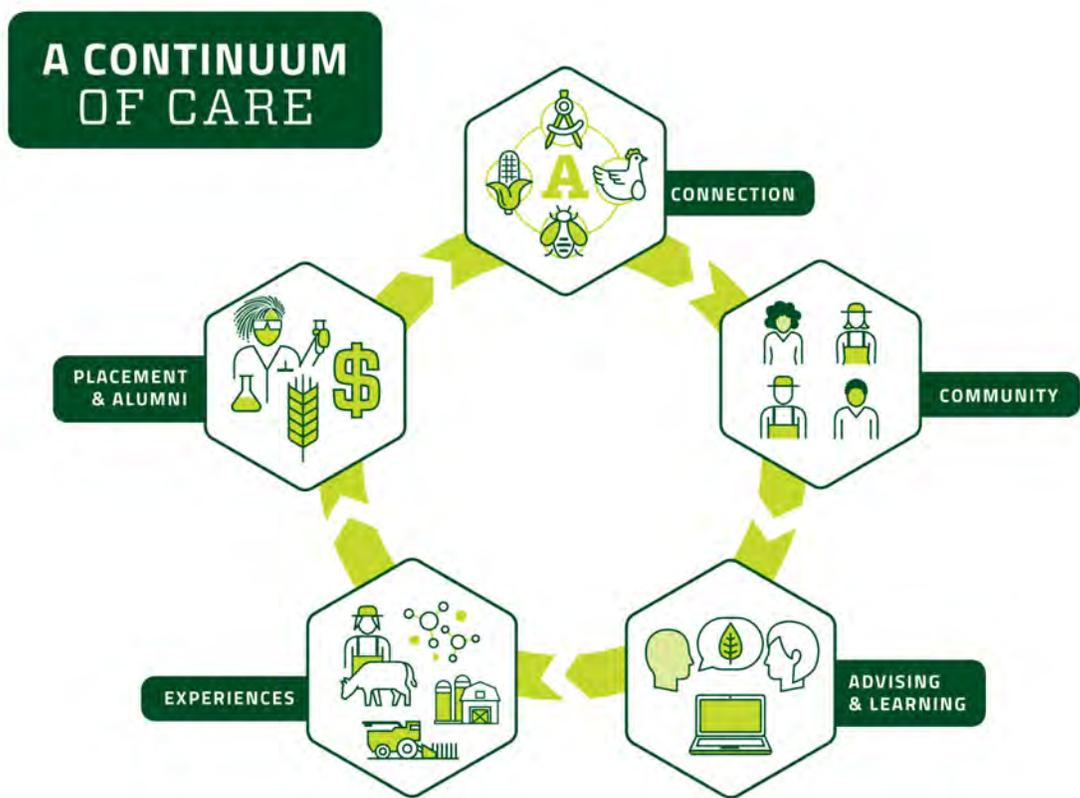
Notable Mentions

- [CSU secures \\$750,000 grant to develop plant breeding training materials](#)
- [CSU joins \\$9 million Sage project, a continent-wide network of smart sensors](#)
- [Farmers reap benefits of herbicide-tolerant wheat developed at CSU](#)
- [White House honors CSU professor, Kelly Wrighton, with Presidential Early Career Award](#)

STUDENT *Success*

The college's Continuum of Care has provided a framework for strategic recruitment, impactful student engagement and gains in teaching effectiveness. Key learning outcomes identified include global cultural competency, equity, interdisciplinary ag literacy and leadership, alongside technical competencies.

AGRI 192 Contemporary Agricultural Systems is a new 1-credit, CAS-wide course offered each fall where students are engaged in high-impact experiential learning opportunities focused on agricultural literacy and community building.



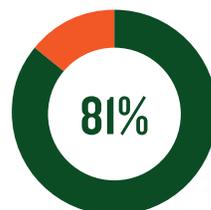
400 Scholarships
280 Students
\$986,000



Students (undergrad and grad) who are racially minoritized



Students (undergrad and grad) who are first generation



Students who have secured post-graduation plans



58%
secured employment



23%
secured educational opportunities



48.8% resident (undergrad and grad)
51.2% non-resident (undergrad and grad)

RESEARCH & ENGAGEMENT *Excellence*

COVID-19 RESPONSE



FIREFIGHTER SUSCEPTIBILITY

Jude Bayham develops epidemic model that shows how COVID-19 could spread through firefighting camps.



TEACHING HORTICULTURE IN A VIRTUAL REALM

Professor Jim Klett practices innovative ways to teach horticulture in a virtual realm.



TASK FORCE ON COLORADO FOOD SUPPLY

Faculty form task force to provide rapid-response research about demands on food supply chain during COVID-19.

SPOTLIGHT: SUMMER EXTENSION INTERNSHIP PROGRAM

Connecting CAS, AES, Extension and Communities: Summer Extension Internships

The College of Agricultural Sciences is one of six colleges working in partnership with CSU Extension to offer applied research opportunities that help communities and enrich their university experience, while elevating the great work already taking place in Extension offices and Research Centers across the state. 2020 represented the third year of this program, led by Becca Jablonski, Assistant Professor and Food Systems Extension Economist in the Department of Agricultural and Resource Economics.

The program has grown rapidly from eleven internships in its inaugural year to 33 internships this past summer from a pool of 213 applications, touching all corners of Colorado.

COLORADO STATE UNIVERSITY EXTENSION
2020 Internships

- Northern Front Range
- San Luis Valley
- Rocky Ford Research Center
- Front Range
- Grand
- Montezuma
- La Plata
- Archuleta
- Delta
- Gambison
- Montrose
- Ouray
- San Miguel
- Grand Junction
- Zevely
- Fort Collins
- Louisville
- Hutchins
- Hout
- Golden Plains Area
- Weld
- Morgan
- Washington
- Loosa
- Yellow Jacket
- Arapahoe
- Chaffee
- Fremont

"The pace of innovation in the agriculture-related, health, and human sciences demands that knowledge rapidly reaches the people who depend on it for their livelihoods."

-USDA National Institute of Food and Agriculture

BECCA JABLONSKI, ASSISTANT PROFESSOR OF AGRICULTURAL & RESOURCE ECONOMICS

AREAS OF SUCCESS

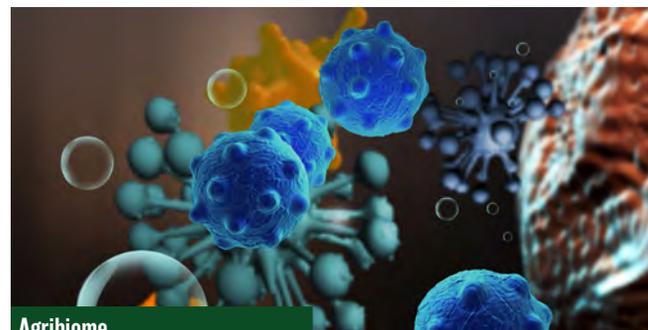


Spur

The College of Agricultural Sciences is a leading contributor to the planned CSU Spur Campus at the National Western Center. The college has been actively developing a portfolio of engaged programming under the umbrella of the CSU Center for Agricultural Research, Innovation & Education (CARIE) to reach new audiences and to realize a diverse range of ecological, agricultural, social and economic opportunities in partnership with industry and Colorado communities.

Programming highlights include:

- An experiential learning laboratory for K-12 students, teachers and families.
- Cutting-edge research and demonstration in green roof and controlled environment agriculture.
- A comprehensive soil, water and plant diagnostic laboratory with a focus on providing extension services to urban and rural populations.
- A suite of food innovation facilities to promote entrepreneurship and economic development while engaging urban consumers in agricultural production and processing activities.
- A globally-distinctive Master's in Agribusiness and Food Innovation Management program.



Agri biome

Agri biome refers to the collective interaction of living organisms with the environment from a very small scale to very large landscapes as found in agricultural systems.

Our college has seven faculty members in the CSU Microbiome Network, which supports and engages a group of scholars interested in understanding the functional and structural basis of microbiomes and their ecological relevance and applications to human, animal, plant and soil biology, and environmental systems. This team applies biological experimentation, informatics and decision science in a systems approach to improve understanding of the agri biome.

As leading experts in the field, members received \$300K in E&G funds, over \$46M in grant funding and published 62 peer-reviewed publications in agri biome and microbiome research in 2019-20. They also hosted the first annual Front Range Microbiome Symposium in April 2019.



Dr. Kim Stackhouse-Lawson, Director of the Sustainable Livestock Systems Collaborative

Dr. Kim Stackhouse-Lawson, most recently the Director of Sustainability at JBS USA, joins CSU as the Director of the Sustainable Livestock Systems Collaborative in October 2020. Dr. Stackhouse-Lawson will work alongside industry, government, education, veterinarian and community stakeholders in generating knowledge and preparing current and future professionals to enhance the long run prosperity of the livestock industry. She is committed to developing an internationally recognized program, including developing strategic partnerships, activities and resources for growth and sustainability.

CSU will hire at least eleven faculty positions over the next four years to develop this transformational initiative that spans the College of Agricultural Sciences, the College of Veterinary Medicine and Biomedical Sciences, and other units at CSU.

FACULTY *Accolades*



JAN LEACH, AGRICULTURAL BIOLOGY

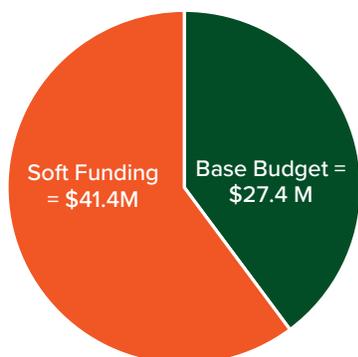
2020 Award of Distinction
American Phytopathological Society

- Temple Grandin, Animal Sciences, Top 10 Professors in the US, CEOWorld Magazine
- Kelly Wrighton, Soil & Crop Sciences, Presidential Early Career Award
- John McKay, Agricultural Biology, Fellow of the American Association for the Advancement of Science
- Nathan Mueller, Ecosystem Science & Sustainability, & Soil & Crop Sciences, "New Innovator in Food & Agriculture Research Award", Foundation for Food & Agriculture Research
- Meagan Schipanski, Soil & Crop Sciences, Monfort Professor
- Mark Uchanski, Horticulture & Landscape Architecture, Best Teacher at CSU (one of seven recipients)

FINANCIALS

We leverage base funding into sizable total expenditures, which support our overall mission and ability to meet the needs of our stakeholders.

FY20 Total Fiscal Expenditures \$68.8M



Education & General Funds



330
Grant Submissions



\$34.8 MILLION
Research Expenditures

Budget Adjustments for Fiscal Year 2021

Education & General Funds (\$607,000)

Agricultural Experiment Station (\$470,000)

*Budget cuts resulted in a loss of 15 FTE, which included 10 tenure track faculty lines. Our capacity will be tested as we move forward.

STRATEGIC HIRING IN SUSTAINABLE FOOD SYSTEMS



ESTEN MASON, ASSOCIATE PROFESSOR OF WHEAT BREEDING & GENETICS

- Eduardo Guitierrez-Rodriguez, Assistant Professor of Horticulture & Landscape Architecture
- Geoff Morris, Associate Professor of Crop Quantitative Genomics
- Nathan Mueller, Assistant Professor of Soil & Crop Sciences, & Ecosystem Science & Sustainability
- Kyndal Reitzenstein, Livestock Judging Coach & Coordinator
- Robyn Roberts, Assistant Professor of Agricultural Biology

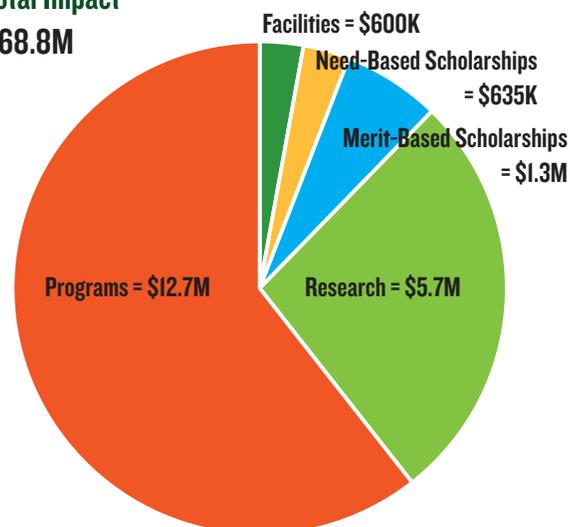
*In final stages of hiring process for Director of Equine Sciences and Wagonhound Land and Livestock Chair.

FUNDRAISING & IMPACT

CSU's State Your Purpose campaign marking the 150th birthday of the university elevated the college's impact by catalyzing innovations and partnerships centered on ensuring the security and safety of food systems, while stewarding natural resources to the benefit of society, flora, and fauna. Nearly \$120 million has been raised for the college since 2016, including \$11 million of need- and merit-based scholarships, giving flight to students' dreams for tomorrow.

The college was able to respond to the emergency needs of students related to COVID-19, thanks to the Agricultural Scholarship Fund and a generous donation from longstanding partner, CHS Foundation. This support assisted in-need students with internet and technology expenses, course fees, and textbooks during this unprecedented time.

Total Impact
\$68.8M



INFRASTRUCTURE

Innovation starts with a foundation. Our inviting spaces offer the freedom to create, discover, learn, and collaborate around the world's most pressing issues. By investing in advanced technology and systems, we provide renowned research and education, as well as resources for people from all life experiences to learn, grow, and find community.

SPOTLIGHT: NUTRIEN STRATEGIC PARTNERSHIP

The college's 10-year strategic partnership with Nutrien, the world's largest provider of crop nutrients, inputs and services, has delivered significant impact in its inaugural year. Highlights include:

- Over **\$100,000** in scholarships to **21** outstanding students in soil and crop scienceS and horticulture science – 75% are female, 70% are first-generation college students and over 50% identify as minority students
- Eight undergraduate research fellowships providing hands-on opportunities to work with faculty mentors
- Two **Nutrien Distinguished Scholars** titles to Drs. Henry Thompson and Francesca Cotrufo, rising stars who are on a trajectory to join the National Academy of Sciences
- Funding for **five research proposals that address common crop commodity challenges** jointly identified by CSU faculty, producers, industry representatives, crop association leaders and the Colorado Department of Agriculture
- Support for a novel **Senior Design Project Program** where teams of CAS and WSCoE students work together for 1 year to solve problems relevant to agriculture
- Support for a **new Agricultural Literacy Coordinator** who will coordinate curriculum and program development for freshman and K-12 programs at the National Western Stock Show and Spur campus



TEMPLE GRANDIN EQUINE CENTER

Filled with arenas, classrooms, clinical spaces, conference areas, and adaptive equipment, this facility on the Foothills Campus will serve the next generation of professionals by providing training and research for how to improve the quality of life for those with special challenges, including, but not limited to autism, developmental delay, neurological conditions, physical disabilities, and seniors with dementia, as well as veterans, through equine assisted activities and therapies, as well as caring for and improving the welfare of horses.

The Temple Grandin Equine Center will also host programs at CSU's Spur campus (opening Fall 2021), extending the reach of its research, training and services to audiences in the metro Denver area.



NUTRIEN AGRICULTURAL SCIENCES BUILDING

Previously known as Shepardson, this building is undergoing a radical remodel of its 1938 structure and a 41,000-square-foot expansion. This historical landmark will meet modern design elements including a green roof, and will be a gathering place for researchers, commodity partners, students, and leaders in agriculture. Opening 2022.

INCLUSIVE *Excellence*

As a land-grant university, the College of Agricultural Sciences is committed to building a community with diverse identities in our mission of co-creating knowledge to address key agricultural challenges. In this spirit, the college is convening critical conversations and making specific investments to advance our diversity and inclusion goals.



COME TO THE TABLE INCLUSIVE EXCELLENCE EVENT

In January 2020, the college welcomed 800+ students, staff and faculty to have tough conversations about how both individuals and the college engage in the space of inclusion as well as how we, as a community, can communicate effectively across differences and come to the table to make a positive impact together on those in agriculture.



AG INNOVATION SUMMIT

Our 2019 Ag Innovation Summit convened 200 thought leaders from industry, government, and academia around the theme of “Building an Innovation Mindset” with an emphasis on leveraging diversity in all its forms in designing sustainable solutions to agriculture’s grand challenges.

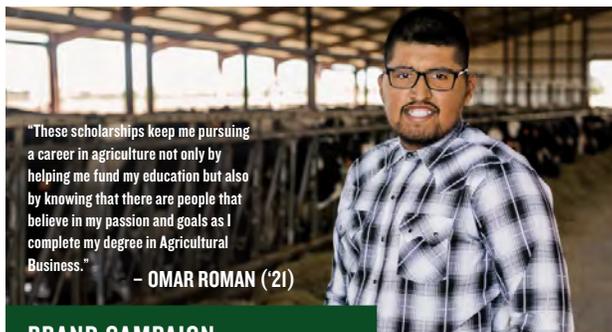
DIVERSITY & ACCESS



ELIAS QUINONEZ, MANAGER OF STUDENT LIFE & DIVERSITY

Our strategic goal is increasing the enrollment, graduation and placement of underrepresented students, while also eliminating opportunity gaps between groups of students. Specific tactics include:

- Building social capital networks and recruiting partnerships in rural Colorado.
- Hiring a Manager of Student Life and Diversity and Recruiting Coordinator.
- Increasing virtual engagement with students on a variety of digital platforms.
- Hosting admission application, FAFSA and student scholarship application workshops.
- Providing increased scholarship opportunities.
- Creating a peer mentoring program.



“These scholarships keep me pursuing a career in agriculture not only by helping me fund my education but also by knowing that there are people that believe in my passion and goals as I complete my degree in Agricultural Business.”

– OMAR ROMAN (21)

BRAND CAMPAIGN

The College of Agricultural Sciences launched their brand campaign, “Come to the Table”, by sharing a collective voice encouraging everyone to have a seat at the table to make an impact on the world of agriculture. The campaign features influencers in agriculture including faculty and students, sharing their story about how they have been welcomed into the ag family or are giving back in notable ways.

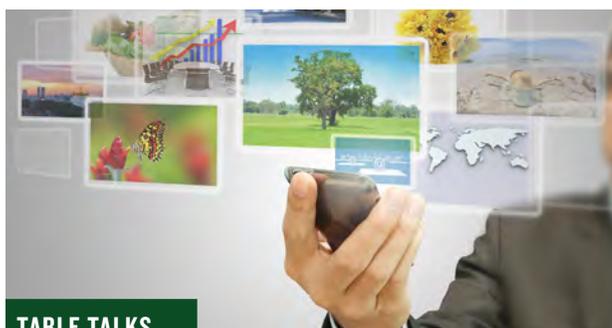
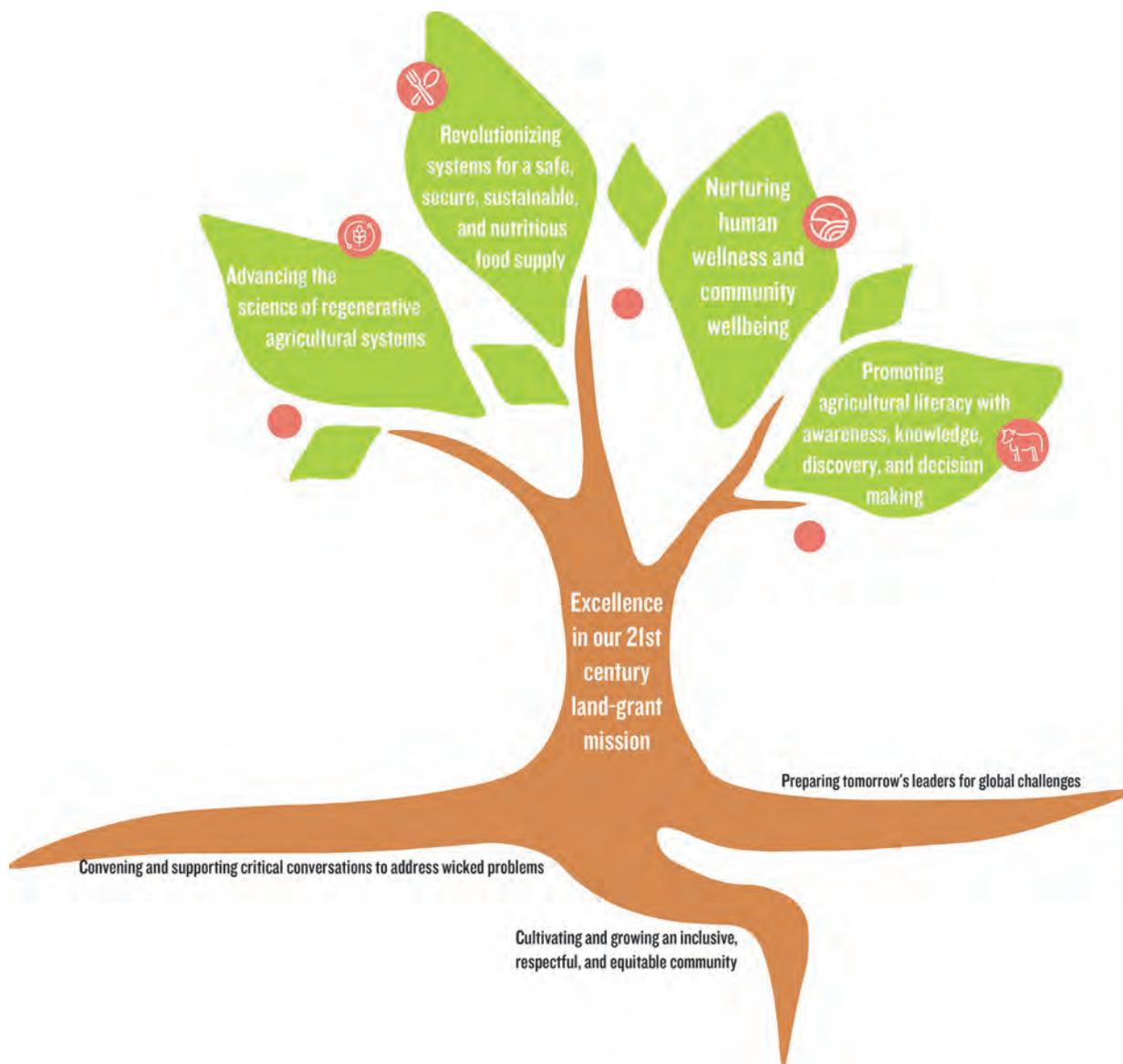


TABLE TALKS

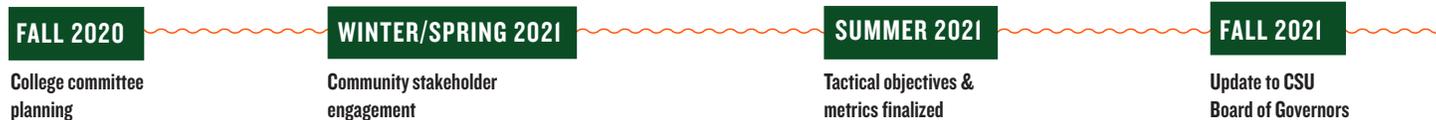
Dean Pritchett and the Development team hosted a series of virtual Table Talks this summer, providing a forum for the college to respond to important topics and needs from our constituents around and outside of Colorado. 160 alumni, donors, and Agricultural Experimental partners participated.

WHAT'S *Next*

In the next phase of our strategic planning effort, the college is mobilizing an inclusive process around seven areas of focus, representing both enduring values and scientific priorities that will span our tri-fold land-grant mission of research, teaching and engagement. These plans will honor both our strengths and aspirations as a college and the needs of the diverse stakeholders we serve, directing our focus, energy and investment in the years to come.



TIMELINE



C O M E T O

ESTD



1870

T H E T A B L E

COLLEGE OF

Agricultural

SCIENCES





**AGRICULTURAL
EXPERIMENT STATION
COLORADO STATE UNIVERSITY
2020 REPORT**



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FROM THE DIRECTOR

Colorado State University, by virtue of its land grant mission, is entrusted with a social contract to cultivate community prosperity and promote well-being. The university system fulfills this contract as a fundamental provider of science, service and learning.

Agriculture has similar contract with Colorado. The sector is an important source of natural, economic, cultural, and social capital. Broadly defined, agriculture generates more than a fifth of Colorado's GDP each year, employs a skilled and extensive workforce and stewards natural resources that all Coloradoans appreciate and enjoy. Agriculture is a vibrant industry with a bright future.

The Colorado Agricultural Experiment Station (CAES) is a critical connecting point between agriculture, higher education, and community prosperity. Unbowed by drought and pandemic, CAES employees engage with public, co-create knowledge, problem solve and share ideas without interruption. Chief among these activities is providing the applied research and engagement that supports a safe, secure and sustainable food supply.

We all recognize the universal disruption of 2020. Alongside stakeholders, CAES continues essential agricultural activities during the pandemic while keeping our employees and constituents healthy. We are supporting decision makers by addressing food supply chain disruptions, and likewise are investigating gaps in the marketplace for producers and consumers of Colorado products. An intensifying drought challenges our typical practices, and also provides a meaningful opportunity to share knowledge and wisdom. The CAES system is responding to drought by investigating and sharing conservation practices learned through scientific research and a long history of systematic experimentation. We partner with campus-based faculty and CSU Extension to define research opportunities and promote best practices. Moreover, this climate disruption will initiate long run investigation of climate smart agricultural practices.

The CAES core values are defined around inclusion, service, and collaboration. These values are guideposts as we embrace future opportunities in fulfilling our social contract with Colorado's citizens. The future is bright for CAES and Colorado agriculture.



James Pritchett
 Dean, College of Agricultural Sciences
 Director, Agricultural Experiment Station

Learn more at:
aes.agsci.colostate.edu

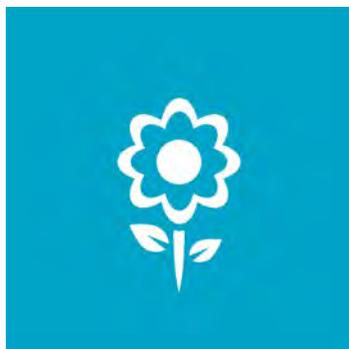


AGRICULTURAL EXPERIMENT STATION

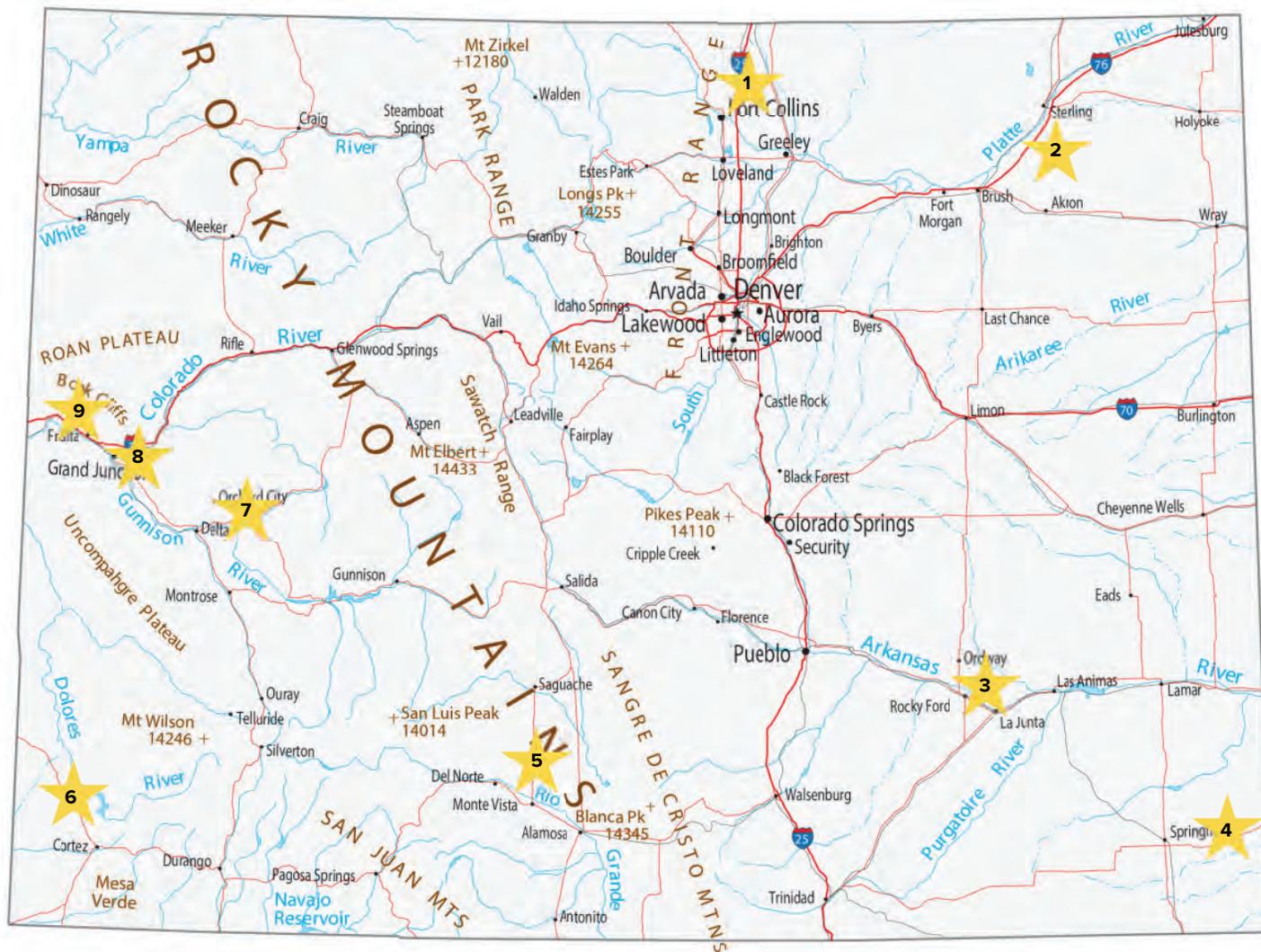
VISION Sustain and grow Colorado-based industries, and contribute to food safety, nutritional security and improved human health throughout our state and beyond.

PURPOSE Propel discovery, extend scientific knowledge, support sustainable community food systems, and operate facilities that support excellence.

MISSION Conduct research on the development, protection and production of crops and livestock. Advance knowledge in agronomy, entomology, water science, food science, horticulture, plant pathology, plant and animal breeding, animal reproduction and genetics. Communicate advancements to stakeholders and train the next generation of leaders through participatory and engaged learning.



AES RESEARCH CENTERS AT A GLANCE



- 1. Agricultural Research, Development & Education Center
- 2. Eastern Colorado Research Center
- 3. Arkansas Valley Research Center
- 4. Plainsman Research Center
- 5. San Luis Valley Research Center
- 6. Southwestern Colorado Research Center
- 7. Rogers Mesa Research Center
- 8. Orchard Mesa Research Center
- 9. Fruita Research Center

SCIENTIFIC THEMES

Climate Smart Agriculture

Community Food Programs

Water Management

Biological Invasions

Soil Health

NEW FACILITIES:

ARKANSAS VALLEY RESEARCH CENTER



In 2019, Colorado State University celebrated the opening of its new Arkansas Valley Campus in Rocky Ford. The Arkansas Valley Campus came to fruition through collaboration across multiple units. The facility officially houses the Arkansas Valley Research Center, the Colorado State University Extension-Southeast Area and the Rocky Ford Veterinary Diagnostic Laboratory. The combination of the units provides a robust approach to research and education.

“Agriculture is critical to the Colorado economy and the southeastern Colorado region, and Colorado State University is proud to support the Arkansas Valley with research and outreach that helps strengthen crop production as well as water management.”

—JOYCE MCCONNELL, CSU PRESIDENT

INSIDE THE FACILITY:

Arkansas Valley Research Center

Irrigated crop production with an emphasis on specialty crops and optimal water use. Crops include alfalfa, corn, dry beans, small grains, sorghum, onions, melons, tomatoes and peppers.

Rocky Ford Veterinary Diagnostic Laboratory

Provides a variety of testing services locally and handling of samples for all testing available through the CSU Veterinary Diagnostic Laboratory system.

CSU Extension

A trusted resource for building and strengthening Colorado communities in seven Southeast Colorado counties, and serves as the front door to the university.

NEW FACILITIES:

CSU WESTERN CAMPUS



Colorado State University celebrated the grand opening of its new Western Campus in Orchard Mesa in the fall of 2019. The event capped off a year-long collaborative effort to provide residents of Colorado’s Western Slope greater access to CSU resources and a better opportunity to interact with the state’s land-grant university.

The Western Campus provides administrative oversight and intellectual leadership for CSU’s Agricultural Experiment Stations in Western Colorado – Fruita, Orchard Mesa, and Rogers Mesa. Orchard Mesa also houses CSU Extension’s Western Regional Office, the Western Veterinary Diagnostic Laboratory, and the Colorado State Forest Service regional office.

“This is an investment in Western Colorado, in Colorado agriculture, and in the future of a state and region where CSU is proud to be an economic partner. It’s also a tribute to all of the partner organizations and county and state leaders who worked together to make this campus a reality.”

— TONY FRANK, CSU SYSTEM CHANCELLOR

ON THE CAMPUS:

Western Slope Veterinary Diagnostic Laboratory

Provides testing services with an emphasis on locally pertinent diagnostics.

Colorado State Forest Service Grand Junction Field Office

Serves Delta, Garfield, Mesa, Pitkin and Rio Blanco counties.

CSU Extension/Engagement

Western Regional Office with educational programs ranging from food and nutrition to range management.

Orchard Mesa Research Center

Research and engagement programs with a focus on Pomology, Viticulture, Enology and Food Security.

AGRICULTURAL RESEARCH, DEVELOPMENT & EDUCATION CENTER

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The Agricultural Research, Development and Education Center (ARDEC) is located in the Front Range of Colorado in a region rapidly urbanizing. The center sets the table for important research and engagement for scientists at CSU across many departments and four colleges. Partnerships with industry and governmental agencies leverage ARDEC assets to address the most pressing needs of food and agricultural research using new approaches and technologies. Increasingly, CSU students and the public benefit from ARDEC as a teaching and learning facility with research in integrated cropping and livestock production systems and environmental stewardship/water quality.

Current research projects at ARDEC include the development of new pest and disease-resistant crops, intensive livestock grazing and biological control of insect pests. Crop and animal breeding research at the ARDEC results in crops and livestock that carry the genes for higher yields, greater disease resistance and improved offspring. In 2019, the site hosted over 55 different research projects ranging from alternative crops such as industrial hemp to water use in turf grass to soil health under intensively grazed center pivot irrigation.



BY THE NUMBERS:

LOCATION: Fort Collins
MILES FROM CAMPUS: 11
ELEVATION: 5,152 ft.
ACRES: 997
PRECIPITATION: 15 inches
FROST-FREE DAYS: 150





RESEARCH SPOTLIGHT: WAGYU CATTLE AT ARDEC

ARDEC and the Department of Animal Sciences are currently working on a number of ongoing projects with Brush Creek Ranch in Saratoga, Wyoming, involving the Wagyu breed of cattle.

Some of that research involves a nutrition study on Wagyu that Dr. Terry Engle and Octavio de Almeida Guimaraes Bisneto are leading, a genetics study led by Dr. Milt Thomas, Dr. Mark Enns and Dr. Scott Speidel, and an effort to create unique embryos. The Department of Animal Sciences is also initiating an effort to sell some of the product from the Wagyu cattle that are fed at ARDEC, and that are harvested by Innovative Foods in the Global Food Innovation Center via Ram Country Meats.

“The interest in Wagyu beef internationally is growing tremendously. We’re edging towards 10 billion people in the world by the year 2050, and we’re going to need an exponential more amount of food. This is different. This is a much different conversation. This is about quality food.”

**– DR. MILT THOMAS,
PROFESSOR**

EASTERN COLORADO RESEARCH CENTER

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The Eastern Colorado Research Center (ECRC) was purchased by Colorado State University in 1952. The research center encompasses 3,760 acres of more than 35 fenced pastures of native and seeded rangeland and 22 feedlot pens.

Current research involves livestock feeding trials that compare the effects of natural products versus traditional feed additives. Other trials focus on the effects of supplementing L-Lysine to beef cattle fed in confinement, observing cattle performance, feed efficiency, health, yield grade, and carcass quality of beef steers. In breeding studies, researchers compare the effects of two artificial insemination protocols on conception rates. The ECRC also works with public land management agencies to explore how grazing can be used to maintain or increase vegetation heterogeneity for wildlife management, and improvement of overall grassland health.



BY THE NUMBERS:

LOCATION: Akron
MILES FROM CAMPUS: 128
ELEVATION: 4,300 ft.
ACRES: 3,760
PRECIPITATION: 16 inches
FROST-FREE DAYS: 140



PLAINSMAN RESEARCH CENTER



The Plainsman Research Center is located in Southeastern Colorado near the town of Walsh. Research conducted in this area of the historic dust-bowl include soil and water conservation practices such as limited irrigation, and drought resilient dryland cropping systems. The goal is to have producers adopt more efficient water management technologies and practices, and switch to higher-value crops. In addition, researchers investigate synergistic soil, crop and water management practices that adapt dry-land and limited irrigated cropping systems that can lead to efficient use of water and drought resiliency.

Walsh is a rural farming town of about 400 people in the southeast corner of Colorado. With a strong historic connection to the Dust Bowl, farmers in the region understand that their line of work often operates on a knife's edge. Add the fact that the local Plainsman Agricultural Research Foundation owns the land that houses the center, and it becomes clear how important of a resource the center is to the community.

BY THE NUMBERS:

LOCATION: Walsh
MILES FROM CAMPUS: 330
ELEVATION: 3,973 ft.
ACRES: 880
PRECIPITATION: 14 inches
FROST-FREE DAYS: 161

“When I go out to their farms, it’s like I’m walking on my own farm, I feel that close to it. If I know that they’re succeeding, and able to make more informed decisions, that’s my success.”

**– KEVIN LARSON
 PRC SUPERINTENDENT AND RESEARCHER**

PLANT GROWTH FACILITIES



Plant Growth Facilities (PGF) is an Institutional Core Research Facility under the Agriculture Experiment Station. In 2019, the facility completed renovations totaling more than \$1.4 million to better help students and researchers study and cultivate plants at Colorado State University.

Made up of a series of greenhouses, growth chambers, and lab space on CSU's main campus, the facility supports \$39 million in research, with 350 users across five colleges.

An updated classroom also supports students with the opportunity to study horticulture. The greenhouses also have space for registered hemp growth and research, available for researchers both in and outside of CSU.

Funded in part by contributions from the Office of the Vice President for Research, Facilities Management, the Agriculture Experiment Station, and several grants, improvements were made to multiple areas of the facility, first constructed in the early 1960s. The renovations include a new roof, LED lighting, a remodeled classroom and a fresh coat of paint, among other enhancements.

In addition to the broad range of research plants, PGF maintains a diverse tropical and desert plant collection in the Conservatory. These plant species provide educational opportunities for the Biology, Botany, and Horticulture labs and is open to the public for enjoyment.

BY THE NUMBERS:

LOCATION: Fort Collins
SQUARE FOOTAGE: 60k ft²
GROWTH CHAMBERS: 22

“Taking an old facility and creating one of the best [research and development] greenhouse facilities among all of the land grant universities can be a challenge, but without a high-quality facility ... the researchers just can’t produce the high-quality research that they’re striving for.”

**– TAMMY BRENNER
 PGF MANAGER**

SAN LUIS VALLEY RESEARCH CENTER



The San Luis Valley Research Center (SLVRC) is located in a high mountain desert. Beginning in 1940, the principal research activity has been focused on selecting potato varieties adaptable to the region. The research center has a continuing commitment to the people of the San Luis Valley and the State of Colorado to provide research information, conduct extension education, and seed certification programs.

Utilizing research from the SLVRC, Colorado potato growers are known across the United States for their innovations in production, resource conservation and sustainability. The center conducts research and extension projects related to irrigation and water resources, alternative crops, potato breeding, crop management, pathology and postharvest biology.

“The thing that has been so amazing working with Colorado growers is how willing they have been to talk to us about the specific challenges they face. They have been instrumental in helping us make the best choices, so we can best help them in the long run.”

**— DR. COURTNEY JAHN
ASSISTANT PROFESSOR**



BY THE NUMBERS:

LOCATION: Center
MILES FROM CAMPUS: 268
ELEVATION: 7,668 ft.
ACRES: 314
PRECIPITATION: 7 inches
FROST-FREE DAYS: 96



RESEARCH SPOTLIGHT:

WHEAT BREEDING PROGRAM WELCOMES NEW LEAD SCIENTIST TO THE TABLE



Colorado State University's College of Agricultural Sciences is set to open a new chapter in its storied wheat breeding program with the addition of Esten Mason, associate professor and wheat breeder from the University of Arkansas.

Mason, who joined the college's Department of Soil and Crop Sciences in August, will take the baton from Scott Haley, longtime leader of the college's wheat breeding program as he transitions into retirement at the end of 2020.

"It's really unusual and very rare in the public sector to have an opportunity for a transition," said Haley, who's invested 22 years of his career in the wheat breeding program. "That's going to be great. [Mason is] coming at a busy time of year in August, when we finish harvesting and have a month to start planting field trials. He'll come in the middle of that which is great because he'll get to see the transition and participate in it, as well as bring some new ideas to the program."

Mason received his bachelor's from Texas A&M University, where he studied biology and wheat research. Later, after starting graduate school at Texas A&M, he had a chance to see Nobel Prize-winning agronomist Norman Borlaug speak. "I can remember this moment coming out of the talk — 'Man, this made sense to me' — and I decided that I wanted to be a plant breeder. Since then it's been a path in wheat breeding," he said.

Mason joined the University of Arkansas in 2010 after doing post-doc work in Mexico at the International Maize and Wheat Improvement Center — known by its Spanish acronym CIMMYT. There, he worked



as a breeder focusing on heat stress and drought on wheat. He brought that expertise to Arkansas, where his program dealt with work on strip rust, scab and water logging stress.

At the University of Arkansas, “we used the newest tools called genomic selection and have been doing that for the last five years,” said Mason. “We can predict how lines will perform before you test in the field. We can break the genome down into little pieces of DNA, assign values, and within a line you can add up those values and predict how a line will perform. That’s one of my strengths coming into this position.”

Haley said that Mason’s use of cutting-edge technologies is a real plus for the future of the wheat breeding program, which has been around for six decades.

“The other thing he’s been involved with is using newer technology — information we can gather through drone imagery and use to make our breeding programs more efficient and productive,” said Haley. “He has really been on the forefront of that, so that’s another area we’ll benefit. The program will be making a step forward in that area. He also has a passion for working with farmers to improve their farms.”

ABOUT THE PROGRAM:

The CSU Wheat Breeding and Genetics Program was initiated in 1963 to provide Colorado’s wheat industry with a source of locally-developed winter wheat varieties with superior adaptation for Colorado’s tough climatic conditions. Funding for the program comes from a combination of state and federal funds provided by the Colorado Agricultural Experiment Station and Colorado.



The Southwestern Colorado Research Center (SWCRC) is dedicated to providing research data and demonstration opportunities to local growers for alternative cropping systems that will increase farm income and sustainable cropping systems for the region.

SWCRC was established in 1981 when the State Board of Agriculture purchased 155 acres in Yellow Jacket to establish the research center. Water from the Dolores Project was delivered to SWCRC for the first time in June 1987. Currently, 20 acres are maintained for dryland research, and the remaining acres are irrigated with a 40-acre center pivot, side rolls and limited drip irrigation.

Research areas have included cropping systems that provide niche markets, reduced water usage, and sustainable methods that provide long-term benefits to soil and plant health. Current projects include: trialing alternative crops like specialty legumes and small grains, variety trials for alfalfa and wheat, evaluating grain sorghum as an alternative rotation crop with alfalfa production, evaluating nitrogen fertilizer needs in small grain rotations, utilizing dryland cover crops in wheat/safflower rotations, and evaluating the irrigation needs of industrial hemp.

BY THE NUMBERS:

LOCATION: Yellow Jacket
MILES FROM CAMPUS: 482
ELEVATION: 6,950 ft.
ACRES: 158
PRECIPITATION: 15 inches
FROST-FREE DAYS: 120

DID YOU KNOW?

The SWCRC is the second-highest elevation research center in Colorado. It conducts research on a variety of crops including: alfalfa, legumes, winter and spring wheat, sunflowers, sorghum, cover crops, hemp and emerging specialty crops.

RESEARCH SPOTLIGHT:

LEGUMES, THE NEW CROP ON THE TABLE



With Colorado's changing climate, farmers are facing growing uncertainty from year-to-year. Reza Keshavarz Afshar, a research and extension agronomist based at the Western Colorado Research Center in Fruita, is hoping to help stabilize Colorado's farming industry by introducing new and alternative crops to the industry.

"There are lots of challenges we're facing these days, so we're looking for crops that need less water than conventional crops, crops that generate more income for the farmers, and crops that have smaller carbon footprints," says Keshavarz Afshar.

Ideally, one type of crop that fits the bill are legumes. According to Keshavarz Afshar, legumes improve the sustainability of cropping systems. They also require less water than other crops, and are considered healthy foods. Traditionally in Colorado, one of the major legumes grown are pinto beans, although that practice is shrinking due to narrow profit margins and high production cost. As a result, Keshavarz Afshar sees an opportunity to introduce a variety of new crops to replace the fading pinto bean: Winter peas, lentils and chickpeas.

With Colorado's relatively mild winters, farmers are able to focus on winter crops for added revenue, which require less water due to the climate of the growing season. Keshavarz Afshar sees this as an opportunity to introduce new winter and spring crops throughout the state, and a 2017 Colorado Specialty Crop Block Grant is helping him do just that.

"When we have more crops to grow, our system is diversified and more sustainable because there are less problems with disease and pests," notes Keshavarz Afshar.

Keshavarz Afshar currently has legume trials underway in four locations throughout Colorado: Walsh, Fort Collins, Yellow Jacket and Fruita. Now in its second year, the project utilizes both irrigated and dryland farming to produce data that can be analyzed to make conclusions about which legumes are best suited for farmers across the state. After this growing season, he should have enough data to begin making recommendations.

WESTERN COLORADO RESEARCH CENTER



Agriculture and food production is undergoing rapid change in Western Colorado. Over the next few decades, these changes will become irreversible, due to the confluence of population growth, water shortages and climate change. With the majority of Colorado water rights held in agriculture, the food production sector faces challenges to increase the conservation and efficiency of water use in many forms.

To help face these challenges, AES has three locations throughout Western Colorado under the umbrella of the Western Colorado Research Center. As of 2019, CSU's new Western Campus provides administrative oversight and intellectual leadership for CSU's Agricultural Experiment Stations in Western Colorado – Fruita, Orchard Mesa, and Rogers Mesa.

ORCHARD MESA

GROWS: Tree fruits and ornamental horticulture.

GOALS: Goals will remain focused on the needs of the regional agricultural industry, but are expanding to better address engagement opportunities throughout the community.

ACTION: Pomology programs are designed to gain a better understanding of environmental factors affecting productivity, harvest and postharvest quality of tree fruits. Harvested fruit and specialty crops grown for research are directed to hunger relief programs in the region.

BY THE NUMBERS:

LOCATION: Orchard Mesa
MILES FROM CAMPUS: 307
ELEVATION: 4,470 ft.
ACRES: 80
PRECIPITATION: 8 inches
FROST-FREE DAYS: 182

FRUITA

GROWS: Performance trials of new/improved varieties of alfalfa, beans, corn, hemp, grass forages, small grains and wheat.

GOALS: Programs are being refocused to address Climate Smart Agriculture, technology for irrigation water use efficiency, emphasizing optimal use of water amidst the pressures of municipal and industrial use, drought and climate variability, remote sensing of consumptive use, and market demands.

ACTION: Focus on alternative crops (with economic and environmental considerations); conservation tillage; intensification and diversification of cropping systems; enhancing soil health and quality; and enhanced nutrient management practices.

BY THE NUMBERS:

LOCATION: Fruita
MILES FROM CAMPUS: 314
ELEVATION: 4,600 ft.
ACRES: 94
PRECIPITATION: 8 inches
FROST-FREE DAYS: 143

ORGANIC AGRICULTURE RESEARCH STATION - ROGERS MESA

GROWS: A variety of locally adapted fruit and vine crops; peaches, apples, table grapes, wine grapes.

GOALS: Support organic and conventional growers to adopt sustainable/regenerative agricultural practices and identify adaptations that will reduce risks associated with changing climate. Develop a strong interactive relationship with the local community focused on agricultural education.

ACTION: The development of a Research, Teaching and a Demonstration Farm Facility.

BY THE NUMBERS:

LOCATION: Hotchkiss
MILES FROM CAMPUS: 296
ELEVATION: 5,800 ft.
ACRES: 84
PRECIPITATION: 12 inches
FROST-FREE DAYS: 150



PROGRAM SPOTLIGHT:

FIGHTING FOOD INSECURITY DURING A PANDEMIC



According to nonprofit Hunger Free Colorado, roughly one-in-seven Colorado children may not always know when or where they'll get their next meal. That's a problem Amanda McQuade is trying to eliminate through the Community Alliance for Education and Hunger Relief based at the Orchard Mesa Research Center. And while those numbers are certainly concerning, they predate a COVID-19 world.

"One of our major food banks, which is the harbinger of need, tripled the number of people they served and that was a couple of weeks into the shutdown," said McQuade. "Sixty-four percent of those clients were new."

Under relatively normal circumstances, the Alliance's goal is to increase the amount of high-quality fruits and vegetables available to those facing food insecurity in Mesa County and throughout Colorado. As part of CSU's Agricultural Experimental Station and University Extension, the Alliance is uniquely positioned to help put produce in the hands of those in need, while leveraging the university's extension arm to enrich the community educationally. In the wake of the shutdown in March, McQuade turned to her partners to see how the Alliance could help.

"We called all of our partners and asked what they wanted," said McQuade. "At that point you weren't sure if COVID was transmitted through food, so everyone had to wear gloves, and then gloves started becoming hard to get."

Due to the shortage of PPE, food banks requested larger produce for safer handling—a thousand cherry tomatoes became a daunting task due to handling and safety concerns. The Alliance was right at the beginning of planting for the season, so it pulled what little beets and kale it had already planted and pivoted to larger produce like melons and winter squash. Similarly, the Rogers Mesa Research Station joined in by dedicating a field to winter squash and donating that along with apples.

"The way our [food bank] system responded shows the strength of our system," said McQuade. "They lost a lot of their volunteers because we didn't know if it was safe for older folks to volunteer, but even though they lost volunteers and their food supply was disrupted, they still were able to get food out the door. I think the pandemic actually showed how resilient that safety-net system actually is. Everyone really stepped up to the plate."

LEARN MORE:

Visit the [Community Alliance's website](#).

THE SHOW MUST GO ON: THE FACES OF AES DURING COVID-19

When the world came to a halt as the global pandemic surged in March 2020, the AES team could not afford to shut down its essential research. Here is a look at how faculty and staff continued their important work via PPE, social distancing, and other public health measures.



CONTACT US

COLORADO AGRICULTURAL EXPERIMENT STATION

301 University Ave.
3001 Campus Delivery
Fort Collins, CO 80523-3001

Phone: (970) 491-5371
Email: cas_aes@mail.ColoState.edu

Director	James Pritchett	james.pritchett@ColoState.edu	970-491-6274
Deputy Director	Gene Kelly	Eugene.Kelly@ColoState.edu	970-491-5371
Assistant Deputy Director	Troy Bauder	Troy.Bauder@ColoState.edu	970-491-4923
IT Professional	Jan Iron	Jan.Iron@ColoState.edu	970-491-7403
Executive Assistant	Amy Bibbey	Amy.Bibbey@ColoState.edu	970-491-3767

RESEARCH CENTER MANAGERS

Agricultural Research, Development and Education Center (ARDEC)

Jennifer Bornhoft	Jennifer.Bornhoft@ColoState.edu	970-491-2405
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Arkansas Valley Research Center (AVRC)

Lane Simmons	Lane.Simmons@ColoState.edu	719-254-6312
Kevin Tanabe	Kevin.Tanabe@ColoState.edu	719-254-6312

Eastern Colorado Research Center (ECRC)

Doug Couch	Doug.Couch@ColoState.edu	970-345-6402
-------------------	--------------------------	--------------

Plainsman Research Center (PRC)

Kevin Larson	Kevin.Larson@ColoState.edu	719-324-5643
---------------------	----------------------------	--------------

San Luis Valley Research Center (SLVRC)

Zach Czarnecki	Zach.Czarnecki@ColoState.edu	719-754-3594
-----------------------	------------------------------	--------------

Southwestern Colorado Research Center (SCRC)

Kathleen Russell	Katie.Russell@ColoState.edu	970-562-4255
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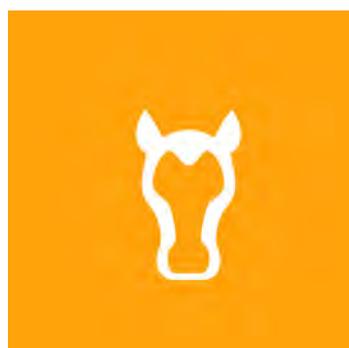
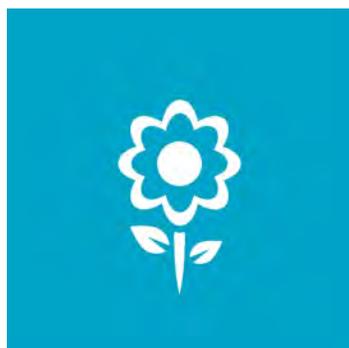
Western Colorado Research Center (WCRC)

Greg Litus	Greg.Litus@ColoState.edu	970-434-3264
-------------------	--------------------------	--------------

NEW AES HIRES COMING TO THE TABLE:

Marilee Stonis Plant Growth Facility	Jeff Bishop San Luis Valley	Chanda Trivedi AES	Chakradhar Mattupalli San Luis Valley	Beth Niebaum San Luis Valley	Zach Czarnecki San Luis Valley
Whitney Simmons ARDEC	Tucker Spitzer AES	Michah Schmidt ARDEC	Jeremy Daniel San Luis Valley	Drew Sala San Luis Valley	

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2020 Brand Awareness and Image Survey

Colorado State University

June 2020

Prepared in Collaboration:

Creative Services

&

Institutional Research, Planning and Effectiveness

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Introduction and Methodology

The purpose of this report is to review the results of a web survey measuring perceptions of Colorado State University's quality and image among specific populations. The web survey and sampling methodology was designed by Creative Services and the analysis was completed Institutional Research, Planning & Effectiveness. This report provides results from the 2020 survey in comparison to 2018 survey results, as survey methodology is similar for both years. This report specifically looks at the following areas:

- Top-of-Mind Awareness
 - Changes in top-of-mind awareness since 2018
 - Differences in top-of-mind awareness by sampling strata
- Overall unaided awareness of universities in the area
 - Changes in overall awareness since 2018
 - Differences in overall awareness by sampling strata
- Perceptions of CSU and other universities on specific factors (academic programs, impact of research, willingness to recommend, quality of education, quality of campus, opportunities for internships and hands-on experiences, promotes ideals of excellence)
 - Changes in overall perceptions since 2018
 - Differences in overall perceptions by sampling strata
- CSU's performance on specific quality attributes
 - Changes in the perception of CSU performance since 2018
 - Differences in the perception of CSU performance by sampling strata

Similar to the survey methodology used in 2018, Creative Services worked with Qualtrics to develop a stratified sample of 1,000 respondents based on the respondents' income and having high school (HS) aged children in the household. The sample is intended to be representative of Colorado residents who are 18 years or older. The sampling panel also had balancing requirements to ensure the sample statistics on age, gender and area in Colorado are similar to the state's population parameters. Detailed tables on the respondent profile can be found in the [Appendix](#). Qualtrics' paneling resulted in the following sample:

- Half of the sample (about 500 respondents) was intended to be parents of HS aged children; however, only 26% of the sample responded that they had children between the ages of 15 and 17. Therefore, there are 271 respondents with HS aged children and 752 respondents that are considered the general public. This is an improvement compared to the 2018 sample, of which only 7% (n=97) were parents of HS students.
- About 46% of the sample has a self-reported household income that is above \$75,000. This is approximately 238 respondents and is below the panel distribution that was requested from Qualtrics (n=500). In 2018 about 57% of the sample has a self-reported household income that is above \$75,000 and was in line with the panel sample requested from Qualtrics.
- The sample distribution by age is comparable to the general population in Colorado within the expected variance +/- 5 percentage points (PP). This is similar to the 2018 sample.
- While the panel distribution by gender was intended to be roughly equivalent between males and females, females were more likely to respond (56%, n=577) compared to males (43%, n=43%), and exceed the expected variance of +/- 5 PP. The distribution also included 1% (n=8) of respondents who identified as non-binary, transgender, or another identity. Due to the very small headcount and inability to generalize results, these individuals are not included in summary tables split by gender, but their

responses are included overall and within the other sampling strata. In 2018 the sample was representative of gender.

- The sample distribution by area in CO is comparable to the general population and within the expected variance of +/- 5 PP. In 2018, the sample was overrepresented among respondents from Denver/ Boulder and underrepresented among respondents from Northern / Western CO.

There are some important differences in the sample representation between 2018 and 2020 and these differences could influence the comparisons between 2018 and 2020.

The survey instrument changed slightly in 2020, in that only the first question, which asks respondents to list the first college or university that comes to mind, is open-ended. In 2018, respondents were asked to list other top-of-mind institutions in subsequent open-ended items; in 2020, respondents were asked to choose from a list (developed from the 2018 data) of colleges and universities in the Rocky Mountain region. This was an important change in survey methodology to maximize the number of valid responses. About 8% of responses to the single open-ended question could not be used for analysis because the response was outside the scope of the question.

It is also important to note that the survey administration occurred between Monday, April 13th and Friday, May 29th during the COVID-19 pandemic, and may have influenced responses.

Executive Summary

Overall respondents think highly of the CSU brand and have a level of awareness that is greater than other universities in Rocky Mountain region except for the University of Colorado - Boulder (CU). Table 1 displays the percent of respondents that definitely or probably would consider attending or recommending CSU compared to 2018.

Table 1: Respondents that Would¹ Consider Attending or Recommending CSU (%)

	Overall			Attended CSU			Earned Degree from CSU		
	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
Overall Mean	61%	58%	3.8	82%	82%	-0.2	82%	85%	-2.3
Segment									
Parents of HS Students	65%	67%	-2.2	88%	76%	11.9	91%	86%	5.4
General Public	60%	57%	3.2	80%	83%	-3.0	80%	85%	-4.9
Area									
Denver/Boulder	61%	59%	2.7	82%	82%	0.9	84%	83%	1.8
Northern/Western	65%	66%	-0.1	80%	82%	-1.7	81%	85%	-4.3
Southern	55%	54%	1.3	80%	77%	3.8	76%	86%	-9.9
Income									
<25K	58%	47%	10.3	83%	83%	-0.6	88%	80%	8.2
25K-49K	59%	49%	10.3	70%	70%	-0.8	66%	67%	-1.0
50K-74K	65%	56%	9.3	82%	79%	2.9	86%	89%	-2.5
75K-99K	66%	59%	7.3	89%	85%	4.0	89%	85%	4.3
>100K	59%	63%	-3.6	84%	85%	-1.5	84%	86%	-2.4
Gender									
Male	64%	61%	3.4	80%	81%	-1.3	82%	85%	-2.8
Female	59%	55%	4.4	84%	82%	1.4	83%	85%	-1.9

¹Includes those that stated they definitely or probably would

In 2020, about six in ten respondents said they would consider attending or recommending CSU, an increase of almost 4 percentage points (PP) compared to 2018. This ratio increases to 8 out of 10 respondents when the sample is limited to those who have attended or graduated from CSU. Among those who earned a degree from CSU, the proportion who would recommend CSU decreased by about 2 PP compared to 2018.

Similar to 2018 results, CSU trails behind CU in the majority of factors, including overall awareness, perceptions on specific factors like academic programs and research impact, and overall quality of education. Interestingly, overall unaided awareness for both CSU and CU decreased between 2018 and 2020, while it increased for community colleges. An exception is that CSU tends to lead CU when the results are limited to respondents from northern/western Colorado. There are also several instances where CSU leads CU when the results are limited to only include parents of HS students and households earning less than 25K per year.

Top-of-Mind Awareness of Universities and Colleges

Top-of-mind awareness is obtained by asking respondents to list universities in an open-ended format and taking the first university that is named.

Changes in Overall Top-of-Mind Awareness

CSU is mentioned first by 18% of respondents, which is a decrease from the 2018 survey results by about 3 percentage points (PP). Interestingly, the proportion of respondents who mentioned CU - Boulder first also decreased by about 4 PP from 2018 to 2020. The proportion of respondents who mentioned a community college increased by almost 3 PP, as did the proportion who responded outside of the scope of the question (classified as 'Unknown') from 3% to 8% (5 PP). Top-of-mind awareness for the remaining institutions remained very similar.

This decrease in top-of-mind awareness for CSU – Fort Collins and CU – Boulder and increase in first mentions for community colleges could be associated with the changes in sampling strata (smaller representation from Denver/Boulder as well as smaller representation from households with incomes above \$75,000). The impact of a global pandemic during data collection is also unknown.

Question #1:

***When you think about colleges and universities, in the Rocky Mountain region, which one comes to mind first?
(Open-ended response)***

Table 2: Universities that come to mind first, overall results

	2020	2018	Change from 2018
University of Colorado - Boulder	39%	43%	-3.8
CSU - Fort Collins	18%	21%	-3.5
University of Denver	5%	6%	-1.2
University of Colorado - Colorado Springs	4%	4%	-0.4
University of Northern Colorado	3%	3%	0.3
Metro State University	2%	3%	-0.7
Colorado School of Mines	2%	2%	-0.4
Colorado Mesa University	3%	2%	1.4
University of Colorado - Denver	1%	1%	-0.2
CSU - Pueblo	1%	1%	-0.2
Colorado Mountain College	1%	1%	0.1
Fort Lewis College	1%	1%	0.1
Western State Colorado University	1%	1%	0.4
Adams State College	1%	0%	0.7
Private / For-Profit University	3%	4%	-1.3
University Outside of Colorado	1%	1%	0.2
Community College	4%	1%	2.7
Other	1%	2%	-0.8
Unknown	8%	3%	5.3

Changes in Top-of-Mind Awareness by Segment

The data in Table 3 show top-of-mind awareness by segment (general public and parents of high school students). Among parents of high school students, CSU's awareness did not change from 2018, remaining at 19%. However, CU's awareness increased by 7 PP, from 29% in 2018 to about 36% in 2020. Similar to the overall results in Table 2, community college awareness increased by 6 PP among parents of high school students. Among the general public, awareness of CU and CSU decreased by about 3-4 PP for both institutions; proportions for other institutions remained relatively similar.

Question #1:

When you think about colleges and universities, in the Rocky Mountain region, which one comes to mind first?
(Open-ended response)

Table 3: Universities that come to mind first, results by segment

	Parents of HS Students			General Public		
	2020	2018	Change from 2018	2020	2018	Change from 2018
University of Colorado - Boulder	36%	29%	7.4	41%	44%	-3.3
CSU - Fort Collins	19%	19%	0.0	18%	22%	-3.7
University of Denver	7%	3%	3.9	4%	7%	-2.5
University of Colorado - Colorado Springs	4%	7%	-3.2	5%	4%	0.6
University of Northern Colorado	4%	3%	1.3	3%	3%	0.0
Metro State University	1%	7%	-6.1	3%	2%	0.2
Colorado School of Mines	1%	4%	-3.0	2%	2%	-0.5
Colorado Mesa University	4%	3%	1.3	3%	1%	1.0
University of Colorado - Denver	1%	1%	-0.3	1%	1%	0.0
CSU - Pueblo	2%	0%	1.8	1%	1%	-0.6
Colorado Mountain College	1%	3%	-1.3	1%	1%	0.6
Fort Lewis College	0%	1%	-1.0	1%	1%	0.1
Western State Colorado University	0%	0%	0.0	1%	1%	0.2
Adams State College	1%	1%	-0.6	1%	0%	0.3
Private / For-Profit University	3%	7%	-3.9	4%	4%	-0.5
University Outside of Colorado	2%	0%	2.2	1%	1%	0.2
Any Community College	6%	0%	6.3	4%	1%	2.5
Other	1%	4%	-3.4	1%	2%	-0.7
Unknown	7%	8%	-1.6	8%	2%	6.1

Changes in Top-of-Mind Awareness by Geographical Area

The table below presents the same top-of-mind awareness results by geographic area. CSU's awareness is considerably higher in northern / western CO compared to the rest of the state, but that is the area with the biggest decrease in recognition. For instance, 37% of respondents from this area listed CSU as the first university that came to mind (compared to 10-20% in other regions), but this is a decrease of almost 10 PP compared to 2018. Awareness of CSU decreased in the Denver/Boulder area (4 PP) and increased slightly in southern CO by about 1 PP. Awareness of CU decreased across all areas. Awareness of Colorado Mesa University increased by 6 PP in the northern/western region from 2018 to 2020, and was the only institution that experienced a sizeable increase in any region.

Question #1:

***When you think about colleges and universities, in the Rocky Mountain region, which one comes to mind first?
(Open-ended response)***

Table 4: Universities that come to mind first, results by area

	Denver/Boulder			Northern/Western			Southern		
	2020	2018	Change from 2018	2020	2018	Change from 2018	2020	2018	Change from 2018
University of Colorado - Boulder	53%	56%	-2.8	20%	24%	-4.1	22%	26%	-4.2
CSU - Fort Collins	11%	15%	-4.0	37%	47%	-9.5	16%	15%	1.3
University of Denver	8%	8%	-0.8	0%	2%	-1.2	2%	2%	-0.2
University of Colorado - Colorado Springs	0%	0%	0.0	0%	0%	0.5	23%	25%	-1.9
University of Northern Colorado	2%	2%	0.2	7%	8%	-0.3	1%	1%	-0.1
Metro State University	4%	4%	-0.3	0%	1%	-0.5	0%	0%	0.0
Colorado School of Mines	3%	3%	-0.5	0%	1%	-0.6	0%	1%	-1.2
Colorado Mesa University	0%	0%	-0.2	13%	7%	6.2	0%	0%	0.0
University of Colorado - Denver	2%	2%	0.0	0%	0%	0.0	0%	0%	0.0
CSU - Pueblo	0%	0%	-0.2	0%	0%	0.5	5%	5%	-0.5
Colorado Mountain College	0%	0%	0.0	6%	3%	2.7	0%	0%	0.0
Fort Lewis College	0%	0%	-0.2	3%	4%	-1.1	1%	0%	0.5
Western State Colorado University	1%	0%	0.2	1%	2%	-0.7	1%	1%	-0.1
Adams State College	0%	0%	-0.2	0%	1%	-1.1	3%	0%	2.7
Private / For-Profit University	4%	3%	0.2	1%	0%	1.4	6%	13%	-6.8
University Outside of Colorado	1%	1%	0.3	1%	0%	0.9	2%	1%	1.0
Any Community College	3%	1%	2.4	3%	1%	1.7	10%	4%	6.2
Other	1%	2%	-1.0	0%	1%	-0.1	3%	2%	0.3
Unknown	9%	2%	6.9	5%	0%	5.5	7%	4%	2.9

Changes in Top-of-Mind Awareness by Household Income

Table 5 shows top-of-mind awareness by household income. Awareness of CSU remained relatively the same across all income levels except for the high-income group (\$100k+); awareness decreased by almost 9 PP. Awareness of CSU is lower than CU across all income levels, which is consistent with 2018 results.

Question #1:

When you think about colleges and universities, in the Rocky Mountain region, which one comes to mind first? (Open-ended response)

Table 5: Universities that come to mind first, results by income

	< \$25,000			\$25,000-\$49,999			\$50,000-\$74,999			\$75,000-\$99,999			\$100,000+		
	2020	2018	Change from 2018	2020	2018	Change from 2018	2020	2018	Change from 2018	2020	2018	Change from 2018	2020	2018	Change from 2018
University of Colorado - Boulder	27%	33%	-6.1	39%	37%	2.0	35%	44%	-8.8	38%	44%	-5.9	49%	46%	2.3
CSU - Fort Collins	15%	15%	0.6	17%	19%	-2.4	21%	21%	0.5	23%	21%	2.7	16%	25%	-8.7
University of Denver	3%	5%	-2.6	2%	6%	-3.4	4%	6%	-2.3	6%	6%	-0.3	7%	6%	0.7
University of Colorado - Colorado Springs	4%	7%	-3.0	6%	7%	-1.3	3%	3%	-0.4	8%	3%	5.0	3%	4%	-1.0
University of Northern Colorado	4%	2%	1.8	3%	3%	0.2	2%	3%	-0.9	2%	3%	-1.0	3%	3%	0.5
Metro State University	2%	2%	0.3	2%	3%	-0.2	2%	5%	-2.8	1%	5%	-4.7	2%	2%	-0.2
Colorado School of Mines	1%	2%	-0.4	2%	2%	0.0	1%	2%	-1.4	1%	2%	-1.2	2%	3%	-0.8
Colorado Mesa University	5%	4%	1.4	2%	2%	0.5	5%	1%	3.5	3%	1%	1.6	1%	1%	-0.1
University of Colorado - Denver	0%	2%	-1.8	2%	3%	-0.6	1%	1%	-0.5	1%	1%	-0.2	2%	1%	1.4
CSU - Pueblo	3%	2%	1.1	0%	1%	-0.8	1%	1%	0.0	1%	1%	-0.8	0%	0%	0.0
Colorado Mountain College	1%	2%	-0.4	1%	1%	0.3	1%	0%	0.5	1%	0%	0.1	2%	1%	1.4
Fort Lewis College	2%	0%	2.2	1%	2%	-0.5	0%	1%	-0.5	0%	1%	-1.0	0%	0%	0.0
Western State Colorado University	0%	4%	-3.6	0%	1%	-0.6	1%	0%	1.0	1%	0%	0.7	0%	0%	0.0
Adams State College	1%	0%	1.4	0%	1%	-1.3	1%	0%	1.0	1%	0%	0.6	0%	0%	0.0
Private / For-Profit University	1%	4%	-2.2	4%	5%	-0.6	3%	3%	0.1	3%	3%	0.1	5%	5%	-0.2
University Outside of Colorado	0%	0%	0.0	1%	1%	0.3	1%	1%	0.5	1%	1%	-0.4	3%	1%	1.5
Community College	9%	5%	3.2	9%	2%	7.3	4%	0%	4.0	2%	0%	1.9	1%	0%	0.6
Other	0%	9%	-9.1	0%	2%	-1.5	2%	2%	-0.4	2%	2%	-0.6	0%	1%	-0.2
Unknown	21%	4%	17.2	8%	3%	4.6	7%	1%	5.5	4%	1%	2.7	5%	2%	3.2

Overall Awareness

Table 6 displays overall awareness of colleges and universities in the Rocky Mountain region. Overall awareness is measured by reporting the percentage of respondents who selected an institution in Question #1 (open-ended) or Question #2 (list of 18 institutions developed from the 2018 responses). In 2018, Question #2 was open-ended and respondents were asked to list any other Rocky Mountain institutions that came to mind.

Overall Awareness

CU Boulder is mentioned by about two-thirds of all respondents, followed by CSU at 55%. CSU's mentions decreased slightly from 2018 (1.6 PP), while CU's decreased by almost 8 PP. In 2020, the proportion of CSU mentions exceed all other institutions by a minimum of 27 PP (Colorado School of Mines), and by as much as 51 PP (Adams State University and Fort Lewis College).

Question #2:

***Please select up to three (3) other colleges or universities in the Rocky Mountain region that come to mind.
(Open-ended or selected from a list of 18 institutions)***

Table 6: Overall Awareness (sum of mentions from Q1 and Q2)

	2020	2018	Change from 2018
CSU - Fort Collins	55%	57%	-1.6
University of Colorado - Boulder	67%	75%	-7.9
University of Northern Colorado	20%	14%	5.7
Colorado School of Mines	28%	11%	17.1
CSU - Pueblo	9%	3%	6.2
University of Denver	27%	24%	2.9
Colorado College	9%	5%	4.2
Colorado Mesa University	8%	4%	3.6
University of Colorado - Denver	25%	5%	20.1
Metro State University	16%	11%	4.5
Adams State University	4%	1%	3.2
Fort Lewis College	4%	1%	2.8

Overall Awareness by Sampling Strata

Table 7 displays overall awareness by segment. CSU’s mentions are lower than CU in all sampling strata except the northern/western area of CO and CSU mentions are higher than all other institutions across all strata. This is similar compared to 2018 results. CSU did make some gains in overall awareness among lower income households, parents of HS students and in southern region of the state in 2020 compared to 2018.

Question #2:

**Please select up to three (3) other colleges or universities in the Rocky Mountain region that come to mind.
(Open-ended or selected from a list of 18 institutions)**

Table 7: Awareness by Sampling Strata

	CSU - Fort Collins			U of CO- Boulder			CO Sch of Mines			CSU - Pueblo			U of Denver			UNC			Metro State U		
	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
Overall Unaided Awareness	55%	57%	-1.6	67%	75%	-7.9	28%	11%	17.1	9%	3%	6.2	27%	24%	2.9	20%	14%	5.7	16%	11%	4.5
Segment																					
Parents of HS Students	56%	52%	3.9	63%	67%	-4.1	25%	14%	11.3	8%	0%	8.0	28%	16%	11.6	23%	16%	6.6	18%	10%	8.4
General Public	55%	57%	-2.0	68%	75%	-7.5	29%	11%	18.3	9%	3%	6.0	26%	25%	1.3	20%	14%	5.9	15%	12%	3.4
Area																					
Denver/Boulder	51%	58%	-6.8	72%	87%	-15.1	32%	13%	19.1	4%	1%	3.3	36%	34%	2.3	18%	12%	5.7	25%	18%	7.1
Northern/Western	70%	76%	-6.3	66%	70%	-3.9	23%	11%	11.7	4%	2%	2.4	13%	11%	1.7	34%	32%	1.7	6%	3%	3.3
Southern	48%	41%	6.5	54%	55%	-1.5	21%	5%	15.5	27%	11%	16.0	15%	9%	6.5	9%	5%	4.1	3%	2%	1.2
Income																					
<25K	46%	42%	4.2	52%	56%	-4.4	20%	9%	10.9	17%	5%	11.5	23%	16%	6.6	21%	5%	15.5	11%	9%	1.9
25K-49K	50%	47%	3.2	66%	69%	-2.8	24%	7%	16.9	11%	1%	9.7	24%	23%	0.6	26%	16%	10.4	17%	8%	9.2
50K-74K	57%	56%	0.8	67%	73%	-6.5	25%	14%	11.3	9%	4%	4.6	19%	24%	-5.3	18%	8%	9.6	20%	12%	7.6
75K-99K	58%	58%	-0.2	67%	75%	-8.0	33%	12%	21.5	8%	3%	5.1	23%	23%	-0.1	20%	22%	-1.6	14%	14%	-0.4
>100K	61%	63%	-1.5	75%	81%	-6.0	33%	12%	21.4	4%	1%	2.6	37%	26%	11.1	18%	15%	3.4	17%	11%	5.7
Gender																					
Male	56%	61%	-5.0	69%	79%	-10.2	27%	12%	15.2	6%	3%	3.1	29%	23%	6.0	22%	14%	7.7	18%	7%	11.0
Female	55%	53%	2.1	66%	71%	-5.5	29%	10%	18.8	10%	3%	7.3	25%	25%	0.3	19%	14%	4.6	15%	15%	-0.3

*Total exceeds 100% due to multiple responses

Top University for Academics and Research

Selecting the best university (among a list including CSU and key competitors) for research and academics is captured by asking respondents to select one university for each question.

Outstanding Academic Programs

In general, Colorado School of Mines has the highest perception of being known for outstanding academic programs with CU second and CSU third. However, the proportion of respondents who selected CSU increased by 7 PP in 2020 compared to 2018. Among parents of high school students, CSU exceeds CU by 4 PP (26% compared to 22%, respectively). CSU also exceeded CU among households earning less than 25K per year, but CU exceeds CSU across all other strata.

Question #3:

**Which of the following universities do you believe is best known for its OUTSTANDING ACADEMIC PROGRAMS?
(Respondents select from a list of six institutions for possible answers)**

Table 8: Which university is best known for its outstanding academic programs?

	CSU - Fort Collins			CO School of Mines			U of CO - Boulder			Metro State U			U of Northern CO			U of Wyoming		
	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
Overall Unique Mentions	21%	15%	7%	44%	53%	-10%	26%	28%	-2%	3%	2%	2%	4%	1%	2%	2%	1%	1%
Segment																		
Parents of HS Students	26%	21%	5%	42%	56%	-13%	22%	17%	5%	4%	3%	1%	4%	4%	0%	2%	0%	2%
General Public	20%	14%	5%	44%	53%	-9%	28%	29%	-1%	3%	2%	2%	3%	1%	2%	2%	1%	1%
Area																		
Denver/Boulder	17%	10%	7%	46%	57%	-10%	28%	29%	-1%	5%	2%	3%	3%	1%	2%	2%	1%	1%
Northern/Western	26%	22%	4%	45%	52%	-7%	20%	23%	-3%	1%	1%	0%	6%	2%	5%	2%	1%	1%
Southern	26%	21%	5%	36%	48%	-12%	32%	28%	3%	1%	1%	0%	3%	1%	2%	2%	1%	2%
<25K	26%	19%	7%	36%	38%	-2%	22%	40%	-18%	5%	0%	5%	7%	2%	5%	4%	0%	4%
25K-49K	22%	18%	4%	36%	45%	-8%	32%	30%	2%	5%	2%	3%	4%	3%	1%	0%	1%	-1%
50K-74K	25%	16%	9%	43%	51%	-8%	25%	28%	-3%	4%	4%	1%	1%	0%	1%	1%	1%	0%
75K-99K	21%	11%	9%	46%	55%	-9%	26%	30%	-4%	1%	2%	-1%	4%	1%	3%	2%	0%	1%
>100K	16%	13%	3%	51%	60%	-8%	25%	25%	1%	2%	1%	1%	4%	1%	2%	2%	1%	1%
Gender																		
Male	20%	12%	8%	45%	53%	-8%	26%	30%	-5%	3%	2%	1%	4%	1%	3%	2%	1%	1%
Female	21%	16%	5%	44%	54%	-10%	27%	26%	1%	3%	1%	2%	3%	2%	2%	2%	1%	1%

Overall Impact of Research

Across nearly all sampling strata, CU has the highest perception for the overall impact of the research it conducts. After CU, CSU has a higher perception compared to Colorado School of Mines in most of the strata. CSU has a considerably higher perception compared to Colorado School of Mines specifically among parents of high school students, residents of northern/western Colorado, and among households earning less than 25K per year. Compared to 2018, the proportion of respondents who selected CSU increased among parents of HS students (5 PP) and households earning less than 25K per year (10 PP).

Question #4:

**Which of the following universities do you believe is best known for the OVERALL IMPACT OF THE RESEARCH IT CONDUCTS?
(Respondents select from a list of six institutions for possible answers)**

Table 9: Which university is best known for the *overall impact of the research it conducts?*

	CSU - Fort Collins			CO Sch of Mines			U of CO - Boulder			Metro State U			U of Northern CO			U of Wyoming		
	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
Overall Unaided Awareness	26%	25%	0.8	21%	23%	-2.1	42%	47%	-5.4	6%	2%	4.7	4%	3%	1.0	2%	1%	1.0
Segment																		
Parents of HS Students	29%	24%	4.3	22%	23%	-0.8	37%	48%	-10.8	5%	2%	3.1	5%	3%	2.6	3%	1%	1.7
General Public	25%	24%	0.2	20%	23%	-2.4	43%	48%	-4.5	7%	2%	5.2	3%	3%	0.8	1%	1%	0.6
Area																		
Denver/Boulder	22%	19%	2.8	22%	23%	-1.2	46%	54%	-7.4	5%	1%	3.6	4%	3%	1.2	2%	1%	1.0
Northern/Western	32%	36%	-3.4	19%	19%	-0.3	35%	39%	-4.4	9%	3%	5.9	2%	3%	-0.4	4%	1%	2.6
Southern	28%	31%	-3.2	21%	28%	-7.3	39%	36%	3.4	7%	1%	6.0	5%	3%	1.8	0%	1%	-0.6
Income																		
<25K	33%	23%	10.0	19%	23%	-3.8	31%	47%	-16.0	9%	0%	8.7	8%	8%	0.4	1%	0%	0.7
25K-49K	27%	32%	-4.4	23%	26%	-2.3	32%	34%	-2.3	8%	2%	5.8	7%	5%	2.6	2%	1%	0.6
50K-74K	29%	23%	6.0	20%	24%	-3.8	39%	47%	-7.2	6%	3%	3.2	4%	2%	2.2	1%	1%	-0.4
75K-99K	25%	22%	2.9	20%	20%	-0.4	44%	52%	-8.0	8%	2%	5.4	0%	2%	-2.5	4%	1%	2.6
>100K	19%	25%	-5.1	20%	23%	-2.2	53%	50%	3.2	4%	1%	3.3	2%	2%	-0.6	2%	0%	1.3
Gender																		
Male	22%	20%	2.1	19%	23%	-4.0	46%	52%	-5.2	6%	2%	4.6	3%	2%	0.7	3%	1%	1.8
Female	28%	29%	-0.2	22%	22%	-0.7	38%	43%	-5.5	6%	1%	4.9	5%	4%	1.2	1%	1%	0.3

Willingness to Recommend (First and Subsequent)

Willingness to recommend is obtained by asking which university (among a list) the respondent would recommend first and then following up with question asking which other universities they would recommend. The first question was identical in both 2020 and 2018, but in 2018 the follow-up question was open-ended and in 2020 respondents were asked to select up to three institutions from the list of 18 institutions that excluded the university they selected in the "recommend first" question.

CSU has a significantly higher rate of first mentions in the northern/western region of Colorado compared to CU (32% compared to 12%). CU has a higher rate of first mentions compared to CSU across all other sampling strata, with the exception of households earning less than \$25K per year.

Questions #5 and #7:

***Which of the following universities would you recommend first?
Are there other universities in the Rocky Mountain region you would recommend?***

Table 10: Which university would you recommend first (first mention) and where else would you recommend (total mentions)?

	CSU- Fort Collins						CU - Boulder					
	First Mention			Total Mentions			First Mention			Total Mentions		
	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
Overall	18%	24%	-6.2	46%	38%	7.4	25%	36%	-10.2	48%	44%	4.1
Segment												
Parents of HS Students	21%	29%	-8.5	51%	35%	16.2	25%	24%	1.5	41%	45%	-4.3
General Public	17%	24%	-6.8	44%	39%	5.3	25%	37%	-11.0	48%	59%	-10.6
Area												
Denver/Boulder	13%	26%	-12.4	42%	34%	8.5	31%	41%	-9.4	50%	49%	1.2
Northern/Western	32%	21%	11.1	57%	51%	5.7	12%	25%	-13.5	47%	37%	10.3
Southern	15%	24%	-9.5	42%	42%	-0.6	26%	31%	-5.5	37%	40%	-3.1
Income												
<25K	22%	15%	6.5	40%	35%	5.7	17%	48%	-30.9	36%	50%	-14.0
25K-49K	20%	22%	-2.1	45%	43%	2.3	21%	31%	-9.7	45%	39%	6.4
50K-74K	20%	23%	-2.8	45%	39%	6.1	26%	34%	-7.9	39%	41%	-2.5
75K-99K	19%	25%	-5.8	45%	36%	8.6	20%	37%	-16.6	48%	46%	1.8
>100K	14%	28%	-13.8	50%	38%	12.2	33%	36%	-2.8	56%	46%	9.4
Gender												
Male	16%	25%	-9.2	47%	38%	9.2	27%	38%	-11.5	49%	46%	2.9
Female	19%	23%	-3.8	45%	39%	6.3	24%	33%	-9.0	44%	43%	1.7

Perceptions of CSU and Other Universities on Specific Factors

Perceptions of CSU and key competitors are captured by asking respondents to respond to a question on each quality factor for each university using a Likert scale.

Quality of Education

When asked to rate each of six universities on the overall quality of education provided, CU has the highest average response, followed by CSU and the Colorado School of Mines. In the 2018 survey, CSU had the third highest average response, with Colorado School of Mines first, followed by CU. It is notable that the average response for all institutions is above 3.0, indicating that respondents feel that the overall quality of education at these institutions is above average.

Question #9:

**Based on what you know first-hand or have heard, how would you rate the OVERALL QUALITY OF EDUCATION at each of the following schools?
(Respondents asked to use a 1 to 5 scale to respond to this question for each of the six institutions)**

Table 11: Average response to the level which the overall quality of education exists at each of the following schools (mean on a 5 point scale where 1 means very poor and 5 means very high quality)

	CSU - Fort Collins			U of CO - Boulder			U of Northern CO			CO Sch of Mines			Metro State U			U of Wyoming		
	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
Overall Mean	3.8	3.9	-0.1	3.9	4.0	-0.1	3.4	3.4	0.0	3.6	4.4	-0.8	3.3	3.3	0.0	3.2	3.3	-0.1
Segment																		
Parents of HS Students	3.9	3.8	0.1	3.9	3.8	0.1	3.4	3.4	0.0	3.6	4.4	-0.8	3.3	3.2	0.1	3.3	3.2	0.0
General Public	3.8	3.9	-0.1	3.9	4.0	-0.1	3.4	3.4	0.0	3.6	4.4	-0.8	3.3	3.3	0.0	3.2	3.3	-0.1
Area																		
Denver/Boulder	3.8	3.8	-0.1	3.9	4.0	-0.1	3.3	3.3	0.0	3.7	4.5	-0.8	3.3	3.3	0.1	3.2	3.3	0.0
Northern/Western	3.8	4.0	-0.2	3.7	4.0	-0.3	3.4	3.4	0.0	3.5	4.5	-0.9	3.2	3.3	-0.1	3.2	3.4	-0.2
Southern	3.9	3.9	0.1	3.9	3.9	0.0	3.5	3.5	0.0	3.6	4.3	-0.7	3.2	3.3	-0.1	3.3	3.3	-0.1
Income																		
<25K	3.7	3.8	-0.1	3.6	3.9	-0.3	3.4	3.5	-0.1	3.5	4.0	-0.5	3.2	3.2	0.0	3.1	3.0	0.1
25K-49K	3.8	3.9	-0.1	3.9	4.0	-0.1	3.5	3.5	0.0	3.8	4.4	-0.6	3.3	3.4	-0.1	3.2	3.4	-0.2
50K-74K	3.8	3.9	-0.1	3.8	4.0	-0.2	3.4	3.5	-0.1	3.6	4.4	-0.8	3.3	3.4	-0.1	3.3	3.3	0.0
75K-99K	3.9	3.8	0.1	3.9	3.9	0.0	3.4	3.4	0.1	3.6	4.4	-0.8	3.3	3.2	0.1	3.3	3.3	0.0
>100K	3.8	3.9	0.0	4.0	4.1	0.0	3.3	3.3	0.0	3.6	4.6	-0.9	3.3	3.2	0.1	3.3	3.3	0.0
Gender																		
Male	3.8	3.9	-0.1	3.9	4.0	-0.1	3.4	3.4	0.0	3.6	4.5	-0.8	3.2	3.3	0.0	3.3	3.4	-0.1
Female	3.8	3.9	0.0	3.9	4.0	-0.1	3.4	3.4	0.0	3.6	4.4	-0.8	3.3	3.3	0.0	3.2	3.2	-0.1

Quality of Campus

When asked to rate each of six universities on the overall quality of campus, CSU has the highest average score, followed by CU and Colorado School of Mines. In 2018, CU ranked higher than CSU; however, this is due to a drop in CU’s overall rating (4.0 in 2018 compared to 3.6 in 2020). Overall mean scores across institutions remain relatively consistent compared to scores in 2018; CSU, Metro State, and University of Wyoming’s scores each dropped by .1 point, while UNC’s overall rating increased by .1.

Question #10:

**Based on what you know first-hand or have heard, how would you rate the OVERALL QUALITY OF THE CAMPUS at each of the following schools?
(Respondents asked to use a 1 to 5 scale to respond to this question for each of the six institutions)**

Table 12: Average response to the level of campus quality at each of the following schools (mean on a 5 point scale where 1 means very poor quality and 5 means very high quality)

	CSU - Fort Collins			U of CO - Boulder			U of Northern CO			CO Sch of Mines			Metro State U			U of Wyoming		
	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
Overall Mean	3.7	3.8	-0.1	3.6	4.0	-0.3	3.4	3.3	0.1	3.6	3.6	0.0	3.2	3.1	0.0	3.2	3.3	0.0
Segment																		
Parents of HS Students	3.7	3.8	-0.1	3.7	3.8	-0.1	3.4	3.4	0.0	3.6	3.4	0.3	3.2	3.1	0.1	3.3	3.3	0.0
General Public	3.7	3.8	-0.1	3.6	4.0	-0.3	3.4	3.3	0.0	3.6	3.7	0.0	3.2	3.2	0.0	3.2	3.3	0.0
Area																		
Denver/Boulder	3.7	3.7	0.0	3.7	4.0	-0.4	3.4	3.3	0.1	3.7	3.7	0.0	3.2	3.1	0.1	3.2	3.3	0.0
Northern/Western	3.7	3.9	-0.1	3.6	3.9	-0.3	3.3	3.3	0.0	3.5	3.6	0.0	3.0	3.1	-0.1	3.2	3.2	0.0
Southern	3.7	3.8	-0.1	3.6	3.8	-0.2	3.5	3.5	0.0	3.6	3.7	-0.1	3.3	3.2	0.0	3.3	3.3	0.0
Income																		
<25K	3.5	3.6	-0.1	3.5	3.7	-0.2	3.3	3.3	0.0	3.5	3.5	-0.1	3.2	3.1	0.1	3.1	3.1	0.0
25K-49K	3.8	3.8	-0.1	3.6	3.9	-0.3	3.5	3.4	0.0	3.8	3.7	0.1	3.2	3.3	0.0	3.2	3.3	-0.1
50K-74K	3.7	3.8	-0.1	3.6	3.9	-0.3	3.3	3.4	0.0	3.6	3.6	0.0	3.2	3.2	0.0	3.2	3.3	-0.1
75K-99K	3.7	3.8	0.0	3.7	3.9	-0.2	3.4	3.3	0.1	3.6	3.6	0.0	3.2	3.1	0.2	3.3	3.3	0.0
>100K	3.8	3.8	0.0	3.7	4.0	-0.4	3.3	3.2	0.1	3.6	3.6	0.0	3.1	3.1	0.0	3.3	3.2	0.1
Gender																		
Male	3.7	3.8	-0.1	3.7	3.9	-0.3	3.3	3.3	0.0	3.6	3.6	0.0	3.1	3.1	0.0	3.3	3.3	0.0
Female	3.7	3.7	-0.1	3.6	4.0	-0.4	3.4	3.3	0.1	3.6	3.7	0.0	3.2	3.2	0.1	3.2	3.2	0.0

Opportunities for Internships and Hands-On Experiences

CO School of Mines has the highest average score for the level opportunity for experiential learning with CSU and CU receiving the next highest scores, which is similar to 2018 results.

Question #11:

Based on what you know first-hand or have heard, how would you rate the OPPORTUNITIES FOR INTERNSHIPS AND OTHER HANDS-ON EXPERIENCE at each of the following schools? (Respondents asked to use a 1 to 5 scale to respond to this question for each of the six institutions)

Table 13: Average response to the level which opportunities for internships and hands-on experience exist at each of the following schools (mean on a 5 point scale where 1 means very little and 5 means many)

	CSU - Fort Collins			U of CO - Boulder			U of Northern CO			CO Sch of Mines			Metro State U			U of Wyoming		
	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
Overall Mean	3.6	3.6	0.0	3.6	3.6	0.0	3.3	3.3	0.0	3.8	3.8	0.0	3.3	3.2	0.0	3.2	3.2	0.0
Segment																		
Parents of HS Students	3.7	3.6	0.1	3.7	3.7	0.0	3.3	3.3	0.0	3.8	4.0	-0.2	3.3	3.3	0.1	3.3	3.2	0.0
General Public	3.6	3.6	0.0	3.6	3.6	0.0	3.3	3.3	0.0	3.7	3.8	0.0	3.3	3.2	0.0	3.2	3.2	-0.1
Area																		
Denver/Boulder	3.6	3.6	0.0	3.7	3.7	0.0	3.3	3.3	0.0	3.7	3.8	-0.1	3.3	3.2	0.1	3.2	3.2	0.0
Northern/Western	3.6	3.6	0.0	3.6	3.6	-0.1	3.3	3.4	-0.1	3.8	3.8	0.0	3.2	3.2	-0.1	3.2	3.3	-0.1
Southern	3.5	3.6	-0.1	3.6	3.6	0.0	3.4	3.3	0.0	3.7	3.7	0.1	3.2	3.3	0.0	3.3	3.3	0.0
Income																		
<25K	3.5	3.5	0.0	3.5	3.6	-0.1	3.3	3.3	0.0	3.6	3.6	0.0	3.3	3.1	0.2	3.2	3.2	0.1
25K-49K	3.6	3.6	0.0	3.6	3.5	0.1	3.3	3.4	-0.1	3.7	3.8	-0.1	3.3	3.3	0.0	3.1	3.3	-0.2
50K-74K	3.6	3.6	0.0	3.6	3.7	-0.1	3.2	3.3	-0.1	3.7	3.7	0.0	3.3	3.3	0.0	3.2	3.3	-0.1
75K-99K	3.6	3.5	0.1	3.7	3.6	0.1	3.4	3.2	0.2	3.9	3.8	0.1	3.3	3.2	0.1	3.3	3.2	0.0
>100K	3.6	3.6	0.0	3.7	3.7	0.0	3.3	3.3	0.0	3.8	3.9	0.0	3.3	3.2	0.0	3.3	3.2	0.0
Gender																		
Male	3.6	3.5	0.1	3.7	3.6	0.1	3.3	3.3	0.1	3.7	3.8	-0.1	3.3	3.2	0.1	3.3	3.2	0.0
Female	3.6	3.6	0.0	3.6	3.7	-0.1	3.3	3.3	0.0	3.8	3.8	0.0	3.3	3.3	0.0	3.2	3.2	-0.1

Promotes Ideals of Excellence

CO School of Mines has a considerably higher mean score for the level to which excellence is promoted compared to the other five schools. CU and CSU have very similar mean scores, and differ minimally across strata. This pattern is consistent with 2018 survey results.

Question #12:

Based on what you know first-hand or have heard, how would you rate the LEVEL TO WHICH EXCELLENCE IS PROMOTED at each of the following schools? (Respondents asked to use a 1 to 5 scale to respond to this question for each of the six institutions)

Table 14: Average response to the level which excellence is promoted at each of the following schools (mean on a 5 point scale where 1 means very low and 5 means very high)

	CSU - Fort Collins			U of CO - Boulder			U of Northern CO			CO Sch of Mines			Metro State U			U of Wyoming		
	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
Overall Mean	3.7	3.7	0.0	3.7	3.8	-0.1	3.4	3.4	0.0	4.1	4.2	-0.1	3.3	3.3	0.0	3.3	3.4	0.0
Segment																		
Parents of HS Students	3.7	3.8	-0.1	3.8	3.7	0.1	3.4	3.4	0.0	4.2	4.2	0.0	3.3	3.3	0.1	3.4	3.4	0.0
General Public	3.7	3.7	0.0	3.7	3.8	-0.1	3.4	3.4	0.0	4.1	4.2	-0.1	3.3	3.3	0.0	3.3	3.4	-0.1
Area																		
Denver/Boulder	3.7	3.7	0.0	3.8	3.9	-0.1	3.3	3.4	0.0	4.1	4.3	-0.2	3.3	3.3	0.0	3.3	3.3	0.0
Northern/Western	3.6	3.8	-0.2	3.6	3.8	-0.2	3.3	3.4	-0.1	4.1	4.3	-0.2	3.2	3.3	-0.1	3.3	3.4	-0.1
Southern	3.8	3.8	0.1	3.8	3.7	0.0	3.6	3.5	0.0	4.1	4.1	0.0	3.3	3.4	0.0	3.4	3.4	0.0
Income																		
<25K	3.7	3.7	-0.1	3.6	3.9	-0.3	3.3	3.5	-0.2	3.8	3.9	0.0	3.3	3.3	-0.1	3.2	3.3	0.0
25K-49K	3.7	3.7	-0.1	3.7	3.8	-0.1	3.4	3.4	0.0	4.1	4.1	-0.1	3.3	3.4	0.0	3.3	3.4	-0.1
50K-74K	3.6	3.8	-0.1	3.7	3.8	-0.1	3.3	3.5	-0.2	4.1	4.2	-0.1	3.3	3.5	-0.2	3.3	3.4	-0.1
75K-99K	3.8	3.7	0.1	3.8	3.7	0.0	3.5	3.4	0.1	4.2	4.2	-0.1	3.3	3.3	0.1	3.4	3.3	0.1
>100K	3.7	3.8	0.0	3.8	3.9	0.0	3.4	3.4	0.0	4.2	4.3	-0.1	3.3	3.3	0.1	3.3	3.3	0.0
Gender																		
Male	3.7	3.7	-0.1	3.8	3.7	0.0	3.3	3.4	0.0	4.2	4.2	-0.1	3.3	3.3	0.0	3.4	3.4	0.0
Female	3.7	3.7	0.0	3.7	3.9	-0.1	3.4	3.4	0.0	4.1	4.2	-0.1	3.3	3.4	0.0	3.3	3.3	-0.1

CSU Performance on Quality Attributes

The perceived performance of CSU is obtained by asking respondents to quantify CSU's performance for a set of attributes using a Likert scale.

Changes in CSU's Performance on Quality Attributes

Respondents are asked to rate CSU's performance on a list of attributes. Overall CSU's mean scores for all attributes are similar to 2018. CSU had the lowest means score (3.2) on how well CSU produces competitive NCAA sports teams and keeps tuition affordable (3.3). CSU has the highest average scores (3.8) on being located in a city that is known for its excellent quality of life, followed by a reputation for academic quality and a friendly, supportive campus, and a campus that welcomes people of all ethnic and racial backgrounds (3.7).

Question #13

Based upon what you know first-hand or have heard about Colorado State University, please rate its performance on each of the following attributes (using a five-point scale where 1 means CSU does very poorly and 5 means CSU does extremely well).

Table 15: Perceptions of CSU's performance on the following items (mean is a five point scale with 1 indicating CSU does very poorly and 5 indicating CSU does very well) compared to 2018, Overall

	2020	2018	Change from 2018
A reputation for academic quality	3.7	3.8	-0.1
Focus on building character and ethical conduct	3.5	3.5	0.0
Access for low-income and first-generation students	3.4	3.4	0.0
Outreach programs that serve community needs	3.5	3.4	0.0
Faculty who conduct groundbreaking research	3.5	3.5	0.0
A friendly, supportive campus	3.7	3.7	0.0
Well prepared graduates	3.6	3.6	0.0
Affordable tuition	3.3	3.2	0.0
Institutional scholarships and aid	3.4	3.4	0.1
Rigorous academic programs	3.5	3.5	0.0
Up-to-date technology in the classrooms, labs, and residence halls	3.6	3.6	0.1
Opportunities for students to work on research with faculty	3.6	3.5	0.0
Competitive NCAA sports teams	3.2	3.2	0.0
Opportunities for internships and hands-on-experience	3.5	3.5	0.0
Highly respected graduate programs	3.6	3.6	0.0
A campus that welcomes people of all ethnic and racial backgrounds	3.7	3.6	0.0
Is located in a city known for its excellent quality of life	3.8	3.8	-0.1
A campus that values environmental sustainability	3.6	3.7	0.0

CSU Performance on Quality Attributes by Segment and Area

Table 16 displays the same information as the previous table with the results broken out by segment as well as geographical area. Overall, mean scores differ minimally by area. Respondents from northern/western CO had slightly higher ratings on several items, including CSU being located in a city that has a reputation for being an excellent place to live, a campus that values environmental sustainability, and opportunities for internships and hands-on-experiences. The lowest mean score for this group is on CSU’s performance for having affordable tuition. Parents of HS students also have the lowest average response on this question, as well as competitive NCAA sports teams. Results are very similar to 2018.

Questions #13

Based upon what you know first-hand or have heard about Colorado State University, please rate its performance on each of the following attributes.

Table 16: Perceptions of CSU's performance on the following items (mean is a five point scale with one indicating CSU does very poorly and five indicates CSU does very well) , By Segment and Area

	Total			Segment						Area								
	2020	2018	Diff	Students			General Public			Denver / Boulder			Western			Southern		
				2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff	2020	2018	Diff
A reputation for academic quality	3.7	3.8	-0.1	3.8	3.8	0.0	3.7	3.8	-0.1	3.7	3.7	-0.1	3.7	3.9	-0.2	3.9	3.8	0.1
Focus on building character and ethical conduct	3.5	3.5	0.0	3.6	3.5	0.1	3.5	3.5	0.0	3.5	3.5	0.0	3.4	3.6	-0.1	3.6	3.6	0.0
Access for low-income and first-generation students	3.4	3.4	0.0	3.4	3.4	0.1	3.4	3.4	0.0	3.4	3.4	0.0	3.3	3.4	-0.1	3.4	3.4	0.0
Outreach programs that serve community needs	3.5	3.4	0.0	3.5	3.4	0.1	3.5	3.5	0.0	3.5	3.4	0.0	3.4	3.5	0.0	3.5	3.5	0.0
Faculty who conduct groundbreaking research	3.5	3.5	0.0	3.5	3.5	0.0	3.5	3.5	0.0	3.5	3.5	0.1	3.5	3.7	-0.2	3.5	3.5	0.0
A friendly, supportive campus	3.7	3.7	0.0	3.8	3.6	0.2	3.6	3.7	-0.1	3.7	3.7	0.0	3.7	3.8	-0.1	3.7	3.7	0.0
Well prepared graduates	3.6	3.6	0.0	3.7	3.6	0.1	3.6	3.6	0.0	3.7	3.6	0.0	3.5	3.7	-0.2	3.7	3.7	0.1
Affordable tuition	3.3	3.2	0.0	3.3	3.1	0.2	3.3	3.3	0.0	3.3	3.3	0.0	3.1	3.0	0.1	3.2	3.3	-0.1
Institutional scholarships and aid	3.4	3.4	0.1	3.4	3.3	0.1	3.4	3.4	0.1	3.4	3.4	0.1	3.3	3.3	0.1	3.5	3.4	0.1
Rigorous academic programs	3.5	3.5	0.0	3.5	3.5	0.0	3.5	3.5	0.0	3.5	3.5	0.1	3.5	3.6	-0.1	3.5	3.6	0.0
Up-to-date technology in the classrooms, labs, and residence halls	3.6	3.6	0.1	3.6	3.6	0.0	3.6	3.6	0.1	3.6	3.5	0.1	3.6	3.7	0.0	3.7	3.6	0.1
Opportunities for students to work on research with faculty	3.6	3.5	0.0	3.6	3.5	0.1	3.5	3.5	0.0	3.6	3.5	0.0	3.6	3.6	0.0	3.6	3.5	0.1
Competitive NCAA sports teams	3.2	3.2	0.0	3.3	3.3	0.0	3.2	3.2	0.0	3.3	3.2	0.0	3.2	3.2	0.0	3.2	3.3	-0.1
Opportunities for internships and hands-on-experience	3.5	3.5	0.0	3.6	3.4	0.1	3.5	3.5	0.0	3.5	3.5	0.0	3.6	3.6	0.0	3.5	3.5	0.1
Highly respected graduate programs	3.6	3.6	0.0	3.6	3.6	0.1	3.6	3.6	0.0	3.6	3.6	0.0	3.6	3.7	-0.1	3.6	3.6	0.0
A campus that welcomes people of all ethnic and racial backgrounds	3.7	3.6	0.0	3.7	3.6	0.1	3.6	3.6	0.0	3.6	3.6	0.0	3.7	3.7	0.0	3.8	3.6	0.2
Is located in a city known for its excellent quality of life	3.8	3.8	-0.1	3.8	3.9	-0.1	3.7	3.8	-0.1	3.7	3.8	-0.1	3.9	4.1	-0.2	3.7	3.7	0.0
A campus that values environmental sustainability	3.6	3.7	0.0	3.7	3.6	0.1	3.6	3.7	0.0	3.6	3.7	0.0	3.7	3.9	-0.1	3.6	3.6	0.1

Appendix

The tables in the appendix displays the respondent profile overall and by geographical area in Colorado.

Table A-1: Respondent Distribution by Segment

	Headcount	Distribution
General Public	752	74%
Parents of HS Students	271	26%

Table A-2: Respondent Distribution by Area

	Headcount	Distribution
Denver/Boulder	584	59%
Northern/Western	220	22%
Southern	182	18%

Table A-3: Respondent Profile, Race/Ethnicity by Region

	Overall		Denver/Boulder		Northern/Western		Southern	
African American	35	3%	26	4%	3	1%	6	3%
Asian/Pacific Islander	49	5%	40	7%	3	1%	6	3%
Caucasian	818	80%	454	78%	183	83%	149	82%
Hispanic	83	8%	44	8%	22	10%	12	7%
Native American/Alaskan Native	10	1%	6	1%	1	0%	3	2%
Multi-Race	26	3%	13	2%	8	4%	5	3%

Table A-4: Respondent Profile, Education

	Overall		Denver/Boulder		Northern/Western		Southern	
Less than high school	16	2%	8	1%	3	1%	3	2%
High school or GED	249	24%	133	23%	61	28%	47	26%
2-year undergraduate degree/certificate	185	18%	95	16%	39	18%	43	24%
4-year undergraduate degree	341	33%	212	36%	72	33%	47	26%
Masters degree	179	18%	101	17%	38	17%	35	19%
Doctorate/professional degree	50	5%	34	6%	7	3%	5	3%

Table A-5: Respondent Profile, Household Income by Region

	Overall		Denver/Boulder		Northern/Western		Southern	
<\$25,000	139	14%	62	11%	37	17%	32	18%
\$25,000-\$49,999	205	20%	102	17%	57	26%	41	23%
\$50,000-\$74,999	203	20%	111	19%	47	21%	39	21%
\$75,000-\$99,999	167	16%	90	15%	31	14%	38	21%
\$100,000+	309	30%	219	38%	48	22%	32	18%

Table A-6: Respondent Profile, Gender by Region

	Overall		Denver/Boulder		Northern/Western		Southern	
Male	438	43%	261	45%	109	50%	56	31%
Female	577	56%	317	54%	110	50%	125	69%
Non-binary, transgender or self-identify	8	1%	6	1%	1	0%	1	1%

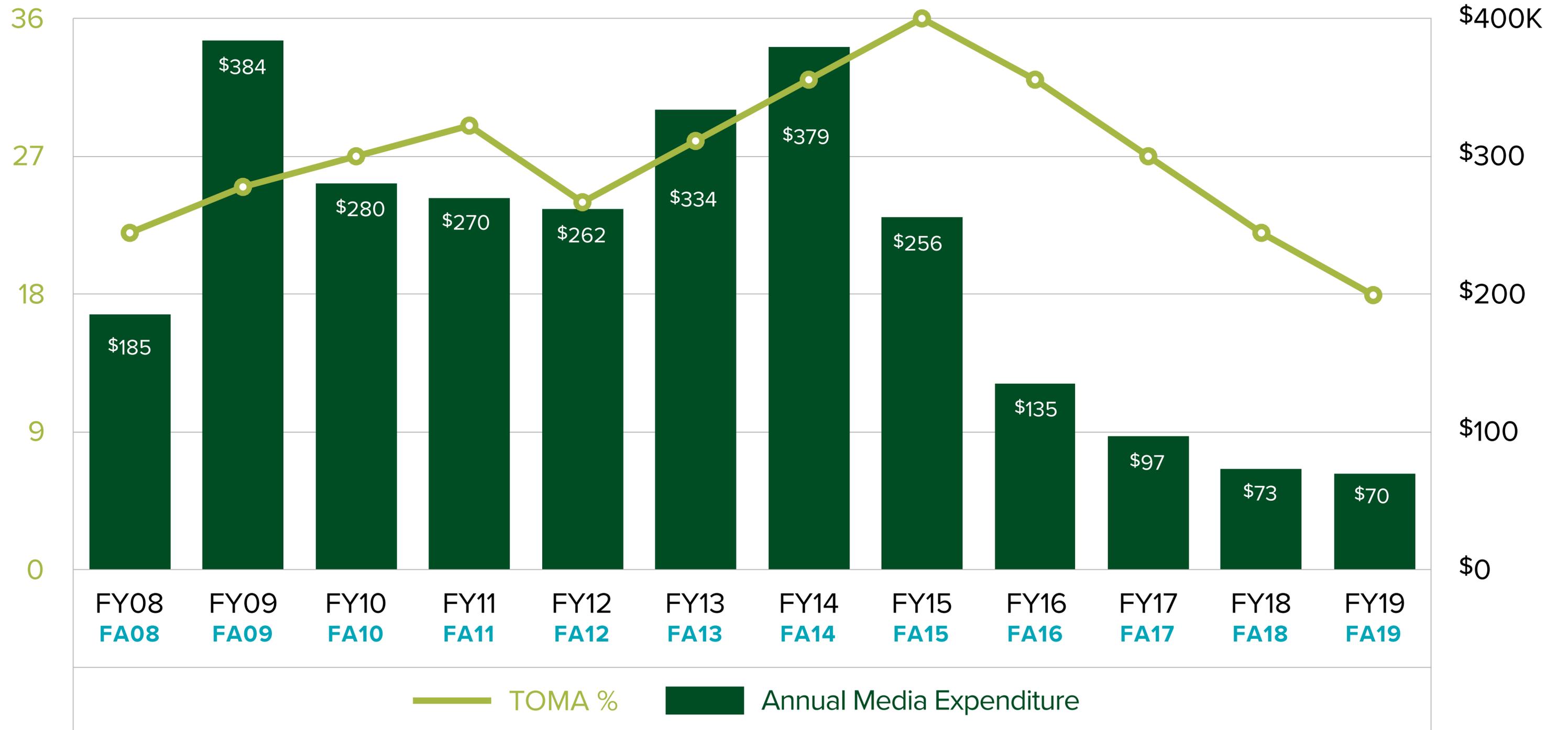
Table A-7: Respondent Profile, Age by Region

	Overall		Denver/Boulder		Northern/Western		Southern	
18-34	210	21%	137	23%	45	20%	26	14%
35-54	483	47%	271	46%	106	48%	79	43%
55 and above	330	32%	176	30%	69	31%	77	42%

Table A-8: Respondent Profile, Connections to CSU by Region

	Overall		Denver/Boulder		Northern/Western		Southern	
Attended CSU	263	26%	137	23%	71	32%	41	23%
Earned Degree at CSU	188	18%	102	18%	47	21%	29	16%

CORRELATION CHART



Section 5

CSU Pueblo Reports

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



Douglass-Flores Board of Governor's Report September 2020

General Statement

The first month of the semester has definitely been an interesting one. Students are learning to adjust to their assortment of hybrid, online, and in person courses. With that being said, everything is going as smoothly as possible and the university is receiving many positive attitudes towards the fall semester. Associated Student Government is taking advantage of the extra time online courses are giving us by working towards many projects that are continuing to offer CSU-Pueblo's students' incredible resources.

Pueblo Rape Crisis Services Project

An amazing project ASG is committing our time to is the Pueblo Rape Crisis Services (PRCS). The idea here is creating a relationship with the local Rape Crisis center. This resource will be free to the university as well as PRCS. With this relationship we will develop more resources for our students. There are two major focuses to begin this project. One being a MOU, Memorandum of Understanding and the other being SART, a Sexual Assault Response Team.

Mentorship Program

CSU-Pueblo already offers several different mentorship programs to the youth of Pueblo. ASG is focused on creating a new program which may share several similarities from these programs but will continue to offer even more. The idea behind this program is more of a big brother/big sister development. With the times we are facing, young children are missing some important key elements in their education. ASG realizes school is a safe place for children that offers teacher/student relationships that help students grow as individuals. With the guidance of Dax Charles, an experienced mentor for United Ways, as well as our CSU-Pueblo Wrestling Coach, ASG would like to begin a program that takes students away from school for 30 minutes and gives students one on one attention that will be beneficial to their success in school and as an individual. The first steps we will be taking towards this program will be creating a name, finding a funding source, creating a relationship with local schools, finding CSUP students who

are interested, run background tests, trainings from Dax Charles, and of course creating the relationship with our university to begin and continue to run this program.

Transportation Service

CSU-Pueblo used to offer a transportation service to students that did not have their own transportation source around Pueblo. The bus was eventually run down, which unfortunately led to the end of this resource for students. ASG is working towards reviving this resource. This semester will look different than the previous years just because of restrictions COVID-19 has created. What we will be offering is a grocery run for students. As restrictions are lifted we will work towards adapting what we offer. Students will be able to place their orders online through Walmart for a selected day and time that will be determined. Someone will take the bus to pick up the groceries and deliver that to the residence hall.

Student Emergency Fund

ASG recently submitted our application for The CSU-Pueblo Foundation's annual Give Day fundraiser. Leading up to the submission of the application ASG redefined our definition of the Student Emergency Fund, created a fun and informing video, and set a new goal of reaching \$4000 on give day. We have great determination that we will not only reach that goal but exceed our goal.

Winter Wonderland

ASG is already looking forward to our annual event, Winter Wonderland. This year is going to look different as to how we put together this event due to COVID-19. ASG is considering putting together a drive-in movie theater on campus instead. This will be a two-day event, Friday and Saturday. We will play a different Christmas movie each night. We will also put together a basket of goodies for each car! ASG still plans to decorate the campus with our fun Winter Wonderland decorations. Our members delivering the baskets to the cars will be dressed as elves and Santa Claus. Though we love this idea, our plan is still up in the air and could change.

Closing Statement

ASG has a lot planned this year and is very excited to get the ball rolling on all these projects. As we know this year is unique to everyone, but ASG is choosing to look at these changes positively and make the most out of this year.

Colorado State University System
Board of Governors

CSU-Pueblo Faculty Representative Report

Respectfully submitted by Neb Jaksic
On September 25 2020 for October 8-9 2020 Meeting

General Observations

CSU-Pueblo faculty, staff, and students seem to be well prepared for the limited face-to-face course delivery as they are applying recommended and/or mandated safety procedures. Since the minimum physical distance between students has been enforced, the look of each classroom has been changed dramatically. This semester, faculty are better prepared for teaching using online methods since there were several training sessions provided by the university. COVID-19 Response Team brought some stability to the university community. Faculty continue to engage in service (internally and/or externally) and in scholarly and creative activities.

Faculty Activities

Teaching. Faculty successfully implemented new pedagogical methods for face-to-face and online course delivery, testing, assessment, and grading for fall courses. In addition, many of them attended lessons, tutorials, and discussions on best practices for online learning. As an example, math department has created over 200 videos in preparation for remote learning. By this time, most of the technological challenges were successfully addressed. Instructor workstations are equipped with document cameras for distant viewing. Some faculty continue with their engagement in faculty training and education research in their respective fields. For example, Alexis Wolstein and Denise Henry developed and taught an online Blackboard course for faculty “Creating and Teaching Online & Hybrid courses;” Dr. Nate Bickford *et al.* reported that “undergraduates interested in STEM research are better students than their peers;” Dr. Rashadul Islam published a textbook on Pavement Design, while Drs. Daniel Bowan and George Dallam published a journal article titled “Building bridges: overview of an international sustainable tourism education model.”

Scholarly and Creative Activities. Direct internal research funding was secured for the SEED grant so the faculty could do research this summer. Also, with lowering some restrictions due to the pandemic, our CBASE program, where faculty perform research with undergraduate students, continued. Faculty research supported by the ICR is still strong resulting in a number of publications.

In general, during this period, faculty scholarly and creative contributions were numerous. Some of the faculty published comparably to R1 institution faculty. Some other faculty were additionally recognized. For example, Dr. Ebisa Wollega and his MS graduate student Govind Josh’s paper titled “Planning Hydroelectric Power Distribution under Uncertain Supply” won the Best Paper Award in Energy Track at the 5th North American IEOM Detroit Conference 2020. Dr. Wollega was also recognized for Outstanding Contribution to 2020 IEOM Detroit Conference award.

Service. Faculty continued to serve our campus community and the public. For example, Drs. Arlene Reilly-Sandoval and Judy Baca delivered three pro bono training sessions on Cultural

Diversity while Dr Pam Richmond organized a virtual Day of Remembrance to honor those that perished in the Holocaust.

Faculty Senate:

Membership

CSU-Pueblo Senators 2020-2021	
CHEN (3)	
Margie Massey	Professor
Jacinda Heintzelman	Associate Professor
Marie Pickerill	Assistant Professor
CHASS (7)	
Ryan Strickler	Assistant Professor
Kevin Vanwinkle	Assistant Professor
Katie Brown	Assistant Professor
Chris Picicci	Associate Professor
Rich Walker	Associate Professor
Barbara Brett-Green	Associate Professor
Iver Arnegard	Associate Professor
Zahari Metchkov - Alternate	Associate Professor
STEM (5)	
Matt Cranswick	Associate Professor
Franziska Sandmeier	Associate Professor
Bill Brown	Associate Professor
Neb Jaksic	Professor
Leonardo Bedoya-Valencia	Associate Professor
Christy Proctor - Alternate	Professor
HSB (3)	
Yaneth Correa Martinez	Assistant Professor
Justin Holman	Assistant Professor
Justin Goss	Assistant Professor
Rick Huff - Alternate	Associate Professor
Library (2)	
Alexis Wolstein	Assistant Professor
Betsy Schippers	Assistant Professor
Lona Oether - Alternate	Assistant Professor

Executive Committee Voting Members: President Margie Massey, Vice President Alexis Wolstein, Secretary Yaneth Correa Martinez, and BOG Representative Nebojsa Jaksic. CFAC rep position is up for election.

CSU-Pueblo Faculty Senate has 20 members (9 Assistant Professors, 9 Associate Professors, and 2 Professors). There are no unfilled senator positions.

September Faculty Senate Meeting (09/21/2020, 3:30 – 5:35 pm, Zoom)Passed Motions

None

Committees and Committee Reports:

APSB: Motion 1st Reading – Institutional Requirements for bachelor's degrees

CSG: looking for possible reorganization of GenEd Committee

FCC: Lecturer salary improvement

FPP: Guidelines for lecturers and visiting professors

GenEd Board:

SAB: Chair election

GSB: Works on TA definitions



MEMO:

Date: September 24, 2020
 To: Colorado State University System Board of Governors
 From: Timothy Mottet
 Subject: **October 2020 President's Report**

Expanding Our Appeal | Enhancing Student Success | Developing Our People

In this report, I provide four updates including (1) Fall 2020 enrollment, (2) new external funding, (3) COVID19, and (4) CSU Pueblo in the news. I will also provide an update on first-year investments in Vision 2028 and the impact of investments on our ability to reach out three university goals: expanding our appeal, enhancing student success, and developing our people.

Fall 2020 enrollment update. Prior to COVID, we set campus enrollment budget targets **to be flat with last year's FTE**. After COVID, we amended that to -10% FTE in the June budget approved by BOG. While census cleanup is still taking place, and some slight variations may emerge with the final data, as of Sept. 11, we are performing significantly better than that **-10% projection. This week's** report has shown that we are down 2.9% or 92 FTE compared to last year. A few highlights from the data:

Thanks to significant interventions with our continuing students over the past few months, we are almost flat (-.1%/3 headcount) year-to-date among our continuing students. This is likely attributable to the targeted outreach from the advising and student affairs teams, as well as the joint EMCSA/Academic Affairs messaging that targeted this population.

New freshmen are down 8.5% (53 headcount) compared with last year:

- Total enrollment within the 50-mile radius has increased YTD by 11 students (likely positive result from the housing policy change)
- Out-of-state freshmen are down approximately 36 students compared with last year

New transfers are down 6% (20 headcount) compared with last year

New graduate students are down 6% (9 headcount) compared with last year (but last year saw new programs coming on board)

Overall graduate enrollment headcount is up by 17% (43 headcount) since last year.

Fully online student enrollment has increased by 69% (108 headcount) since last year.

Fully on-campus student enrollment has decreased by 6% (234 headcount) since last year.

A detailed report highlighting other enrollment trends has been submitted by VP EMCSA Chrissy Holliday as part of the Academic and Student Affairs report.

New external funding. CSU Pueblo is the recipient of another Title V grant titled La Gente and valued at \$3 million spread out over the next five years and funded under the Developing Hispanic-Serving Institutions Program. LA GENTE or Guided Enrollment for New and Transfer Education, will overcome weaknesses identified through ongoing assessment and analysis and will put into place innovative advising and support structures **that are “high impact practices” designed to create enriching academic opportunities** the foster success for our highly diverse student population. These high impact practices will be informed by the Guided Pathways research and include: 1) the development of meta-majors, 2) proactive and intrusive academic advising, 3) co-curricular and co-requisite supports for developmental, gateway, and high DFW courses, 4) first-year experience seminar with a financial literacy component, and 5) work-based learning experiences for students with a job placement component.

Since 2017, the university has generated almost \$10 million dollars in external Title 5 funding that has allowed us to develop and implement much-needed student success infrastructure. See below for more information.

Funding Agency	Grant Title	Funded Amount	Grant Impact
Department of Education Developing Hispanic Serving Institutions Title V Program Part A	LA CALLE	3.75 Million	<ul style="list-style-type: none"> • 2017-2022 implementation years • Increase in transfer enrollment • Expanded outreach to community colleges in southern Colorado • Improved student advising support • Expanded professional development in teacher education • Increased pass rates for the PRAXIS exam
Department of Education Developing Hispanic Serving Institutions Title V Program Part B	CUMBRES	2.9 Million	<ul style="list-style-type: none"> • 2019-2024 implementation years • Improved student advising and tutorial support for graduate students • Increased capacity to admit, process, enroll, and retain graduate students • Increased scholarship dollars for graduate students • Increased number of online graduate course offerings • Improved professional development for graduate level faculty
Department of Education Developing Hispanic Serving Institutions Title V Program Part A	LA GENTE	3.0 Million	<ul style="list-style-type: none"> • 2020-2025 implementation years • Expanded work-based placement internships • Expanded advising capacity • Construction of advising center • Expanded tutoring services • Improved professional development for faculty and staff

*CSU-Pueblo is currently closing out two 5-year capacity building HSI grants in 2020. Included is the 6.1 million, Title III - Part F, CBASE grant that funded the STEM student support program, and the 2.6 million, Title V - Part A, MAESTRO grant that funded the summer bridge and general education development programs.



COVID19 update. The below is our most current campus impact report. Click [here](#) for the most recent report.



SAFETY FIRST



CAMPUS IMPACT REPORT

Consistent with CSU Pueblo response protocols and Pueblo Department of Public Health and Environment (PDPHE) guidance, anyone identified within our campus community as being at risk of exposure from these individuals will be notified if they need to quarantine and/or self-monitor for symptoms.

The data below is provided by the CSU Pueblo COVID-19 Response and Planning Team (CRPT). We anticipate that the increased availability of testing for COVID-19 will reveal more cases in our campus and local communities.

- Wear your face covering over mouth and nose; wash your hands frequently; maintain appropriate physical distancing
- Stay home when possible. Always quarantine while waiting for test results
- Report any symptoms, testing, or possible exposure immediately
- Call the CSU Pueblo COVID Hotline: 719-420-0002, or email COVID@csupueblo.edu, if you have questions or concerns
- This report is available online at <https://www.csupueblo.edu/coronavirus/campus-impact-report.html>

REPORTED CASES FOR CSU PUEBLO, FROM AUG 24

Last updated September 24 | Updated each week on Monday

	POSITIVE (I)	PROB CASE	HOUSE POS	QUARANTINED (Q)	Q ON CAMPUS	I ON CAMPUS
STUDENTS	13	0	8	172	87	0
EMPLOYEES	1	0	7	29	0	0

TOTAL REPORTED CASES

ACTIVE	213	ANTIGENIC POSITIVES	8
INACTIVE	90	PCR POSITIVES	7

Updated 9-24-2020

CSU Pueblo in the news.

CSU Pueblo Announces Newest Cohort to Join Reisher Scholars Program.

Colorado State University Pueblo has announced the names of 22 local students as the inaugural cohort of the Reisher Scholars Program. Not only will these students join a vast network of scholars across the state of Colorado, but they will also receive scholarship grants to cover/supplement the remainder of their bill/unmet need through the CSU Pueblo Foundation. These high-achieving sophomore and junior students are comprised of both continuing CSU Pueblo students and students who transferred to CSU Pueblo from community colleges.

The Reisher Scholars Program, stewarded by the Denver Foundation, seeks to help promising Colorado students earn their undergraduate degrees without incurring additional educational debt. CSU Pueblo was selected through work of the CSU Pueblo Foundation to become a Reisher Scholars Program partner institution.

CSU Pueblo Shows Campus Changes and COVID response to Executive Director of Higher Education During On-Campus Visit. Colorado State University Pueblo hosted Angie Paccione, executive director of the Colorado Department of Higher Education, on Thursday, Aug. 28. as she visited with students, toured the new Center for Integrated Health and Human Inquiry (CIHHI) and met with the university COVID-19 Response and Planning Team (RPT) during her campus visit.

“Dr. Paccione was able to see first-hand the protocols and safeguards we have in place to protect our students and employees,” said CSU Pueblo President Timothy Mottet. “She had the opportunity to meet with university leaders, students, faculty, and our COVID-19 Response Team, which is a cross functional group of employees who provides ‘boots on the ground’ support to ensure that all students and employees remain safe.”

CSU Pueblo was one of five Colorado higher education institution visits that Paccione made during the week. While meeting with the university COVID-19 RPT, Paccione discussed protocols and legislation to support higher education at the cabinet level with Governor Jared Polis.

Students Publish Online Research Journal During Pandemic. Colorado State University Pueblo students published the third edition of *El Rio*, a peer-reviewed, student research journal that focuses on interdisciplinary research across all academic disciplines. The July online edition features eight articles researching topics such as energy efficiency, nutrition among middle school students, environmental impacts and climate change, and social inequality. To view the journal visit <https://ojs.csupueblo.edu/issue/view/1594>.

“It was definitely a challenging publication and academia is already challenging,” said Sabina Garduno, junior political science and Spanish major and one of five student editors of *El Rio*. “It was really rewarding to see how dedicated everyone was to make this happen.”

Students and faculty shifted to a remote work environment in mid-March to accomplish the peer-review and editing processes for the journal. The pandemic made it difficult, but the students and faculty persevered, according to Isabel Soto-Luna, visiting assistant professor of library services, who completed the design work for the journal.

Summer Enrollment Numbers Highest Since 2013. This summer, Colorado State University Pueblo had its highest summer enrollment numbers since 2013, despite the uncertainty amidst COVID-19.

After a quick transition to remote learning in mid-March, CSU Pueblo continued online offerings amidst the pandemic. Summer courses were offered fully online with the exception of courses in the health sciences and courses with specific need for hands-on learning. Graduate programs including Athletic Training, Social Work and Doctorate of Nurse Practitioner (DNP) saw increased growth during the summer session. Summer enrollment increased by about 20% over the previous year.

“Enrollment gains like this don’t happen by accident,” said Chrissy Holliday, Vice President of Enrollment Management, Communication and Student Affairs. “This was the result of significant strategic work, from program and course offerings to outreach and marketing, to let students know why CSU Pueblo is the right fit for them. By the time the pandemic hit, we had already done the hard work to make summer a successful semester, and we simply doubled-down on efforts to stay engaged with our students despite the new challenges.”



Financial aid and affordability were important to students facing the current economic uncertainty and a high priority for the campus. The university created a summer scholarship for students who enrolled in more than nine credits, with an additional scholarship available if they also enrolled full-time for fall.

CSU Pueblo Celebrates Center for Integrated Health and Human Inquiry Grand Opening. Colorado State University Pueblo celebrated the grand opening of the new Center for Integrated Health and Human Inquiry (CIHHI). This facility, formerly known as the Psychology building, is a hub for interdisciplinary learning and collaborative spaces. The CIHHI supports the various disciplines of Human Health, Nursing, Social Sciences, and the Humanities. Additionally, it will now host the Wolf Pack Wellness Center and the Counseling Center to help address the health needs of the campus community. CIHHI offers collaborative spaces, nursing simulation labs, and distance learning classrooms that support inclusion and access for CSU Pueblo students.

“CSU Pueblo’s vision to be the people’s university implies providing its student with a better understanding of people as an underlying theme for all educational programs,” said Mohamed Abdelrahman, Provost and Executive Vice President of Academic Affairs at CSU Pueblo.

The Capital Development Committee (CDC) of Colorado allocated \$16.8 million for this building improvement plan. House District 46 Representative Daneya Esgar chairs the Joint Budget Committee (JBC) for the State of Colorado and was instrumental in securing funding for the project. The DLR Group was responsible for the design while HW Houston Construction completed the build out of the campus project.

Colorado State University Pueblo Hosts Author and Activist Cornel West for Fall 2020 Convocation Opening Ceremony. Colorado State University Pueblo welcomed faculty and staff back to campus on Monday, August 17 for an in-person and virtual fall convocation week titled **“Life. Changing. Navigating Life in a Rapidly Changing World.”** This year’s convocation included a key note address, via livestream, from Cornel West, Ph.D. well-known philosopher and activist.

The professional development opportunity was made possible by CSU Pueblo’s Hispanic Serving Institution grants programs. This was West’s third appearance on the CSU Pueblo campus.

“Dr. West has become a friend and advocate for CSU Pueblo,” said CSU Pueblo President Timothy Mottet. **“He has offered us guidance as we work to become the people’s university, and he has urged us to embrace change, honor diverse voices, and to always treat one another with decency and dignity. We were honored to welcome him back to our campus during this unique moment in our history.”**

Dr. West is Professor of the Practice of Public Philosophy at Harvard University and holds the title of Professor Emeritus at Princeton University. He has also taught at Union Theological Seminary, Yale, Harvard, and the University of Paris. Dr. West graduated Magna Cum Laude from Harvard in three years and obtained his M.A. and Ph.D. in Philosophy at Princeton. Dr. West has a passion to communicate to a vast variety of publics in order to keep alive the legacy of Martin Luther King, Jr. – a legacy of telling the truth and bearing witness to love and justice. Dr. West is the author of 20 books, and he

is best known for his classics, *Race Matters* and *Democracy Matters*, and for his memoir, *Brother West: Living and Loving Out Loud*. His most recent book, *Black Prophetic Fire*, offers an unflinching look at 19th and 20th century African American leaders and their visionary legacies.

CSU Pueblo's Cyber Wolves Successful Spring NCL Competition Fuels Competition for Fall Season. Colorado State University Pueblo's CyberWolves team ranked among the top teams in the nation after spring 2020 in the National Cyber League (NCL) games. CSU Pueblo's Hasan School of Business and the Center for Cyber Security Education and Research (CCSER) sponsored four teams and over 25 players to compete in the spring 2020 NCL competition season.

"Among the 25 NCL players, CSU Pueblo had seven females and seven under-represented students participating the spring 2020 NCL games," said NCL coach of the CyberWolves, Roberto Mejias, Ph.D. associate professor of computer information systems and director of CCSER. "This is the highest, most diverse group of NCL cyber security players CSU Pueblo has ever had."

The CSU Pueblo "Gold" Team placed 11th in the nation from a field of over 925 teams, placing the CyberWolves in the top 1.2% in the national rankings. The CSU Pueblo "Bronze" Team placed 18th of 395 teams, finishing in the top 5% of competitions and the other CSU Pueblo "Bronze" Team placed 29th out of 395 teams in the field.

The top individual for the CyberWolves was Pueblo native and Pueblo County High School graduate, Mark Hedrick, a CSU Pueblo senior studying computer information systems and cyber security. Hedrick ranked eighth out of 5,357 competitors.

CSU Pueblo Dean of Student Affairs Named to AASCU Millennium Leadership Initiative. Marie Humphrey, Senior Associate Vice President of Student Affairs and Dean of Students at Colorado State University Pueblo, was recently named to the American Association of State Colleges and Universities (AASCU) 2020 Millennium Leadership Initiative (MLI).

The 2020 MLI class includes 30 senior-level higher education professionals from across the nation. MLI provides opportunities for traditionally underrepresented higher education leaders to develop skills and expand their network needed to advance to the presidency. In the 20 year existence of the program, 131 of the 632 graduates have become first-time presidents or chancellors.

Jarvis and Mary Jo Ryals Endowed Scholarship for Nursing Established at Colorado State University Pueblo Foundation. Dr. Jarvis and Mary Jo Ryals established the Jarvis and Mary Jo Ryals Endowed Scholarship for Nursing at Colorado State University Pueblo Foundation.

Dr. Jarvis Ryals is a retired neurologist, originally from Alabama. He practiced medicine for 31 years, 28 years in Pueblo at both St. Mary-Corwin and Parkview medical centers. He received his bachelor's degree from the University of Alabama in Tuscaloosa in 1961, and his M.D. from the Medical College of Alabama in Birmingham in 1965. Dr. Ryals is still a very avid Crimson Tide football fan.

Mary Jo Ryals earned her registered nurse degree from St. Mary's School of Nursing in Rochester, Minnesota. She worked in the nursing field for many years including serving as the head nurse of Intensive Coronary Care at St. Mary's Hospital, Duluth, Minnesota. She moved to Pueblo and was a patient care coordinator at Parkview Medical Center, where she met Jarvis. Already parents of two children each, they married in 1983 and had two more children.



CSU Pueblo Named Safest University Campus in Colorado. Colorado State University Pueblo was named the safest choice for students and parents, according to a [Your Local Security](#) blog.

This online source has been conducting research on campus safety since 2016. The research utilizes data from the U.S. Department of Education's **Campus Safety and Security** and the **FBI's 2018 Uniform Crime Reports**.

Every year, CSU-Pueblo, along with all colleges and universities that participate in federal financial aid programs, is required to keep and disclose crime statistics per the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Jeanne Clery Act). Information about key institutional policies, personal safety and crime prevention information, how to report suspicious and criminal activities, and required Clery Act crime statistics for the last three calendar years can be found on the [CSU Pueblo Campus Safety website](#).

CSU Pueblo offers a unique partnership with the Pueblo County Sheriff's Office (PCSO) to provide a high level of safety, security and presence on campus.

Administrative Professional Council Cleans-Up Pueblo. Colorado State University Pueblo employees from the Administrative Professional Council (APC) recently adopted a portion of highway in Pueblo to maintain as part of the Spruce Up Colorado program. In July, several members of the CSU Pueblo APC group cleaned up the area of Santa Fe Dr. to the intersection of Northern Ave. for a two mile stretch of Highway 50C, mile posts 2-4. Although groups split up to clean up, the area required more effort so the group reconvened for another clean up in late July. Many CSU Pueblo employees shared excitement to be part of the community service opportunity.



CSU PUEBLO

VISION 2028
FY20 UPDATE

LEADING INDICATORS



Access & Affordability



Experiences



Environments



People

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

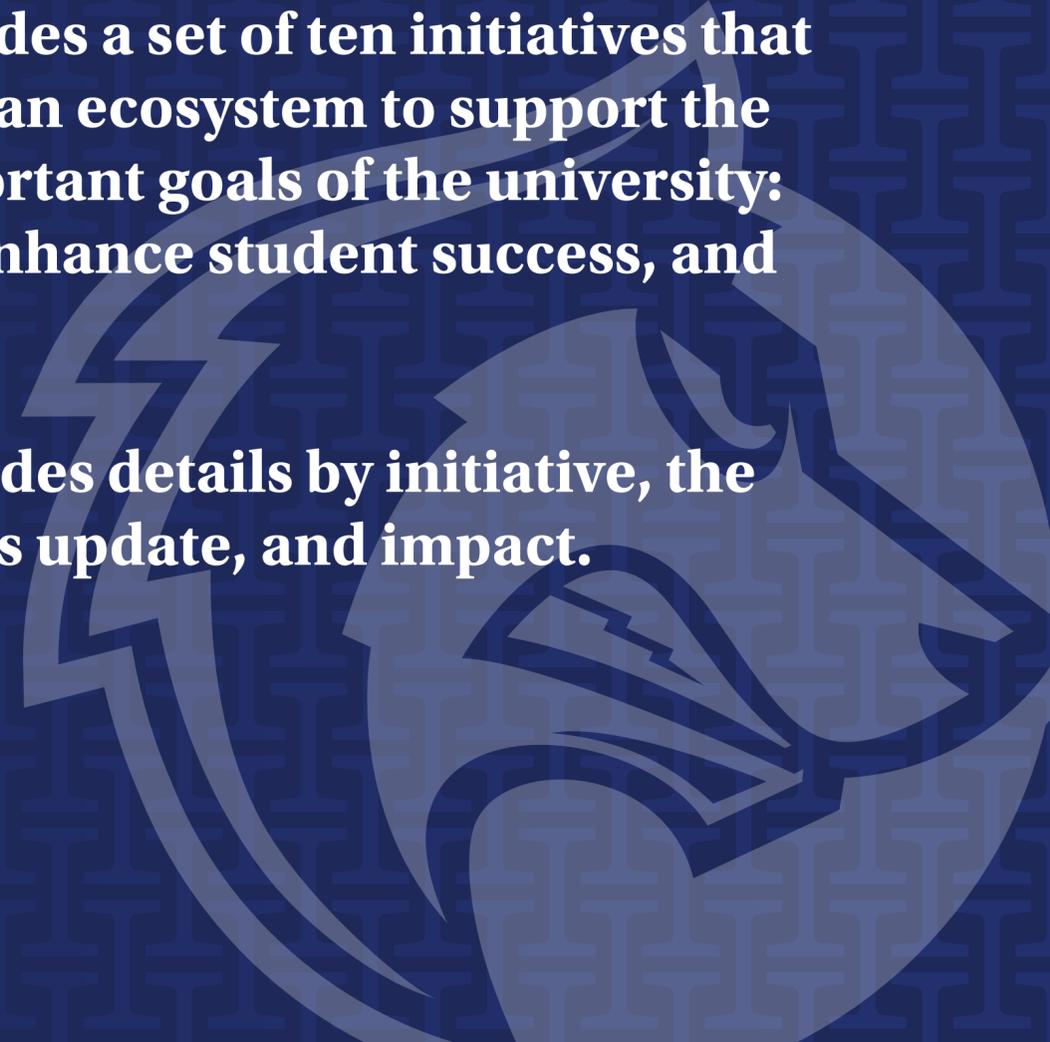
Develop Our People

The purpose of this report is to provide you with an update on Vision 2028.

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: expand appeal, enhance student success, and develop people.

This update provides details by initiative, the investment, status update, and impact.



PROJECT MANAGEMENT

Designed to create an infrastructure that will oversee both the program and financial responsibility of the day to day work of visioning.

Project Management is designed to seek out and manage external opportunities and fundraising efforts as long-term financial drivers that will increase CSU Pueblo's capacity to:

- 1) ensure that the first two years of visioning remain on track and on budget
- 2) increase the university's ability to strategically plan longer-term projects. This part of the proposal also includes developing robust ongoing communication to the system, the Board of Governors, the Office of the Chancellor, and to university leadership and other stakeholders across the region.

Investment

	COMPLETED	IN PROGRESS	PAUSED
\$241,200 Appoint Project Director / Admin Assistant	X		
\$303,644 Hire 2 Gift Officers	X		
\$73,700 Hire Employer Relations Specialist	X		
\$50,000 Establish Financial Consultant Contract	X		
\$100,000 Marketing #Vision2028	X		

Impact

Advancement Infrastructure

Hired two Regional Development Officers: individual and foundation/corporate major gifts in the Denver metro area and beyond.

IT Infrastructure

Implementing new student information system and new customer service system.

Marketing Infrastructure

- Grew and elevated CSU Pueblo social media presence
- Page views of the CSU Pueblo site increased by 31%
- Visits to our website increased by 68%
- CSU Pueblo Online: traffic between Apr. – Aug. increased by 15%

HR Infrastructure

With the addition of an Employee Relations Specialists, the following initiatives are being developed:

- Develop a performance management process that includes supervisor training on how to assess performance
- Develop an onboarding process for all new employees
- Develop and implement a flex/remote work policy that maps to employee needs by Fall 2020
- Develop and administer cultural competency training for all employees by end of Summer 2021

Business Financial Services Infrastructure

- Reduced operating expenses by \$1.9 million from FY19-FY20
- Reduced accounts receivable balances from \$19 million to \$12 million from FY19-Fy20
- Retained 300 students by developing and implementing a tuition payment plan in Spring 2020
- Saving up to \$500,000 over a five-year period by using State of Colorado credit card services

Initiative



NEW FINANCIAL AID MODEL

This initiative is crucial to CSU Pueblo's need to increase access and affordability for all students. This initiative creates an employer incentive and shared responsibility model that allows our students to work off campus in roles designed to develop professional (soft) skills and/or that map to academic and career goals.

Investment

	COMPLETED	IN PROGRESS	PAUSED
\$73,700 Hire Placement Coordinator		X	
\$46,900 Hire .5 Processor		X	
\$162,000 Begin Employer Incentive Program		X	

Impact

Federal Work Study Experimental Site Designation

- In February 2020, CSU Pueblo was granted a competitive Federal Work Study Experimental Site award from the US Department of Education
- Program will allow CSU Pueblo to work with the Department of Education in order to lift many Title IV rules and regulations
- Program will expand our ability to offer students work study opportunities in the community, and to engage our local and regional business partners in the creation of academic programming that links to workforce needs.
- Award was made possible by the CSU System investment in infrastructure that will make such an expansive and innovative program both meaningful and sustainable



Initiative

ATHLETICS

This initiative acknowledges the ongoing recruitment successes of our athletics programs, and ensures that athletic spaces and budgets meet current and future student (and campus) needs.

Investment

	COMPLETED	IN PROGRESS	PAUSED
\$62,035 Hire F/T Budget Manager			X
\$702,642 Purchase & Install Audio/Visual for Massari	X		
\$1,162,582 Begin Track Renovation, including Concrete & Apron Repairs	X		

Impact

Budget Management

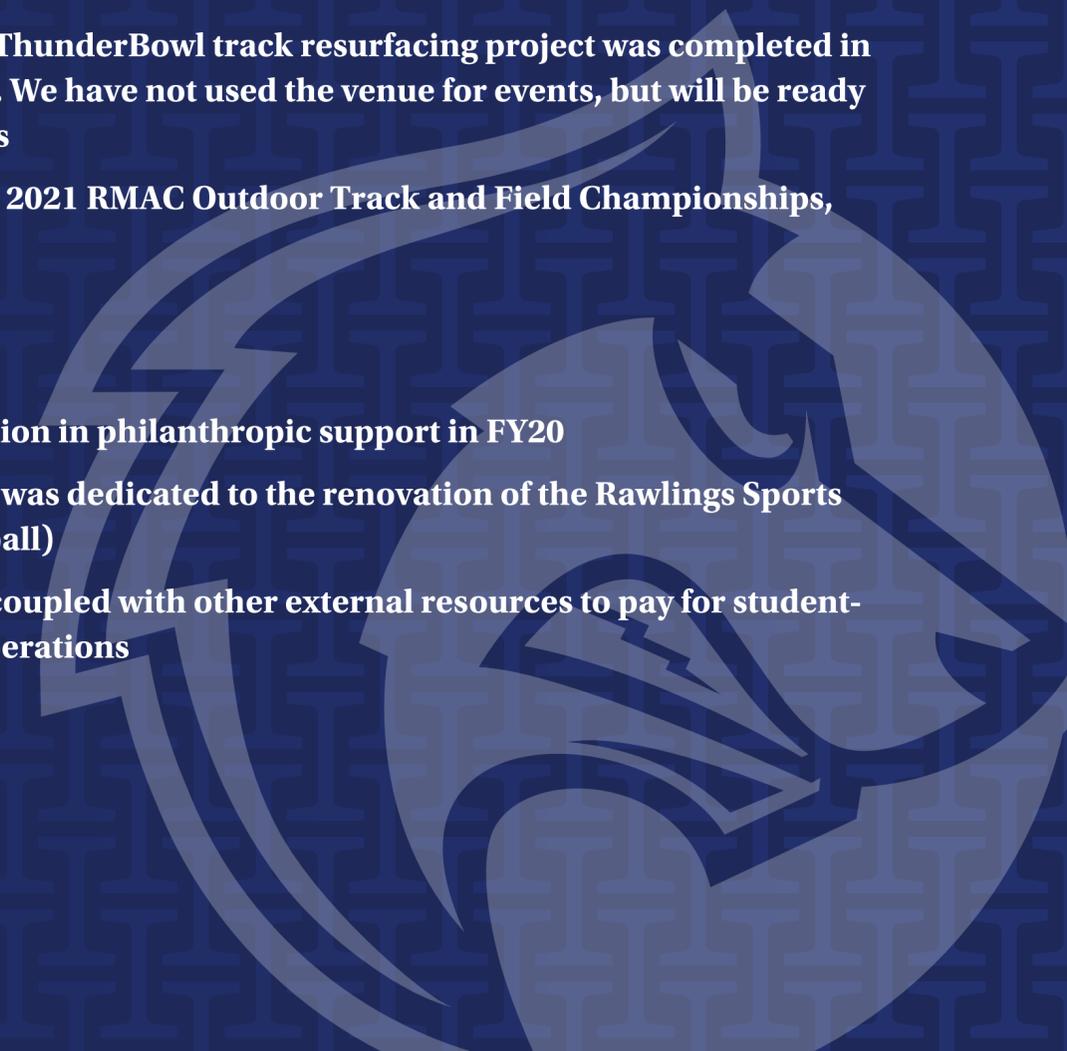
Though we put the full-time budget manager position on hold because of COVID-19, we were able to leverage existing resources and assign dedicated Business Financial Services personnel to Athletics to both address audit recommendations and meet the needs of the department. This position will be reconsidered during this fiscal year.

Revenue Generating and State/National Engagement Opportunities

- Massari Arena video board and sound system has impacted the fan attendance at Pack men’s and women’s basketball games
- In FY20, the university averaged 1,425 per game in revenues as compared to \$1,065 in FY19; a 34% increase
- The Neta and Eddie DeRose ThunderBowl track resurfacing project was completed in June 2020 and under budget. We have not used the venue for events, but will be ready when the opportunity arrives
- We are scheduled to host the 2021 RMAC Outdoor Track and Field Championships, thanks to quality of track

Donor Development

- Athletics generated \$4.8 million in philanthropic support in FY20
- Of that amount, \$3.1 million was dedicated to the renovation of the Rawlings Sports Complex (baseball and softball)
- The remaining funding was coupled with other external resources to pay for student-athletes scholarships and operations



Initiative

UNIVERSITY TRACKS CENTER

An outreach effort across the region that is designed to create and sustain a university going culture in Pueblo and beyond, and to enroll students at regional high-need high schools at CSU Pueblo.

Investment

	COMPLETED	IN PROGRESS	PAUSED
\$40,000 Expansion, 1 Site			X
\$60,300 Hire Assistant Admissions Director	X		
\$46,900 Hire 1 Coordinator			X
\$46,900 Hire Processor	X		

Impact

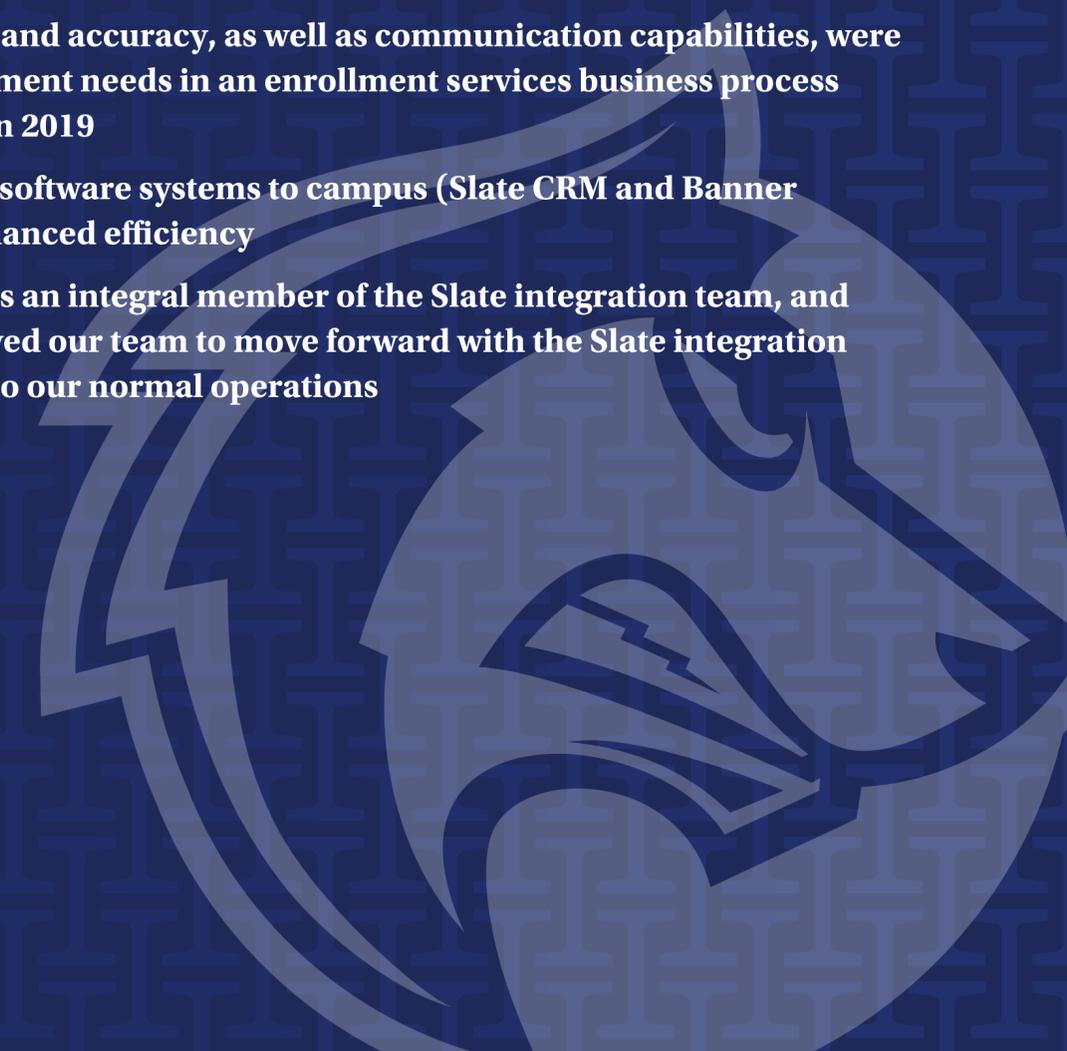
Two positions have been hired within Admissions that expand our capacity to work with high school students in a more streamlined manner, and support the effort to develop a college-going culture in the local community.

Assistant Admissions Director

- New MOUs are in place for both District 60 and District 70
- Peer mentors hired and ready to be in the schools by the spring semester
- Identifying best location for a new UTC in El Paso County

CRM Processing and Technology

- Application processing time and accuracy, as well as communication capabilities, were identified as strategic investment needs in an enrollment services business process improvement consultation in 2019
- Introduction of two new key software systems to campus (Slate CRM and Banner Student) are essential to enhanced efficiency
- This vision-funded position is an integral member of the Slate integration team, and filling this position has allowed our team to move forward with the Slate integration without significant impacts to our normal operations



4 Initiative

ADVISING

This initiative will support all of the vision work by allowing CSU Pueblo to offer students individualized pathways to success — as new freshmen, transfer students, returning students, or graduates — through personalized boutique “coaching” experiences that will, over time, adopt a 4-year complete advising model.

Investment

	COMPLETED	IN PROGRESS	PAUSED
\$214,400 Hire 4 Success Coaches	X		
\$174,000 Launch Faculty Mentorships		X	
\$73,700 Hire SAI/Mentoring Director		X	
\$72,200 Hire Peer Mentors		X	

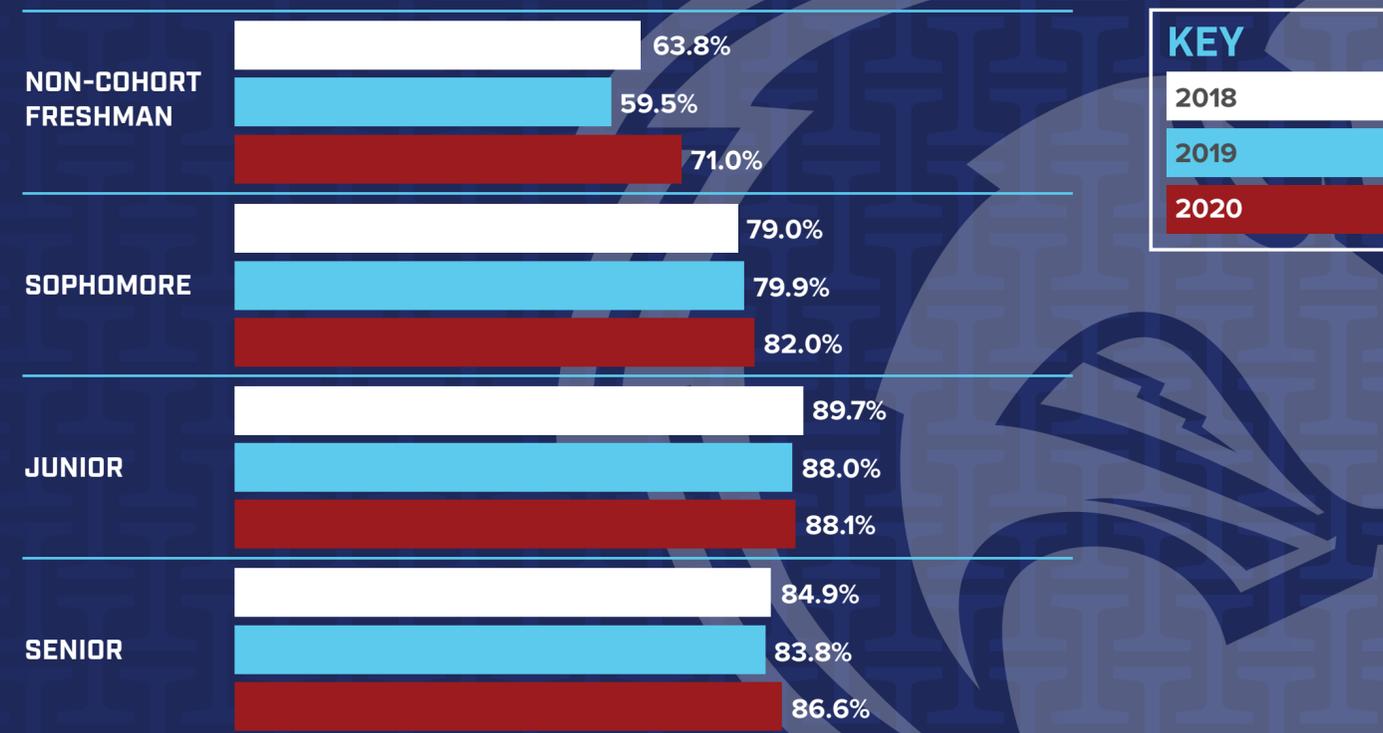
Impact

Vision funds allowed us to hire additional success coaches to allow for intrusive advising support, and begin development of individualized student pathways. All coaches will be on board by the end of September, and two additional hybrid positions that support onboarding testing and pathway development should be hired by the end of the calendar year.

Non-cohort freshman were absorbed into the coaching efforts during the spring, and to date, their spring to fall persistence is coming in at 71%, compared with 59.5% in 2019. Similarly, sophomore, junior, and senior persistence has increased this year as well, which we attribute to enhanced outreach and tracking from the partial implementation to date of the new model.

Preliminary fall undergraduate retention and persistence data indicates that 92 more continuing students than we would have predicted based on last year’s numbers have returned to campus this fall, largely due to the enhanced communication and intervention from our advising team efforts.

NON-COHORT SPRING TO FALL PERSISTENCE BY YEAR



Initiative



CSU PUEBLO AT COLORADO SPRINGS

El Paso county is the fastest-growing county in the state of Colorado. The impact details the steps that have been taken to assist in growing our student base in Colorado Springs, the Fort Carson Army Post, and the STURM Campus in Castle Rock, CO.

Investment

	COMPLETED	IN PROGRESS	PAUSED
SELF-FUNDED		X	

Impact

Harrison School District

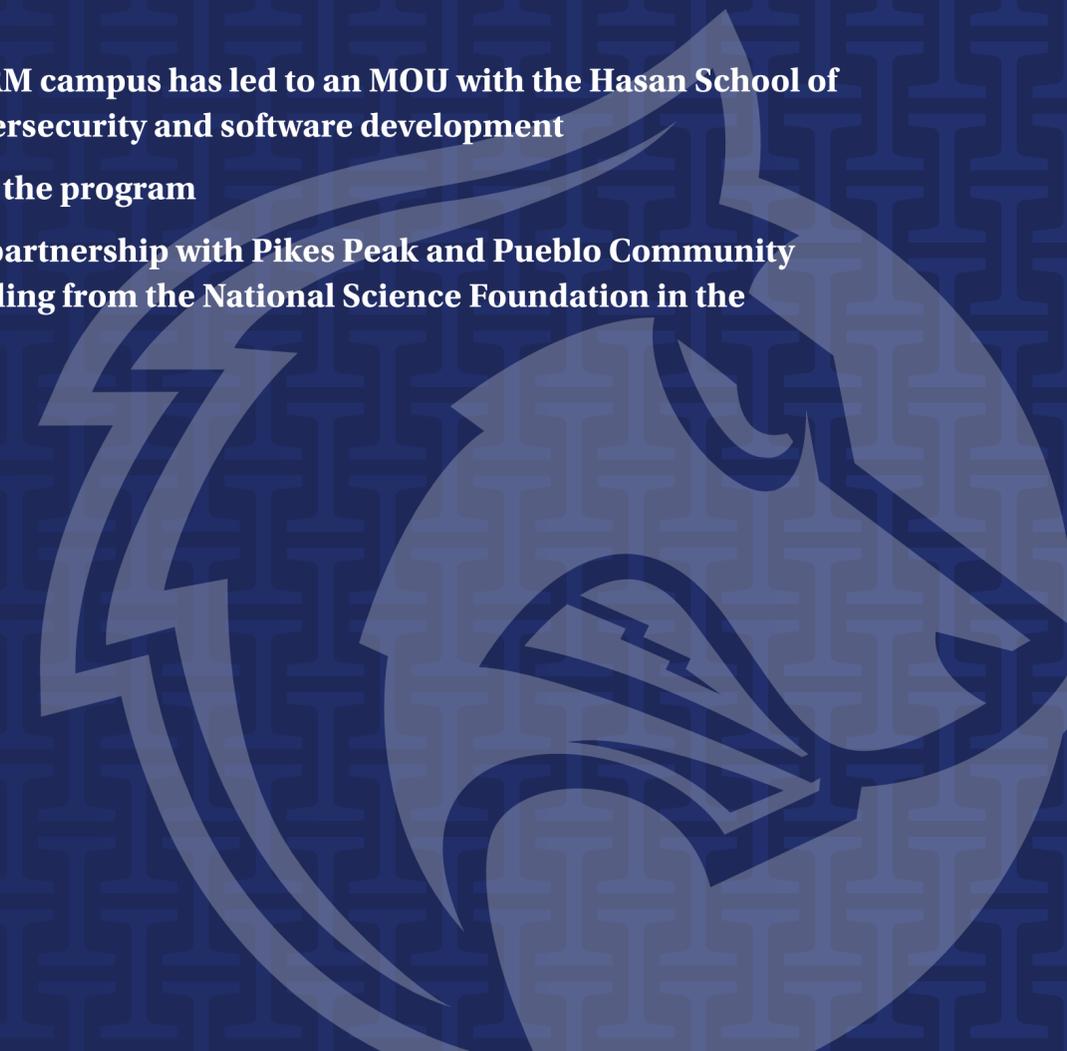
- In total, 11 different classes being taught by Harrison teachers, giving 108 students college credit

Fort Carson Army Post

- In total, 4 courses on the post Education Center
- The Fort Carson Coordinator enrolled students using tuition assistance into 137 Independent Study classes; processed 24 applicants into the nursing program; and facilitated 10 Green to Gold students into 92 classes

STURM Campus

- Collaboration with the STURM campus has led to an MOU with the Hasan School of Business in the areas of Cybersecurity and software development
- Enrollment of 16 students in the program
- A collaborative proposal in partnership with Pikes Peak and Pueblo Community Colleges has resulted in funding from the National Science Foundation in the amount of \$2.5 MM





Initiative



ADULT LEARNING

This initiative will allow us to recruit and retain a new — but increasingly growing — student demographic: adult learners. In 2019, 24% of Pueblo County residents had some college but no degree. More than 60% of our current CSU Pueblo adult learners are identified as high economic need, or Pell- eligible (compared to 42% of traditionally aged undergraduates).

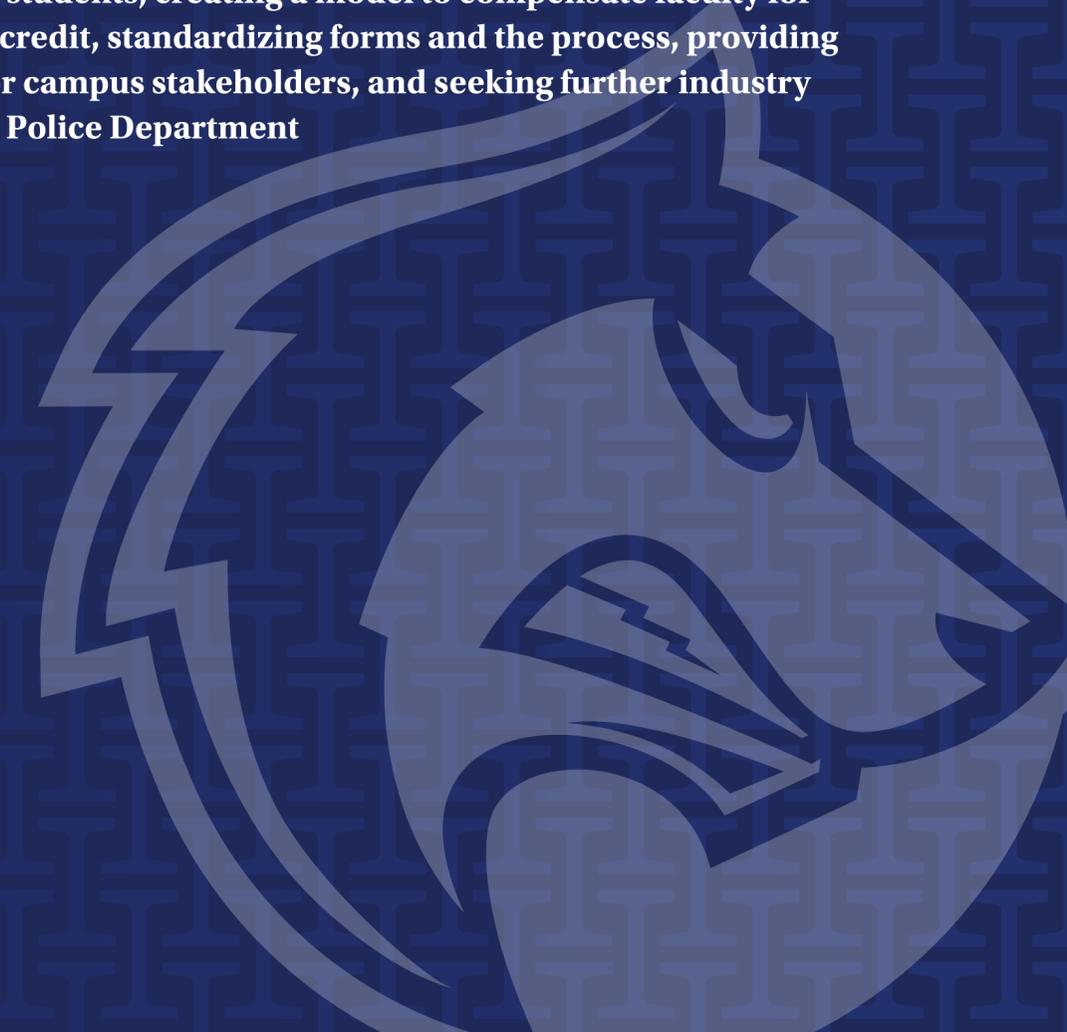
Investment

	COMPLETED	IN PROGRESS	PAUSED
\$73,700 Hire Adult Learning/ PLA Coordinator	X		
\$46,900 Campus Phone Systems		X	
\$50,000 Establish Tech Support Needs / Purchase Software		X	
\$50,000 Expand Faculty Stipends for PLA Reviews		X	

Impact

Extended Studies has accomplished several benchmarks to assist this student population and build its prior learning assessment (PLA) program:

- Created three new courses specifically for the Pueblo Police Academy. Any new cadets graduating from the Academy can earn 9 lower-division credits
- Updated CSU Pueblo policies to align with the new Colorado Department of Higher Education PLA policy, permitting student to earn PLA credit at CSU Pueblo
- Created a new course: Introduction to Portfolio Assessment. This course allows students to demonstrate how their experience can fulfill the learning objectives from courses in the catalog. This class will begin being offered in fall 2021
- Created campus working groups to help develop the PLA program at CSU Pueblo with the goals of creating a campus policy with procedures, centralizing the program for accessibility for students, creating a model to compensate faculty for their work in reviewing PLA credit, standardizing forms and the process, providing professional development for campus stakeholders, and seeking further industry partnerships like the Pueblo Police Department



Initiative

GENERAL EDUCATION AND CAPSTONE CURRICULAR REDESIGN

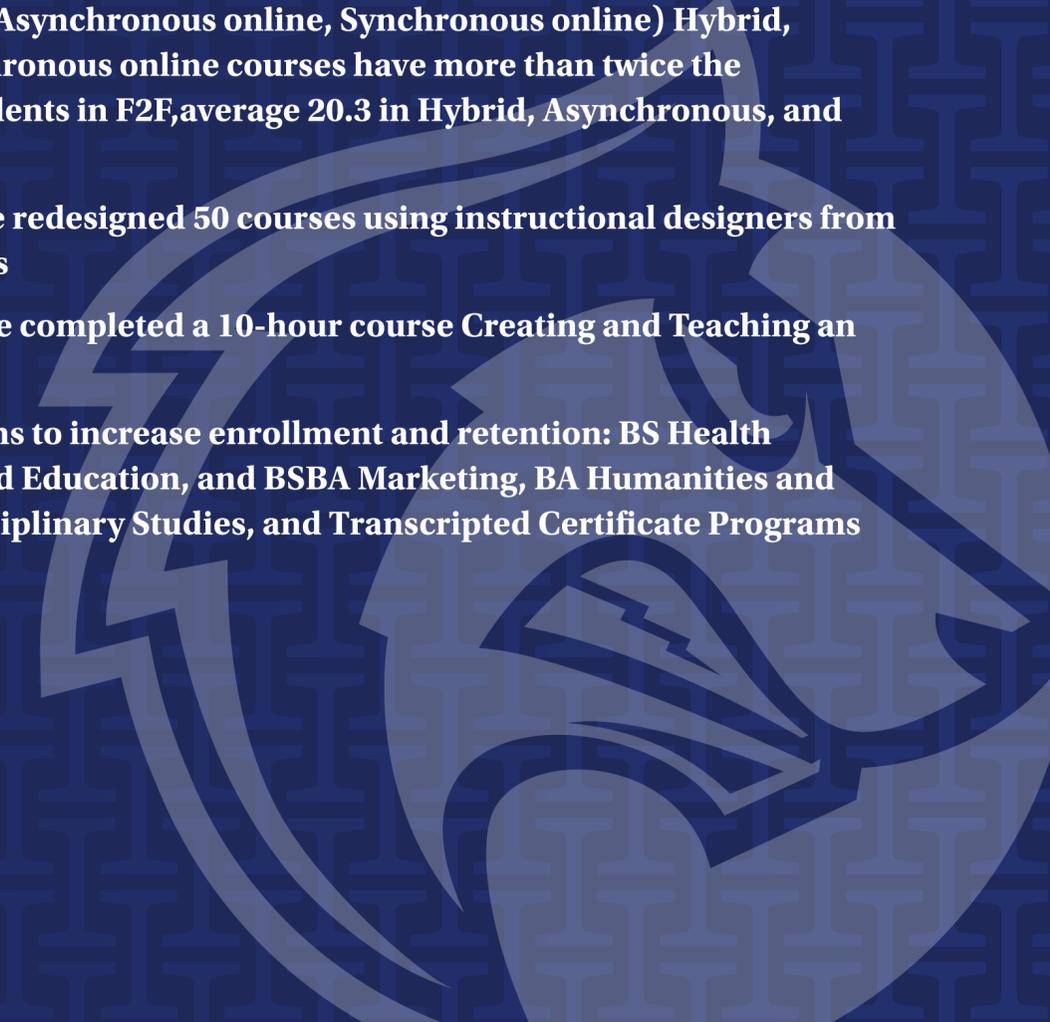
A crucial component to the new student experience. This work will allow CSU Pueblo to embed soft skills in introductory, knowledge-building coursework and, through capstone experiences, will connect student work (apprenticeships, internships, and work study) throughout a co-op model for academic credit and work.

Investment

	COMPLETED	IN PROGRESS	PAUSED
\$73,700 Hire Instructional Designer	X		
\$100,000 Buy-out Faculty Program Directors			X
\$50,000 Faculty Reassigned Time for New Course Design	X		

Impact

- Summer 2020, CSU Pueblo was selected by Harvard to take part in a pilot program created by the Harvard School of Business, “CORe,” the online Credential of Readiness (CORe) program, designed to prepare students --at the freshman or senior level -- to contribute to business discussions and decision-making, regardless of major
- This “short form” certificate program aligned with our General Education and capstone redesign initiative and has better prepared us to create new and agile ways to approach career and workforce readiness across academic levels. CSU Pueblo accepted 19 students to the program, and we will have completion results in October 2020
- Created new skill-based student learning outcomes for a more modern, engaged General Education
- Increased course modality of all courses including general education courses: 58% of our courses and 76% of our registrations are for courses with significant online components <25% (Hybrid, Asynchronous online, Synchronous online) Hybrid, Asynchronous online, Synchronous online courses have more than twice the average enrollment (8.9 students in F2F, average 20.3 in Hybrid, Asynchronous, and Synchronous)
- Since COVID 19, faculty have redesigned 50 courses using instructional designers from Beyond Campus Innovations
- Since July 13, 100 faculty have completed a 10-hour course Creating and Teaching an On-Line/Hybrid Course
- Created new degree programs to increase enrollment and retention: BS Health Sciences, BS Early Childhood Education, and BSBA Marketing, BA Humanities and Social Sciences, BS interdisciplinary Studies, and Transcribed Certificate Programs



Initiative



PROFESSIONAL LEARNING SPACES

Dedicated to reimagining and repurposing existing spaces in order to offer students, educators, and community partners space in which they may work together and collaborate on meaningful projects. Programming around General Education and Capstone courses will support these new, professional learning “studios,” and will mimic workplace experiences for students throughout their academic journey at CSU Pueblo.

Investment

	COMPLETED	IN PROGRESS	PAUSED
SELF-FUNDED			X

Impact

CSU Pueblo has engaged Hord Coplan Macht (HCM) in Denver, Colorado to create designs and collateral pieces that expand on our Vision 2028 graphic rendering for campus, and that imagine both Watertower Place and our Library and Academic Resource Center as professional learning studios that provide renovated and innovative work spaces for students and community collaborations. HCM is an award-winning design firm focused on leading a collaborative programming and design process that results in beautiful, environmentally responsible, user-friendly spaces.



Initiative

▼ DOWNTOWN PRESENCE

In the same way that our high school track centers have brought college to new student populations — especially those whose desire to attend college may not be reflected in their test scores, GPA, or placement exams — so do many of our adult citizens need easy access to information, support systems, and a general introduction to the work-life possibilities a college degree might offer. The “presence” is one we anticipate will grow — as new opportunities and partnership with local industries and businesses expands as we invest in and develop our #VISION2028 initiatives.

Investment

	COMPLETED	IN PROGRESS	PAUSED
SELF-FUNDED Secured an office at Water Tower Place in Downtown Pueblo	X		
SELF-FUNDED Hired and placed a CSU Pueblo Downtown intern to staff the office	X		

Impact

- As of spring 2020, the Watertower Place, 303 Industries, development was the largest private construction project in the state of Colorado
- Partners of the project include Dana Crawford, Walter Robb, and others
- CSU Pueblo leveraged alumni connections, and we successfully opened a fully-funded office on the ground floor of this space in late fall 2019
- In March 2020, CSU Pueblo joined the Business Economic and Recovery Team (BERT) for Pueblo, to lead the way toward economic recovery, post COVID-19 and beyond
- Engagement with local business leaders, across sectors, has enabled CSU Pueblo to elevate our community presence, expand our appeal, and make connections that will benefit the CSU Pueblo “Works” program and, ultimately, our students
- Active engagement with both Strada and Lumina in establishing academic and certificate programs (and funding) for workforce development, linked directly to the New Financial Aid Model (Works) and to the Downtown Location



Initiative

CSU PUEBLO PROFESSIONAL

A suite of new, online, market-driven graduate and certificate programs.

Investment

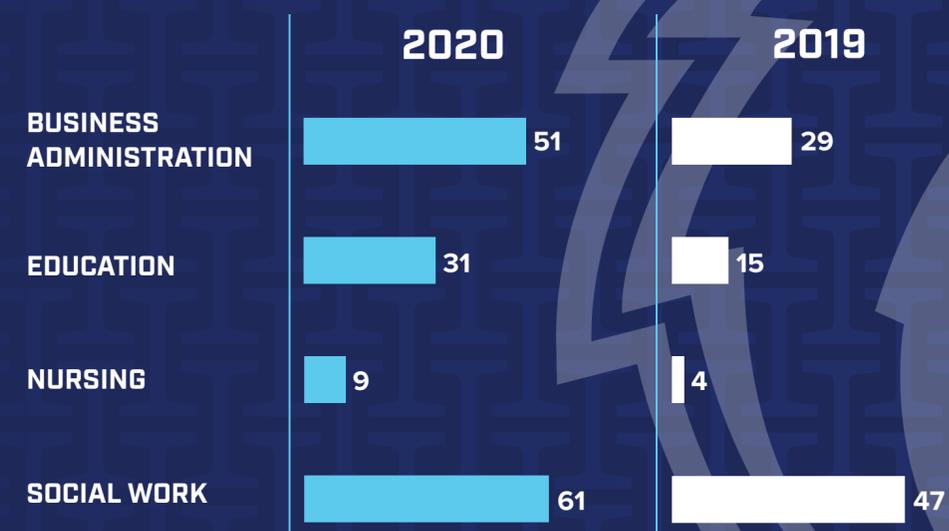
	COMPLETED	IN PROGRESS	PAUSED
\$73,700 Hire Graduate Enrollment Coordinator	X		
\$73,700 Hire Instructional Designer			X
\$46,900 Hire Processor			X

Impact

Vision funds have allowed us to increase enrollment in the following market-driven programs:

- The Doctorate of Nursing Practice which started in Spring 2019 has 33 students and graduated 2 students in May 2020. Overall the graduate program in nursing currently has close to 100 graduate students. Overall enrollment in the Nursing programs increased from 277 in Fall 2018 to 318 in Fall 2020
- The Masters in Social Work is a new program that started in Fall 2019 and currently has 61 graduate students
- The Graduate English Certificate which is delivered online and is geared towards teachers seeking academic credentials to teach college level courses
- The MEd is an example of increasing access to programs. The MEd program had 37 students in the fall 2018. Online delivery of courses to earn the MEd was added in Fall 2019. The graduate program grew from 37 students in 2018 to 76 students in 2020. Forty Six students are registered in classed fully or partially online in the program in 2020

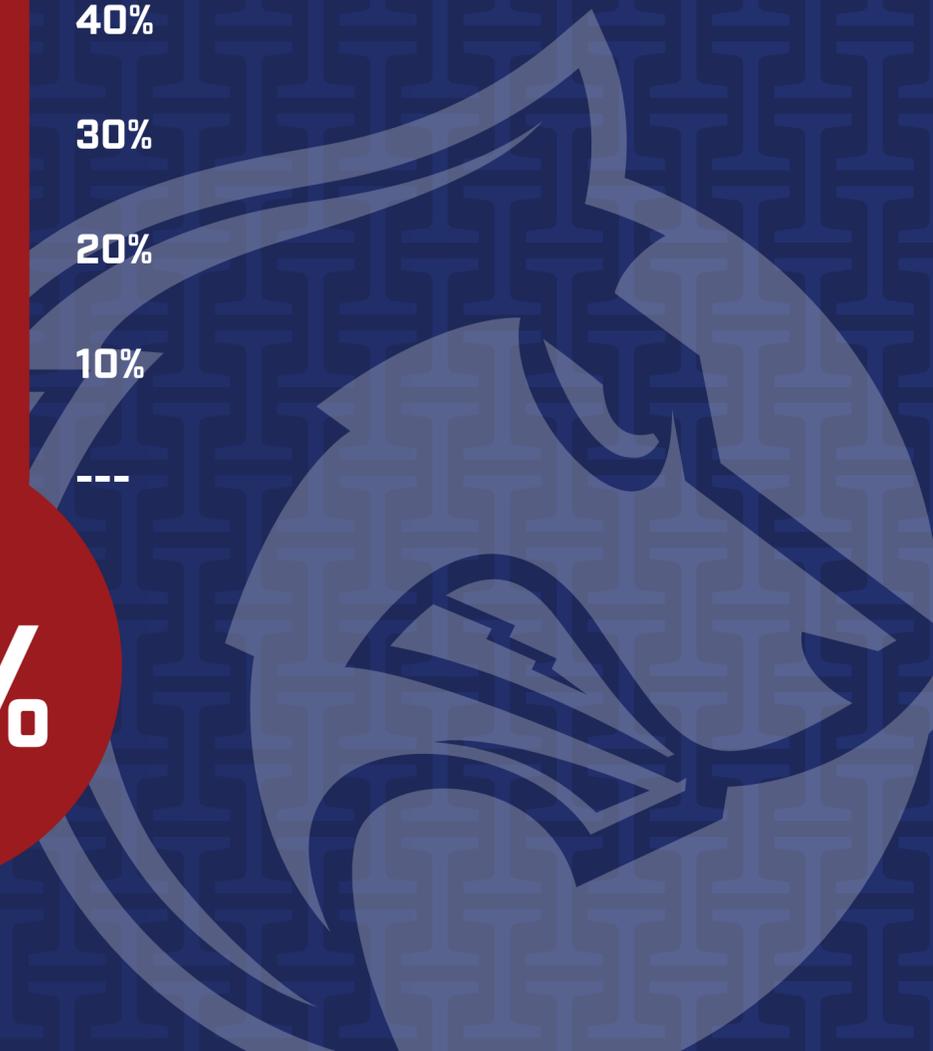
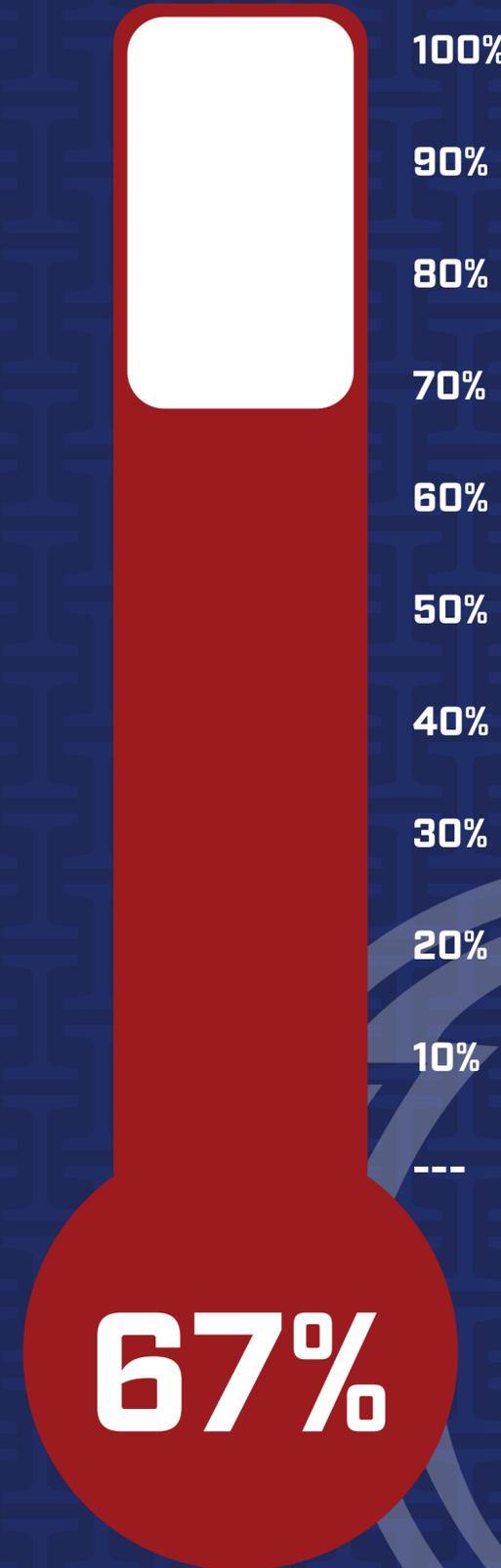
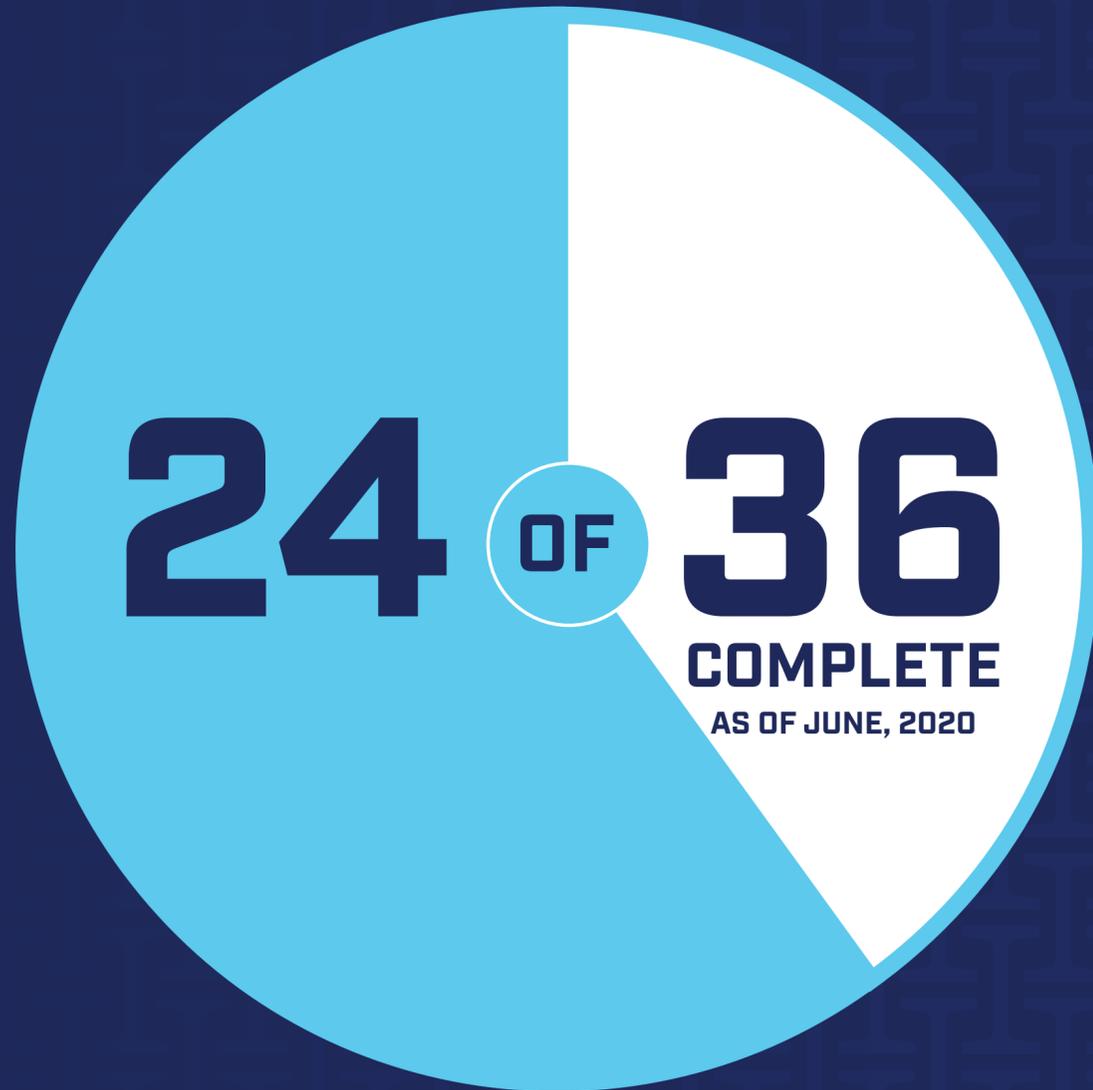
DEGREE-SEEKING STUDENTS BY PROGRAM



VISIONARY PROGRESS

36
FY20
ACTIVITIES TO
IMPLEMENT

During FY20 of Vision 2028 funding, we invested \$2,794,315 of the \$2,516,000 allocated (includes open POs and encumbered amounts) and completed 24 of the 36 activities (67%)





CSU PUEBLO

**THANK
YOU**



Section 6

CSU-Global Reports

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



Board of Governors to the Colorado State University System
October 8-9, 2020
Student's Report

Student Leadership Meeting

The student leadership group working with Dr. Angie Paccione had the opportunity to meet with Governor Jared Polis regarding recent increases of COVID-19 cases amongst students. There was discussion surrounding the difficulties in discouraging gatherings of more than 4 people at a time. Many students brought up their personal struggles with on-campus learning and the risks of COVID-19. It was a very interesting discussion and Governor Polis was adamant about decreasing gathering for students to 4 or fewer people and continuing distancing and mask wearing when possible.

CSU-Global Welcomes New President

I'd like to congratulate Pamela on her new position as president of CSU-Global and I am very much looking forward to working with her and getting to know her.

Library Advisory Board Meeting

Our next Library Advisory Board meeting is on October 23, 2020. These meetings occur quarterly. We've recently been discussing the new necessity of more recent references for students discussion posts and critical thinking assignments. There has been some struggle surrounding these guidelines as some subjects do not change frequently enough for recent reference availability.

Nicole K Hulet

Nicole K Hulet
Student Representative
Colorado State University - Global

CSU Global Faculty Representative Report
submitted by Harriet Austin
October 9, 2020

Faculty Evaluation Changes

CSU Global course evaluations were modified to add the following question, “Would you recommend this instructor to other students?”. The average response to this question is 3.6 on a 4.0 scale.

Faculty evaluations through the Mentor program have been moved to the Core Faculty in each discipline in order to create an enhanced alignment with the faculty expectations and course content.

Faculty Updates

Dr. Mary Moore has received the Faculty Award for Commitment to Mission for AY 2019-2020. Mary has been with the university since February 2015 and teaches in the MHA program.

Dr. Laura Golnabi, Core Faculty for Mathematics at CSU Global, was awarded the 2020 Excellence in Undergraduate Teaching Award presented by the CSU System Board of Governors

Dr. Beverly Carolann Muhammad was a featured guest speaker at the Delta Mu Delta XI-Rho Chapter Monthly Meeting in July and shared her journey of diversity and inclusion in addition to offering organizational tips for embedding diversity and inclusion in the workplace.

Dr. Renee Aitken has been appointed to the board of the United States Distance Learning Association (USDLA) and will chair the award nominations committee among other duties. Dr. Aitken is currently working on the USDLA virtual conference committee.

Dr. Dina Samora, a Program Manager at CSU Global, was a guest speaker for the University of the Potomac on the topic of Plagiarism: Everything You Need to Know to Stay on the WRITE Path to Success.

Dr. Anne Carlisle participated on a virtual faculty review team for ACE-CREDIT from Aug. 10-14, where she reviewed English Composition I and English Composition II for college credit equivalency.

Dr. Michael Ricco has been named to the Board of Directors of the Sam Beauford Woodworking Institute located in Adrian, MI. SBWI is a non-profit trade school specializing in a wide array of woodworking skills that prepare students for skilled work in the industry and has a popular special free program for veterans.

Dr. Tilokie Depoo, who serves on the Board of Directors of the Accreditation Council of Business Schools and Programs, was appointed to be Board Liaison to its Risk Assessment and Marketing Committees.

COVID-19 Related Efforts:

Dr. Augustine Amenyah, in support of COVID-19 operations in Alabama, continues to work with first responders to identify and respond appropriately to COVID-19 patients.

Dr. Jennifer Davis, a faculty member in Healthcare Administration and Management, served as a member of the SCL Health Incident Response Team and worked to coordinate local, state, and national efforts to ensure appropriate patient management, staff safety, and drug availability – including management of Remdesivir caches for emergency use during COVID-19.

Dr. Phillip Finley has been working with the CDC to provide various monitoring, and tracing activities related to the COVID-19 outbreak.

Publications

Jose Siqueira recently had a paper published on a study evaluating purchase intention and purchase behavior online in two countries; Spain and Colombia.

Dr. David Kenneth Waldman is writing a book that will tentatively be published in January 2021, titled *The Harmony and Music Within: A memoir of perseverance*.

Dr. Ashraf Esmail published an article, "Relative Effects of Modernity-Survival and Tradition-Self-expression Values on the Attitudes About Environmental Philanthropy: A Multilevel Cross-National Analysis," in the *International Journal of Education and Human Developments*.

Anderson Muth recently co-authored an article on the relationship between sound systems and social justice. Published by Dub-Stuy, a leading New York City record label, "Babylon Falling: 60 Years of Resistance in Sound System Culture" aims to be "a starting point to elicit a reflection about the intimate relationship between sound system culture and the dynamics of race, prejudice, and oppression."

Student Updates

Accounting Students Receive Exam Scholarships: Six CSU Global students received Certified Management Accountant exam scholarships from the Institute of Management Accountants.

Master's in Teaching & Learning (MSTL) Updates: MSTL students who complete the Principal Licensure coursework are required to take the national Praxis exam. So far, 100% of our students who have taken the Praxis exam have passed. In conversations with some of our faculty, they attribute this outstanding accomplishment to the strong standards-based curriculum of the MSTL program, as well as the coaching, support, and mentoring provided by our faculty.

New Programs

M.S. in Military and Emergency Responder Psychology

CSU Global is excited to launch its first psychology program this fall. One of the first of its kind in the nation, this program provides much-needed behavioral health training to those supporting military personnel and emergency responders.

M.S. in Nursing

The Master's of Science in Nursing program has been approved by HLC and will be open for registration beginning with CSU Global's Winter Catalog. Classes will begin in November.

SAS Academic Specializations

CSU Global and SAS, a worldwide leader in analytics, have partnered to provide four SAS certificates along the way for CSU Global MSDA students.

Bachelor's in Accounting Awarded IMA Endorsement

The Institute of Management Accountants' Committee on Academic Relations recently approved CSU Global's B.S. in Accounting program for IMA's Higher Education Endorsement Program. This endorsement is a stamp of excellence from a leading industry organization, and aligns with the Certified Management Accountant (CMA) exam, allowing students to earn an important professional certification in tandem with their degree.

Bachelor's of Science in Finance – Specialization in Financial Planning

The CFP (Certified Financial Planner) Board has approved the initial application for this new undergraduate program in financial planning. CFP Board-Registered Programs are financial planning education programs at the college or university level that meet specific criteria for educating individuals who wish to fulfill the education component for obtaining CFP® certification.

Board of Governors of the Colorado State University System
 October 8-9, 2020
 President's Report Item



COLORADO STATE UNIVERSITY
GLOBAL

CSU System Strategic Goal: Student Success and Satisfaction

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

- CSU Global and SAS, a worldwide leader in analytics, have developed four academic specialization programs to meet the growing demand for expert analytics professionals. By earning one of these specializations, students demonstrate to employers they have the knowledge of analytics beyond theory and into application.



- CSU Global has launched a new graduate-level nursing program to prepare the healthcare leaders of tomorrow. The program is customizable, with tracks offered in Military and Veteran Healthcare (the first of its kind in the U.S.) or Leadership and Administration in Nursing. Learn more at CSUGlobal.edu/Nursing.
- The Institute of Management Accountants' recently approved CSU Global's Bachelor of Science in accounting program for IMA's Higher Education Endorsement Program. IMA's Endorsement of Higher Education initiative recognizes programs that meet high educational standards, enabling students to pursue and earn the CMA® (Certified Management Accountant) credential. IMA's globally-recognized CMA program is a relevant assessment of advanced accounting and financial management knowledge in areas such as financial planning, analysis, control, and decision



The Association of
 Accountants and
 Financial Professionals
 in Business

support – each of which is increasingly critical in meeting the changing needs of business, and therefore, essential learning for students of accounting.

- CSU Global's online Bachelor of Science in Finance program with Financial Planning Specialization has been approved by the Certified Financial Planner Board of Standards, Inc. (CFP Board) to be a CFP Board-registered program. The designation demonstrates the program's alignment with the CFP certification and includes it as a registered program with the non-profit organization. More information about the B.S. in Finance program is available at CSUGlobal.edu/BSFIN.

CSU System Goal: Transform Colorado’s Future

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

- On Aug. 13, CSU Global received the 2020 Executive Strategic Initiatives Award from Independent Electrical Contractors Rocky Mountain (IECRM). The award was given in recognition for the partnership and collaborative work on behalf of IECRM’s Electrical Apprenticeship Training Program and the offering of additional transferrable higher education credit hours to further the industry and professional development of IECRM’s alumni careers.



- Six CSU Global students received scholarships from the Institute of Management Accountants to sit for the Certified Management Accountant exam.
- *University Business* magazine discusses how CSU Global treats access, equity, and community as priorities, not afterthoughts. The article highlights CSU Global as “a great example of an online institution that is considering accessibility holistically, by providing a variety of options for how students access their content and classes—which allows students to customize their course load to suit their schedule and availability.” Read the full article at: [universitybusiness.com/if-online-is-the-new-normal-fully-online-colleges-can-teach-us-a-lot/](https://www.universitybusiness.com/if-online-is-the-new-normal-fully-online-colleges-can-teach-us-a-lot/)

CSU System Goals: Expand Statewide Presence

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

- In August, CSU Global was a proud sponsor of the United Veterans Coalition of Colorado’s Virtual Annual Banquet and the Aurora Chamber’s Annual Armed Forces Virtual Recognition Event to support veterans and students connected to the military. CSU Global was excited to share information about its new program Military Emergency Responder Psychology. Among the first of its kind in the nation, the 60-credit hour program is designed to provide students with an advanced understanding of the values, mindset, and occupational hazards that military and first responder personnel face on a daily basis.



- CSU Global is pleased to announce that its headquarters building received a Merit Award from *Engineering News-Record Mountain States* for 2020 Best Small Project. Aug. 8, 2020, marks the one-year anniversary of CSU Global's ribbon-cutting ceremony celebrating the facility's grand opening.



CSU Global Headquarters in Aurora, CO.

- In August, CSU Global Criminal Justice Program Manager Michael Skiba appeared on NBC KOAA5 as a financial crimes/fraud expert. Due to the success of his previous contributions, Dr. Skiba is now a regular contributor to the station. His recent interview focused on internet safety for kids.

Section 7

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
October 9, 2020

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

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Doctor of Occupational Therapy (O.T.D.)

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- none

II. Miscellaneous Items

Colorado State University

- none

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- Approval of the CSU Pueblo Student Code of Conduct Policy
- Approval of Discrimination of Protected Class Harassment Policy
- Approval of Supplemental Pay Policy

III. Campus Reports

- Preliminary Enrollment Reports: CSU Global, CSU Pueblo, CSU

MATTERS FOR ACTION

New Degree: Doctor of Occupational Therapy (O.T.D.)

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: Doctor of Occupational Therapy (O.T.D). If approved, this degree will be effective Fall Semester 2021.

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

The aim of Colorado State University's Doctor of Occupational Therapy (CSU-OTD) is that graduates of the program, “will be collaborative and enduring change agents and leaders grounded in occupation who positively influence individuals, groups, communities, populations, and the profession.” Occupation refers to the innumerable activities that people need and want to do in their homes, schools, places of work, and communities that impart meaning and purpose to daily life. Occupational therapy is an evidence-based and science-driven profession that enables people of all ages and abilities to live life to the fullest. The profession’s vision for 2025 is: “As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (www.aota.org). An essential feature of the doctorate includes situating an iterative process of learning in real world experiences that are integrated through the curriculum. Engagement in real world experiences culminates in students' completion of an individualized 14 week full-time doctoral capstone experience and doctoral project. Throughout the three year, full time (99 credit) program faculty provide ongoing mentorship and advising with the aim of fostering socialization into the occupational therapy profession. This new degree will allow CSU-OT to remain as a leader in occupational therapy education, preparing graduates to become leaders and change agents prepared to meet the occupational needs of our changing society. The program level learning objectives were created to reflect the aim of the CSU-OTD with full consideration given to the accreditation standards of the American Council on Occupational Therapy Education.

Board of Governors of the Colorado State University System
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Consent Item



Colorado State University
PROGRAM MANAGEMENT

NEW PROGRAM PROPOSAL
Doctor of Occupational Therapy (O.T.D.)

Program Title: Doctor of Occupational Therapy (O.T.D.)

Academic Level: Graduate

Program Type: Degree

Degree Type: Professional Doctorate

College: Health and Human Sciences

Department/Unit: 1573 – Occupational Therapy

Program available to students: Fall 2021

Program Description:

The aim of Colorado State University's Doctor of Occupational Therapy (CSU-OTD) is that graduates of our program, “will be collaborative and enduring change agents and leaders grounded in occupation who positively influence individuals, groups, communities, populations, and the profession.” Occupation refers to the innumerable activities that people need and want to do in their homes, schools, places of work, and communities that impart meaning and purpose to daily life. Occupational therapy is an evidence-based and science-driven profession that enables people of all ages and abilities to live life to the fullest. The profession’s vision for 2025 is: “As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (www.aota.org). An essential feature of the doctorate includes situating an iterative process of learning in real world experiences that are integrated through the curriculum. Engagement in real world experiences culminates in students' completion of an individualized 14 week full-time doctoral capstone experience and doctoral project. Throughout the three year, full time (99 credit) program faculty provide ongoing mentorship and advising with the aim of fostering socialization into the occupational therapy profession. This new degree will allow CSU-OT to remain as a leader in occupational therapy education, preparing graduates to become leaders and change agents prepared to meet the occupational needs of our changing society. The program level learning objectives were created to reflect the aim of the CSU-OTD

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with full consideration given to the accreditation standards of the American Council on Occupational Therapy Education.

Fit with Campus Mission:

CSU Strategic Plan

Goal 2 High-quality academic and co-curricular programs:

- Employ high impact practices (HIPs)
- Utilize faculty with high-quality teaching skills, strong student advising and mentorship skills

Goal 3 Student learning success:

- Plan to maintain high graduation rate through advising and tailored clinical experiences (current 3-year grad. rate of 97%)

Goal 4 Research and Discovery:

- Students disseminate capstone project deliverable

Goal 5 Engagement:

- Emphasis on community engagement and service-learning pedagogy as a core of OTD design

College of Health and Human Sciences

- Solving real world problems by intervening within our communities
- Contributing to translational research by implementing evidence-based health improvement programs in the community
- Promoting optimal growth, development, and wellbeing through occupation-centered interventions
- Minimizing gaps in health and well-being through the effective delivery of occupational therapy services.

Department of Occupational Therapy

- Implementing the OT process within real-world contexts
- Increasing dissemination of peer-reviewed research and scholarly deliverables
- Creating and sustaining occupational therapy services within the community to address unmet needs
- Contributing to a reduction in disparities of health and wellbeing.

Evidence of Need:

Occupational Therapy employment in Colorado is expected to increase by 36.6% by 2026, an additional 260 annual positions. There is high demand for OTs now and continuing in the foreseeable future.

Board of Governors of the Colorado State University System

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Consent Item

- CO OT Employment May 2018: 3,130
- CO OT Annual Mean Wage May 2018: \$89,770, \$43.16/ hour
- CO OT Employment per 1,000 is 1.19

Colorado State Employment for OT May 2018

Occupation Title	Employment	Employment RSE	Employment per 1,000 Jobs	Location Quotient	Median Hourly Wage	Mean Hourly Wage	Annual Mean Wage	Mean Wage RSE
Occupational Therapists	3,130	6.7%	1.193	1.36	\$41.70	\$43.16	\$89,770	1.4%

Note: RSE- Relative Standard Error

Retrieved from <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>, 7/29/2019**2016-2026 Projections for Colorado OT Employment**

State	Title	Base	Projected	Change	% Change	Average Annual Openings
Colorado	Occupational Therapists	2,780	3,790	1,010	36.3%	260

Retrieved from <https://projectionscentral.com/Projections/LongTerm>, 7/29/2019

- Occupational therapy ranks #11 in the 100 Best Jobs (U.S. News & World Report)
- Occupational therapy ranks #9 in Best Health Care Jobs (U.S. News & World Report)
- CSU OT is ranked #6 out of 250 occupational therapy programs in the US.
- Admissions Data for CSU OT
 - Fall 2017: Applications: 709, Admits: 50
 - Fall 2018: Applications: 623, Admits: 51
 - Fall 2019: Applications: 618, Admits: 50

The national forecast for OT employment is projected to increase by 24% by 2026, 17 points higher than the average for other employment categories. U.S. News & World Report ranked occupational therapists #9 in Best Health Care Jobs and #11 in The 100 Best Jobs. The Street also ranked occupational therapists #23 on a list of the fastest-growing jobs in the U.S. in 2018.

- National OT Employment May 2018: 126,900 jobs
- Projected National OT Employment 2026: 161,400 jobs, 24% increase (much faster than average, 7%), 31,000 additional jobs

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Student Population in Five Years and Profile:

Students	Year 1 (2022)	Year 2 (2023)	Year 3 (2024)	Year 4 (2025)	Year 5 (2026)
New resident	30 OTD				
New non-resident/international	20 OTD				
Continuing resident	30 MSOT /MOT	30 OTD	60 OTD	60 OTD	60 OTD
Continuing non-resident/international	20 MSOT /MOT	20 OTD	40 OTD	40 OTD	40 OTD
Total enrolled	100	100	150	150	150
#Graduating after completing year	50 MSOT /MOT	0	50 OTD	50 OTD	50 OTD

Curriculum:

First Year: Summer

OT 720	Occupation and Occupational Therapy Process	3
OT 721	Impacts on Occupation I	3
OT 722	Foundations for Professional Development	1

First Year: Fall

OT 730	Professional Reasoning and Relationships	2
OT 731	Impacts on Occupation II	3
OT 732	Adult and Older Adult I	2
OT 733	Adult and Older Adult I Lab	2
OT 735	Research Process I	3
OT 786B	Integrative Experiential Learning I: Professional Identity Development	1

First Year: Spring

OT 740	Occupation, Learning, and Change	3
OT 742	Adult and Older Adult II	2
OT 743	Adult and Older Adult II Lab	2
OT 745	Research Process II	3
OT 749	Capstone Overview	1
OT 786C	Integrative Experiential Learning II: Adult and Older Adult	2

Second Year: Summer

OT 787	Level IIA Fieldwork Adults and Older Adults	12
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Second Year: Fall

OT 750	Programmatic Interventions	3
OT 752	Infancy Through Early Childhood	2
OT 753	Infancy Through Early Childhood Lab	1
OT 755	Research Process III	3
OT 759	Capstone Planning	1
OT 761	Inclusive Technology	2
OT 786D	Integrated Experiential Learning III: Infancy Through Adolescence	1

Second Year: Spring

OT 760	Leadership Skills of Change Agents	2
OT 762	Early Through Middle Childhood	2
OT 763	Early Through Middle Childhood Lab	1
OT 764	Adolescent and Young Adult	2
OT 769	Capstone Project and Experience Development	3

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OT 786E	Integrated Experiential Learning IV: Adolescent and Young Adult	1
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Third Year: Summer

OT 772	Innovative Practice in Occupational Therapy	2
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OT 786F	Integrated Experiential Learning V: Innovative Community Project	1
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Third Year: Fall

OT 788	Level IIB Fieldwork: Lifespan Experience	12
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Third Year: Spring

OT 779	Capstone Experience	1
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OT 789	Capstone Project	14
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Program Total Credits:		99
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A minimum of 99 credits are required to complete this program.

Faculty Resources, Current and Required:

Last, First Name	Appointment Type	Highest Degree Held	Area of Specialization
Atler, Karen	Tenured	PhD	Relationship of and use of occupation to promote health and well-being
Bundy, Anita	Tenured	ScD	Play
Davies, Patti	Tenured	PhD	Brain development in children; Cognitive, sensory & motor processing in children with disorders
Eakman, Aaron	Tenured	PhD	Model & theory development related to meaningful activity participation, health, and well-being
Fyffe, Lisa	Contract	MS	Play-based early childhood education; early intervention; school readiness and kindergarten transition
Graham, James	Tenured	PhD	Large data-sets, rehabilitation/health services utilization and outcomes

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Herman, Alison	Contract	DHSc	Health promotion and wellness; fieldwork
Lane, Shelly	Tenured	PhD	Pediatrics; neuroscience applications to occupational therapy
Malcolm, Matt	Tenured	PhD	Health services research with a primary emphasis on rehabilitation utilization and outcomes
Persch, Andrew	Tenure-Track	PhD	Transition to adulthood and employment
Roll, Marla	Administrative Professional	MS	Assistive technology
Sample, Pat	Tenured	PhD	Traumatic brain injury
Schmid, Arlene	Tenured	PhD	Promoting occupation, health and well-being through yoga and integrative practices
Stephens, Jaclyn	Tenure-Track	PhD	Innovative behavioral and neuroimaging techniques to evaluate athletes with sports-related concussion
Yu, Yawen	Tenure-Track	PhD	Multisensory processing for balance and postural control

There will need to be four new faculty positions that have already been budgeted for. These two 9-month tenure track faculty and two non-tenure track faculty are not new lines. One new staff member (1 FTE, 12 month Capstone Administrator) is required. Funding for the new staff member will come from the program charge.

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

CSU Libraries' information resources and services provide adequate support for the teaching and research needs of a Clinical Doctorate program in Occupational Therapy. Looking ahead, the Department's liaison librarian will be responsive to the program's evolving research, instructional, and collection development needs.

This program will require an additional dedicated classroom and new office spaces for 4 new faculty, 1 capstone coordinator and a capstone administrator. The Department has recently acquired 4000 square feet of new space in Alder Hall; this includes a dedicated classroom, substantial office space and a new computer lab, funded by the College of Health and Human Sciences. They plan to move staff from the Center for Community Partnerships, a service arm of the Department currently located on the 3rd floor of the Occupational Therapy Building, into Alder Hall. They will utilize the vacated 3rd floor space as office space for new faculty and staff hires. In order to provide new faculty with secure and private office space, they will need to renovate areas of the 3rd floor, which are now open cubicles. They propose to fund renovations through the program charge and donations.

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The department proposes to offer aspects of the new curriculum through distributed education. This will require upgrading technology capabilities within one or more classrooms to enable lecture capture via Echo 360. These upgrades will cost \$12,000 for each of the 4 classrooms (3 in the Occupational Therapy Building, 1 in Alder). In addition, the lecture space in Alder Hall requires an entire overhaul, estimated at \$30,000. The total for these upgrades is estimated at \$70,000. They propose to fund these, one classroom at a time, through alumni donations to the department. They currently have \$15,000 in their general fund and will actively campaign for donations, together with the College's Development team, for the specific purpose of upgrading classroom technology in order to provide state-of-the-art education. Patient simulation and e-portfolio systems will each cost \$15,000 per year.

Overall Budget Summary

Summary of revenue and expenses.

The OTD will be funded through four mechanism:

- 1) base;
- 2) tuition sharing;
- 3) differential tuition and
- 4) summer revenue.

Upon reaching Year 5 and a steady state of 150 enrolled students revenue will total approximately \$2,890,308 and expenses \$2,858,311.

Tuition share is requested for years 1-4 to support transition to the OTD beginning in year 1 at 90% for all students over 80 (including MOT students) and decreasing by 10% each successive year to a final share of 50% by year 5. At steady state, tuition sharing of 50/50 for all enrollees over 80 will generate \$603,747 for the department and approximately \$603,747 for the University. Differential tuition will be realized at \$200/credit and will generate \$999,000 for the Department.

Faculty lines.

No new central lines are being requested. However, increased enrollment will require the addition of 4 new faculty members: one each in years 1-4. These positions will be funded through differential tuition.

Administrative support lines (e.g., academic support coordinator, program director).

No new central funding is being requested for new administrative support. However, the occupational therapy accrediting body requires the addition of a doctoral capstone coordinator (a non-tenure track faculty position included above) and administrative support for that coordinator. A state-classified position funded through differential tuition will be added.

Graduate teaching assistantship lines. N/A

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Equipment needs

New classroom educational technology to enable flipped classrooms, hybrid classes, and presentations by capstone students completing experiences at a distance will be needed. New classroom technology will be funded through tuition share and donor contributions.

Facility needs

The Department has recently acquired 4000 square feet of new space in Alder Hall. This space will be used for a classroom and office space. The Department will also seek to utilize the Richardson Design Center and a Columbine Health teaching facility. The latter will be funded through course fees, if needed.

Other expenses

Funds are required to support electronic student portfolio development, simulation of patient experiences and inter-professional learning. These will be funded through differential tuition.

The Board of Governors of the
Colorado State University System
Meeting Date: October 9, 2020
Consent Item

MATTER FOR ACTION:

Approval of the Colorado State University Pueblo Student Code of Conduct

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby ratify and approve the CSU Pueblo Student Code of Conduct.

EXPLANATION

Presented by Dr. Timothy Mottet, President, CSU Pueblo

Due to the new Title IX regulations, the university modified the Student Code of Conduct to conform with the new Title IX policy and to comply with the updated CSU Pueblo branding. The changes to the Student Code of Conduct are as listed below:

- Edited CSU Pueblo name change to remove the hyphen
- Added a definition for “Consent” to better align with Colorado state law and the Fort Collins campus language
- Edited “reporting party” to now include “reporting party/complainant” to align with new Title IX regulations
- Edited the definitions of “Intimate Partner Violence”, “Retaliation”, and “Sexual Misconduct” to align with Title IX regulations and changes to the CSU Pueblo Title IX policy
- Changed the jurisdiction regarding “Sexual Misconduct Complaints” to include a statement that Title IX cases may be handled in OIE or Conduct, at our discretion
- Added the new Title IX policy as an appendix

Pursuant to Board Policy 131, the Board delegated to the Chancellor the authority to approve Student Codes of Conduct changes that were necessary in light of the new Title IX regulations. Chancellor Frank, after consultation with President Mottet and the Office of General Counsel, approved these changes on August 24, 2020 and they are being submitted for the Board’s ratification in accordance with that delegation.

Approved

Denied

Board Secretary

Date

**The Office of
Student Conduct & Community Standards**

COLORADO STATE UNIVERSITY PUEBLO
STUDENT PLEDGE

I will be ACCOUNTABLE for my actions

I will support and promote CIVIC RESPONSIBILITY

I will be an advocate for FREEDOM OF EXPRESSION

*I will demonstrate INCLUSIVENESS and an appreciation for
diversity*

I will be INNOVATIVE

I will act with INTEGRITY and mutual respect

I will be SUPPORTIVE of the opportunities made available to me

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

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Colorado State University Pueblo

Student Code of Conduct

I. PURPOSE

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

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

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

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

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

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

II. DEFINITIONS

- **Assistant Dean** for the purposes of this Code means the Assistant Dean of Student Life.
- **Conduct Administrator** means any person given the authority to hold a conduct meeting as designated by the Director of Student Conduct and Community Standards or Assistant Dean.
- **Consent** related to sexual activity is consent that is informed, knowing, and voluntary. Consent is active, not passive, and requires cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. Silence, in and of itself, cannot be interpreted as consent. Sexual activity with someone known, or who should be known, to be mentally or physically incapacitated by alcohol or other drug use, unconscious or in a state of blackout, or otherwise unable to give consent, is not valid consent. A person is considered to be incapable of giving consent when the person lacks the cognitive ability to make an important life decision, and this measure applies even when the same persons have engaged with one another in consensual sex in the past.
- **Director** in this Code means only the Director of Student Conduct and Community Standards.
- **Faculty** members include any person hired by the University to conduct classroom or teaching activities, or who are otherwise considered by the University to be members of its faculty.

- **Members of the University community** include students, faculty, staff, administration, and student organizations, inclusive of Extended Studies.
- **Student Organizations** for the purposes of this document, includes student groups requiring limited membership such as athletics and club sports, as well as student government and Registered Student Organizations recognized by the Office of Student Engagement and Leadership. This term also includes fraternities and sororities that are recognized by the University, even if such organizations are independently chartered.
- **Students** include all persons enrolled in courses at the University, either full- or part-time, pursuing undergraduate, graduate, continuing education or professional studies, as well as persons who are not officially enrolled for a particular term but who have a continuing relationship with the University.
- **The Code** means this document, the *Student Code of Conduct*.
- **University** means Colorado State University Pueblo including all campuses, Extended Studies, etc.
- **University officials** include any person employed by the University to perform assigned administrative or professional responsibilities.
- **University premises** include all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including adjacent streets, vacant land, driveways, roadways, and sidewalks), including the Phoenix Tower location, and Fort Carson, (inclusive of Colorado Springs and Extended Studies).

III. POLICY

A. Student Rights & Responsibilities

Throughout their involvement in the student conduct process, all students have the following rights and responsibilities as outlined below.

1. **The Right to Fair Treatment.** All students have the right to expect a fair and impartial process in which it is the responsibility of the University to show that a violation has occurred before any sanctions are imposed, with the exception of interim actions. This includes the right to object to any conduct administrator based upon a demonstrable and significant bias.
2. **The Right to Privacy.** Students have the right to privacy with respect to all disciplinary action and records, subject to exceptions outlined in the Family Educational Rights and Privacy Act (FERPA).
3. **The Right to Written Notice.** Students have the right to proper written notification of allegations of misconduct, any conduct meeting occurring based on their behavior, and the right to written notification of the results of such meetings.
 - a. Written notification of a conduct meeting shall include the date, time and location of the meeting, the person or group conducting the meeting, the alleged violations committed, and a description of the allegations to be considered.
 - b. Written notification of a decision shall include a specific finding of fact, the violations committed (if any), the sanctions imposed (if any), and the process by which an appeal may be filed.
 - c. Written notice to the student will be provided via electronic mail (e-mail) through a student's university email account. **Students have the responsibility to check their student university email to receive notifications.**

- d. Students have the ability to review information 72 hours prior to the scheduled conduct meeting.

4. The Right to participate in a Conduct Meeting. A conduct meeting is defined as a meeting in which there is an investigation of the allegations. Students have the right to be heard and to discuss the allegations brought forth against them. Students have the right to review and to respond to all information and/or documentation used by a conduct administrator to reach a decision, and the right to provide information, witnesses, and/or documentation of their own to the conduct administrator. These rights should not be construed to allow direct cross-examination of witnesses.

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

- a. Students have the responsibility to arrange for the presentation of any witnesses who may have information pertaining directly to the allegation at the time of the conduct meeting. Disciplinary proceedings will not be rescheduled to accommodate witnesses. Character witnesses may not be considered relevant to an investigation.

5. The Right to an Advisor. Students have the right to the presence of a single advisor of their choice throughout the disciplinary process to assist them with their conduct proceedings. Advisors may freely consult with the students they advise, provided they do not disrupt the proceedings. Advisors may not examine witnesses nor advocate in this advisory role.

- a. Students have the responsibility to arrange for the presence of their chosen advisor. Disciplinary proceedings will not be rescheduled to accommodate an advisor.
- b. An advisor can be an attorney, parent/guardian, faculty or staff member (one who is not or cannot be considered a witness to the event or persons involved in this administrative process), or a trusted friend.
- c. Advisors cannot be a person considered a witness to the alleged violation.

6. The Right to Appeal. Students have the right to request an appeal of a conduct administrator's decision. Students have the responsibility to comply with all sanctions imposed, even during an appeal, until those sanctions have been modified or overturned as a result of an appeal.

B. Jurisdiction

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

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

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

The Director is not required to take jurisdiction over a student who has allegedly violated the policies or guidelines of an individual academic program or who has allegedly committed a violation of academic policies as outlined in the *Catalog*. Academic programs may have separate codes of conduct and rules and policies that apply to the program that are separate and apart from the *Student Code of Conduct*. In those situations, when the Director does not take jurisdiction, and the student does not have the rights articulated within this *Code* in relation to individual program violations. Pursuant to specific student codes within programs, a student may be dismissed from a program without the involvement of the Director; however, an individual program may not suspend or expel a student from the University.

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

C. Standards of Conduct

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

1. **Abusive Conduct.** Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct which threatens the mental or physical well-being of any person.
2. **Academic Dishonesty.** Any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.
 - a. Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
 - b. Fabrication: intentional or unauthorized falsification or invention of any information or citation in an academic exercise; or of documentation meant to excuse or justify adjustments related to attendance or completion of work (exams, exercises, etc.).
 - c. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another commit academic dishonesty.
 - d. Plagiarism: the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgment.
 - e. Unauthorized Collaboration: intentionally sharing information or working together in an academic exercise when such actions are not approved by the course instructor.
3. **Alcohol Misuse.**
 - a. Violation of the University's published Alcohol and Other Drug Policy or the Residence Life and Housing Handbook, if applicable.
 - b. Alcoholic beverages may not be used by, possessed by, or distributed to any person under twenty-one years of age.
 - c. Public intoxication or appearing in a public place believed to be under the influence of alcohol to the degree that the person is likely to endanger themselves

- or another person or property.
 - d. Possession, use or distribution of an alcoholic beverage in violation of any state or local law.
- 4. Animal Endangerment.** Threatening or endangering the health and safety of an animal is prohibited unless done for the safety of self or others.
- 5. Bullying and Cyberbullying.** Repeated and/or inappropriate behaviors that intentionally intimidate, harm, shame, humiliate, demean, or degrade another person physically or emotionally.
- 6. Discrimination.** Discrimination means conduct that is based upon a Reporting Party/Complainant's protected characteristic(s) and that:
- a. Excludes a Reporting Party/Complainant from participation in;
 - b. Denies a Reporting Party/Complainant the benefits of;
 - c. Treats a Reporting Party/Complainant differently from others in; or
 - d. Otherwise adversely affects a term or condition of a Reporting Party/Complainant's employment, education, or living environment, or participation in a University program or activity. Discrimination also includes failing to provide reasonable accommodation, consistent with state and federal law, to individuals with disabilities.
- 7. Dishonesty.**
- a. Providing false or misleading information to any University official, faculty member, office, or public official through omission of information, forged, altered, or misrepresented documents or records.
 - b. Initiating a report that is false to intentionally harm another individual.
 - c. Forgery, alteration, or misuse of any University document, record, key, or instrument of identification and/or access to University facilities; including, but not limited to, transference of items issued by Residence Life and Housing and/or parking.
- 8. Disorderly Conduct.**
- a. Conduct that is disorderly, lewd, indecent, or otherwise breaches the peace on University premises or at University-sponsored or supervised functions that occur off-campus; including, but not limited to fighting, violent or threatening behavior, unreasonable or excessive noise, use of obscene language or gestures, or behavior that causes a hazardous condition to exist.
 - b. Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.
 - c. Conduct of, or participation in an on-campus or off-campus activity that unreasonably interferes with the rights of others to peaceably assemble or to exercise the right of free speech, disrupts the normal functioning of the University, damages property, or endangers the health or safety other members of the University community or disrupts the educational mission of the University. This includes, but is not limited to, leading or inciting others to disrupt scheduled and/or normal operations within any campus building or area.
- 9. Disruptive Behavior.**
- a. Substantial disruption or interference with any classroom activity. Classroom disruption may include, but not be limited to: non-approved use of electronic devices; cursing or shouting at others in such a way as to be disruptive or other violations of an instructor's expectations for classroom conduct, and any conduct specified in the syllabi.
 - b. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, and/or other University activities, including functions on or off-

campus, or of other authorized activities that occur on University premises.

10. Drug Misuse.

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

11. Endangerment.

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

12. Harassment.

- a. Conduct directed at another person that is severe, pervasive, or persistent, and that is intended to or is reasonably likely to create an intimidating, hostile or demeaning environment which interferes with the person's ability to study, work, or participate in daily activity. This conduct may occur through any means, including but not limited to e-mail, social media, and other technological forms of communication.
- b. Unauthorized use of electronic or other devices to make an audio or video recording of any person or persons without their knowledge, or without their effective consent when such a recording is made in a location where there is a reasonable expectation of privacy.

13. Hazing. Any act which is meant to discomfort, harass, ridicule, or embarrass; endangers the mental or physical health or safety of a person; or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, any University team or organization, even if performed with the consent of the victim(s). Members of the team or organization who are aware of hazing and fail to report it to the University are also in violation of this policy.

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

15. Intimate Partner Violence.

- a. **Dating Violence** means an act or threatened act of violence upon a Reporting Party/Complainant by a Responding Party who has been in a social relationship of a romantic or intimate nature with the Reporting Party/Complainant. This includes, but is not limited to, threats, sexual or physical abuse, property damage, and violence or threat of violence to one's self, animals, or to the family members of the romantic or intimate partner when used as a method of coercion, control, punishment, intimidation or

revenge. Whether there was a romantic or intimate relationship will be gauged by the length of the relationship, the type of relationship, and frequency of interaction between the persons involved in the relationship. Dating Violence does not include acts covered under the definition of Domestic Violence.

- b. Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

16. Misuse of Technology.

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

17. Non-Compliance with Directives.

- a. Failure to comply with directions of University officials including student staff, conduct administrators, or public officials acting in the performance of their duties, and/or failure to identify oneself to these persons when requested to do so.
- b. Failure to abide by authorized signs and placards posted on University premises and at University sponsored programs.
- c. Failure to comply with assigned disciplinary sanctions.

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

19. Property Violations.

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

20. Protected Class Harassment. Subjectively unwelcome conduct based upon an individual's actual or perceived Protected Characteristics where either:

- a. Enduring the unwelcome conduct is made either explicitly or implicitly a condition of a Reporting Party/Complainant's continued employment or academic standing; or
- b. The conduct is so severe, pervasive, and/or objectively offensive that the conduct unreasonably interferes with the Reporting Party/Complainant's employment,

academic pursuits, or participation in University activities (i.e. the conduct creates an objectively hostile environment). Generally, a single inappropriate joke or offensive epithet does not create a “hostile environment;” however, being subjected to such conduct repeatedly may constitute a “hostile environment.” In determining whether the alleged conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. The existence of a “hostile environment” will be determined on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

- 21. Retaliation.** Intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by the conduct process, Title IX or its implementing regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.

22. Sexual Misconduct.

a. **Sexual Assault**

An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. The definition of “sexual assault” includes rape, fondling, incest, and statutory rape.

b. **Non-Consensual Sexual Contact**

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

c. **Non-Consensual Sexual Intercourse**

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

d. **Sexual Exploitation**

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

Producing, distributing, receiving, or possessing illegal pornography, regardless of whether or not the illegal pornography is physical or digital;

Engaging in sexual voyeurism or knowingly allowing another individual to engage in sexual voyeurism, either in person or through electronic means;

Producing, creating, distributing, intentionally receiving, or possessing pictures/videos of a sexual nature, or otherwise creating a record or recording of a sexual nature without the Consent of all of the parties depicted in the materials or exceeding the boundaries of that Consent;

Benefiting, promoting, or earning money from the prostitution of another individual; or

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

e. **Sexual Harassment.**

Conduct on the basis of sex that satisfies one or more of the following:

An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct;

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's Education Program or Activity; or

Sexual assault as defined in 20 U.S.C. § 1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. § 12291(a)(1), domestic violence as defined in 34 U.S.C. § 12291(a)(8), or stalking as defined in 34 U.S.C. 12291(a)(30).

23. Stalking. The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
Fear for his or her safety or the safety of others; or suffer substantial emotional distress.

24. Violation of Community Standards.

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

25. Weapons Violations.

- a. Possession of a deadly weapon or firearm on University property or at University sanctioned events or activities without proper licensure or permit or otherwise in violation of state law.
- b. Possession of a firearm in University housing, including Walking Stick Apartments, even with a concealed carry permit.
- c. Knives with blades larger than 3.5 inches, except hunting and fishing knives being used for that purpose, bludgeons, explosives, bombs, incendiary devices; dangerous chemicals, substances, or materials, or other items that are prohibited by Colorado State law.
- d. Use of any item, even if legally possessed, in a manner that harms another person, or is used to threaten another person, causes, or would cause, a reasonable person to be fearful, is prohibited.

IV. PROCEDURE

A. Relationship to Civil Litigation or Criminal Charges

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

B. Student Organizations

As an essential part of the University community, Student Organizations are expected to conduct their activities at all times in a manner that reflects the values, mission, and goals of Colorado State University Pueblo as well as expectations defined in the Student Organization Handbook. Student Organizations are subject to this *Code* in the same manner as individual students. Alleged violations on the part of Student Organizations shall be investigated by the Office of Student Conduct in conjunction with the appropriate University offices or departments. Any incidence of misconduct may result in disciplinary action against a Student Organization as a whole, as well as against one or more individual members.

Actions may be considered violations of this *Code* when those actions take place at organization-sponsored or co-sponsored events, whether sponsorship is formally linked to the organization, or believed to be related to the organization; when parties involved have received the consent or encouragement of the organization or the organization's leaders or administrators; or when those actions were known or should have been known to the membership or its administrators and they did not prevent the violations occurrence.

Meetings for Student Organizations follow the same general student conduct procedures as individual students.

C. Academic Complaints/Violations

Students found in violation of the *Academic Integrity Policy* found in the *Catalog* https://www.csupueblo.edu/catalog/_doc/Catalog2018-2019.pdf may be reported to the Office of Student Conduct by the academic department or faculty member finding the violation. While the student may face consequences within their academic department or course, students are also held subject to a violation of this *Code* and can be charged in addition to any action imposed by a faculty member or academic department. Students found in repeated violation of the academic integrity policy are subject to suspension from CSU-Pueblo at the discretion of the Director.

D. Sexual Misconduct Complaints/Violations

Students found in violation of the *Title IX, Sexual Harassment and Gender Discrimination Policy* will be held accountable as stated in the policies and procedures provided within that policy. The process for investigations of allegations of violation of the policy are found on the Office of Human Resources and Institutional Equity webpage: <https://www.csupueblo.edu/institutional-equity/>. Any student found in violation of that Policy is subject to sanctioning by the Director, or designee. Allegations that fall under the definition of Sexual harassment as defined by the *Title IX, Sexual Harassment and Gender Discrimination Policy* but fall outside of the jurisdiction/applicability of that policy may follow the process prescribed by that policy as opposed to the process outlined in the Student Code of Conduct.

E. Reporting Process

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

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

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

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

office.

F. The Conduct Process

1. Report Review & Investigation

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

- If a report is unable to be verified or to be evidenced at the time it is filed, no further action shall be taken. The University may resume action on any report should further relevant information become available to substantiate the original report.
- Further investigation may be conducted by the Director, or designee, if it is determined that the report may be substantive.

2. Interim Actions

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

The Director, or designee, may impose restrictions and/or separate a student from the community pending the completion of a campus meeting on the alleged violation(s) of the Student Code of Conduct when a student

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

right to any refund in student fees.

- d. **Temporary Removal**-The University reserves the right to temporarily remove a student from a classroom or on-campus housing in the event that it is deemed necessary to protect the health and safety of the campus or the integrity of an investigation. All measures will be made to prevent the disturbance of a student's academic studies when possible.

3. Conduct Meetings

- a. Students will be notified of an allegation being reported against them through a letter they receive via their student e-mail. This letter will detail the time/location of the meeting, and allegations made as stated in section III of this *Code*.
- b. Students are required to contact the Office of Student Conduct within five (5) business days of the letter being sent.
- c. The purpose of a Meeting is to evaluate the information presented to the Office of Student Conduct. Students are responsible for bringing any information they may have to this meeting as well.
- d. Students will have the opportunity prior to this meeting to see all of the information related to their alleged violation of the *Code*.
- e. This meeting will be held to determine whether any of the standards of conduct outlined in this *Code* may have been violated, and, if so, what sanctions are to be imposed to remedy the situation or prevent a reoccurrence.

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

- 4. **Information.** The Reporting Party/Complainant(s) and the Responding Party(s) may provide information to the conduct administrator(s) for consideration, including witness statements, emails, photographs, etc.
- 5. **Standard of Proof.** Determinations shall be made on the basis of a preponderance of the evidence, i.e. whether it is more likely than not that the Responding Party(s) committed the alleged violation(s). Formal rules of process, procedure, and/or technical rules of evidence, such as those applied in civil or criminal courts, are not utilized in student conduct meetings.
- 6. **Witnesses.**
 - a. Students from either Reporting or Responding Party(s) may provide any witnesses with knowledge of relevant, first-hand information to the case.
 - b. Character witnesses may be considered in the event a Responding Party is found responsible. Character witnesses will be used solely to determine sanctions and character witness information must be provided in writing to the conduct administrator prior to, or during, the conduct meeting.
 - c. There is no limit to how many witness statements can be submitted, but the impact of witness statements on the conclusion of a case is at the discretion of the conduct administrator.
- 7. **Conduct Administrators.** Administrators may be persons or groups designated by the University and trained by the Director to conduct meetings. The exact process by which each of these administrators convene, consider evidence, and determine sanctions is determined in consultation with the Director or Assistant Dean. A *Panel* of staff and faculty from the campus community may conduct meetings in place of a single administrator in the event of a conflict with any administrator, at the discretion of the Director, or at the request of a student, when possible.
- 8. **Decisions.** Decisions made as a result of any meeting shall be provided in writing to the Responding Party(s) and sent via their student e-mail account. Responding Party(s) are responsible for checking their e-mail and receiving the outcome. If, for any reason, a

student's University e-mail account is not in working order and the email is returned, the conduct administrator may make the decision to either send the response to a personal e-mail account verified by the student, or via US Mail to the address on file in the student's University account.

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

G. Appeals

A student may request an appeal of a decision made by any conduct administrator in any instance not specified as final, such as, in the case of an Appeal Committee. All sanctions determined by the original conduct administrator remain in effect during the appeal process.

A student may appeal on one of the four following grounds:

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

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

Neither students nor conduct administrators present directly to the panel, therefore all information regarding the appeal must be provided in writing. Students are permitted to submit one appeal form. Any additional information not provided in the original appeal form will not be considered during the appeal. It is strongly advised that a student not complete the appeal form until they have all information needed.

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

All parties will be informed via their student university email account of

- the acceptance their appeal (when timely submitted),
- the members of the Appeal Committee to determine any conflicts of interest, and
- the Appeal Committee's anticipated timeline. Any conflicts or concerns with the timeline must be expressed by the students within two (2) business days.

If the appeal is not timely and cannot be accepted, they will be notified by the Assistant Dean, or designee, that their appeal cannot be accepted. If the request for appeal is not timely (not within the five (5) day timeframe allotted) the original finding and sanction will stand and the decision is final with no further right to appeal.

If the request for appeal is timely, the Assistant Dean, or designee, will:

- Inform the original conduct administrator of the appeal and provide the Conduct Appeal form to the conduct administrator. The conduct administrator will respond within three (3) business days and provide the response to the Assistant Dean, or designee.
- Then, refer the case to an Appeal Committee to review *only* the specific grounds requested in the Conduct Appeal form. The Panel will be provided access to the case information so that a decision may be made.

An appeal being granted does not give the opportunity for a case to be reheard. Rather, the appeal is used to determine if:

- one or more of the four grounds for an appeal has been satisfied and
- what, if anything, should occur based on their findings

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

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

The Appeal Committee will provide detailed findings, recommendations, and rationale for their decision. The decision will be provided to the Assistant Dean, or designee, who will forward the decision, along with any instructions, to the party and the conduct administrator. If the decision includes a recommendation for suspension or expulsion, the decision must be reviewed and approved by the Dean of Students. If the Dean of Students does not agree with the recommendation to suspend or expel the student, then the Dean of Students must provide rationale for that decision and any sanctions or actions that must be taken by the Student. Any finding made during the appeal process, including any decision made by the Dean of Students, will be considered final and no longer eligible for appeal.

H. Disciplinary Actions

1. Findings

- a. A student may be found responsible for a violation when there is enough evidence for a conduct administrator to believe the student engaged in the alleged conduct violation.
- b. A student may be found not responsible when not enough evidence exists to find the student responsible for a violation.
- c. An educational conversation may be had with a student when a policy violation may exist but it is determined by the conduct administrator that a conversation would be more appropriate than a sanction to remedy the behavior.

2. Student Standing/University Status

- a. A **warning** is given to notify a student that past behavior has been inconsistent with the expectations of the University. A warning has no immediate effect upon a student's standing at the University. However, once given a warning, students should expect more serious sanctions to result from any subsequent violations.
- b. **Probation** serves to notify a student that further transgressions must be avoided

for a specified period in order for the student to remain a part the University community. During a student's probationary period, that student is *not in good disciplinary standing* with the University; as a result, certain co-curricular activities may be prohibited at the discretion of the Director, eligibility for participation in certain activities including study abroad programs, attending conferences, maintaining office in any student organization, or representing the University at official functions, events or intercollegiate competition as a player, manager or student coach, may be restricted. Lack of good standing can also be a considering factor in a student's employment with the University. Any further violations while on probation can result in a student's suspension or dismissal from the University.

- c. **Deferred suspension** is when the suspension will be automatically enforced if the student fails to complete any assigned sanctions by the deadline and/or for any subsequent violations of the *Code*. If the student is found responsible for any subsequent violations of the *Code*, the student will be automatically suspended from the University in addition to the other sanctions imposed for the subsequent violation. During a student's deferred suspension period, that student *is not in good disciplinary standing* with the University; as a result, certain co-curricular activities will be prohibited by the Director, eligibility for participation in certain activities including study abroad programs, attending conferences, maintaining office in any student organization, or representing the University at official functions, events or intercollegiate competition as a player, manager or student coach, will be restricted. Lack of good standing will also be a considering factor in a student's employment with the University.
- d. A student who has been **suspended** from the University may not participate in any University activities, academic or otherwise, for a specific period, and may be restricted from University premises. This sanction will be noted as a Suspension on the student's official academic transcript and the student will be withdrawn from all courses. A suspended student who wishes to re-enroll must apply for re-entry to the University and must also petition the Director, who shall determine whether any and all requirements for readmission have been satisfactorily completed.
- e. **Expulsion** is permanent separation and removal from the University. A student who has been expelled from the University is permanently prohibited from participating in any University activities, academic or otherwise, and will be restricted from all University premises and activities. This sanction will be noted as Expelled on the student's official academic transcript and the student will be withdrawn from all courses.

3. Sanctions

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

- The circumstances surrounding the misconduct, including the Responding Party's intent when committing the offense, including any aggravating and mitigating factors involved.
- The actual and potential consequences of the misconduct, including the egregious nature of the action.
- The precedent established by the University for similar misconduct.
- The previous disciplinary history of the student, if any. It is the student's responsibility to review his or her conduct record, and the student may be deemed to have knowledge of his or

her record of previous conduct violations and sanctions, whether or not the student chooses to review the record.

- The student's attitude throughout the process.

Sanctions are not limited to the information contained here (see sanction guidelines table), but can include one or more of the following:

Assessment/ Consultation	Student may be required to complete a psychiatric assessment, mental health assessment, or consultation to ensure their ability to participate in the campus community.
Coach/University Employer Referral	A student's coach or University employer may be notified of the incident, if applicable.
Community Service/Activity	Requirement that services be offered for a specified period to an appropriate non-profit community agency and/or to a university office.
Educational Assignment	A student is required to complete a specified educational assignment related to the violation committed. Such educational assignments may include completion of a workshop or seminar, class, report, paper, project, writing a letter of apology, seeking academic counseling or substance abuse screening, alcohol or drug program and/or consultation, counseling consultation, psychological or psychiatric evaluation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student or organization was found responsible.
Educational Fund Payment	Reasonable fees may be imposed.
Loss of Privileges	A limitation is placed upon selected privileges for a specific period of time. Loss of privileges may include, but may not be limited to, denial of the right to represent the university, a denial of the use of campus facilities or access to areas of campus, or denial from participation in co-curricular activities. Should a student hold a leadership position on campus, that status may be revoked.
Medical Amnesty	CSU-Pueblo encourages all students to call for help when any sign of alcohol poisoning or drug overdose is observed. Students who call for help to assist a friend or themselves and the student in need of assistance may be eligible for medical amnesty. Students who are provided medical amnesty will not be subject to disciplinary sanctions; however, educational sanctions may be applied. Receipt of medical amnesty is at the discretion of the Director, or designee.
Residence Hall Transfer or Removal	A student is required to transfer residence halls or leave the residence halls for a specified or indefinite period of time.

Restitution	Reimbursement for damage or loss of property or expenses of others as a result of the misconduct.
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V. IMPLEMENTATION & APPROVAL

A. Interpretation & Revision

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

B. Disciplinary Records & Notice

The Office of Student Conduct shall maintain records of all disciplinary action in accordance with university policies and federal legislation. All conduct records are maintained by the University for seven (7) years from the time of their creation, except those that result in separation from the University (suspension or expulsion) which are kept indefinitely unless appealed. Appeals to have a violation removed from a student record after seven years must be done so in writing to the Director. Criteria to apply for an appeal are as follows: no further violations for the past seven years, finding may not include violent offenses such as sexual assault or threats of violence.

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

VI. CONTACT INFORMATION

S. Nicole Ferguson, M.Ed.
 Director of Student Conduct and Community Standards
 719-549-2092
nicole.ferguson@csupueblo.edu

Gwen Young, M.S.
 Assistant Dean for Student Life
 719-549-2602
gwen.young@csupueblo.edu

Appendix A

Policies of CSU Pueblo**University Policy**

Policy Title: Alcohol and Other Drug Policy

Category: Student
Affairs

Owner: Vice President for Enrollment Management, Communications and
Student Affairs

Policy ID#: 12-002-01

Contact:
Student Conduct

Effective Date:
8/8/2013

POLICY PURPOSE:

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

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

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

POLICY APPLIES TO (Persons affected by):

All Students

EXEMPTIONS:

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

DEFINITIONS:

Alcohol- any substance which is or contains ethyl alcohol that is designed for the purpose of human consumption

AOD - alcohol and/or other drug is referred to by this acronym

BAC- blood alcohol content is referred to by this acronym. BAC is the percentage of alcohol in the bloodstream: under the laws of most states, a BAC of 0.08 is the legal definition of intoxication.

Binge Drinking- is a pattern of drinking that brings blood alcohol concentration (BAC) levels to 0.08 g/dL. This typically occurs after 4 drinks for women and 5 drinks for men—in about 2 hours.

Cannabis- a tall plant with a stiff upright stem, divided serrated leaves, and glandular hairs. It is used to produce hemp fiber and as a psychotropic drug. Can cause short-term effects such as slow reflexes; increase in forgetfulness; alters judgment of space and distance; aggravate pre-existing heart and/or mental health

problems; long-term health effects include permanent damage to lungs, reproductive organs and brain function; can interfere with physical, psychological, social development of young users.

Illicit Substances- Please refer to: <https://www.deadiversion.usdoj.gov/schedules/> for a complete list of all scheduled controlled substances.

Medical Amnesty- An exception or pardon from disciplinary sanctions when a student calls for medical help for themselves and/or others.

Medicinal- refers to the medical use of cannabis or to medical cannabis dispensaries.

Possession- is an act where a student has or holds any amount of an alcoholic beverage anywhere on his or her person

Smoking- means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, e-cigarette, water pipe, or device used to inhale substances other than prescribed medications.

Standard Drink-

- One 12 oz. beer containing 5% alcohol
- One 5 oz. glass of wine containing 12% alcohol
- One 1.5 oz. shot of liquor containing 40% alcohol

Tetrahydrocannabinol (THC)- is the main cannabinoid found in the cannabis plant and is responsible for the majority of the plant's psychoactive properties.

Tobacco Products- means all forms of tobacco and imitation tobacco products, including but not limited to cigarettes, cigars, pipes, water pipes (hookah), electronic/e-cigarettes, vape pens and smokeless or "spit" tobacco, and specific nicotine products.

POLICY STATEMENT:

Alcohol

Underage Possession or Consumption

If you are under age 21, you cannot purchase, possess, or consume alcohol.

Providing Alcohol to Minors

No student, regardless of age, shall provide alcohol to anyone under age 21.

Public Intoxication

Being intoxicated by alcohol in a public space and being a danger to yourself or others is prohibited.

Severe Intoxication

Being intoxicated by alcohol to a level that requires, or appears to require, medical attention or supervision by others, is prohibited.

Drinking Games

Possession or use of drinking devices that dispense alcohol, such as funnels, luges, keg taps, etc. is prohibited. The promotion, possession, or playing of alcohol drinking games that encourages binge drinking is prohibited.

Drinking Paraphernalia

Possession of empty or full alcohol containers that include but are not limited to: shot glasses, wine bottles, beer cans, wine glasses, etc. is prohibited.

Alcohol in University Housing

Possession and consumption of alcohol for Residential Students is further detailed in the *Residence Life and Housing Handbook*. Please refer to this handbook for University Housing specific alcohol policies.

Irresponsible Serving of Alcohol

Students must practice responsible serving procedures. Irresponsible serving procedures include but are not limited to: providing alcohol to intoxicated individuals, providing alcohol to minors, allowing such individuals to drive, or creating environments for binge drinking.

Driving While Ability Impaired or Driving Under the Influence

Students are required to follow the laws of the State of Colorado regarding alcohol and/or drugs and driving. Students receiving citations for DWAI or DUI may also be sanctioned by the University.

Marijuana

Possession, Use, or Sale of Marijuana

Pursuant to Federal law, possession, use, or sale of marijuana in any form (flower, wax, oil, edibles, etc.) is prohibited on campus. Marijuana possession, use or sale is also prohibited at University sponsored events, even if held off-campus.

Medical Marijuana

Students and guests who have been issued a Medical Marijuana Identification Card by the State of Colorado, or have a license from another state, may NOT possess, use, or sell marijuana on University property, including in University housing areas. Medical Marijuana possession, use or sale is also prohibited at University sponsored events, even if held off-campus.

Advertisement and Promotion

Marijuana industry promotions, advertising, marketing, and distribution are prohibited on any campus-owned or campus-leased grounds/facilities.

Smoking Paraphernalia

Possession of used or unused marijuana paraphernalia that includes but is not limited to: pipes, water pipes, bongs, vaporizers, blunts/wrappers/papers, etc. is prohibited.

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

Tobacco

Tobacco and Vape Free Campus

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

Illicit Drugs

Possession, Use, or Sale of Illicit Substances

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

Prescription Medication

Students or guests who have been prescribed medications (including scheduled drugs) may only use those medications as prescribed by their treating physician. Any other use or unauthorized sale is prohibited. All

prescription medication must remain in the original labeled packaging to the individual that it was prescribed to. Possession or use of prescription medication that has not been prescribed by the student's treating physician is prohibited.

Medical Amnesty

Medical Amnesty

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

Below is a list of situations where medical amnesty may be claimed:

If a student calls for medical assistance for another student or themselves because of severe alcohol intoxication, overdose, or physical injury by calling 911 or the Pueblo County Sheriff's Department (719-549-2373), the individual initiating the call and the student needing medical assistance may be able to claim medical amnesty.

If a student calls for medical assistance because of his/her own severe alcohol intoxication, overdose, or physical injury by calling 911 or the Pueblo County Sheriff's Department (719-549-2373), the individual initiating the call may be able to claim medical amnesty.

If a representative of an organization hosting an event calls for medical attention for an individual present at their event and works cooperatively with responders, the individual initiating the call, the organization, and the student needing medical assistance may be able to claim medical amnesty, if the situation is an isolated event.

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

PROCEDURE:

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

RELATED LAWS, POLICIES & PROCEDURES:

AOD Sanction Table

Smoking and Tobacco Policy

Student Code of Conduct

Residence Life and Housing Handbook

Alcohol & Other Drug Sanction Guideline Table

*These guidelines are to be used in charging students for the below listed violations. CSU-Pueblo reserves the right to alter these guidelines as needed.

		Fine and Restitution	Service/ Activity	Coach/Employer Referral	Parental Notification	Educational Sanction	AOD Assessment	Probation With or Without Restriction	Residence Hall Status	University Status
<ul style="list-style-type: none"> Any alcohol specific violation in accordance with the AOD policy 	Any First Offense	\$50 and restitution if any	10 hrs	✓		✓	E-CheckUp +\$20 fee	1 year from the date charged		
	Any Second Offense	\$100 and restitution if any	20 hrs	✓	✓	✓	Choices	Until Graduation	Removal possible	
	Any Third Offense	\$200 and restitution if any	40 hrs	✓	✓	✓	AOD AX	Probation Restriction/ Activities Prohibited	Removal	Suspension Possible (Deferred)
<ul style="list-style-type: none"> Possession of marijuana / marijuana paraphernalia Use of marijuana (even if of age) Smoking in a campus building 	Any First Offense	\$50 and restitution if any	10 hrs	✓		✓	E-CheckUp +\$20 fee	1 year from date charged		
	Any Second Offense	\$100 and restitution if any	20 hrs	✓	✓	✓	Choices	Until Graduation	Removal possible	
	Any Third Offense	\$200 and restitution if any	40 hrs	✓	✓	✓	AOD AX	Probation Restriction/ Activities Prohibited	Removal	Suspension Possible (Deferred)
<ul style="list-style-type: none"> Any of the above violations with associated legal charges 	Any First Offense	\$100 and restitution if any	20 hrs	✓	✓	✓	Choices	1 year from the date charged	Removal possible	
	Any Second Offense	\$200 and restitution if any	40 hrs	✓	✓	✓	AOD AX	Probation Restriction Until Graduation/ Activities Prohibited	Removal	Suspension possible (Deferred)
	Any Third Offense	\$400 and restitution if any		✓	✓	✓				Suspension or Expulsion
<ul style="list-style-type: none"> Possession or use of illegal substances (not marijuana) Sale or distribution of illegal substances (including marijuana) Improper use of prescription drugs 	Any First Offense	\$200 and restitution if any	40 hrs	✓	✓	✓	AOD AX	Probation Restriction Until Graduation/ Activities Prohibited	Removal	Suspension Possible (Deferred)
	Any Second Offense	\$400 and restitution if any		✓	✓	✓				Suspension or Expulsion

Appendix B

**POLICIES OF COLORADO STATE UNIVERSITY PUEBLO
UNIVERSITY POLICY FORM**

Policy Title: Title IX, Sexual Harassment and Gender Discrimination	Policy ID #: Category: Select a Category: Contact(s):
<input type="checkbox"/> Draft	<input checked="" type="checkbox"/> Final
<input checked="" type="checkbox"/> New Policy <input type="checkbox"/> Revision of Existing Policy	Effective Date: August 6, 2020

A. POLICY PURPOSE:

In 1972 the Federal Education Amendments, known as Title IX, were signed into law. The law states “no person in the [United States](#) shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to [discrimination](#) under any education program or activity receiving Federal financial assistance. The Department of Education promulgated new regulations under Title IX in May 2020. This policy addresses the requirements of the new regulations and the University’s response to Sexual Harassment and Gender Discrimination.

B. POLICY APPLIES TO (Persons affected by):

Students, Employees and Campus Community Members.

C. DEFINITIONS:

1. Actual Knowledge - Notice of Sexual Harassment or allegations of Sexual Harassment to the University’s Title IX Coordinator or any Official With Authority.
2. Campus Community Members - Individuals who have applied for admission, or those who visit campus or work on campus that are not students or employees of the University.
3. Complainant - An individual who, at the time of filing a Formal Complaint, is participating in or attempting to participate in an Education Program or Activity and who is alleged to be the victim of conduct that could constitute Sexual Harassment.
4. Consent to sexual activity is consent that is informed, knowing and voluntary. Consent is active, not passive, and requires cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. Silence, in and of itself, cannot be interpreted as consent. Sexual activity with someone known, or who should be known, to be mentally or physically incapacitated by alcohol or other drug use, unconscious or in a state of blackout, or otherwise unable to give consent, is not valid consent. A person is considered to be incapable of giving consent when the person lacks the cognitive ability to make an important life decision, and this measure applies even when the same persons have engaged with one another in consensual sex in the past.
5. Dating Violence - The term “dating violence means violence committed by a person:
 - a. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - b. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. The length of the relationship.
 - ii. The type of relationship.
 - iii. The frequency of interaction between the persons involved in the relationship.
6. Deliberate Indifference - A response to Sexual Harassment by the University that is clearly

unreasonable in light of the known circumstances.

7. Domestic Violence - The term “domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.
8. Education Program or Activity - The term “education program or activity” includes locations, events, or circumstances over which the University exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the University.
9. Employee - An individual employed by the University and receiving compensation.
10. Formal Complaint - A document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the University investigate the allegation of Sexual Harassment.
11. Gender Discrimination - (Also referred to as Sex Discrimination) Discrimination based on a person’s gender, gender identity or sexual orientation.
12. Official with Authority - (“OWA”) Any official of the University who has authority to institute corrective measures on behalf of the University and in turn has the obligation to report alleged Sexual Harassment and alleged Retaliation to the Title IX Coordinator.
13. Party – The Complainant or Respondent.
14. Respondent - An individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment and/or Gender Discrimination.
15. Retaliation - Intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.
16. Sexual Assault - An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. The definition of “sexual assault” includes rape, fondling, incest, and statutory rape.
17. Sexual Harassment - Conduct on the basis of sex that satisfies one or more of the following:
 - a. An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual’s participation in unwelcome sexual conduct;
 - b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University’s Education Program or Activity; or
 - c. Sexual assault as defined in 20 U.S.C. § 1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. § 12291(a)(1), domestic violence as defined in 34 U.S.C. § 12291(a)(8), or stalking as defined in 34 U.S.C. 12291(a)(30).
18. Stalking – The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - a. Fear for his or her safety or the safety of others; or
 - b. Suffer substantial emotional distress.
19. Student – A person who is enrolled in courses offered by the University either full-time, part-time, pursuing undergraduate, graduate, professional or continuing education. These classes may be offered on the Pueblo campus, at another location or online, or a combination of these.
20. Supportive Measures - Non-disciplinary, non-punitive individualized services offered, as appropriate, to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.
21. Title IX Coordinator - Interim Title IX Coordinator Kat Abernathy, Executive Director of Human Resources and Institutional Equity, Admin Bldg #307, 719-549- 2256, Kat.abernathy@csupueblo.edu. Information regarding the Title IX Coordinator will be updated regularly. For the purpose of this Policy,

actions to be taken by the Title IX Coordinator may be completed by the Title IX Coordinator's designee.

22. University – Refers to Colorado State University Pueblo.

D. POLICY STATEMENT:

CSU Pueblo is committed to providing an environment free of sexual harassment and gender discrimination for its students and staff. CSU Pueblo does not discriminate on the basis of sex in the education programs and activities that it operates and is prohibited from such discrimination pursuant to Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681-88) and implementing regulations (34 C.F.R. Part 106). This prohibition extends to admissions and employment.

CSU Pueblo prohibits Sexual Harassment and Gender Discrimination by and against Students and/or Employees. When the University has actual knowledge of Sexual Harassment in an Education Program or Activity of the University against a person in the United

States, it will respond promptly in a manner that is not Deliberately Indifferent. Such allegations shall be investigated and properly handled up to and including dismissal from the University and termination of employment. CSU Pueblo will provide an opportunity to informally resolve issues of Sexual Harassment and Gender Discrimination and will provide an opportunity to resolve matters through a formal grievance process that will include a live hearing. An opportunity to appeal any decision will be afforded to both parties.

Any Title IX complaint will be handled by the procedures promulgated with this Policy. This includes a Title IX complaint that also alleges violations of other University policies.

E. POLICY PROVISIONS:

1. **Jurisdiction**

The provisions of this Policy apply to all reported instances of alleged Sexual Harassment that occur while the Complainant is in the United States and is participating in, or attempting to participate in, an Education Program or Activity of the University. The University may apply similar procedures to allegations of Sexual Harassment that occur outside of the United States or outside of an Education Program or Activity.

2. **Reports of Alleged Sexual Harassment**

At any time, any person may report Sex Discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of Sex Discrimination), in person, by mail, by telephone, or by electronic mail to the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Any Official With Authority who receives a report of alleged Sexual Harassment must promptly report the alleged Sexual Harassment to the Title IX Coordinator. Upon receiving a report of alleged Sexual Harassment, the Title IX Coordinator will promptly 1) Inform the Complainant of the method for filing a Formal Complaint; 2) Inform the Complainant of the availability of Supportive Measures with or without the filing of a Formal Complaint; and 3) Offer Supportive Measures to the Complainant, the Respondent, or both.

3. **Supportive Measures**

The Title IX Coordinator will ensure that Supportive Measures are offered to the Complainant and/or the Respondent as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent. Supportive Measures may be offered before or after the filing of a Formal Complaint, or where no Formal Complaint has been filed.

The purpose of Supportive Measures is to restore or preserve equal access to the University's Education Program or Activity without unreasonably burdening the other Party. Supportive Measures include measures designed to protect the safety of all Parties or the Institution's educational environment, as well as measures designed to deter Sexual Harassment.

Supportive Measures may include, but are not limited to:

- a. Counseling
- b. Extensions of deadlines or other course-related adjustments
- c. Modifications of work or class schedules
- d. Campus escort services
- e. Mutual restrictions on contact between the Parties
- f. Changes in work or housing locations
- g. Leaves of absence
- h. Increased security and monitoring of certain areas of the campus

i. Other similar measures

Supportive Measures do not include disciplinary sanctions. The formal resolution process must be completed before disciplinary sanctions may be imposed on a Respondent. However, the University may remove a Student Respondent from its Education Program or Activity on an emergency basis if the appropriate University committee does the following:

- a. Undertakes an individualized safety and risk analysis;
- b. Determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal; and
- c. Provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

The University may place a non-student employee Respondent on administrative leave during the pendency of the formal resolution process.

The University will maintain as confidential any Supportive Measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the Supportive Measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

4. **Process**

The University will provide a fair and equitable process that will include an opportunity for informal resolution in all matters except for an allegation of sexual harassment between a student and an employee. Informal resolution can only be undertaken if voluntary and agreed to by both parties. If the informal resolution process does not resolve the matter, or if no informal resolution occurs, then a formal resolution process (grievance process) will be followed. The university will provide a grievance procedure for students and employees consistent with the Title IX regulations, and such procedures will treat the Complainant and the Respondent equitably. The formal resolution process will include a live hearing, the right to an advisor for each party, cross examination by the advisor of the Parties and witnesses, and relevancy determination of questions asked during the hearing. Upon a finding after the hearing, the Parties will have the right to appeal. The burden of proof is on the University to prove by a preponderance of the evidence that a violation of this policy has occurred.

5. **Training**

All training materials of Employees and Students will be published on the University webpage.

6. **Retention of records**

All records relevant to proceedings under this policy shall be retained by the University for seven (7) years.

7. **Retaliation**

Retaliation against a Complainant, Respondent, or any person involved in the investigation will not be tolerated. Those found to have retaliated against any individual will be disciplined according to the applicable disciplinary procedures based on their status at the University.

E. RESPONSIBILITIES:

The Title IX Coordinator is responsible for this policy.

F. RELATED LAWS, POLICIES & PROCEDURES:

Title IX Procedures
 Student Code of Conduct
 Faculty Handbook

The Board of Governors of the
Colorado State University System
Meeting Date: October 9, 2020
Consent Item

MATTER FOR ACTION:

Approval of the Colorado State University Pueblo Policy of Discrimination, Protected
Class Harassment, and Retaliation.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve
the CSU Pueblo Policy of Discrimination, Protected Class Harassment, and Retaliation.

EXPLANATION

Presented by Dr. Timothy Mottet President, CSU Pueblo

CSU Pueblo’s previous policy of Discrimination, Protected Class Harassment, Sexual Assault, Intimate Partner Violence, Stalking and Retaliation contained provisions related to Title IX. Due to the new Title IX regulations, the university has adopted a new policy specifically for Title IX. Therefore, it was necessary to modify the Policy on Discrimination, Protected Class Harassment, Sexual Assault, Intimate Partner Violence, Stalking and Retaliation to remove portions specific to Title IX and only address issues of discrimination, protected class harassment, and retaliation.

Approved

Denied

Board Secretary

Date

CSU-PUEBLO POLICY: POLICY ON DISCRIMINATION, PROTECTED CLASS HARASSMENT AND RETALIATION

Policy Title: Policy on Discrimination, Protected Class Harassment and Retaliation	Category: Human Resources and Institutional Equity
Owner: Human Resources & Institutional Equity	Policy ID#: 07-011
Contact: Human Resources & Institutional Equity Web: https://www.csupueblo.edu/institutional-equity/ Email: kat.abernathy@csupueblo.edu Phone: 719.549.2256	Effective Date: 9/14/2020 Supersedes Policy ID#: 07-010
	Viewing/Downloading Options: <ul style="list-style-type: none"> • Web - Formatted (this page) • Web - Printable

POLICY PURPOSE:

CSU Pueblo ("CSU Pueblo" or the "University") is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Furthermore, CSU Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. This Policy addresses the types of conduct which are prohibited by CSU Pueblo in order to maintain its longstanding commitment to a campus environment free from Discrimination, Protected Class Harassment, and Retaliation, as well as for compliance with applicable legal requirements.

POLICY APPLIES TO (Persons affected by):

This Policy applies to students, faculty, staff, affiliates, guests, and certain third parties (where provided by law or contract) including, but not limited to, agents, contractors, consultants, grantees, subcontractors, and their employees. Furthermore, this Policy applies to any other individual who is subject to the jurisdiction and authority of the University with respect to matters of Discrimination, Protected Class Harassment, and Retaliation.

DEFINITIONS:

Complainant: The person who reports or is reported by another person as having been subjected to acts potentially constituting discrimination, harassment, sexual harassment, or retaliation by another.

Discrimination is conduct that is based upon an individual's race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, pregnancy, or because an individual has inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant that (a) excludes an individual from participation in, (b) denies the individual the benefits of, (c) treats the individual differently from others in, or (d) otherwise adversely affects a term or condition of an individual's employment, education, living environment or university program or activity. It is unlawful discrimination for an employer to refuse to hire, to discharge, to promote or demote, to harass during the course of employment, or to discriminate in matters of compensation, terms, conditions, or privileges of employment against any person otherwise qualified because of any of the listed protected identities. Consistent with state and federal law, this includes failing to provide reasonable accommodations to persons with disabilities or to accommodate religious practices.

Protected Class Harassment is a form of discrimination and is conduct based upon an individual's race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy that is unwelcome and sufficiently severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or offensive, or that substantially interferes with an individual's work or education. Intent is irrelevant in the determination of prohibited harassment. Depending upon the facts, harassment could include, but is not limited to threats, physical contact or violence, pranks, jokes, bullying, epithets, derogatory comments, or vandalism.

Even if actions are not directed at specific persons, a hostile environment may be created when the conduct is sufficiently severe or pervasive so as to substantially interfere with or limit the ability of an individual in the environment to work, study, or otherwise participate in activities of the University.

Conduct alleged to be harassment, including sexual harassment (defined below), will be evaluated by considering the totality of the particular circumstances, including the nature, frequency, intensity, location, context, and duration of the conduct. Although repeated incidents generally create a stronger claim of harassment, a serious incident, even if isolated, can be sufficient.

Sexual Harassment* is any unwelcome sexual advance, request for sexual favors, or other conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an **individual's employment, education or participation in a university activity;**
2. Submission to or rejection of such conduct by an individual is used as the basis for, or a factor in, **decisions affecting that individual's employment, education or participation in a university activity;** or
3. Such conduct is sufficiently severe or pervasive to unreasonably interfere with an **individual's employment or education or create an intimidating, hostile or offensive environment for that person's employment, education or participation in a university activity.**

Depending upon the facts, examples of sexual harassment could include, but are not limited to: unwelcome sexual advances; repeated and unwelcome sexually-oriented bullying, teasing, joking, or flirting; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, touching, pinching, or brushing against another's body; or displaying objects or pictures, including electronic images, which are sexual in nature and which create a hostile or offensive work, education, or living environment.

The fact that a consensual relationship exists, in and of itself, is not a defense to a charge of sexual harassment. Conduct may occur within a consensual relationship or following termination of a consensual relationship that is unwelcome and meets the definition of sexual harassment under this policy or as defined by the University's Title IX, Sexual Harassment and Gender Discrimination policy. *

*For the definition of sexual harassment pursuant to Title IX of the Education Amendments Act of 1972, see the CSU Pueblo Policy on Title IX, Sexual Harassment and Gender Discrimination. Sexual harassment is prohibited by both Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972, and by both this policy and the CSU Pueblo Policy on Title IX, Sexual Harassment and Gender Discrimination. The Office of Human Resources and Institutional Equity will explain the applicability of these laws and policies to parties involved in a complaint and grievance procedure involving sexual harassment.

Respondent: The person reported to have engaged in one or more acts that may constitute a violation of this policy, including discrimination, harassment, sexual harassment, or retaliation.

Retaliation is any materially adverse action taken against an individual or someone associated with that individual because they have participated or may participate in a protected activity, such as making a complaint or report; serving as a witness; assisting in an investigation, grievance procedure, hearing, or related activity concerning an unlawful practice or violation of university policy; or opposing a discriminatory practice. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy or participating in the complaint processes under this policy. For there to be retaliation, there must be a causal connection between the protected activity and the materially adverse action. The University strictly prohibits retaliation. Depending upon the facts, examples of conduct that may be retaliation may include, but are not limited to demotion, denial of raise, termination, threats, harassment, and intimidation.

Third-Party Harassment is harassment committed by an individual or persons not employed by or enrolled as students at the University such as a vendor, contractor, guest lecturer or other visitor to campus.

POLICY STATEMENT:

CSU Pueblo is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs and activities, and the use of its facilities. The University takes affirmative action to employ qualified women, racial/ethnic minorities, protected veterans, and individuals with disabilities.

Furthermore, the University is committed to protecting the constitutional and statutory civil rights of persons connected with the University.

CSU Pueblo does not discriminate on the basis of age, citizenship, creed, color, disability, gender, gender expression, gender identity, genetic information, national origin or ancestry, pregnancy, race, religion, sex, sexual orientation, veteran status, or because an individual has inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. CSU Pueblo complies with the Equal Pay Act, Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments, the Americans with Disabilities Act, as amended, Section 503/504 of the Rehabilitation Act, the Age Discrimination Act, Age Discrimination in Employment Act, the Vietnam Era Veterans' Readjustment Assistance Act, the Pregnancy Discrimination Act, Executive Order 11246, as amended, Violence Against Women Reauthorization Act of 2013, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado.

To comply with federal requirements regarding non-discrimination in admissions and operations, the above non-discrimination statement must appear in major University publications. A brief required non-discrimination statement also must appear in written advertisements and University publications, including those used to inform prospective students of University programs. Human Resources and Institutional Equity (HRIE) will maintain the required non-discrimination statements, and additional information regarding these requirements.

Admission of students, employment, and the availability and access to CSU-Pueblo programs, activities, and facilities are made in accordance with these policies regarding non-discrimination.

As such, the University prohibits any conduct that constitutes Discrimination, Protected Class Harassment, and Retaliation. The University prohibits threats **directed towards a Complainant because of that person's**

actual or perceived protected characteristics. Furthermore, the University prohibits conduct which **maliciously and with specific intent to intimidate or harass a Complainant because of that person's** protected characteristics and that: makes physical contact with the Complainant; damages or defaces any property of another person; or threatens by word or act to do either of the above if there is a reasonable cause to believe that such an act will occur.

It is incumbent upon all members of the University community to work together to provide an environment that is free of Discrimination, Protected Class Harassment and Retaliation. To that end the University encourages any person, student, faculty or staff, who believes that they have knowledge of a violation of this Policy or have been subjected to conduct that violates this Policy, to report that concern to HRIE.

An individual found to have engaged in conduct prohibited by this Policy may be subject to discipline by the University, up to and including, dismissal or termination of their relationship with the University.

Policy Provisions:

1. Jurisdictional Scope

This policy applies to alleged discrimination, protected class harassment or retaliation that takes place on university property or at university-sponsored events, regardless of their location. This policy may also apply to alleged discrimination or harassment that occurs off university property and outside the context of a university employment or education program or activity but nevertheless has a continuing adverse impact on or creates a hostile environment for students, employees, or third parties in any university employment, living or academic environment. Depending upon the facts, examples of where such conduct may occur include, but are not limited to, study abroad programs, conferences, social gatherings and virtual spaces (e.g. video-conferencing, social media).

2. First Amendment

The University affirms its commitment to the principle of free speech and academic freedom. The protections of the First Amendment must be considered if issues of speech or expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and academic faculty. Verbal or physical conduct exceeds the protections of academic freedom if it meets the definition of Protected Class Harassment or Sexual Harassment as contained in this policy and a) is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process, legitimate objectives of the course, or scholarly pursuits); or b) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

3. Reporting

Any university community member or individual who is directly involved in, observes, or reasonably believes that discrimination or harassment may have occurred can submit a report to the Office of HRIE.

4. Concurrent Complaints & Filing with External Agencies

A Complainant has the right to pursue charges or file a concurrent complaint with local law enforcement or any other state or federal administrative agencies, independently of any complaints filed with the University pursuant to this Policy.

HRIE has an obligation to investigate alleged violations of this Policy independent of any criminal investigations carried out by law enforcement or any investigations carried out by administrative agencies.

5. Complaint Resolution Procedures

The University provides fair, understandable, and legally sound procedures for handling all concerns, allegations, and complaints of Discrimination, Protected Class Harassment, and Retaliation. These procedures may vary depending on the nature of the concern, allegation, or complaint and the relationships of the involved parties to the University (i.e., student, faculty, employee, or non-employed party). The responsible departments will develop, maintain, publish, and follow appropriate procedures.

6. Training & Educational Programming

Individuals involved in processing alleged or potential violations of this Policy shall undergo annual training on issues related to Discrimination, Protected Class Harassment, and Retaliation and how to conduct investigatory and (when applicable) sanctioning processes that protect the safety of complainants and the campus community, promote accountability, and ensure due process.

The University shall offer primary prevention and awareness programs regarding topics related to Discrimination, Protected Class Harassment and Retaliation to new students, faculty, and staff as appropriate.

7. Withdrawals, Resignations, & Graduations

If a Respondent ceases enrollment or employment with University before final conclusion of all processes under this Policy or its Procedures, the University may continue those processes, to the extent it is able, whether or not the Respondent elects to continue participation. Under certain circumstances, the University may take additional Interim Measures in light of, or in anticipation of, termination of the relationship between the University and the Respondent.

RESPONSIBILITIES:

Office of Human Resources and Institutional Equity

The Office of Human Resources and Institutional Equity is responsible for carrying out the University's commitment to preventing conduct prohibited by this Policy. HRIE provides leadership in supporting and enhancing campus diversity and an inclusive community, as well as developing, implementing, and monitoring the University's equal opportunity and affirmative action (EO/AA) compliance obligations. HRIE is also responsible for the oversight and investigation of alleged violations of this Policy. HRIE also provides resources and training regarding preventing conduct prohibited by this Policy, as well as workplace and education equity.

ADA/504 Coordinator

The University has designated the Compliance and Title IX Coordinator as the of the Office of Human Resources and Institutional Equity as the University's ADA/504 Coordinator, responsible for coordinating the University's compliance with the American's with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act, which prohibit the University from discriminating against individuals with disabilities.

RELATED LAWS, POLICIES & PROCEDURES:

Related Laws

1. Equal Pay Act
2. Titles IV, VI and VII of the Civil Rights Act of 1964
3. Title IX of the Education Amendments
4. The Americans with Disabilities Act, as amended
5. Section 503/504 of the Rehabilitation Act

6. The Age Discrimination Act
7. Age Discrimination in Employment Act
8. The Vietnam **Era Veterans' Readjustment Assistance Act**
9. The Pregnancy Discrimination Act
10. Executive Order 11246, as amended
11. Violence Against Women Reauthorization Act of 2013
12. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
13. The Genetic Information Nondiscrimination Act of 2008
14. All civil rights laws of the State of Colorado

Related Policies

1. Title IX, Sexual Harassment and Gender Discrimination
2. Access to Personnel Files Policy and Procedures
3. Student Code of Conduct
4. Familial and Consensual Relationships (Nepotism)
5. Family Educational Rights and Privacy Act (FERPA)
6. Service Animals in Classrooms

Related Procedures

CSU-Pueblo Procedures for Discrimination, Protected Class Harassment and Retaliation

Approvals



9/16/20

Approved by Dr. Timothy Mottet, President Date

Approved by The Board of Governors Date

The Board of Governors of the
 Colorado State University System
 Meeting Date: October 9, 2020
 Consent Item

MATTER FOR ACTION:

Approval of the Colorado State University Pueblo Supplemental Pay Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve
 the CSU Pueblo Supplemental Pay Policy.

EXPLANATION

Presented by Dr. Timothy Mottet President, CSU Pueblo

CSU Pueblo adopted a Supplemental Pay policy in 2012. The policy had provisions that limited opportunities for employees based on their current base salary. In addition, an internal audit identified areas that needed clarification and updating.

The modifications to the policy create a more equitable structure for supplemental pay opportunities, clarify eligibility for supplemental pay, and give discretion to the President to grant supplemental pay in exceptional circumstances. The updated policy also clarifies those situations that warrant supplemental pay and provides clearer approval processes. Both the CSU Pueblo Cabinet and President Mottet approved this policy modification.

 Approved

 Denied

 Board Secretary

 Date

CSU-PUEBLO POLICY: SUPPLEMENTAL PAY POLICY

Policy Title: Supplemental Pay Policy

Category: Human Resources

Owner: Human Resources & Institutional Equity

Policy ID#: 7-006-01

Contact:

Human Resources

Web: <http://www.csupueblo.edu/HR>

Email: hr@csupueblo.edu

Effective Date: 9/14/2020

Supersedes Policy ID#: 7-006-00

Viewing/Downloading Options:

- Web - Formatted (this page)
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PURPOSE OF THIS POLICY

This policy provides uniform and consistent standards for awarding supplemental pay to Colorado State University Pueblo faculty and administrative professional staff. The policy is not intended to modify any of the existing policies or procedures governing the administration of University salaries or payments for external consulting.

APPLICATION OF THIS POLICY

This policy applies to Faculty and Administrative Professional Staff (Staff Member).

EXEMPTIONS FROM THIS POLICY

Classified staff, hourly staff, student workers, and temporary staff are exempt from this policy. Classified staff supplemental pay is governed by the State Personnel Rules. Contact the Office Human Resources and Institutional Equity (HRIE) for details.

Recognition stipends are monetary awards given for recognition such as Distinguished Professor, Teaching Award recipient, Staff Member of the Year, Endowed Chairs, etc. and are not part of this policy.

DEFINITIONS USED IN THIS POLICY

1. Conflict of commitment: Employee commitments external to their primary job duties which substantially burdens or interferes with the employee's primary obligations and commitments to the University.
2. Supplemental pay: Any pay awarded to a faculty or staff member which is for activity and pay in addition to that described in their letter of appointment (or subsequent salary increase notifications).

POLICY STATEMENT

The University recognizes that employees may need to temporarily make contributions that are outside of their current job duties. This may occur when an employee is called to do work outside of their current job description or the employee back fills a vacant position requiring significant additional hours. In addition, employees at times will be called to teach courses as either adjunct professors or to increase their current work load. The University will provide supplemental pay to these employees to compensate them for their additional efforts. The President has the discretion to make exceptions to this policy in rare circumstances.

Eligibility for Supplemental Pay

1. Senior administrators: Supplemental pay may not ordinarily be paid to Senior Administrators.

2. Faculty: Faculty whose primary appointment is for the academic year are presumed to be fully engaged in fulfilling teaching, research, and service obligations inherent in their academic appointments. Full-time ranked Faculty are required to teach 12 credit hours per semester unless granted equivalency per the Faculty Handbook. For academic or administrative duties assigned beyond the scope of their academic appointments, Faculty may receive supplemental pay, with appropriate prior approvals, whether such duties are performed within the home department or for another department on campus. For full-time Faculty in traditional 9-month (fall and spring) roles, pay for summer school teaching is not considered supplemental pay. Faculty that are appointed as academic program director or coordinator, or assistant, associate and/or department chair may receive supplemental pay for the term of their appointment in such a position.

3. Administrative Professional Staff: Guidelines for supplemental pay vary based on the time and location of the work. The following categories delineate when and where extra work resulting in a salary supplement may be authorized for this group of employees. Prior approval for such assignments must be given by the supervisor of the employee's primary job.
 - a. Additional Duties in Home Department: All duties assigned to Administrative Professional Staff employees by their home departments are presumed to be encompassed within their regular appointments. Consequently, for such full-time employees, supplemental pay may only be authorized for additional work performed for or on behalf of the home department that are short term emergency situations, are needed to fill vacancy positions, or to facilitate use of athletic facilities and special events. This will not include special projects, task forces, campus committee assignments, etc.

 - b. Additional Duties in Other Departments: Employees may receive supplemental pay for duties on campus only when such duties are occasional, sporadic, outside of their primary job duties, and do not conflict with primary job duties. For instance, an employee in this group might teach a night or weekend class within Academic Affairs.

 - c. Part-Time Employees: When an appointment is for less than full-time (full-time is 1.0 FTE), the employee remains available to contract with other departments in the University for up to full-time employment through additional assignments and remains eligible to receive supplemental pay. Additional assignments resulting in supplemental pay in the home department may only be granted for isolated or emergency situations. For on-going needs, the appropriate course of action for continuing additional work in the home department would be to increase the FTE of the primary assignment and thereby increase the base salary

d. Part-Year Employees: When an appointment is for less than 12 months, the employee remains available for additional work with the home department or other departments and to receive supplemental ²³⁴ during the months which are not incorporated in the employee's base appointment. . Approval from the supervisor of the employee's primary job is generally not required when work is performed during the months in which the employee is not working in their primary job.

POLICY PROVISIONS

1. Teaching overloads and Extended Studies correspondence courses:

- a. Tenure-track or tenured Faculty should generally not be paid extra for teaching credit courses in addition to their normal course load. Instead, other arrangements may be made, such as a corresponding course reduction in the following semester. Under unusual circumstances (e.g. coverage for another faculty member on emergency medical leave), overload pay may be approved for faculty that agree to teach additional credit courses beyond the departmental standard load if there are no external candidates available to hire and if it does not cause a conflict of commitment with the other duties of the faculty member.
- b. Library faculty and other non-teaching faculty (whose duties are tied to the normal work week schedule of the University) may be allowed to take on a University teaching responsibility for supplemental pay. Additional activities for supplemental pay must not interfere with the staff member's normal duties, must be outside the scope of the employee's normal job responsibilities, and must be carried out at times other than during the normal working hours established for full-time employment responsibilities of that staff member.
- c. Administrative Professional Staff: Non-teaching staff, whose duties are tied to the normal workweek schedule of the University, may be allowed to take on a University teaching responsibility for supplemental pay. To ensure there is no conflict of commitment, additional activities for supplemental pay must not interfere with the staff member's normal duties, must be outside the scope of the employee's normal job responsibilities, and must be carried out at times other than during the normal working hours established for that staff member. Regarding qualified full-time Administrative Professional Staff wishing to teach for Extended Studies, the teaching load is the same as noted for faculty in section 2 below.

2. Division of Extended Studies:

Faculty may be approved by their Chair or Dean for supplemental pay for teaching Independent Study and for-credit courses offered through Extended Studies as long as it does not cause a conflict of commitment with regular job duties.

With Independent Study courses, Extended Studies allows no more than 80 students per academic year (40 per semester in fall and spring) and at most 2 sections per fall and 2 sections per spring for each faculty member. An exception may be made for year-long print based correspondence courses with approvals as noted above. Independent Study supplemental contracts will be paid at the end of fall and spring, regardless of base salary, and excluded from the inclusion of any other supplemental contracts offered during the academic year. Summer is not part of the faculty base employment period; thus, each instructor is permitted to teach 4 classes of Independent Study courses, regardless of full time / part time employment status. Summer enrollments are not subject to the cap stated above.

For-Credit Course Work:

Includes online, short courses, study abroad, courses in partnership with industry/government partners and also at the satellite campuses. Full-time employees and Faculty members may only teach 2 for-credit courses per semester in addition to two independent study courses.

For Non-Credit / Workshops and Development Work:

One-time special payments: In some cases, a one-time payment may be allowed. Examples include but are not limited to, a one-time payment for developing or updating a distance education or online course and conducting a professional workshop. In no case shall a one-time supplemental payment be paid or construed to be a bonus for performance. These one-time / isolated supplemental contracts cannot conflict with an employee's primary job responsibilities.

3. Administrative Assignments:

Some additional assignments for Administrative Professional Staff and Faculty do not extend beyond a few months and are temporary or time-limited in nature, which are eligible for supplemental pay. Examples include but are not limited to, assignments of one year or less as coordinators of undergraduate, graduate, or special programs. Interim appointments to a higher level of administrative responsibility, such as interim department chair, dean or director, may also result in supplemental pay. If payment for any of these administrative services is for a period exceeding one year, the duties should be assigned to the employee's primary job and the base salary adjusted to reflect the change in scope, with the exception of faculty who take on the role of department chair of an academic program and receive supplemental pay for the term of their appointment.

4. Sponsored Programs

Sponsored program activity (e.g., grants and contracts) have special provisions and must adhere to the Code of Federal Regulations, sponsor and institutional policies related to compensation. Federally funded sponsored programs require that an employee follow the institutional base salary rules that govern their respective appointment. In general, faculty and staff members involved in sponsored programs during the period of performance should have their other assigned responsibilities reduced through a reassigned time arrangement as supplemental pay is generally prohibited during the employee's regular appointment period, however, "overload" or supplemental pay may be allowable in certain circumstances. Because requirements vary among sponsors, as well as the specific terms and conditions of the respective grants and contracts, any deviations from the reassigned time approach must be reviewed for allowability and approved by the Office of Sponsored Programs. The Office of Sponsored Programs will approve/disapprove requests upon receipt per the applicable regulations of that respective sponsored program as well as institutional base salary policy.

Procedures for Payment of Supplemental Pay

1. Supervisory/Managerial Responsibility and approvals:

It is the responsibility of the hiring manager to submit a written request stating the justification for the work to be performed and the funding required to the employee's dean or vice president prior to offering the work to an individual. The request must clearly identify the activities covered, the relationship of the activities to normal job responsibilities, the expected duration, the basis for determining the one-time or periodic supplemental payments, and a basis for the pay amount. It is also the responsibility of chairs, deans, directors, and other unit leaders to review the overall work load of the staff/faculty member who is taking on additional work to ensure that this assignment does not interfere with or affect the quality of the staff or faculty member's primary job. Supervisors may withhold approval if/when they believe the extra assignment would adversely affect the primary job (i.e. constitute a conflict of commitment). Please refer to HRIE for e-job offer

process. A copy of the supplemental letter along with the approved justification, shall be retained in the employee's personnel files.

APPROVALS



9.24.20

Approved by Dr. Timothy Mottet, President

**CSU-Global
Preliminary Enrollment Report (AY20-21)
Fall 2020**

The CSU Global preliminary enrollment report for the fall trimester is presented below. CSU Global has four fall starts: Fall A (July), Fall B (August), Fall C (September), and Fall D (October). At the time this report was generated only Fall A and B terms had finalized numbers including the percent breakdown for demographics, degree level, and financial aid information. Following the data for Fall A and Fall B, additional context for Fall C are presented.

Fall 2020, including only A and B terms, data is presented below. In the first table, the total student credit hours, headcount and degree level information is provided. Based on the preliminary data in this table, CSU Global may expect to see an increase in non-degree seeking students and a change back to a more historical mix of undergraduate and graduate student mix.

Table 1: Enrollment Trends: Fall 2018 (full trimester) - Fall 2020 (A/B terms)

	Fall 2018⁽²⁾ [Trimester]		Fall 2019⁽²⁾ [Trimester]		Fall 2020 [A/B Terms only]	
Student Credit Hours⁽¹⁾	80,709		79,047		39,715	
	Count	Percent	Count	Percent	Count	Percent
Headcount⁽¹⁾						
Undergraduate	7,676	60.7%	7,746	61.3%	6,529	66.1%
Graduate	4,424	35.0%	4,527	35.8%	3,174	32.1%
Non-Degree Seeking	380	3.0%	373	2.9%	172	1.7%
Total	12,480	100.0%	12,646	100.0%	9,875	100.0%
New Undergraduate^(1,3) (% UG)	1,800	36.5%	1,963	25.3%	876	13.4%
Attendance Status⁽¹⁾						
Full-Time Students	4,469	35.8%	4,551	36.0%	137	1.4%
Part Time Students	8,011	64.2%	8,095	64.0%	9,738	98.6%
Total	12,480	100.0%	12,646	100.0%	9,875	100.0%



Student demographics are provided in the second table. Overall, the male and female ratios are holding fairly steady, first generation students appear to be trending back towards historical numbers, and there is a slight increase in the number of students residing in foreign countries consistent with the slight decrease in Colorado residents. The number of Pell recipients is also slightly lower than the previous year but still higher than historical calculations for CSU Global. Of interest is the continued slight trend towards a younger student population.

Table 2: Demographic Trends: Fall 2018 (full trimester) - Fall 2020 (A/B terms)

	Fall 2018 ⁽²⁾ [Trimester]		Fall 2019 ⁽²⁾ [Trimester]		Fall 2020 [A/B Terms only]	
Gender⁽¹⁾						
Male	5,025	40.3%	5,070	40.1%	4,061	41.1%
Female	7,455	59.7%	7,440	58.8%	5,720	57.9%
Total	12,480	100.0%	12,646	98.9%	9,875	99.0%
Age Category⁽¹⁾						
24 or younger	1,360	10.8%	1,416	11.2%	1,188	12.0%
25-34	5,558	44.0%	5,581	44.1%	4,576	46.3%
35-44	3,661	28.9%	3,685	29.1%	2,703	27.4%
45-54	1,534	12.1%	1,598	12.6%	1,153	11.7%
55-64	337	2.7%	329	2.6%	232	2.3%
65 and older	30	0.2%	37	0.3%	23	0.2%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	12,480	100.0%	12,646	100.0%	9,875	100.0%
State of Residence⁽¹⁾						
In Colorado	4,844	38.8%	4,688	37.1%	3,429	34.7%
Out of Colorado in US ⁽⁴⁾	7,561	60.6%	7,885	62.4%	6,013	60.9%
Foreign Country ⁽⁴⁾	75	0.6%	73	0.6%	433	4.4%
Total	12,480	100.0%	12,646	100.0%	9,875	100.0%


Table 2 (continued): Demographic Trends: Fall 2018 (full trimester) - Fall 2020 (A/B terms)

	Fall 2018 ⁽²⁾ [Trimester]		Fall 2019 ⁽²⁾ [Trimester]		Fall 2020 [A/B Terms only]	
First Generation⁽⁵⁾ (% UG)	2,661	33.8%	1,776	22.9%	1,791	27.4%
Financial Aid⁽⁶⁾	Count	% UG	Count	% UG	Count	% UG
Not PELL Recipient	5,920	77.1%	5,622	72.6%	5,030	86.5%
PELL Recipient	1,756	22.9%	2,124	27.4%	1,499	25.8%
Federal Loans Recipient ⁽⁷⁾	3,090	40.3%	3,963	51.2%	2,221	38.2%
Total Undergraduate	7,676	100.0%	7,746	100.0%	5,814	100.0%
Race/Ethnicity⁽¹⁾						
Asian	572	4.5%	520	4.1%	433	4.4%
Black or African American	990	7.8%	861	6.8%	669	6.8%
Hawaiian/Other Pacific Islander	45	0.4%	40	0.3%	14	0.1%
Hispanic	1,636	12.9%	1,767	14.0%	1,431	14.5%
Native American/Alaskan Native	90	0.7%	95	0.8%	54	0.5%
White	8,024	63.5%	7,360	58.2%	5,492	55.6%
Two or More Races	371	2.9%	279	2.2%	129	1.3%
Non resident Alien	43	0.3%	92	0.7%	100	1.0%
Race/Ethnicity Unknown	709	5.6%	1,632	12.9%	1,553	15.7%
Total	12,480	100.0%	12,646	100.0%	9,875	100.0%

A preliminary analysis of Fall C data (September start) suggests an additional 925 students (523 UG, 310 GR, and 92 NDS) were enrolled through census bringing the preliminary total headcount for three out of the four terms to 10,800. Final data will be presented at the December Board of Governor's meeting.



CSU Pueblo Fall 2020 Early Enrollment Summary
Comparisons to previous year noted in parentheses

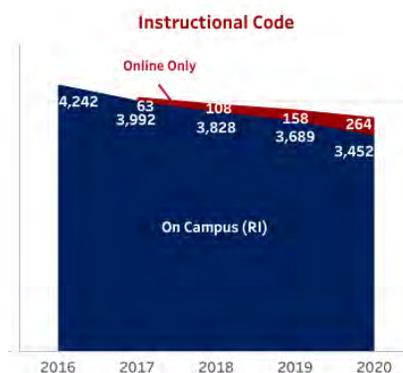
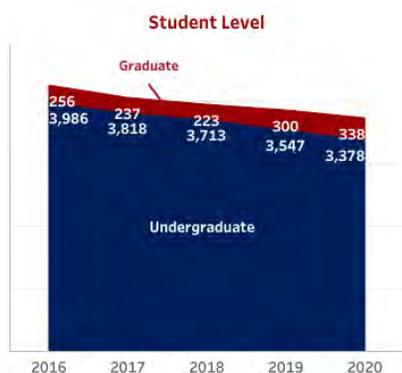
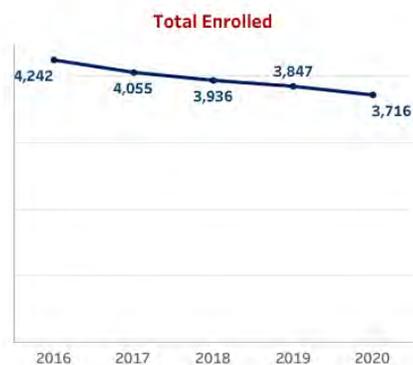
Total headcount: 3,716 (-3.3%)

Total FTE: 3,070 (-2.9%)

Undergraduate headcount: 3,378 (-5%)

Graduate headcount: 338 (+13%)

Online-only headcount: 264 (+67%)



Note: Had estimated COVID-related enrollment impact to be -10% FTE; these results are significantly better than anticipated

Total new Student enrollment: 1,236 (-10.6%)

New freshmen: 568 (-10%)

New transfers: 296 (-7.5%)

New international: 16 (-68%)

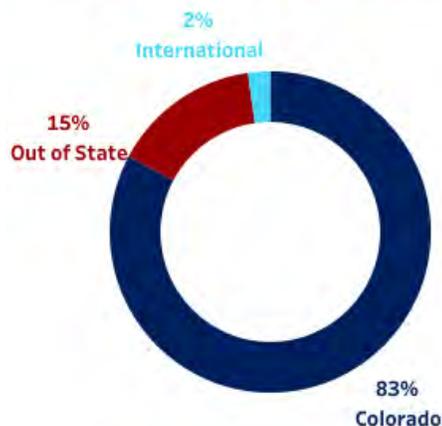
New out-of-state: 184 (-15%)

Geographic Diversity

While new out-of-state and international enrollments declined, the overall percentage of students from those areas remained stable, as in-state numbers declined as well. Geographic representation within the U.S. actually diversified, and students now represent 28 countries, 48 states and territories, and 48 Colorado counties.

All Students Home Origin Summary

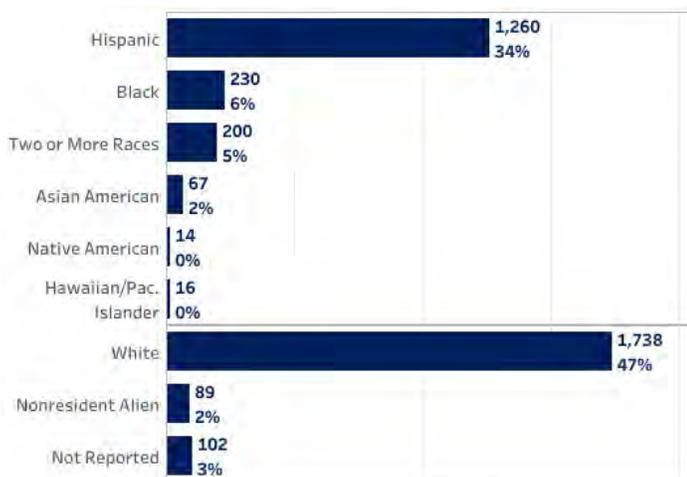
Home Origin Locations



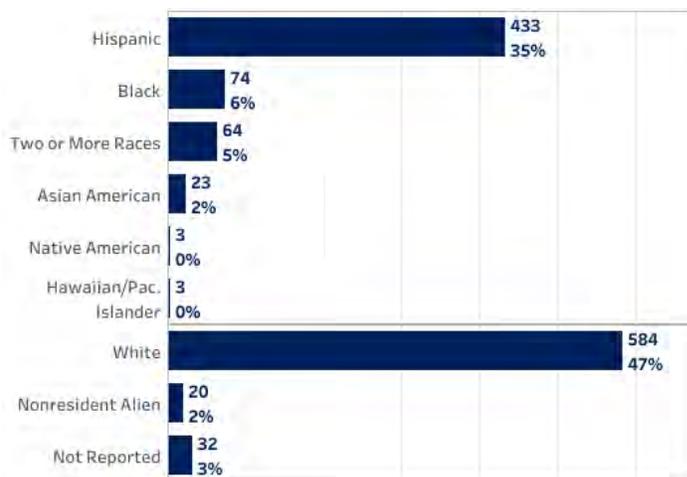
Demographic Diversity

Racial and ethnic diversity increased slightly this year, with 47% of all students reporting a diverse background, compared with 46% last year. 40% of our students are first generation, and 39% are Pell eligible. New students trended a little more diverse, particularly in Hispanic students, than the total enrolled population.

All Students



New Students



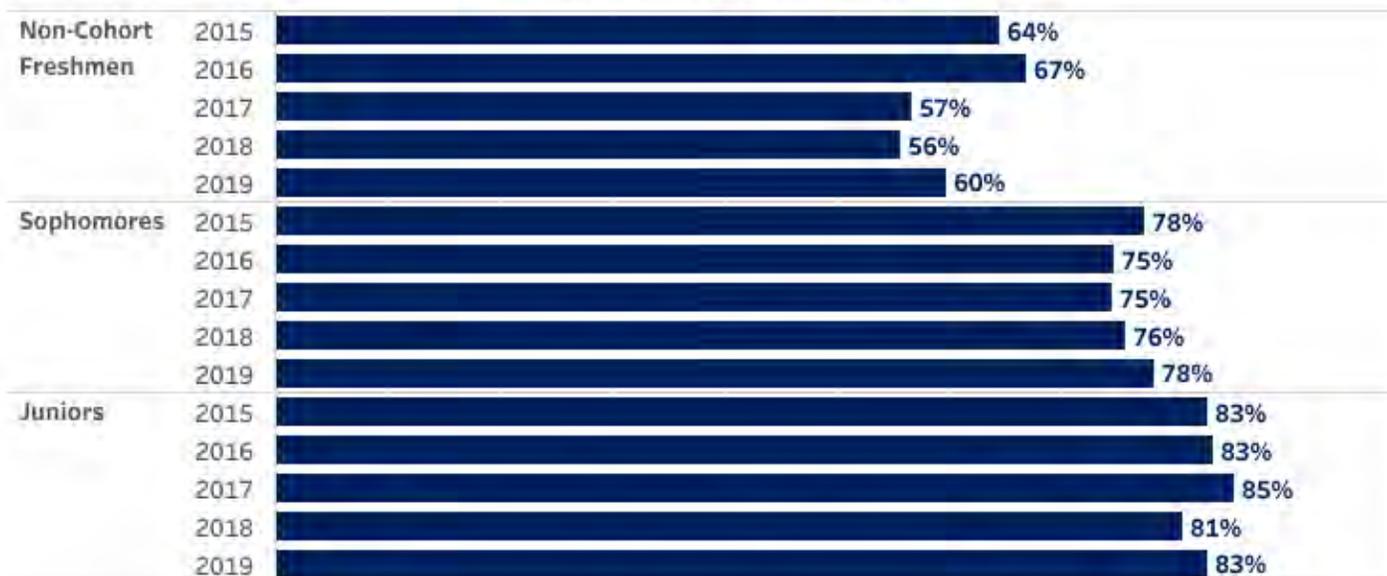
Persistence and Retention

Early indicators are that despite the challenges of keeping students engaged in a pandemic, CSU Pueblo managed to retain a larger percentage of its continuing student body in this year. Freshman cohort retention is currently trending at 68%, up 5 percentage points from last year. Other undergraduate student levels are showing significant improvement in persistence as well. The cohort year tracks their level in 2019 and their return rate for the following year; in this case, 2019 indicates the percentage of students in those cohorts returning for fall 2020.

Retention



Undergraduate Persistence



Board of Governors of the Colorado State University System
Meeting Date: October 9, 2020
Report Item

MATTERS FOR ACTION:

Report Item.

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

Report to the Board of Governors that provides an overview of the preliminary enrollment numbers and comparison data from FY15 through FY20.

Colorado State University: Fort Collins Campus

	FY15	FY16	FY17	FY18	FY19	FY20	One Year Change	
Primary Degrees Awarded	7,181	7,148	7,196	7,537	7,753	8,000	247	3.2%
Bachelors	5,049	4,995	5,136	5,159	5,314	5,448	134	2.5%
Masters	1,755	1,774	1,701	1,714	1,701	1,767	66	3.9%
Doctorate	251	249	223	250	263	256	-7	-2.7%
D.V.M.	126	130	136	138	142	144	2	1.4%
Graduate Certificate		28	136	276	333	385	52	15.6%
STEM Degrees	2,615	2,689	2,914	3,144	3,381	3,396	15	0.4%
Non-STEM Degrees	4,566	4,459	4,282	4,393	4,372	4,604	232	5.3%
	FA15	FA16	FA17	FA18	FA19	FA20	One Year Change	
Student Credit Hours (RI Only)	364,995	376,759	378,586	382,032	382,786	358,681	-24,105	-6.3%
Headcount (RI)	27,566	28,297	28,446	28,691	28,864	27,835	-1,029	-3.6%
Undergraduate	23,009	23,768	23,943	24,380	24,600	23,590	-1,010	-4.1%
Freshman	6,096	6,268	6,242	6,488	6,291	5,540	-751	-11.9%
Sophomore	4,965	5,340	5,399	5,402	5,710	5,552	-158	-2.8%
Junior	5,314	5,311	5,500	5,465	5,525	5,532	7	0.1%
Senior & Post Bach.	6,634	6,849	6,802	7,025	7,074	6,966	-108	-1.5%
Graduate	4,008	3,962	3,924	3,728	3,676	3,648	-28	-0.8%
Graduate I & NDS	2,593	2,536	2,471	2,326	2,225	2,162	-63	-2.8%
Graduate II	1,415	1,426	1,453	1,402	1,451	1,486	35	2.4%
Professional	549	567	579	583	588	597	9	1.5%
New Undergraduate	4,807	5,035	5,114	5,405	5,204	4,556	-648	-12.5%
Transfer Undergraduate	1,727	1,750	1,616	1,679	1,616	1,315	-301	-18.6%
Female	14,102	14,507	14,597	14,740	15,136	14,910	-226	-1.5%
Male	13,464	13,790	13,849	13,951	13,728	12,925	-803	-5.8%
Nonresident, Non-WUE	6,781	7,273	7,585	7,949	8,070	7,505	-565	-7.0%
Nonresident, WUE	700	748	856	1,025	1,150	1,356	206	17.9%
Resident	20,085	20,276	20,005	19,717	19,644	18,974	-670	-3.4%
Not First-Generation (only asked of undergraduates)	17,104	17,786	17,981	18,311	18,550	17,944	-606	-3.3%
First-Generation (only asked of undergraduates)	5,905	5,982	5,962	6,069	6,050	5,646	-404	-6.7%
Not Pell (undergraduate only)	17,875	18,568	18,675	19,317	19,539	19,678	139	0.7%
Pell (undergraduate only)	5,134	5,200	5,268	5,063	5,061	3,912	-1,149	-22.7%
Nonminority	22,604	22,885	22,452	22,305	22,046	21,027	-1,019	-4.6%
International	1,981	1,985	1,995	1,930	1,862	1,516	-346	-18.6%
Unknown	1,280	1,011	577	413	330	252	-78	-23.6%
White	19,343	19,889	19,880	19,962	19,854	19,259	-595	-3.0%
Minority	4,922	5,412	5,994	6,386	6,818	6,808	-10	-0.1%
Asian	644	723	753	779	775	765	-10	-1.3%
Black	555	591	609	615	598	552	-46	-7.7%
Hawaiian/Pac. Islander	30	33	47	43	39	35	-4	-10.3%
Hispanic/Latino	2,797	3,084	3,453	3,727	3,974	4,008	34	0.9%
Multi-Racial	749	850	1007	1109	1310	1302	-8	-0.6%
Native American	147	131	125	113	122	146	24	19.7%
Agricultural Sciences	1,646	1,689	1,652	1,665	1,698	1,603	-95	-5.6%
Business	2,495	2,564	2,639	2,614	2,535	2,503	-32	-1.3%
Walter Scott, Jr. College of Engineering	3,308	3,443	3,370	3,359	3,260	3,074	-186	-5.7%
Health and Human Sciences	4,765	4,987	4,845	4,800	4,900	4,690	-210	-4.3%
Intra-University	2,990	2,760	2,800	2,796	2,657	2,304	-353	-13.3%
Liberal Arts	4,640	4,644	4,594	4,651	4,725	4,665	-60	-1.3%
Natural Sciences	4,337	4,657	4,863	5,097	5,309	5,248	-61	-1.1%
Veterinary Medicine & Biomedical Sci	1,618	1,715	1,804	1,785	1,820	1,839	19	1.0%
Warner College of Natural Resources	1,767	1,838	1,879	1,924	1,960	1,909	-51	-2.6%

Note: Unless otherwise specified, all data reflect RI student headcount; fall 2020 Pell Grant data are VERY preliminary.

Colorado State University: Fort Collins Campus

	Retention		4-Yr. Grad.		5-Yr. Grad.		6-Yr. Grad.	
	FA18	FA19	FA15	FA16	FA14	FA15	FA13	FA14
Overall	85.1%	85.3%	46.1%	47.0%	66.6%	65.5%	69.2%	69.7%
Pell	79.4%	80.0%	39.0%	39.2%	55.0%	55.9%	62.1%	58.6%
Non-Pell	86.6%	86.7%	47.9%	49.0%	69.7%	68.0%	71.1%	72.6%
First Generation	82.1%	79.9%	40.6%	40.0%	56.5%	57.7%	62.0%	59.4%
Continuing Generation	85.9%	86.9%	48.0%	49.1%	69.8%	68.2%	71.5%	72.9%
Male	83.4%	84.5%	37.8%	38.5%	64.0%	62.3%	65.6%	68.0%
Female	86.5%	85.8%	53.4%	53.6%	68.8%	68.3%	72.2%	71.0%
Racially Minoritized	82.0%	81.4%	41.6%	41.0%	63.4%	59.4%	63.5%	65.8%
Non-Racially Minoritized	86.3%	86.9%	47.3%	49.0%	67.5%	67.2%	70.7%	70.7%
Non-Resident	82.6%	83.7%	43.2%	45.0%	61.8%	61.8%	65.9%	64.3%
Resident	86.5%	86.2%	47.4%	47.9%	68.5%	67.1%	70.4%	71.7%

Section 8

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

October 8-9, 2020

CSU-System Wide

- Executive Vice Chancellor Amy Parsons announced her resignation to take a CEO position in the private sector. Chancellor Frank announced a restructuring that includes transitioning CFO Henry Sobanet to the role of Senior Vice Chancellor for Administration and Government Relations/Chief Financial Officer. Tiana Nelson will become Assistant Vice Chancellor for External Relations, recognizing her leadership role in building and sustaining partnerships in Denver, and Jocelyn Hittle will become Assistant Vice Chancellor for Spur Campus and Special Projects, recognizing her leadership on the development of Spur and its associated programs and partnerships. General Counsel Jason Johnson will take over the responsibilities of Board Secretary, working closely with Melanie Geary who will become Director of Office Operations/BOG Liaison. Chancellor Frank and the CSU System Office recognize and thank EVC Parsons for being an outstanding leader and colleague.
- CSU System Governor Polly Baca will receive a 2020 Colorado Governor's Citizenship Medal, an annual award given to citizens and organizations of Colorado for their significant contributions to communities across the state. Governor Baca will receive the Vanguard Legacy Medal in recognition of decades spent advocating for the people of Colorado through service in the Colorado General Assembly, involvement with national politics, and non-profit leadership.
- The CSU System continues to work closely with the campuses to share best practices in areas of communication, finance, IT, and other key arenas. Communications representatives from the System and campuses have met weekly throughout the COVID pandemic.
- STATE, the magazine of the CSU System, won an international Gold Summit Creative Award in the category of 2020 Pandemic Response for its series of three mini-magazines focused on COVID-19. The Summit Creative Awards recognize excellence in design, creativity, and effectiveness of advertising and marketing communication. The competition had more than 4,100 entries from 27 countries. Coleman Cornelius is executive editor of STATE, and Mary Sweitzer is the art director/designer.
- The CSU System and all three campuses are collaborating on a special initiative around free speech and the elections: *Your Voice. Your Vote. Your Rights*. The initiative launched with a new website (<https://csusystem.edu/free-speech/>) and special edition of the Chancellor's Newsletter focused on free speech September 29. The project includes a toolkit for use by campuses, with social media graphics and guidelines, classroom resources, and more.

Campus Updates

- The CSU Global Presidential Search concluded successfully with the appointment of Pamela Toney as CSU Global president.
- Chancellor Frank continues to engage with Fort Collins City leadership around the redevelopment of the Hughes stadium property.
- CSU welcomed Parker McMullen Bushman as the new Director of Extension for the City and County of Denver. Bushman was previously Vice President of Community Engagement, Education, and Inclusion at the Butterfly Pavilion.
- Both CSU Fort Collins and CSU Pueblo have provided weekly updates for the System and Board on the status of COVID-19 outbreaks and management on their campuses. The Colorado

Department of Higher Education has shared these CSU reports with other campuses as possible templates.

CSU System Government Affairs – Federal

- Chancellor Frank has been actively engaged in a variety of federal outreach efforts within and outside of the Colorado delegation.
- The System continues to work in partnership with the campuses to navigate the requirements of CARES Act (Coronavirus Aid, Relief and Economic Security) funding.

CSU System Government Affairs – State

- CFO Sobanet is serving on Mayor Hancock’s Advisory Committee working on strategies for re-opening.

Statewide Partnerships

- Chancellor Frank, Executive Vice Chancellor Parsons, and CFO Sobanet have been participating in Chamber and Colorado Concern information sessions throughout the Stay at Home and Safer at Home Orders and providing advice where appropriate.
- Chancellor Frank engaged in two higher education panels with the South Metro Chamber (July 27) and the Denver Area Chamber (August 19), along with fellow higher education leaders Janine Davidson with MSU and Mark Kennedy with CU. President McConnell spoke at the panel presented by Colorado Business Roundtable August 5. More than 600 people attended these virtual events.
- Chancellor Frank and Executive Vice Chancellor Parsons have attended the National Western Authority Board meetings in August and September, providing updates on behalf of the CSU System virtually.
- EVC Parsons represented the CSU System at the Denver Rustlers Sept. 1. Over the last 35 years, the Denver Rustlers have raised more than \$3 million to support educational opportunities for the student exhibitors at the Colorado State Fair Junior Livestock Sale (typically 4-H and FFA members).

Spur

- CSU Fort Collins students participated in RiNo CRUSH Walls, the Denver street arts festival, and painted a mural on the east side of the McConnell Building, which will eventually connect to the Hydro building on the CSU Spur campus. The design reflects the five types of sustainability and will be visible on-site for the next year.
- CSU Spur will hold a groundbreaking via livestream for the Terra and Hydro buildings in late-October (details coming soon). Construction continues, and is on-schedule, on the Vida building at Spur.
- CSU and the Denver Dumb Friends League hosted the 7th annual Animal Health Clinic on October 3 in partnership with Focus Points Family Resource Center. CSU students and veterinarians worked alongside veterinarians from the Dumb Friends League to examine and vaccinate 200 pets from communities surrounding the National Western Center.
- Water in the West is scheduled for November 18-19 (virtually). Tickets for the symposium are now available at <https://csusystem.edu/event/water-in-the-west-symposium/>. Speakers include Gary Knell of National Geographic Partners, Governor Jared Polis, and former presidential strategist David Axelrod.
- The Together We Grow consortium held its annual meeting online August 25 and 26, led by Kristin Kirkpatrick.
- CSU Extension has provided more than 300 STEM kits to families in neighborhoods surrounding the future Spur campus. Kits were distributed through nearby rec centers.
- Plans to build an outdoor garden at Bruce Randolph School have resumed, with completion of the garden expected in Summer 2021. The garden is being built in partnership with The Big Green

and will provide students the opportunity to bring healthy foods into their school cafeterias, learn entrepreneurial skills, and connect the gardens into their existing coursework. The coinciding work for CSU to create an Ag Tech Pathway program with Denver Public Schools is also underway.

- CSU hosted its second BioBlitz program with four days of collecting flora and fauna samples from the South Platte River – partners included Denver Zoo and Butterfly Pavilion. The work will provide a baseline to be referenced in the future as restoration efforts continue on the river as part of the National Western Center plans.
- The Youth Action Team, CSU's effort to bring together National Western Center partner organizations and connect youth in a meaningful way to the project, continues. The students in YAT are compensated for their time and are currently working to establish internship and shadow-day programs to be used at Spur and NWC, which will launch Spring 2021. The CSU System will likely welcome its first interns in Spring 2021.

Board of Governors Policy 130

Best Practices and Training



Board Policy 130

Board Training and Best Practices

House Bill 18-1198 – Best Practices for Boards and Commissions

The Board must have written policies or bylaws and obtain annual training on:

- Laws related to the Board's powers and duties
- Identifying and managing Conflicts of Interest
- Colorado Open Records Act and Open Meetings Law
- Staff roles and responsibilities and reviewing management practices
- Oversight over public funding

Board Policy 130

Board Training and Best Practices

House Bill 18-1198 – Best Practices for Boards and Commissions

The Board is compliant with House Bill 18-1198 and has in place the necessary bylaws, policies, and oversight practices.

Information about the Board's enabling legislation, Conflict of Interest policy, as well as the Colorado Open Records Act and Open Meetings Law is included for the Board's review. Please contact General Counsel Jason Johnson with any questions.

Legal Authority of the Board of Governors

Colorado Constitution, Article VIII, Section 5

The Board of Governors has the general supervision of its institutions and the exclusive control and direction of all funds of and appropriations to the Colorado State University System and its institutions, unless otherwise provided by law.

BOG Enabling Legislation – C.R.S. § 23-30-101 *et seq.*

- The Board of Governors is a body corporate and is capable in law of suing and being sued.
- Ownership of real estate and personal property is vested in the Board and the Board is authorized to hold, acquire, exchange, sell and determine the uses of its personal property and real estate.
- The Board has authority to enter into contracts.

BOG Enabling Legislation – C.R.S. § 23-30-101 *et seq.* (cont.)

- The Board has the duties and powers to control, manage, and direct the fiscal and all other affairs of the Colorado State University System and the entities it governs.
- The Board has authority and responsibility for all moneys of the Board and any entity that it controls.
- The Board has authority over all personnel matters relating to the System and its institutions, and may subdelegate that authority.

Other areas of Board authority:

- “make programs of theoretical and practical instruction”
- set the academic year, which “may be divided into terms”
- “fix tuition” and confer degrees
- “may temporarily suspend a university in case of fire, the prevalence of fatal disease, or other unforeseen calamity.”

Article IX of Bylaws and Board Policy 108

Conflict of Interest

Board Members are required to make all decisions or actions solely on the basis of a sincere and faithful effort to promote and foster the best interests of the System and its constituent institutions.

- A conflict of interest exists when a Board member or employee has or represents interests that may compete with or be adverse to those of the Board and the System.
- At the May meeting, Board members are asked to update their disclosure statement and identify any affiliations likely to cause an actual or apparent conflict of interest.
- During the year, if there are any changes to a Board member's affiliations that may cause an actual or apparent conflict of interest, they should contact the Chancellor and the General Counsel.

Board Policy 102

Colorado Open Meetings Law

Meetings of the Board of Governors are generally open to the public under the Colorado Open Meetings Law (OML)

Under the OML:

- Meetings of two or more Board members at which public business is discussed or at which formal action is taken are open to the public.
- If a quorum or majority of the Board is expected to be or attends such a meeting, the meeting can be held only **after** full and timely notice to the public. A meeting includes any gathering in person, by telephone, electronically, or by other means of communication.
- These requirements do not apply to a chance meeting, or a social gathering, at which discussion of public business is not a central purpose.
- At any special or regular meeting of the Board, the Board may, by 2/3 vote of its entire membership, hold an executive session that is not open to the public. The executive session may be held only to discuss specific matters enumerated in the law.

Board Policy 112

Colorado Open Records Act

The Board of Governors, the System and its institutions comply with the Colorado Open Records Act

Under the Colorado Open Records Act:

- “public record” includes “all writings made, maintained, or kept” as part of duties as a member of the Board of Governors
- “writings” consist of “all books, papers, maps, photographs, cards, tapes, records or other documentary materials ... including without limitation electronic mail messages”
- Electronic mail is any electronic message transmitted between computers – **this includes e-mails between members of the Board about Board business, regardless of which e-mail account is used**
- In general, all Board records are presumed to be open to the public, unless they fall within one of the exceptions stated in the Act.





CSU SYSTEM

COLORADO STATE UNIVERSITY

FORT COLLINS | PUEBLO | GLOBAL

SYSTEM METRICS



COLORADO
STATE



CSU
PUEBLO

259



CSU
GLOBAL

INSTITUTIONAL CHARACTERISTICS

Total enrollment	33,478	7,081	19,364
Degree-seeking enrollment	31,726	6,218	18,672
Total revenues	1,330,277,594	\$88,205,689	\$107,975,052
Number of nontraditional age students	8,794	3,616	18,075
% of enrollment that is racially minoritized	22%	34%	33%
% of First Generation	25%	32%	41.00%
Student-to-faculty ratio	16	15	24
Research funding	\$398,500,000	\$4,457,676	NA
Annual fundraising	\$163,000,000	\$5,500,000	NA
% spent on instruction and academic support	39%	58%	26%
% of expenditures spent on administration	5%	15%	7%
Number of employees (excludes GA and temporary staff)	7,606	712	853

ACCESS AND AID

% of undergraduates eligible for Pell Grant	23%	39%	32%
Average amount of Pell Grant aid	\$4,337	\$4,992	\$3,118
Number receiving post-9/11 GI Bill benefits	1,524	308	1,056
Average amount of post-9/11 GI Bill benefits	\$8,309	\$8,339	\$4,473
Number receiving DOD tuition assistance	63	28	635
Average amount of DOD tuition assistance	\$2,433	\$1,694	\$1,075
Undergraduate resident tuition and required fees	\$11,632	\$8,407	\$8,400
Total price of attendance for resident undergraduates	\$25,814	\$26,877	\$18,306
Admission rate	84%	93%	56%
Application yield rate	26%	24%	64%
% enrolled exclusively in distance courses	10%	3%	100%
% enrolled in some but not all distance courses	14%	13%	0%

OUTCOMES

# of students earning a Bachelor's degree	4,982	707	1,918
# of students earning a Master's degree	1,590	113	1,421
# of students earning a doctorate	388	NA	NA
First-year retention rate	83%	63%	83%
4-year graduation rate	45%	21%	46%
6-year graduation rate	71%	36%	49%
6-year graduation rate (white non-Hispanic)	73%	38%	52%
6-year graduation rate (Hispanic)	66%	35%	41%
6-year graduation (Pell Grant recipients)	61%	32%	50%
Loan default rate	3%	7.7%	4.00%

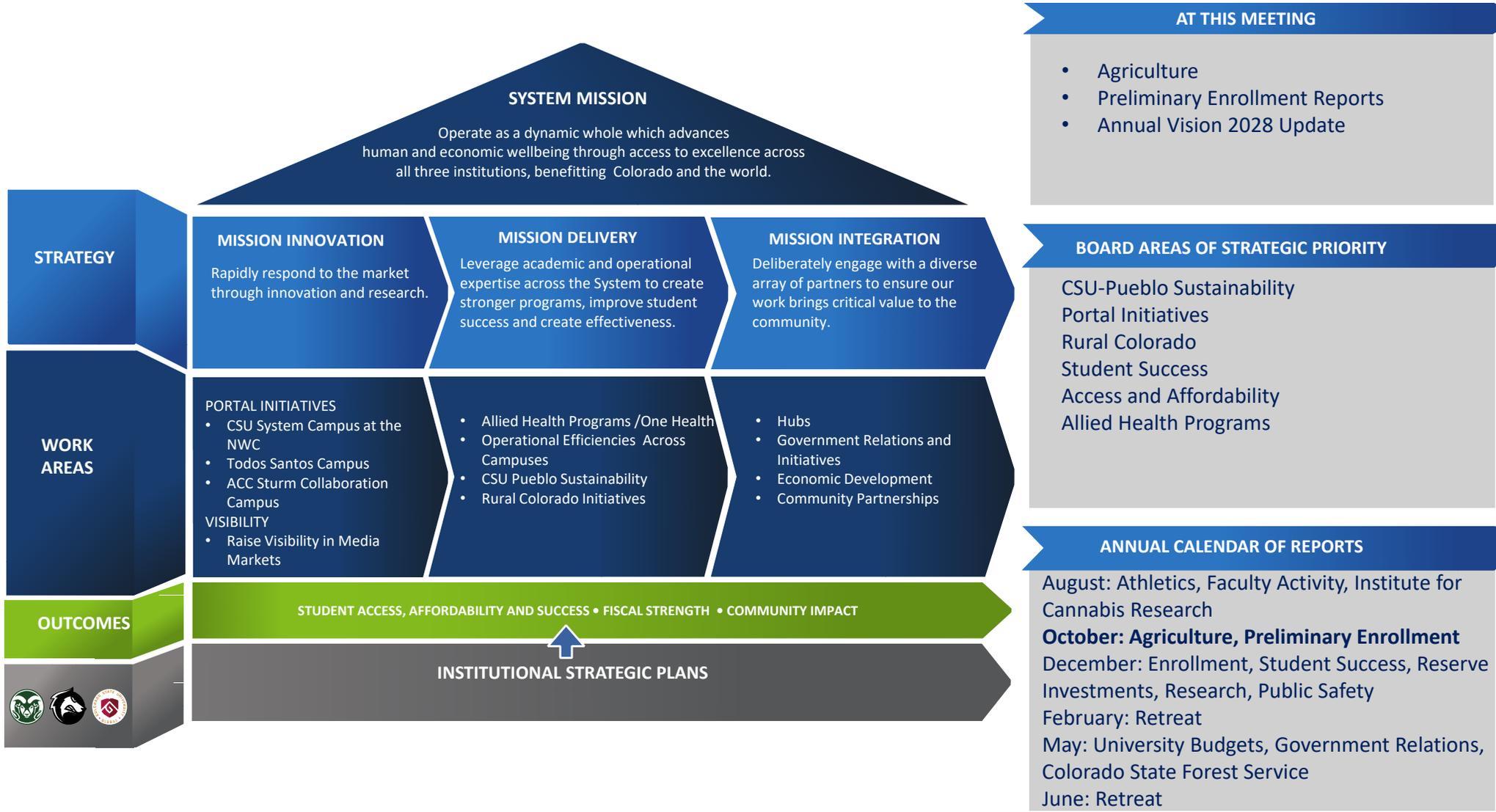
Updated 9.28.20

Revision Date: 08/17/2020 (CN)

Review Date: 09/29/2020 (LJ) No updates available in IPEDS yet

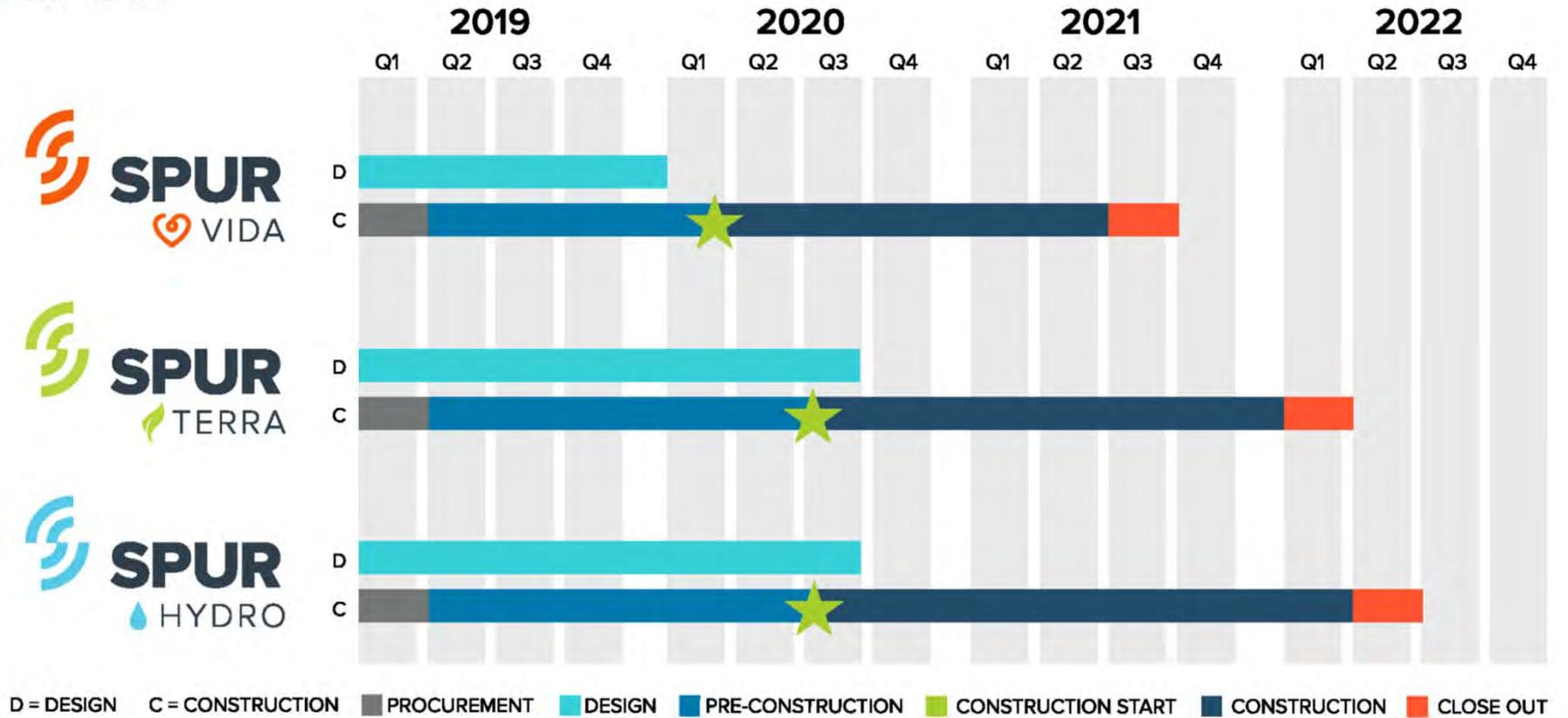


CSU SYSTEM
COLORADO STATE UNIVERSITY





DEVELOPMENT TIMELINE



Spur campus renderings



Construction Update



North grade beam at ESMC area headed to the Northeast corner of the building.



Vida Horse Barn



Vida Electrical Room

Visit and watch CSU students as part of RiNo CRUSH

- **Eight CSU Art students designed and are *currently* painting the building – spectators welcome!**
 - Students are painting during daylight hours from Sept. 14-20
 - RiNo CRUSH artists will also stop-by to meet with students
 - CSU Spur artist Anthony Garcia is painting a mural at 29th & Larimer, and will stop by to talk with students
 - Expect this to be an annual partnership and project



CSU Spur updates

- **Denver Extension Director Parker McMullen Bushman joined the team last month.**
 - She previously worked at the Butterfly Pavilion, where she was Vice President of Community Engagement, Education, and Inclusion.
- **The second annual CSU Spur BioBlitz took place September 11-17, 2020**
 - CSU researchers teamed up with partners from Pinyon Environmental, Denver Zoo, and Butterfly Pavilion
 - Partners logged flora and fauna of the South Platte River area around National Western Center
 - The BioBlitz will allow researchers to track progress as restoration on the river occurs over the coming years, and pave the way for community science activities
- **CSU is hiring Spur Education Director**
 - The Education Director will build education team, finalize strategy for K-12 and public education programs, develop/enhance partnerships.
 - Position will be posted very soon, please help us spread the word to candidates!
- **CSU Spur podcast will launch in January**
 - Jocelyn Hittle will host the podcast and invite guests from CSU, partners, and outside entities
 - KCSU student producer will produce all episodes
 - Plan to create a podcast set up in the CSU System office, and a studio at CSU Spur



More CSU Spur updates

- **7th Annual Community Animal Health Clinic is October 3 at Swansea Rec Center**
 - CSU vet students and veterinarians will partner up with Dumb Friends League to provide free vaccines to neighbors in the Globeville and Elyria-Swansea neighborhoods; the clinic is the longest running CSU effort in GES
 - The clinic will be a drive-thru this year due to COVID, but will still serve 200 pets
 - In 2021, DFL will open a new donor-subsidized clinic in the CSU Spur campus

- **Additional speakers announced for Water in the West Symposium on November 18-19**
 - David Axelrod, CNN political commentator and former advisor to President Obama is confirmed as a speaker
 - Gary Knell, Chairman of National Geographic Partners, will keynote
 - Other speakers include Justin Worland, TIME; Sarah Soule, Stanford University; Gary Hirshberg, Stonyfield Organic
 - Governor Polis will provide remarks
 - Registration is live at CSUSpur.org

- **Youth Action Team wraps up summer session, completes internship plan for NWC**
 - Four students stayed on during their summer to finalize details for interns at NWC, which will launch in Spring
 - CSU System is working with students to host virtual Shadow Days this Fall
 - Learn more at CSUSpur.org/yat



Section 9

Real Estate and Facilities Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
October 9, 2020**

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. CSU NWC Denver Water Long-Term Lease (Jason Johnson) Action Item (10 min)

The Board of Governors of the Colorado State University System
Meeting Date: October 9, 2020
Action Item

MATTER FOR ACTION:

Long-term lease of space to Denver Water in the new Hydro Building at the National Western Center

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve a fifty year lease with two twenty-five (25) year renewal options to the City and County of Denver and its Board of Water Commissioners (“Denver Water”) of approximately 30,289 square feet of rentable area for its offices and research and testing facilities to be located on the third floor of the new Hydro Building (f/k/a the Water Resources Center) at the National Western Center, as discussed by the Board in its executive session, in accordance with the parameters outlined in such discussion.

FURTHER MOVED, that the Chancellor of the Colorado State University System is hereby authorized to sign the lease agreement and other documents necessary and appropriate to consummate the lease with modifications made in consultation with General Counsel.

EXPLANATION:

Presented by Dr. Tony Frank, Chancellor, Colorado State University System

As part of our collaborative efforts with Denver Water related to the National Western Center, Denver Water is paying its proportionate share of the construction costs for the new Hydro Building and would occupy the third floor of the building, which is approximately 30,289 of rentable square feet shown in the attached floor plan (Exhibit A), under this long-term lease. Given Denver Water’s upfront payment for construction costs, the term of lease is fifty (50) years with two twenty-five year (25) renewal terms. In addition to paying annual rent, Denver Water will be paying its proportionate share of the building operating expenses and capital expenses during the term. The leased space will be used for offices, testing, and research facilities.

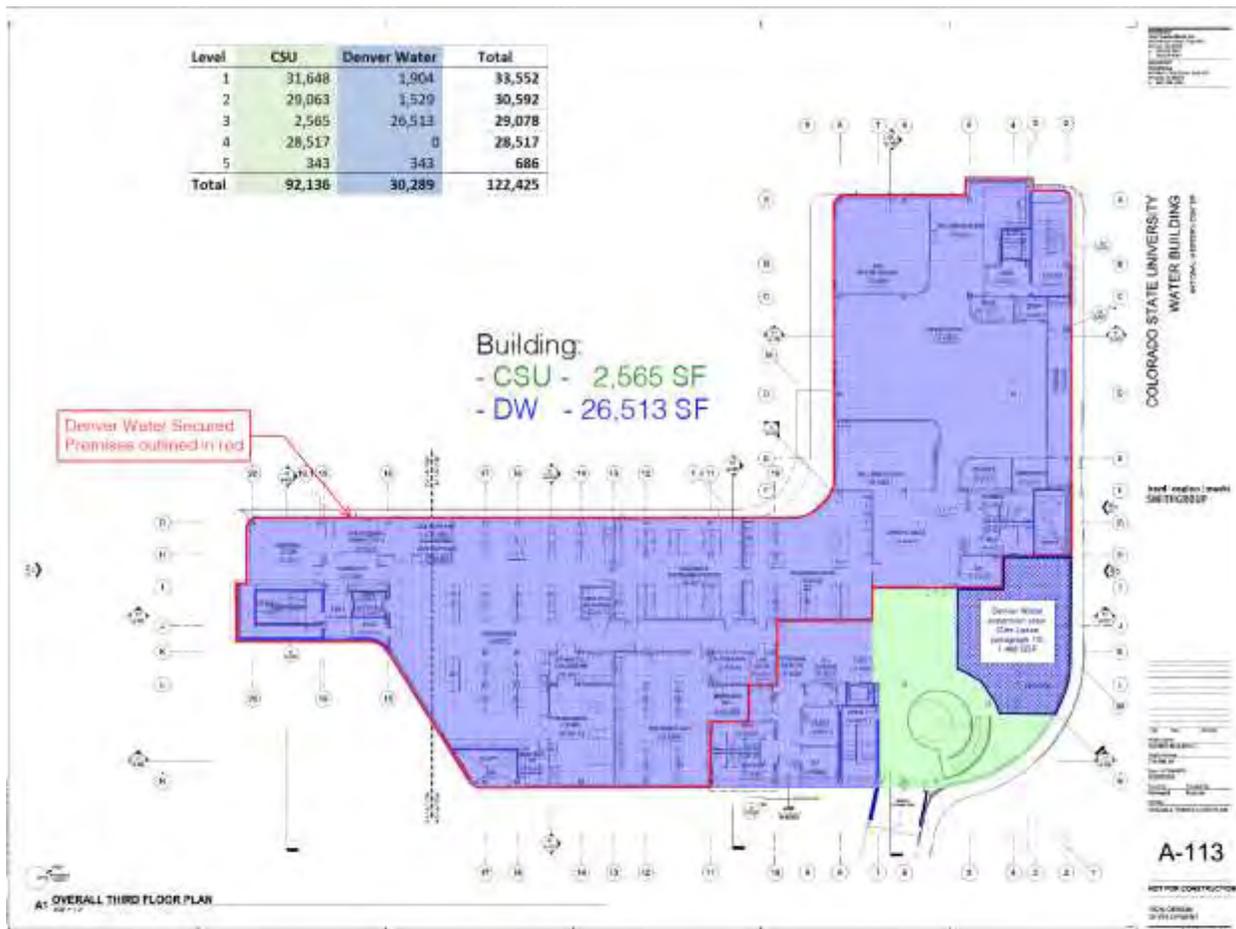
Approved

Denied

Board Secretary

Date

Exhibit A



13_OVERALL THIRD FLOOR PLAN.pdf (26% of Scale); Takeoff in Active Area; All Areas; CSU 100 DD w/ Updated Breakdown 6.11; CSU Water 100DD - w breakdown areas. 6/12/2020 10:36

MATTER FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) approval of the public purposes, goals, uses, and site plan for the Hughes Property and exercising the Board’s full legal authority to adopt Board law that establishes and implements those public purposes, goals, uses, and the site plan for the Hughes Property.

RECOMMENDED ACTION:

WHEREAS, the Board owns 161 acres of real property located at 2011 South Overland Trail in Fort Collins, Colorado (the “Property” or the “Hughes Property”). The Property was the former site of Hughes Stadium, and that structure has been demolished and removed in order to use the Property for different Board public purposes, objectives, and goals.

WHEREAS, the Board reaffirms its previously stated objectives with respect to the future use and development of the Property, including the following public purposes:

- Serving the collective interests of CSU, Larimer County, and the City of Fort Collins;
- Providing opportunities for open space and environmentally conscious development;
- Including public access to adjacent trails and open spaces;
- Maintaining strong connections to existing off-site trail systems;
- Providing connections to bike trails and transit systems;
- Offering opportunities for affordable, attainable, and workforce housing;
- Meeting broader university and community needs, such as neighborhood retail, senior and childcare services, health care facilities, and community facilities; and
- Satisfying the Board’s fiduciary duty to generate a financial return from the Property, with such revenues from the use of the Property supporting operations of the CSU System and Colorado State University, in order to the benefit CSU employees, faculty, and students, as well as the citizens of Fort Collins, Larimer County, and the State of Colorado.

WHEREAS, the Board specifically desires to use the Property for the public purposes and benefits of creating attainable and affordable housing for lower income CSU employees, decreasing the carbon footprint for Colorado State University, as well as adding additional services that might benefit the community in the course of training CSU students. The Board recognizes that attainable and affordable housing opportunities are important elements in recruiting and retaining

The Board of Governors of the
Colorado State University System
Meeting Date: October 8, 2020
Action Item

Colorado State University employees, and our valuable employees play a critical role in the university's success and the success of our students.

WHEREAS, the Board acknowledges the importance of environmental sustainability and responsibility, and the Property is favorably located such that it can integrate into the public transit system and reduce our carbon footprint. Also, the Property can integrate into the bike and pedestrian trail systems and add open space and buffers where appropriate. Accordingly, future uses of the Property will be consistent with the Board's goal and the specific public purpose to add environmental value while balancing financial returns in accordance with the Board's fiduciary duties.

WHEREAS, the Property can be used to develop learning opportunities for CSU students by providing locations for medical facilities, child care facilities, or other facilities that would benefit the surrounding community, and future uses of the Property will be consistent with these Board goals and these specific public purposes.

WHEREAS, the City of Fort Collins approved its City Plan on April 16, 2019 (the "City Plan"). The City of Fort Collins describes the City Plan, as follows:

"The City Plan is the comprehensive and transportation master plan for Fort Collins. It articulates our community's vision and core values; guides how the community will grow and travel in the future; and provides high-level policy direction used by the City organization, local and regional partners, and the community at large to achieve our vision and priorities. The City Plan takes the long view, identifying goals and actions the community should take over the next ten to twenty years."

WHEREAS, the City Plan identifies the City's "Core Values" and "Outcome Areas" including livability, sustainability, and community, and these Core Values and Outcome Areas align with the Board's goals, public purposes, and uses for the Property.

WHEREAS, the City Plan includes the Structure Plan map, which is used in conjunction with the principles and policies stated in the City Plan to guide where and how growth occurs. The April 2019 Structure Plan map was developed following the City's "evaluation of issues and opportunities pertaining to five focus areas":

- Making the most of the land we have left;
- Taking steps to support a healthy and resilient economy;

The Board of Governors of the
 Colorado State University System
 Meeting Date: October 9, 2020
 Action Item

Approved

- Encouraging more housing options;
- Expanding transportation and mobility options; and
- Maintaining our focus on climate action.

The Structure Plan map references the Property and contemplates that the Property would be developed for “suburban neighborhood” and “mixed neighborhood” uses.

WHEREAS, the conceptual site plan for the Property that is attached to this Action Item (the “Site Plan”) incorporates the Board’s goals, uses, and public purposes for the Property that are set forth in this Action Item. In addition, this Site Plan is consistent with the City Plan, including the Structure Plan map and its “five focus areas.”

WHEREAS, the Board, the CSU System, and Colorado State University, have attempted to work with the City of Fort Collins for many years in order to achieve the Board’s goals, uses, and public purposes for the Property and to simultaneously achieve the City’s Core Values and Outcome Areas as identified in the City Plan and the Structure Plan map. Unfortunately, CSU’s collaborative efforts have not been successful, as the City has failed to support and follow its own City Plan and Structure Plan map in light of City Council’s failure to support its own staff recommendation regarding the Property. The City has essentially disregarded the April 2019 City Plan and Structure Plan map, thus frustrating the Board’s goals, public purposes, and uses for the Property. Accordingly, the Board is exercising its legal authority to implement its goals, public purposes, and uses for the Property as identified in this Action Item, which are consistent with the City Plan and Structure Plan map.

WHEREAS, under the Colorado law, specifically Article VIII, Section 5 of the Colorado Constitution and C.R.S. § 23-31-103, the Board has a significant measure of autonomy and the authority to determine how the Board uses its land, including the Property. Specifically, Colorado law provides that the Board “has the general control and supervision of the Colorado state university and lands and the use thereof” and the Board “has plenary power to adopt all such ordinances, bylaws, and regulations, not in conflict with the law, as they may deem necessary to secure the successful operation of the university and promote the designed objects.”

WHEREAS, Colorado law, specifically C.R.S. § 31-23-209, further contemplates that a state actor, such as the Board, has the authority to overrule a local governmental entity, such as the City of Fort Collins, and Section 2.16 of the City’s Land Use Code sets forth the City’s Site Plan Advisory Review (“SPAR”) process, which acknowledges the City’s review over the Board’s uses for the Property is merely advisory and the Board has the authority to overrule any denial of the Board’s application. Accordingly, the Colorado Constitution, Colorado statutory law, and the

The Board of Governors of the
Colorado State University System
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Action Item

City of Fort Collins Land Use Code clearly evidence a legislative intent at all levels that the Board has plenary authority over its property, including the Hughes Property.

It is MOVED that the Board exercises its legal authority under Colorado law to determine the present and future uses of the Property in accordance with the specific public purposes, goals, objectives, and benefits referenced in this Action Item, and this exercise of authority through this Action Item has the full force and effect of law.

It is FURTHER MOVED that the Board approves the Site Plan for the Property and this approval represents the full force of the Board's legal authority to adopt law, ordinance, and regulation for the Property.

It is FURTHER MOVED that the Chancellor is authorized to move forward with any and all necessary actions to implement development and other activities to accomplish the uses illustrated in the Site Plan and those public purposes, goals, and uses identified in this Action Item.

It is FURTHER MOVED that the Chancellor is authorized to submit an application with the City of Fort Collins that is consistent with the Board's goals, uses, and public purposes for the Property, as identified in this Action Item. This application may be submitted in accordance with Colorado law, specifically C.R.S. § 31-23-209, in order to give the City an opportunity to have an advisory review of that application. The City uses its SPAR process for such an advisory review, and the Chancellor is authorized to submit an application as part of the SPAR process. The Board expressly reserves any and all authority under state law to override the City's disapproval of that application. Further, to the extent the SPAR process purports to require the Board to take steps or actions that are beyond the process set forth in C.R.S. § 31-23-209, the Chancellor is not required to follow any such extraneous process.

It is FURTHER MOVED that the Chancellor is authorized to execute any agreement, lease agreement, or grant or retain any related easement or restriction in order to implement the Board's public purposes, goals, and uses as described in this Action Item and in the Site Plan, in consultation with General Counsel.

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System, and Jason L. Johnson, General Counsel, Colorado State University System

The Board of Governors of the
Colorado State University System
Meeting Date: October 9, 2020
Action Item

Approved

In addition to the self-explanatory provisions of this Action Item, the Chancellor and General Counsel will provide any additional details.

Approved

Denied

Dean Singleton, Board Secretary

Date



YIELD SUMMARY

UNITS	PRODUCT TYPE
+/- 242	SINGLE -FAMILY DETACHED HOMES
+/- 112	PAIRED HOMES
+/- 108	TOWNHOMES
+/- 170	MULTI-FAMILY UNITS
+/- 632	TOTAL RESIDENTIAL HOMES/UNITS
+/- 34,000 SF	TOTAL COMMERCIAL FLOOR AREA

Section 10

Executive Session

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Section 11

Evaluation Committee

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Section 12

Consent Agenda

- A. Colorado State University System
 - Minutes of the August 3, 2020 Audit and Finance Committee Meeting
 - Minutes of the August 7, 2020 Board Meeting and Committee Meetings

- B. Colorado State University
 - New Degree Program: Doctor of Occupational Therapy

- C. CSU Pueblo
 - Student Code of Conduct Policy
 - Supplemental Pay Policy
 - Discrimination of Protected Class Harassment Policy

**THE BOARD OF GOVERNORS
OF THE COLORADO STATE UNIVERSITY SYSTEM
BOARD MEETING MINUTES
Conducted Remotely
August 7, 2020**

EVALUATION COMMITTEE CALL TO ORDER

Evaluation Committee Chair Kim Jordan called the meeting of the Evaluation Committee of the Board of Governors to order at 9:04 a.m. All members of the Evaluation Committee were present and participated in the meeting remotely. Chancellor Tony Frank, Executive Vice Chancellor Amy Parsons, System CFO Henry Sobanet, Melanie Geary, Executive Assistant, and General Counsel Jason Johnson were also present.

Following a motion by Governor Valdez, which was seconded by Governor Robbe Rhodes, and after a unanimous affirmative vote, the Evaluation Committee moved to go into executive session for the purpose of discussing and evaluating public officials and professional staff employees of the Board, which is confidential under C.R.S. § 24-6-402(3) (b) (I), and to discuss confidential applicant information and to receive legal advice on specific questions from the committee, all confidential pursuant to C.R.S. § 24-6-402(3)(a)(II), 3(a)(III), 3(a)(VII) and (3.5). General Counsel Johnson read the Evaluation Committee into executive session at 9:05 a.m.

After a motion, second and vote, the Evaluation Committee came out of executive session at 10:43 a.m. and adjourned the meeting of that committee.

BOARD MEETING CALL TO ORDER

Chair Tuor called the meeting of the Board of Governors of the Colorado State University System to order at 10:54 a.m. and reminded the Board members the meeting was being livestreamed. The meeting was conducted remotely with live video and audio of the meeting livestreamed publicly through YouTube, as described in the public notice.

ROLL

Governors present: Nancy Tuor, Chair; Kim Jordan, Vice Chair; Jane Robbe Rhodes, Treasurer; Dean Singleton, Secretary; Polly Baca, Russell DeSalvo; Nate Easley, Steven Gabel; Armando Valdez; Ben Amundson, Student Representative, CSU; Harriet Austin, Faculty Representative, CSU Global; Stephanie Clemons, CSU Faculty Representative; Hannah Douglas, Student Representative, CSU Pueblo; Nicole Hulet, CSU Global Student Representative; Neb Jaksic, Faculty Representative, CSU Pueblo.

Administrators present: Tony Frank, Chancellor, CSU System; Amy Parsons, Executive Vice Chancellor, CSU System; Joyce McConnell, President, CSU; Timothy Mottet, President, CSU Pueblo; Becky Takeda-Tinker, President, CSU Global; Jason Johnson, General Counsel, CSU System; Lynn Johnson, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System; Susy Serrano, Director of Internal Auditing, CSU System; Henry Sobanet, Chief Financial Officer, CSU System.

CSU System Staff present: Melanie Geary, Executive Assistant; Adam Fedrid, IT Manager; Allen Sneesby, IT Technician, Jason Rogan, IT Professional; and Wayne Hall, CSU IT Professional.

Staff and Guests present: Mohamed Abdelrahman, Provost, CSU Pueblo; Johnna Doyle, Deputy General Counsel, CSU Pueblo; Margaret Henry, Treasurer, CSU System; CSU Global; Jannine Mohr, Deputy General Counsel, CSU; Alejandro Rojas-Sosa; VP Administration and Finance, CSU Pueblo; Karen Ferguson, Provost, CSU Global; Mary Pedersen, Provost and Executive Vice President, CSU; Yolanda Bevill, VP University Communications, CSU; Jessica Salazar, Office of the General Counsel; Craig Chesson, Associate Dean of Students, CSU; Mike Katz, Associate Director of Student Conduct, CSU; Chris LaBelle, Assistant VP for Engagement and Extension; Yvonne Harris-Lot, CSU Global; Blake Naughton, VP for Engagement and Extension, CSU; Karen Ferguson, Provost, CSU Global; Joe Parker, Athletic Director, CSU; Steve Cottingham, Assistant AD, CSU; and Paul Plinske, Athletic Director, CSU Pueblo.

PUBLIC COMMENT

Chair Tuor noted that due to current public health guidance, the Board meeting was being conducted remotely and the Board was unable to accommodate public comment in person and had requested all public comment be submitted via e-mail. No public comment was received.

BOARD CHAIR'S AGENDA

Chair Tuor provided an overview of the agenda.

AUDIT AND FINANCE COMMITTEE

Governor Robbe Rhodes, Chair of the Audit and Finance Committee, convened the committee and asked Internal Audit Director Susy Serrano to begin with audit items.

Audit

Auditor Serrano highlighted the Internal Audit performance dashboard noting it showed 95 percent (95%) completion on the audit plan. Ms. Serrano acknowledged the likely impact of COVID-19 on responses to audits in the coming months.

Finance

Covid-19 and State Budget Update

CFO Sobanet provided an update on state budget projections in light of COVID-19, as well as the funding status of ongoing CSUS capital projects. He noted the next state budget forecast is due November 1, 2020, and the current outlook was for a ten percent (10%) drop from the original 2020 budget for the FY 2021-2022 budget.

Campus Budget Presentations

CFO Sobanet provided an overview of the four FY21 budget scenarios being presented, which model ten (10) and twenty (20) percent cuts in state funding, and zero percent (0%) and three percent (3%) tuition increases. CFOs from each campus presented their updated budget scenarios, enrollment projections, and modeling around possible tuition increases in the next fiscal year. Deputy System CFO Johnson noted some areas of the pressure on the budget are increasing insurance costs and uncertainty around enrollment due to COVID-19. CSU Pueblo CFO Rojas-Sosa highlighted the favorable summer enrollment that was up over the past summer and the utilities savings from the Solar installation that will begin in FY 2022, noting that it is not enough to offset the drop in state funding. CSU Global President Takeda Tinker noted that the first three months of the pandemic resulted in a twelve point seven percent (12.7%) drop in

enrollment, so the marketing team invested dollars into new approaches that have helped CSU Global regain its footing. Ms. Harris-Lot noted that tuition remains steady and CSU Global is no target for the budgeted operating margins.

Annual Approval of Institutional Plan for Student Fees: CSU and CSU Pueblo

CFO Sobanet noted for the Board that this was an annual approval required by state law and he turned the discussion over to CSU VPUO Lynn Johnson for further explanation. Ms. Johnson explained how each campus has a student fee committee consisting entirely of students who annually review student fees. VPUO Johnson noted there were minimal changes from the institutional fee plan from last year, primarily committee title changes. CSU Pueblo CFO Rojas-Sosa commented that there were very few changes to the institutional plan from last year's version.

Motion/Action on the Institutional Plan for Student Fees for CSU and CSU Pueblo: Committee Chair Rhobbe Rhodes asked for a motion to approve the Institutional Plan for Student Fees at CSU and CSU Pueblo. Governor Clemmons moved for approval, Governor Valdez seconded, and the motion carried unanimously. This action item is included in the Board materials.

CSU System Treasury Update

CFO Sobanet recognized CSUS Treasurer Margaret Henry for her outstanding work on the Series 2020A “scoop and toss” bond project for the CSU System. Margaret Henry reported on CSUS treasury performance and noted a 4.81% performance return for fiscal year 2020. She also provided an overview on the Series 2020A bond issue, a direct placement loan with JP Morgan with an initial rate of 1.3%.

The meeting recessed for a break at 11:32 a.m. and reconvened at 12:07 p.m.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Gabel convened the meeting of the Academic and Student Affairs Committee and asked System Chief Academic Officer Rick Miranda to talk about the new degree programs.

New Degree Programs

CSU System CAO Rick Miranda reviewed the following new and renamed degree and certificate programs:

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

Approval of the new certificates and degrees occurred upon approval of the Consent Agenda.

Faculty Manual Changes

CAO Miranda presented proposed changes to the CSU Fort Collins Faculty and Administrative Professional Manual, Section C.2.1.3.1, which are designed to clarify the number of at-large members on Faculty Council. He then presented proposed changes to the CSU Pueblo Faculty Manual, Section 2.2.1.2.1, which would develop a track for promotion of lecturers and senior lecturers.

Approval of these manual changes occurred upon approval of the Consent Agenda.

Program Review Schedule

CAO Miranda noted that program reviews for CSU Fort Collins are on pause for academic year 2020-21 given the pandemic.

Approval of Degree Candidates

CAO Miranda brought forward the CSU System degree candidates for approval on behalf of all three institutions. Board approval is a statutory requirement and annually blanket approval and authority to grant the degrees is sought by each of the three institutions. Approval of the campus degree candidates occurred upon approval of the Consent Agenda.

Degree Report

CAO Miranda provided a report on total degrees awarded during the previous academic year for all three System institutions. President Mottet noted that CSU Pueblo's first doctoral degrees in the Doctor of Nursing Practice program were granted this year, an historic moment for the university.

Faculty Activity Reports

CAO Miranda discussed the faculty promotion and tenure reports. He also commented on the overall activity report for the year that just ended.

COVID and Opening Updates

Each of the institutions provided an update on COVID-19 impacts to the campuses and preparations for returning to certain on-campus operations.

Colorado State University

President McConnell provided an overview of CSU's planning, including plans for testing employees and returning students for COVID-19. She noted CSU had hired eight contact-tracing specialists as part of the public health team. Every classroom will be arranged for 6-foot personal distancing, and the campus has invested heavily in PPE. President McConnell recognized the strong partnership with Larimer County and state public health officials and services. CAO Miranda reported on faculty preparations for Fall courses, 70 percent of which are expected to be face-to-face; CSUFC will go fully remote after the Fall break. He reported that faculty have been training all summer to upgrade their skills in online teaching. Staff who can work remotely will continue to do so. A social norming campaign is underway to communicate public health messages to incoming students. CSU Fort Collins has been listed in a national survey in terms of its overall COVID response, both for its research contributions and on-campus response. President McConnell praised the resourcefulness of the campus overall and celebrated the leadership of outgoing Provost and Executive Vice President Rick Miranda.

CSU Pueblo

President Mottet introduced the presentation for his campus, which returned to on-campus operations July 1. He introduced Provost Mohamed Abdelrahman and VP Chrissy Holliday. Provost Abdelrahman reviewed student success metrics for students who were studying remotely during the spring semester as well as challenges faculty faced in adapting for hybrid instruction.

He praised the institution's IT team for rapidly adapting classrooms and facilities to support online learning during a time when IT resources were in high demand. Tutoring was an important need for students, and the Tutoring Services will be available face-to-face as well as online this fall. Faculty have gone through online course training over the summer in preparation for Fall classes. VP Chrissy Holliday reported on preparations related to the academic and student experience at CSU Pueblo, with strategic communications around overall planning, 10 things to know about Fall semester, safety information for families, and a resource guide for the Fall return. The university focused on taking an educational approach with students and reinforcing those messages throughout the semester, as well providing students flexibility and choices within an environment focused on public health and safety. President Mottet noted how this work during the pandemic has strengthened relationships within the institutions. He also noted that VP Holliday will be earning her doctorate in educational leadership from CSU in September.

CSU Global

Provost Karen Ferguson provided the update for CSU Global and noted how Global will be continuing the practices put in place to support students during the initial COVID response. She also noted that they had awarded more than \$49,000 in scholarships to students who were already registered and lost their funding during the pandemic. Global had also increased communication with students about available mental-health support. They have put in protective workspaces and allowed employees to return to the office if they choose, although that is not required. CSU Global has offered a series of free webinars for the public on how to succeed in online learning. They have also supported other schools as a partner in delivering some online coursework. CSU Global will continue to provide a high level of student support and will be listening to students and faculty to monitor and respond to their needs as they evolve over the next several months.

CSU GLOBAL REPORTS

Student Report

Governor Hulet began her report noting she has joined the student leadership team that communicates monthly with the Colorado Department of Higher Education. Recent discussions have focused on COVID-19 and social justice protests. She also noted that she is working with CSU Global Library Advisory Board to provide student input.

Faculty Report

Governor Austin began her report explaining that CSUG is in the second year of its Strategic Plan, "Bridging the Educational Divide," which has included strong faculty and student engagement. She recognized recent publications highlighting the work of Dr. Becky Takeda-Tinker. Governor Ausin also recognized Governor Nicole Hulet for her participation in a podcast as an accounting graduate student. She went on to highlight results from the annual faculty satisfaction survey; faculty feel well-supported. Governor Austin thanked President Takeda-Tinker for her dedication to the mission and vision of CSU Global noting that her ability to innovate is why CSU Global is where it is.

President's Report

CSU Global President Takeda Tinker noted that CSU Global will launch a new division to serve unemployed and underemployed students this fall. She thanked the Board and the CSU System – and current and former Board members – for the honor of leading the university. She discussed her belief in the transformative power of higher education and the possibility of a new model for higher education that would serve non-traditional students and working adults. She recognized faculty, staff and students of CSU Global and community partners for demonstrating what is possible in equipping people for their futures in a highly dynamic world. Chair Tuor thanked Dr. Takeda-Tinker for her service and expressed the Board's gratitude that she will be remaining in the CSU System.

The meeting recessed for a break at 1:25 p.m. and reconvened at 1:30 p.m.

Board Vice Chair Kim Jordan, who also served as the Chair of the CSU Global Presidential Search Committee, provided a report from the search committee. She noted the important role that CSU Global plays in the innovative spirit of the entire CSU System and the importance of finding the right leader to replace Dr. Takeda-Tinker. Vice Chair Jordan praised the search process and the critical participation of the search committee members and staff. Chancellor Frank thanked the Board and campus leadership for their efforts.

Motion/Action to Appoint the next President of CSU Global: General Counsel Johnson read the Board action item that honored Dr. Takeda Tinker and appoints Pamela Toney as the next President of CSU Global, beginning September 1, 2020. Governor Easley moved for approval, and the motion was seconded by Governor Baca. The motion carried unanimously. This action item is included in the signed Board resolutions for the August meeting.

COLORADO STATE UNIVERSITY REPORTS

Student Report

Governor Amundson reported that ASCSU has been engaged in surveying students to gather input related to expectations and preferences in advance of the Fall semester. Student government elections should take place before the next Board meeting, so this will be Ben's last meeting. He noted that this is one of the wildest years to be in a student government and serving in a Board of Governors leadership role, and he would not trade that for an easy one. Governor Amundson then expressed his appreciation for the opportunity to serve.

Faculty Report

Governor Clemmons began her report noting that faculty have appreciated all the clear communication over the summer. She noted the unexpectedly large number of faculty participating in short courses over the summer. She also noted that faculty research activity has also been high, and that faculty are pleased to have Provost Mary Pedersen join the campus and they look forward to working with her.

President's Report

President McConnell introduced new Provost and Executive Vice President Mary Pederson and Vice President for University Communications Yolanda Bevill. President McConnell announced that the State Your Purpose Campaign had exceeded the original goal and thanked Advancement leadership and Chancellor Frank. She noted that enrollment for fall is only 5.5% down, and recognized VP Leslie Taylor and her team for their efforts. She noted they have seen an increase in graduate enrollment and a decline in undergraduate (mostly among resident Colorado students), and they are seeing strong retention rates. Cumulatively, there is a 5.5% decline overall, yet racial diversity is holding steady with a dip in first generation students, which we believe is due to the inequitable impact of COVID-19. The institution is redoubling its recruiting efforts for next year. President McConnell thanked student and faculty leadership for helping to plan the return to campus this Fall. She noted that Rico Munn, former Board chair, is leading a task force on equity in campus law enforcement. She also announced that CSU is applying to be a Hispanic Serving Institution.

Annual Engagement and Extension Report

President McConnell introduced VP for Engagement Blake Naughton to give the annual Engagement and Extension Report. VP Naughton provided an overview of the structure, goals, and challenges for Extension. He noted that the division of Continuing Education will be renamed CSU Extended Campus. He then reviewed the online COVID-19 response and enrollment update for CSU Extended Campus. Online undergraduate enrollment for Fall is up over 10%. He also reviewed Extension's pandemic response, including the Task Force on Colorado Food Supply and their work with county commissioners

and boards statewide around county and state fair plans. The Extension Drought Task Force is working actively statewide, with 84% of the state currently in drought. Governor Valdez invited VP Naughton to engage with communities in Southern Colorado and other key agricultural parts of the state. Engagement is launching a statewide needs assessment to connect with every Colorado county to explore how we can best serve our communities.

CSU PUEBLO REPORTS

Student Report

Governor Douglas began her report noting that students were working on preparing for upcoming semester. They had developed a “#ProtectYourPack” student pledge to support equity and safety of all students.

Faculty Report

Governor Jaksic reported that CSU Pueblo had just celebrated the university’s first doctoral graduates. He noted that faculty have been preparing for Fall semester and how to do remote learning well. He discussed the impacts of COVID on faculty research and potential for technology challenges heading into Fall. He noted that faculty were proud of the creation of senior lecturer positions to support non-tenure track faculty. He provided highlights from the academic colleges and expressed concerns about vacancies in Faculty Senate.

President’s Report

President Mottet praised the Faculty Senate for the progressive agenda it has worked on this past year. He also provided an update on CSU Pueblo’s rebranding campaign. President Mottet thanked VP Donna Souder-Hodge for serving as lead on the university’s COVID planning. President Mottet also provided an update on campus planning efforts for both academic and student life. Offices are now staffed up to fifty percent (50%). In addition, enrollment is down three percent (3%) from their projection, and 4.2% over prior year, much better than the ten percent (10%) decline that was predicted. Summer enrollment has been very successful, earning about half a million dollars over prior year, which is helping to make progress on Vision 2028. The university is launching a new advising model on the campus, and they will have two new regional development officers housed at the CSU System. President Mottet honored the university’s leadership team for their service throughout the pandemic.

There was a break from 2:55 p.m. until 3:05 p.m.

CHANCELLOR’S REPORT

Chancellor Frank let report stand as written. EVC Parsons provided a Strategic Mapping Update. She noted that we will wait until September to determine if the October Board meeting will be hybrid, virtual, or in-person. EVC Parsons reported that System staff has fully moved into the new building, but staff is mostly continuing to work remotely. She provided an update on the CSU Spur noting a live webcam is now active for the site. The team is working on the design for the K-12 and family educational exhibits. Eight artists have been selected for the Spur public art collection. CSUS and the McConnell Building have been selected to be part of the CRUSH mural project with the RINO Arts District. The System is also gearing up for the Water in the West Symposium, which will be held virtually on November 18-19. Work continues with the Youth Action Team at the Bruce Randolph School, we are preparing for the seventh annual Pet Wellness Clinic at Spur, and there is an ongoing partnership with Denver Dumb Friends League, which is the longest running outreach effort in the area. Finishing out her report, EVC Parsons showed a fly-through video of the CSU Spur Vida Building.

Motion/Action to Approve the CSU Pueblo Title IX Policy, the CSU Pueblo Faculty Handbook revision regarding Title IX, and the CSU Global Title IX Policy: General Counsel discussed the new Title IX regulations, which go into effect on August 14, 2020, and he thanked his colleagues in the Office of the General Counsel and at the institutions for their hard work to update campus policies. A motion to approve these three action items was made by Governor Clemmons, it was seconded by Governor Rhobbe Rhodes, and it passed unanimously. These action items are included in the Board materials.

General Counsel Johnson also discussed the new CSU Title IX policy and the related discrimination and harassment policy, which are university policies that are included in the Board book. Both policies are included as Appendices to the CSU Faculty and Academic Professional Manual and they will be updated to include the new policies.

Motion/Action to Approve a Temporary Delegation of Authority to the Chancellor for Title IX Policies: General Counsel noted that the new Title IX regulations have necessitated many changes to policies and procedures, and out of an abundance of caution and to preserve flexibility, it would be prudent for the Board to temporarily delegate authority to the Chancellor to approve changes to policies that are related to Title IX compliance. Governor Jordan moved to approve that temporary delegation. The motion was seconded by Governor Valdez, and it passed unanimously. This action item is included in the Board materials.

Motion/Action to approve the CSU Student Conduct Code: CSU Deputy General Counsel Mohr discussed the revisions to the CSU Student Code of Conduct. Governor Baca moved to approve the updated CSU Student Code of Conduct. The motion was seconded by Governor Robbe Rhodes and passed unanimously. This action item is included in the Board materials.

APPROVAL OF CONSENT AGENDA

Motion/Action to Approve Consent Agenda: General Counsel Johnson presented the Consent Agenda to the Board of Governors for approval. Governor Baca moved for approval of the Consent Agenda. Governor Jordan seconded the motion, and the motion carried unanimously.

ATHLETICS

CSU Pueblo

CSU Pueblo Athletic Director Paul Plinske began his report by sharing the significant losses the program has experienced this year among supporters, coaches, and even the mascot. CSU Pueblo has had 17 Academic All-Americans in the last 3 years, placing CSU Pueblo 7th nationwide in all three divisions. Also, Pack Athletes recorded the highest collective student-athlete GPA in school history last year. AD Plinske also described the student athlete profile, with 52% of student-athletes are non-resident and 49% are ethnic minority. There are a total of 580 student-athletes, and 37 cheer and dance team members. AD Plinske noted the program had raised \$4.8 million in external funding this year, but lost half a million dollars in revenue from camps and clinics that were cancelled due to COVID-19. In addition, he discussed schedule changes to Division II sports championships and the stress student athletes are feeling because of the impact from the COVID-19 pandemic. AD Plinske noted that they have seen improvements in measurements of the student-athlete experience. He also noted that the AD's program goals have changed to align with the realities of the pandemic and focus on support of student-athletes. President Mottet applauded AD Plinske's leadership throughout the pandemic.

Colorado State University

President McConnell introduced Athletic Director Joe Parker who began his report discussing some challenges, including concerns from athletes about whether Ram Athletics is following appropriate protocols. He noted that CSU launched an investigation into their concerns to help restore student-athlete confidence and make clear our commitment to their well-being. AD Parker echoed Paul Plinske's comments on the challenges of the current time in college athletics. At CSU, "student-athletes first and foremost" is a key guiding principle. He shared the 2019 graduation rates, which are consistent with the average of the Mountain West Conference and NCAA peers. He highlighted the work of Dr. Albert Bimper, who is leading the CSU Athletics Academic Support unit. AD Parker reviewed Athletics performance accomplishments over the last year and the financial impacts of COVID, which has included impacts to events at Canvas Stadium and on summer camps. AD Parker also discussed the Together Initiative to promote inclusive programming that helps combat social injustices and racial issues. Governor Easley praised the 86% graduation rate and asked to see those numbers disaggregated for football and basketball.

REAL ESTATE AND FACILITIES COMMITTEE

Russell DeSalvo, Chair of the Committee, introduced President Mottet and asked him to discuss the action item to rename the CSU Pueblo Psychology building to the Center for Integrated Health and Human Inquiry. President Mottet noted the renovation of the Psychology building provided an opportunity for a holistic approach to disciplines that touch Human Health and Humanity, including those disciplines that are directly represented in the building: Nursing, Health Sciences, Social Sciences, and Humanities, as well as other disciplines that will be invited through collaborations to be part of the integration. The space is now conducive to collaboration and interdisciplinary collaboration between the various disciplines focused on Health Sciences, Humanities, and Social Sciences, providing a new model of learning and collaboration at CSU Pueblo.

Motion/Action to Rename the CSU Pueblo Psychology Building to the Center for Integrated Health and Human Inquiry: Governor Rhobbe Rhodes moved to approve the motion to rename the CSU Pueblo Psychology Building to the Center for Integrated Health and Human Inquiry. The motion was seconded by Governor Easley, and it passed unanimously. This action item is included in the Board materials.

EXECUTIVE SESSION

Motion/Action: Governor Gabel moved for the Board to go into executive session and executive session of the Real Estate and Facilities Committee at 4:35 p.m. Governor Valdez seconded the motion and it carried unanimously. General Counsel Johnson read the Board into Executive Session and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

- 1) For discussions relating to the purchase of property for public purpose or sale of property at competitive bidding as premature disclosure of such transaction would give a competitive advantage to the other party, which is confidential under C.R.S. § 24-6-402 (3) (a) (I).
- 2) For matters concerning trade secrets, privileged information, and confidential commercial, financial data furnished by or obtained from any person, which is confidential under C.R.S. § 24-6-402 (3) (a) (VII); and
- 3) For the purpose of receiving the Litigation Report from the General Counsel relating to pending or imminent litigation, specific claims or grievances; and to receive legal advice on specific legal questions, including legal questions regarding this meeting and the meeting topics, which is confidential pursuant to C.R.S. § 24-6-402 (3) (a) (II).

Following a motion, second and unanimous vote to leave executive session, the Board of Governors returned to open session at 5:28 p.m. With no further business, the meeting was adjourned.

MATTERS FOR ACTION

New Degree: Doctor of Occupational Therapy (O.T.D.)

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: Doctor of Occupational Therapy (O.T.D). If approved, this degree will be effective Fall Semester 2021.

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

The aim of Colorado State University's Doctor of Occupational Therapy (CSU-OTD) is that graduates of the program, “will be collaborative and enduring change agents and leaders grounded in occupation who positively influence individuals, groups, communities, populations, and the profession.” Occupation refers to the innumerable activities that people need and want to do in their homes, schools, places of work, and communities that impart meaning and purpose to daily life. Occupational therapy is an evidence-based and science-driven profession that enables people of all ages and abilities to live life to the fullest. The profession’s vision for 2025 is: “As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (www.aota.org). An essential feature of the doctorate includes situating an iterative process of learning in real world experiences that are integrated through the curriculum. Engagement in real world experiences culminates in students' completion of an individualized 14 week full-time doctoral capstone experience and doctoral project. Throughout the three year, full time (99 credit) program faculty provide ongoing mentorship and advising with the aim of fostering socialization into the occupational therapy profession. This new degree will allow CSU-OT to remain as a leader in occupational therapy education, preparing graduates to become leaders and change agents prepared to meet the occupational needs of our changing society. The program level learning objectives were created to reflect the aim of the CSU-OTD with full consideration given to the accreditation standards of the American Council on Occupational Therapy Education.

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Colorado State University
PROGRAM MANAGEMENT

NEW PROGRAM PROPOSAL
Doctor of Occupational Therapy (O.T.D.)

Program Title: Doctor of Occupational Therapy (O.T.D.)

Academic Level: Graduate

Program Type: Degree

Degree Type: Professional Doctorate

College: Health and Human Sciences

Department/Unit: 1573 – Occupational Therapy

Program available to students: Fall 2021

Program Description:

The aim of Colorado State University's Doctor of Occupational Therapy (CSU-OTD) is that graduates of our program, “will be collaborative and enduring change agents and leaders grounded in occupation who positively influence individuals, groups, communities, populations, and the profession.” Occupation refers to the innumerable activities that people need and want to do in their homes, schools, places of work, and communities that impart meaning and purpose to daily life. Occupational therapy is an evidence-based and science-driven profession that enables people of all ages and abilities to live life to the fullest. The profession’s vision for 2025 is: “As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (www.aota.org). An essential feature of the doctorate includes situating an iterative process of learning in real world experiences that are integrated through the curriculum. Engagement in real world experiences culminates in students' completion of an individualized 14 week full-time doctoral capstone experience and doctoral project. Throughout the three year, full time (99 credit) program faculty provide ongoing mentorship and advising with the aim of fostering socialization into the occupational therapy profession. This new degree will allow CSU-OT to remain as a leader in occupational therapy education, preparing graduates to become leaders and change agents prepared to meet the occupational needs of our changing society. The program level learning objectives were created to reflect the aim of the CSU-OTD

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with full consideration given to the accreditation standards of the American Council on Occupational Therapy Education.

Fit with Campus Mission:

CSU Strategic Plan

Goal 2 High-quality academic and co-curricular programs:

- Employ high impact practices (HIPs)
- Utilize faculty with high-quality teaching skills, strong student advising and mentorship skills

Goal 3 Student learning success:

- Plan to maintain high graduation rate through advising and tailored clinical experiences (current 3-year grad. rate of 97%)

Goal 4 Research and Discovery:

- Students disseminate capstone project deliverable

Goal 5 Engagement:

- Emphasis on community engagement and service-learning pedagogy as a core of OTD design

College of Health and Human Sciences

- Solving real world problems by intervening within our communities
- Contributing to translational research by implementing evidence-based health improvement programs in the community
- Promoting optimal growth, development, and wellbeing through occupation-centered interventions
- Minimizing gaps in health and well-being through the effective delivery of occupational therapy services.

Department of Occupational Therapy

- Implementing the OT process within real-world contexts
- Increasing dissemination of peer-reviewed research and scholarly deliverables
- Creating and sustaining occupational therapy services within the community to address unmet needs
- Contributing to a reduction in disparities of health and wellbeing.

Evidence of Need:

Occupational Therapy employment in Colorado is expected to increase by 36.6% by 2026, an additional 260 annual positions. There is high demand for OTs now and continuing in the foreseeable future.

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- CO OT Employment May 2018: 3,130
- CO OT Annual Mean Wage May 2018: \$89,770, \$43.16/ hour
- CO OT Employment per 1,000 is 1.19

Colorado State Employment for OT May 2018

Occupation Title	Employment	Employment RSE	Employment per 1,000 Jobs	Location Quotient	Median Hourly Wage	Mean Hourly Wage	Annual Mean Wage	Mean Wage RSE
Occupational Therapists	3,130	6.7%	1.193	1.36	\$41.70	\$43.16	\$89,770	1.4%

Note: RSE- Relative Standard Error

Retrieved from <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>, 7/29/2019**2016-2026 Projections for Colorado OT Employment**

State	Title	Base	Projected	Change	% Change	Average Annual Openings
Colorado	Occupational Therapists	2,780	3,790	1,010	36.3%	260

Retrieved from <https://projectionscentral.com/Projections/LongTerm>, 7/29/2019

- Occupational therapy ranks #11 in the 100 Best Jobs (U.S. News & World Report)
- Occupational therapy ranks #9 in Best Health Care Jobs (U.S. News & World Report)
- CSU OT is ranked #6 out of 250 occupational therapy programs in the US.
- Admissions Data for CSU OT
 - Fall 2017: Applications: 709, Admits: 50
 - Fall 2018: Applications: 623, Admits: 51
 - Fall 2019: Applications: 618, Admits: 50

The national forecast for OT employment is projected to increase by 24% by 2026, 17 points higher than the average for other employment categories. U.S. News & World Report ranked occupational therapists #9 in Best Health Care Jobs and #11 in The 100 Best Jobs. The Street also ranked occupational therapists #23 on a list of the fastest-growing jobs in the U.S. in 2018.

- National OT Employment May 2018: 126,900 jobs
- Projected National OT Employment 2026: 161,400 jobs, 24% increase (much faster than average, 7%), 31,000 additional jobs

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Student Population in Five Years and Profile:

Students	Year 1 (2022)	Year 2 (2023)	Year 3 (2024)	Year 4 (2025)	Year 5 (2026)
New resident	30 OTD				
New non-resident/international	20 OTD				
Continuing resident	30 MSOT /MOT	30 OTD	60 OTD	60 OTD	60 OTD
Continuing non-resident/international	20 MSOT /MOT	20 OTD	40 OTD	40 OTD	40 OTD
Total enrolled	100	100	150	150	150
#Graduating after completing year	50 MSOT /MOT	0	50 OTD	50 OTD	50 OTD

Curriculum:

First Year: Summer

OT 720	Occupation and Occupational Therapy Process	3
OT 721	Impacts on Occupation I	3
OT 722	Foundations for Professional Development	1

First Year: Fall

OT 730	Professional Reasoning and Relationships	2
OT 731	Impacts on Occupation II	3
OT 732	Adult and Older Adult I	2
OT 733	Adult and Older Adult I Lab	2
OT 735	Research Process I	3
OT 786B	Integrative Experiential Learning I: Professional Identity Development	1

First Year: Spring

OT 740	Occupation, Learning, and Change	3
OT 742	Adult and Older Adult II	2
OT 743	Adult and Older Adult II Lab	2
OT 745	Research Process II	3
OT 749	Capstone Overview	1
OT 786C	Integrative Experiential Learning II: Adult and Older Adult	2

Second Year: Summer

OT 787	Level IIA Fieldwork Adults and Older Adults	12
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Second Year: Fall

OT 750	Programmatic Interventions	3
OT 752	Infancy Through Early Childhood	2
OT 753	Infancy Through Early Childhood Lab	1
OT 755	Research Process III	3
OT 759	Capstone Planning	1
OT 761	Inclusive Technology	2
OT 786D	Integrated Experiential Learning III: Infancy Through Adolescence	1

Second Year: Spring

OT 760	Leadership Skills of Change Agents	2
OT 762	Early Through Middle Childhood	2
OT 763	Early Through Middle Childhood Lab	1
OT 764	Adolescent and Young Adult	2
OT 769	Capstone Project and Experience Development	3

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OT 786E	Integrated Experiential Learning IV: Adolescent and Young Adult	1
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Third Year: Summer

OT 772	Innovative Practice in Occupational Therapy	2
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OT 786F	Integrated Experiential Learning V: Innovative Community Project	1
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Third Year: Fall

OT 788	Level IIB Fieldwork: Lifespan Experience	12
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Third Year: Spring

OT 779	Capstone Experience	1
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OT 789	Capstone Project	14
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Program Total Credits: 99

A minimum of 99 credits are required to complete this program.

Faculty Resources, Current and Required:

Last, First Name	Appointment Type	Highest Degree Held	Area of Specialization
Atler, Karen	Tenured	PhD	Relationship of and use of occupation to promote health and well-being
Bundy, Anita	Tenured	ScD	Play
Davies, Patti	Tenured	PhD	Brain development in children; Cognitive, sensory & motor processing in children with disorders
Eakman, Aaron	Tenured	PhD	Model & theory development related to meaningful activity participation, health, and well-being
Fyffe, Lisa	Contract	MS	Play-based early childhood education; early intervention; school readiness and kindergarten transition
Graham, James	Tenured	PhD	Large data-sets, rehabilitation/health services utilization and outcomes

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Herman, Alison	Contract	DHSc	Health promotion and wellness; fieldwork
Lane, Shelly	Tenured	PhD	Pediatrics; neuroscience applications to occupational therapy
Malcolm, Matt	Tenured	PhD	Health services research with a primary emphasis on rehabilitation utilization and outcomes
Persch, Andrew	Tenure-Track	PhD	Transition to adulthood and employment
Roll, Marla	Administrative Professional	MS	Assistive technology
Sample, Pat	Tenured	PhD	Traumatic brain injury
Schmid, Arlene	Tenured	PhD	Promoting occupation, health and well-being through yoga and integrative practices
Stephens, Jaclyn	Tenure-Track	PhD	Innovative behavioral and neuroimaging techniques to evaluate athletes with sports-related concussion
Yu, Yawen	Tenure-Track	PhD	Multisensory processing for balance and postural control

There will need to be four new faculty positions that have already been budgeted for. These two 9-month tenure track faculty and two non-tenure track faculty are not new lines. One new staff member (1 FTE, 12 month Capstone Administrator) is required. Funding for the new staff member will come from the program charge.

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

CSU Libraries' information resources and services provide adequate support for the teaching and research needs of a Clinical Doctorate program in Occupational Therapy. Looking ahead, the Department's liaison librarian will be responsive to the program's evolving research, instructional, and collection development needs.

This program will require an additional dedicated classroom and new office spaces for 4 new faculty, 1 capstone coordinator and a capstone administrator. The Department has recently acquired 4000 square feet of new space in Alder Hall; this includes a dedicated classroom, substantial office space and a new computer lab, funded by the College of Health and Human Sciences. They plan to move staff from the Center for Community Partnerships, a service arm of the Department currently located on the 3rd floor of the Occupational Therapy Building, into Alder Hall. They will utilize the vacated 3rd floor space as office space for new faculty and staff hires. In order to provide new faculty with secure and private office space, they will need to renovate areas of the 3rd floor, which are now open cubicles. They propose to fund renovations through the program charge and donations.

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The department proposes to offer aspects of the new curriculum through distributed education. This will require upgrading technology capabilities within one or more classrooms to enable lecture capture via Echo 360. These upgrades will cost \$12,000 for each of the 4 classrooms (3 in the Occupational Therapy Building, 1 in Alder). In addition, the lecture space in Alder Hall requires an entire overhaul, estimated at \$30,000. The total for these upgrades is estimated at \$70,000. They propose to fund these, one classroom at a time, through alumni donations to the department. They currently have \$15,000 in their general fund and will actively campaign for donations, together with the College's Development team, for the specific purpose of upgrading classroom technology in order to provide state-of-the-art education. Patient simulation and e-portfolio systems will each cost \$15,000 per year.

Overall Budget Summary

Summary of revenue and expenses.

The OTD will be funded through four mechanism:

- 1) base;
- 2) tuition sharing;
- 3) differential tuition and
- 4) summer revenue.

Upon reaching Year 5 and a steady state of 150 enrolled students revenue will total approximately \$2,890,308 and expenses \$2,858,311.

Tuition share is requested for years 1-4 to support transition to the OTD beginning in year 1 at 90% for all students over 80 (including MOT students) and decreasing by 10% each successive year to a final share of 50% by year 5. At steady state, tuition sharing of 50/50 for all enrollees over 80 will generate \$603,747 for the department and approximately \$603,747 for the University. Differential tuition will be realized at \$200/credit and will generate \$999,000 for the Department.

Faculty lines.

No new central lines are being requested. However, increased enrollment will require the addition of 4 new faculty members: one each in years 1-4. These positions will be funded through differential tuition.

Administrative support lines (e.g., academic support coordinator, program director).

No new central funding is being requested for new administrative support. However, the occupational therapy accrediting body requires the addition of a doctoral capstone coordinator (a non-tenure track faculty position included above) and administrative support for that coordinator. A state-classified position funded through differential tuition will be added.

Graduate teaching assistantship lines. N/A

Board of Governors of the Colorado State University System

Meeting Date: October 9, 2020

Consent Item

Equipment needs

New classroom educational technology to enable flipped classrooms, hybrid classes, and presentations by capstone students completing experiences at a distance will be needed. New classroom technology will be funded through tuition share and donor contributions.

Facility needs

The Department has recently acquired 4000 square feet of new space in Alder Hall. This space will be used for a classroom and office space. The Department will also seek to utilize the Richardson Design Center and a Columbine Health teaching facility. The latter will be funded through course fees, if needed.

Other expenses

Funds are required to support electronic student portfolio development, simulation of patient experiences and inter-professional learning. These will be funded through differential tuition.

The Board of Governors of the
Colorado State University System
Meeting Date: October 9, 2020
Consent Item

MATTER FOR ACTION:

Approval of the Colorado State University Pueblo Student Code of Conduct

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby ratify and approve the CSU Pueblo Student Code of Conduct.

EXPLANATION

Presented by Dr. Timothy Mottet, President, CSU Pueblo

Due to the new Title IX regulations, the university modified the Student Code of Conduct to conform with the new Title IX policy and to comply with the updated CSU Pueblo branding. The changes to the Student Code of Conduct are as listed below:

- Edited CSU Pueblo name change to remove the hyphen
- Added a definition for “Consent” to better align with Colorado state law and the Fort Collins campus language
- Edited “reporting party” to now include “reporting party/complainant” to align with new Title IX regulations
- Edited the definitions of “Intimate Partner Violence”, “Retaliation”, and “Sexual Misconduct” to align with Title IX regulations and changes to the CSU Pueblo Title IX policy
- Changed the jurisdiction regarding “Sexual Misconduct Complaints” to include a statement that Title IX cases may be handled in OIE or Conduct, at our discretion
- Added the new Title IX policy as an appendix

Pursuant to Board Policy 131, the Board delegated to the Chancellor the authority to approve Student Codes of Conduct changes that were necessary in light of the new Title IX regulations. Chancellor Frank, after consultation with President Mottet and the Office of General Counsel, approved these changes on August 24, 2020 and they are being submitted for the Board’s ratification in accordance with that delegation.

Approved

Denied

Board Secretary

Date

The Board of Governors of the
 Colorado State University System
 Meeting Date: October 9, 2020
 Consent Item

MATTER FOR ACTION:

Approval of the Colorado State University Pueblo Policy of Discrimination, Protected
 Class Harassment, and Retaliation.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve
 the CSU Pueblo Policy of Discrimination, Protected Class Harassment, and Retaliation.

EXPLANATION

Presented by Dr. Timothy Mottet President, CSU Pueblo

CSU Pueblo's previous policy of Discrimination, Protected Class Harassment, Sexual Assault, Intimate Partner Violence, Stalking and Retaliation contained provisions related to Title IX. Due to the new Title IX regulations, the university has adopted a new policy specifically for Title IX. Therefore, it was necessary to modify the Policy on Discrimination, Protected Class Harassment, Sexual Assault, Intimate Partner Violence, Stalking and Retaliation to remove portions specific to Title IX and only address issues of discrimination, protected class harassment, and retaliation.

 Approved

 Denied

 Board Secretary

 Date

The Board of Governors of the
 Colorado State University System
 Meeting Date: October 9, 2020
 Consent Item

MATTER FOR ACTION:

Approval of the Colorado State University Pueblo Supplemental Pay Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve
 the CSU Pueblo Supplemental Pay Policy.

EXPLANATION

Presented by Dr. Timothy Mottet President, CSU Pueblo

CSU Pueblo adopted a Supplemental Pay policy in 2012. The policy had provisions that limited opportunities for employees based on their current base salary. In addition, an internal audit identified areas that needed clarification and updating.

The modifications to the policy create a more equitable structure for supplemental pay opportunities, clarify eligibility for supplemental pay, and give discretion to the President to grant supplemental pay in exceptional circumstances. The updated policy also clarifies those situations that warrant supplemental pay and provides clearer approval processes. Both the CSU Pueblo Cabinet and President Mottet approved this policy modification.

 Approved

 Denied

 Board Secretary

 Date

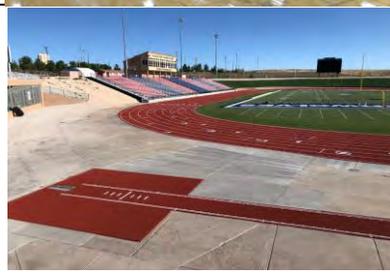
APPENDICES

- Appendix I: Construction Reports
- Appendix II: Higher Ed Readings

APPENDIX I

Construction Status Reports

CONSTRUCTION PROJECT STATUS REPORT

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 09/17/2020	Description
CSU Pueblo #20019/ Rawlings Sports Complex renovation phase one	Donation RHR Foundation Dan and Kerry DeRose and Art Gonzales	08.18.2020	10.01.2020	Scopes includes new astro turf, fence, netting, press box, dug out, umpire locker remodel. 310 new bleachers at softball, new press box, dug out and deck remodel. New entry gate for softball. STATUS IS on time and on budget	
CSU Pueblo #20019/ Rawlings Sports Complex renovation phase two	Donation RHR Foundation Dan and Kerry DeRose and Art Gonzales	08.31.20	01.31.2020	Scope includes the construction of an approximately 30,000 square foot sports facility. The purpose would be to provide an indoor green astro turf field for multiple sports like baseball, football, soccer and even marching band to practice during inclement weather. STATUS IS on time and on budget. Near a GMP.	
Video and audio project at Massari Arena	\$697,000 BOG	Nov-19	1-Jan	Complete	
Track repair at Football	\$1,000,000 BOG	Dec-19	June 1st, 2020	Complete reviewing warranty items	
Concrete repair at football concourse	\$162,582 BOG	Dec-19	June 16th, 2020	Complete	
2019-061M19 Replace Roof and Windows, Hasan School Business	\$720,720 State funded Controlled Maintanace	Below the roof--drains were discovered cracked. New effort underway to replace 12 drains and patch roof to maintain warranty. A few roof leaks occurred since completion but the roof contractor has identified all and repaired under warranty. Remaining funds will be needed for an emergency repair to the roof at Buell Communication Center.			The Hasan School of Business roof system has deteriorated beyond repair with leaks running down the drywall and through the window system. Numerous repairs have been completed, but are not mitigating the situation. Removing the entire roof system and installing a new system is recommended.
2020-087 M19 Replace Campus Water Lines	\$900,680 State funded Capital Maintenance (only phase one funded at this time)	Design builder is undercontract and various meaningful meetings have occurred. More research of exiting CSUP water line systems is needed. Investigation almost finished now as more valves are exercised and identified.. To explain need Pueblo Water Department to help in the investigation. CSUP staff is on emergency essential status. Water line is on time and will be on budget. Some valves have been replaced for the purpose of completing the water line investigation and determining correct flow and pressure. With this information a more specific build can be accomplished.			Currently the CSU Pueblo irrigation lines do not have the capacity to effectively irrigate the campus landscaping. The irrigation system presently has to operate 24 hours a day and still does not cover all the necessary areas. The existing water lines are deteriorating and many of the existing isolation valves are inoperable. Domestic water loop is unable to isolate breaks resulting from deteriorating valves and piping. Phase 1 = Design and Xeriscape Bartley Blvd, Phast 2 = New water main tap with distribution. Phase 3 = New water main tap.
2006 -050P18 Psychology Building Renovation and Addition	\$16,812,751 State funded Capital Construcion	Complete minus close out and punch list. Notice of occupany July 2020. August 3 staff and faculty move in after COVID deep clean. Entire project is on time and on budget Substantial Completion 7/28/20. Notice of Occupance 7/28/20. See time lapse camera and web link written narrative www.csupueblo.edu/about/campus/construction-projects/psychology-building.html			

COLORADO STATE UNIVERSITY - PUEBLO

CONSTRUCTION PROJECT STATUS REPORT

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 09/17/2020	Description
2018-061 M19 SB267 Upgrade Fire Campus Systems Phase 1 and 2	\$1,229,140 State funded Controlled Maintenance SB 267	FUNDING HELD temporarily and delayed project. Will reschedule and put back on track.			The existing campus -wide voice mass notification and fire alarm system is nearing the end of useful life. The campus has one main fire panel and 18 fire panels. The panels should be replaced before the manufacture stops supporting the system, before parts are not available, and before the system fails to report issues. The two phases are to replace fire alarm panels.
2018 064M19 SB267 Install Campus Security System	\$890,450 State funded Controlled Maintenance SB 267	FUNDING HELD temporarily and delayed project. New Substantial completion date of November 2020. CSUP staff (IT) is working as emergency essential staff to maintain campus and will schedule camera installation accordingly Estimated 90% completed			This project will provide electronic video system surveillance to all generally funded campus buildings, open spaces and parking lots at Colorado State University at Pueblo. All generally funded buildings to receive video camera surveillance system at all entrances. Additional exterior cameras will be mounted to survey the grounds and parking lot entrances.
M13019 Roof Replacement Art / Music Classroom Ph 1 of 1	\$698,270 State funded Controlled Maintenance	Completed working on close out documents. On budget .			Repair Art roof and constructed a new exit stair. 65 mile hour wind damage a HVAC roof cover and need to repair.
Occhiato University Center Renovation and Addition	\$35,000,000 Debt to be repaid with student fee facility fees, grants, & auxiliary services revenue	Completed. Occhiato University Center Schematic Design completed. Design Development Phase completed. GMP established, Notice to Proceed to Commence Construction issued November 3, 2015. All Bid Packages 1 ,2, 3, underway- (Earth work, utilities, foundations, steel frame, electrical, plumbing, HVAC, finishes) Design-Build Team of Nunn Construction/hord-coplan-macht Architects. Phase 1 (New Addition) 100% complete, occupied November 28, 2016. Phase 2 (ACM Abatement Completed February 6, 2017. Phase 2 Renovation area is Substantially Complete. Entire project approximately 99% overall complete to date. Phase 2 Renovation Occupied 2Jan18, grand opening 23Jan18. Phase 3 Ballroom retrofit completed 03/02/18. Entire Project Substantially Complete, on time, on budget. Entire project has been closed out successfully.			
Exterior Door Security Access Control at all Academic Buildings.Phase II	\$998,351 Controlled Maintenance	completed working on close out documents. On budget .	12/2015	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 11 academic buildings.	Project under budget and on schedule. 11 buildings are live on-line.Project is Complete
New General Classroom Building	\$16000000 Capital Funds	Construction Start 06/14 Completion 07/15		Completion July 28, 2015. On time and on budget. Classes are in process.. G H Phipps Construction Co. - General Contractor Hord-Coplan-Macht Architects	
Soccer/Lacrosse Complex	\$3,100,000 cash funded project from grants and donations	Completed	Construction began 3/2014, Completion Phase1 field and bleachers June 2014, Phase 2 Building completed February 1, 2016	Phase 2 (building) 100% complete. Occupancy on February 1, 2016. Press box Completed 6/1/16 (Phase 1--Synthetic turf field--- completed and in use.) H. W. Houston General Contractor	

Project	Bonds/Funding		Occupancy	Status as of Sept 2020
<p>Bay Facility</p> <p>Total Budget: \$6,250,000</p>	<p>\$5,250,000-bond funds</p> <p>General fund, CVMBS, VPR</p> <p>\$1M-VPR cash</p>		<p>June 2021</p>	<p>This project will construct a 10,000-12,000 gsf facility to house laboratory animals on South Campus in support of TMI, Animal Cancer Center, Pre-surgical Research Laboratory and VTH.</p> <p>Project successfully awarded, with construction start in August.</p>
<p>Center for Vector Borne Infectious Diseases</p> <p>Total Budget: \$23,470,000</p>	<p>\$22,000,000-bond funds</p> <p>General fund</p> <p>\$915K bond interest added to project</p> <p>\$555K Central Funding agreement</p>		<p>October 2020</p>	<p>This project will construct a 41,000 gsf infectious disease research building on Foothills Campus, connected to the Regional Biocontainment Laboratory.</p> <p>Project is on schedule and in budget. Interior finishes and laboratory casework underway. Project is approximately 95% complete.</p>

Project	Bonds/Funding		Occupancy	Status as of Sept 2020
<p>Shepardson Building Renovation and Addition</p> <p>Total Budget: \$44,000,000</p>	<p>\$35,000,000-state funds (\$18M CCF, \$17M COP)</p> <p>\$9,000,000-bond funds</p>		<p>Tbd</p>	<p>This project will completely revitalize the Shepardson Building and add approximately 40,500 gsf of auditorium, classroom and laboratory.</p> <p>Footings and foundations for addition are in. Project is approximately 38% complete.</p> <p>Phase 3 funding from state COP issuance is pending.</p>
<p>Johnson Family Equine Hospital</p> <p>\$35,400,000</p>	<p>Funding from NWC COPs & Donations</p>		<p>September 2021</p>	<p>This project will construct an approximately 80,000gsf Equine Hospital on South Campus.</p> <p>Project is on schedule and working to budget. Steel installation and exterior wall underway. Project is approximately 25% complete.</p>
<p>GeoExchange System</p> <p>Total Budget: \$21,700,000</p>	<p>\$19,100,000-bond funds</p> <p>Energy Savings</p> <p>\$2.6M from state CM funding</p>		<p>January 2021</p>	<p>This project installed a GeoExchange system in the recreation fields south of Moby Arena, and will provide mechanical upgrades to the Moby complex. The existing central steam system west of Meridian Ave. will be retired.</p> <p>Wells, irrigation and sod in rec. fields are complete. HVAC upgrades in Moby Complex at 90% complete. Additional State controlled maintenance funding has been transferred to the project.</p>

Project	Bonds/Funding		Occupancy	Status as of Sept 2020
<p>Lory Student Center Phase 3 Revitalization and Adult Learner & Veteran Services addition</p> <p>Total Budget: \$24,000,000</p>	<p>\$21,000,000-bond funds</p> <p>Student fees</p> <p>\$3M from LSC reserves</p>		<p>Tbd</p>	<p>This project will revitalize the north section of the Lory Student Center, focusing on MEP upgrades and finishes. Approximately 9,300 gsf will be added to accommodate the Adult Learner and Veteran Services (ALVS) program.</p> <p>This project has been suspended for one year.</p>
<p>Meridian Village Ph 1</p> <p>Total Budget: \$130M</p>	<p>\$130,000,000-bond funds</p> <p>Housing and Dining Services</p>		<p>Tbd</p>	<p>This project will construct approximately 1000 beds for 1st and 2nd year students, with a satellite dining facility.</p> <p>Underground utilities under construction in coordination with widening of Hughes Way.</p> <p>This project has been suspended for one year.</p>
<p>Women's Soccer/Softball Complex</p>	<p>\$6,500,000-bond funds</p> <p>Athletics</p>		<p>Tbd</p>	<p>The project will construct an NCAA Division 1 quality softball/soccer complex with competition and training facilities for women's soccer and softball, along with concession and restroom facilities for fans.</p> <p>The Design-Build team has been selected.</p> <p>The project has been temporarily suspended.</p>

APPENDIX II

Higher Ed Readings

Colleges are deeply unequal workplaces

The Atlantic; 8/1/2020

Faculty and staff on university and college campuses technically share an employer but operate in very different worlds. This divide has been exposed more since the pandemic began: two-thirds of schools instituting furloughs and about half instituting layoffs, have done so only for staff, and almost a third of institutions that have allowed employees to work remotely have extended this benefit only to faculty.

U.S. turns up heat on colleges' foreign ties

The Chronicle of Higher Education; 9/8/2020

Wariness of higher education's relationship with China is not a new phenomenon, with concerns about Beijing (and other foreign governments) taking advantage of campuses' open research environments, restrictions on visas for Chinese graduate students, and denial of certain Defense Department grants for colleges that host Confucius Institutes, but a recent ratcheting up of tensions has many academics and higher education leaders worried that little differentiation is being made among degrees of risk, and that pulling away from China will have a big impact on American universities. Thousands of Chinese students come to study at American universities, and nine in 10 stay in the country after earning their doctorates, providing a critical source of talent in science, research, and teaching.

Mental health needs rise with pandemic

Inside Higher Ed; 9/11/2020

Several recent studies have suggested that the COVID-19 pandemic has had a significant impact on the mental health and well-being of students — including one report from the CDC that said one-quarter of 18- to 24-year-olds surveyed had “seriously considered suicide” — although some experts argue the numbers are actually more on par with years past. Regardless, many health services staff are worried that existing problems like long wait times and understaffing will be exacerbated by increased demand, that restrictions on social interactions and shared spaces will increase isolation and loneliness, and that health services will be overwhelmed by the physical health needs of students, leaving mental health needs to languish.

[The latest crisis: Low-income students are dropping out of college this fall in alarming numbers](#)

The Washington Post; 9/16/2020

This year, about 100,000 fewer high school seniors have completed the FAFSA as of August, in a sign of how the coronavirus pandemic has weighed more heavily on lower-income Americans and minorities. Typically, college enrollment jumps during economic downturns, including during the Great Recession, but that has not been the case this year, with especially steep drops among Black and rural white students. And since only 13 percent of college dropouts return, higher education leaders worry the pandemic could be wiping out years of low-income undergraduate enrollment growth.

[The nuances of the free college debate](#)

Inside Higher Ed; 9/16/2020

Despite the rhetoric around free college, some recent polls call into question the assumed positions of both Republicans and Democrats. A Pew Research Center poll from January had several significant findings, including: 55 percent of Republicans aged 18-29 supported making tuition free; two-thirds of Republican men were opposed to free college, but about half of Republican women were open to the idea; 45 percent of Republicans who did not graduate from college supported free tuition, compared to 26 percent of Republicans who did; and while a majority of Democrats said they support free college, a much smaller percentage consider it a top priority in higher education, with the majority advocating simply for more affordability.

[Chancellor's letter](#)

September 2020

Check out the latest message on free speech from Chancellor Tony Frank.

[Together We Grow newsletter](#)

September 2020

Check out the latest news from Together We Grow.

Colleges are deeply unequal workplaces

The Atlantic

As colleges unveil their reopening plans for the fall, concerns about the safety of faculty teaching in classrooms populated with young adults have taken center stage. But largely left out of the conversation have been the people actually getting campuses up and running: the staff.

Over the past few months, the pandemic has exposed long-standing fissures in the campus workplace. Faculty and staff occupy two very different worlds—a chasm like few others in the American economy. Though they work for the same employer, faculty, by definition, enjoy more job security and power to shape how the university runs, while campus staff continue to be far more vulnerable.

Since the pandemic began, staff—who constitute about half of those employed by American colleges and universities—have been hit with the brunt of furloughs and layoffs. Some 250 schools have instituted furloughs, but two-thirds have taken that action only for staff, according to Chris Marsicano, the founding director of the College Crisis Initiative at Davidson College, which is tracking how institutions are responding to the coronavirus. About half of the colleges that enacted layoffs did so only for staff. The difference in how faculty and staff have been treated during the pandemic may be most visible in the flexibility each group has in working from home: Of more than 900 colleges that have allowed employees to work remotely, 300 have extended that benefit only to faculty.

One reason campus staff is overlooked is because the term itself is amorphous. It includes those we often think of as staff, such as maintenance and dining workers, but it also encompasses athletic trainers, computer technicians, lawyers, and academic advisers with advanced degrees. David Perry, who has experienced campus work life both as a tenured professor at Dominican University in Illinois and now as a senior academic adviser in the history department at the University of Minnesota Twin Cities, told me that the pandemic has “ossified ideas about who is in charge and who matters.” From the moment campuses shifted to remote learning in March, he added, “students and faculty were immediately prioritized, and staff were an afterthought.”

Although the term *faculty* doesn't describe a monolithic category—it's used to refer to full-time professors, part-time adjuncts, and graduate assistants—full-time tenured professors benefit from certain job protections and share in the governance of the university. Staff might also participate in their own form of “shared governance,” but it's typically seen as a second-rate version of what faculty get, and staff employment is usually more structured, managed, and at-will than that of faculty.

Mary George Opperman, the vice president and chief human resources officer at Cornell University, told me that the size and the makeup of staff have grown as higher education has become more complex, but that the faculty-student experience remains the lifeblood of the university. “If universities didn't have faculty, they'd be something else,” Opperman said. “You hire faculty for a specific reason—for their scholarship. They have autonomy. Staff is brought in for a different reason, often in support of the faculty.”

In the past several weeks, a growing chorus of professors is questioning the wisdom of returning to in-person instruction. But while faculty members get to make those complaints from the safety of their own homes, low-paid housekeepers and maintenance employees who can't work remotely are already on campus getting it ready for the fall amid fresh outbreaks among athletes and partying students.

“It's just assumed that these employees will be there no matter the risk,” Todd Holden, the interim president of the American Federation of State, County and Municipal Employees at the University of Maryland, told me. The union represents 3,400 employees at the flagship College Park campus, including housekeepers, bus drivers, and administrative assistants.

Staff members may also feel left out of the flurry of communications coming from campus leaders this summer. When Florida State University suggested in a June memo that employees working from home during the pandemic would no longer be allowed to care for children at the same time, a backlash ensued. A few days later, campus officials tried to clarify the message, saying that faculty wouldn't be impacted. That memo was later removed from the web.

A key difference in these reopening plans is that faculty at many schools can choose whether they teach in person or online, exposing tensions not only

with staff but also with graduate assistants who have for years been fighting to be recognized as workers. Now that distinction—whether they are students or employees—is even more crucial. At Cornell, for example, professors can choose whether they want to teach in person or online this fall. But with undergraduates scheduled to return to campus, the university believes some faculty will teach face-to-face. Joining them in classrooms and labs will be graduate assistants who don't have the same leeway that faculty members do. If graduate students want to work remotely, they need to ask for an accommodation through official university channels.

Even so, faculty in two dozen Cornell departments have agreed on their own to allow their graduate assistants to work remotely if they want to—creating yet another divide between workers, in this case graduate students. Becky Lu, a doctoral student in English, told me her department is among those allowing flexibility, so Lu has decided to teach online this fall. “My own department respects us as workers in this particular case, but the university doesn't,” she said, “even though we'll be doing a critical amount of the teaching and research this fall.”

Reopening plans now posted on college websites reflect the same divides. These plans were largely written by administrators and faculty, and they focus on students and professors. “The academy made a verb out of the word *silo*,” Kiernan Mathews, the executive director of the Collaborative on Academic Careers in Higher Education at Harvard, told me.

What happens to those faculty and staff silos—and the future of many jobs on campuses—hangs in the balance this fall. If campuses reopen to students but most faculty teach remotely, students and administrators who show up might see more clearly how staff are the connective tissue holding campuses together—the cooks in dining halls, the janitors cleaning residence halls, and the technicians maintaining digital infrastructure. But if the spread of COVID-19 intensifies this fall with new outbreaks and hot spots that force schools to move fully online again, it could spell financial trouble for many campuses, and even more isolation for staff as schools trim their workforces, disproportionately affecting those who make campuses run.

U.S. turns up heat on colleges' foreign ties
The Chronicle of Higher Education

A letter notified Stanford University that it had joined an unpopular club: It was one of at least a dozen colleges under investigation by the U.S. Department of Education over foreign gifts and contracts.

Sent in mid-August to President Marc Tessier-Lavigne of Stanford, the notice appears to have been prompted by the arrest of a visiting Chinese researcher on charges of hiding her ties to the Chinese military on her visa application. But the nine-page document refers to Stanford's numerous ties to China, from a joint research center at Peking University to its hosting of a Confucius Institute, a Chinese-funded language and cultural center. It even takes note of a photo posted on the university website of students and professors posing in front of a Korean War-era Chinese monument, calling it a "particularly bizarre (and extremely indecorous) image for Stanford to highlight," given the American servicemembers killed in the war.

At the heart of the letter is a sweeping records request: for documentation of all foreign gifts and contracts for the past decade, no matter the amount; for the latest contact information for all visiting Chinese researchers and scholars over that time; and for details of any links visitors had to the Chinese government or military — something that the government, not universities, screens for in the visa process.

The investigatory notice sent last month to Stanford, and a similar one to Fordham University, represent a ratcheting up of scrutiny of American colleges' ties abroad, specifically to China. (In a statement, a Stanford spokeswoman said that university "takes very seriously its obligations concerning foreign influence" and was "surprised by the unfounded allegations in the letter to the contrary." A Fordham spokesman said the university was cooperating with the investigation.)

But the letters are far from the only sign of how higher education has been caught up in the Trump administration's increasingly aggressive posture toward China. In recent weeks, federal officials have ended the Fulbright

exchange program in Hong Kong and mainland China, forbidden Chinese diplomats from visiting college campuses without U.S. government permission, and designated the Confucius Institute U.S. Center, in Washington, D.C., a “foreign mission” of China.

Such moves are part of a “steady drumbeat” by the administration against China, one that has seemed to grow louder ahead of the presidential election in November, said Robert Daly, director of the Kissinger Institute on China and the United States at the Wilson Centers. Each new action is just another “tap-tap-tap of the drumstick on the drum.”

College leaders agree the government has legitimate concerns, and they say want to work with federal agencies to resolve those. But as the election nears, they instead find themselves defending even the tamest and least risky ties, which could have a chilling effect for years to come.

“Just as we had a get-on-the-China-bandwagon movement” of the last decade, said James A. Millward, a China scholar at Georgetown University, “now will we have a rush to get off?”

Wariness of higher education’s relationship with China is not new. Director Christopher Wray of the FBI has consistently sounded the alarm about foreign governments, Beijing in particular, taking advantage of campuses’ open research environments. Early in the Trump administration, the White House placed restrictions on visas for Chinese graduate students. And the U.S. Congress has blocked colleges that host Confucius Institutes from receiving certain Defense Department grants, a bipartisan strategy that led dozens of the institutes to close.

But the flurry of recent announcements and policy directives have left many academics with the sense that demands are coming at them from all sides, and with little coordination. “There’s been a rapid change in temperature” in the relationship between China and the United States, said Philip H. Bucksbaum, a professor of physics at Stanford and president of the American Physical Society. “It’s affecting science.”

Higher-education associations had supported legislation, approved by Congress last year, to set up an interagency working group within the federal government to better coordinate intelligence and synchronize governmental actions to combat foreign influence in research. (The same measure also created a roundtable of officials from academe, government, and industry, run by the National Academies of Sciences, Engineering, and Medicine, to advise the government on these issues.) But a year later, educators complain they see little sign of coordination, with individual agencies seemingly developing policy in an ad hoc manner.

“If you look at the behavior of government agencies, it seems like anyone who has access to a pressure point on China is using it,” said Brad Farnsworth, vice president for global engagement at the American Council on Education.

If anything, the scope of government efforts has expanded. For the first time last month, the State Department directed concerns about China to college governing boards. In a letter, Keith J. Krach, the undersecretary for economic growth, energy, and the environment, urged colleges to disclose all Chinese investments in their endowments and to divest from any companies with ties to human-rights violations. The letter warned colleges that they could take a hit if mainland Chinese companies were delisted by American stock exchanges. Government officials have said Chinese stocks could be removed because they do not follow federal-audit transparency requirements.

Krach, a former chairman of Purdue University’s board of trustees, said it was important for colleges to take a hard look at their ties to and investments in China. He singled out trustees for his message because “when you’re on a governing board, you have a fiduciary duty and a moral obligation.”

Still, Krach said he did not believe that American colleges should break all ties with China, but instead be more thoughtful and transparent about their collaborations. “It’s time to put a stake in the ground. And I think that is true for universities.”

College officials said they do take such issues seriously. Before the pandemic, concern about foreign influence was “*the* top issue for university research VPs,” said Tobin Smith, vice president for policy at the Association of American Universities. “It’s still *a* top issue.”

In particular, the arrest of a number of researchers across the country for failure to disclose ties with Chinese universities or companies have led many institutions to tighten policies about outside contracts and potential conflicts of interest. Notably, Charles Lieber, chairman of Harvard’s chemistry department, was charged with failing to report a contract with the Wuhan University of Technology that paid him a monthly stipend of \$50,000.

The University of Florida previously had a policy governing outside contracts and other agreements, but it wasn’t always consistently or effectively enforced, said David P. Norton, the university’s vice president for research. The limitations came to light after the National Institutes of Health in 2019 questioned the conduct of two faculty members who received NIH funding but had not disclosed outside research support or affiliations. Both resigned.

Florida has since revamped its reporting process. Rather than putting the burden on individual department chairs to vet and approve external agreements, a central campus committee, with members with specialized expertise in international partnerships and conflict of interest, meets weekly to go over potential contracts. Although all outside arrangements must be approved, “anything involving a foreign entity gets lots of scrutiny,” Norton said.

The committee also examined all existing faculty collaborations, scraping some and renegotiating others, so that they were institutional partnerships, not agreements with individual researchers. That way, the university assumes the risk, Norton said.

Still, some of the tensions between government and academe arise from a basic culture clash. In national security, and even in business, information is

closely held and proprietary, while higher education, with few exceptions, is built on a foundation of sharing knowledge.

For decades, only research deemed classified or secret has been walled off, and that has been a small share. The rest has been viewed as open, to be shared across campuses and borders. But recently there has been “an emerging gray area of research that’s not considered classified but is sensitive,” said Farnsworth. Researchers and administrators are often confounded by this gray area and are looking to the government to more clearly delineate the boundaries. If there are to be new standards for international research, they want to know what the guidelines are, he said.

Federal officials also need to more clearly lay out the areas of risk and alert colleges to specific vulnerabilities, said Smith of AAU. It’s not enough to issue general warnings, he said. “Universities are not going to be the position to run the kind of checks that our intelligence agencies can.”

College leaders also worry that little differentiation is made among degrees of risk. In contrast to American research being obtained by the Chinese military for its own ends, exchange programs like Fulbright serve to increase understanding between the two countries, leaving many to question the purpose of its abrupt cancellation. Higher-education associations have challenged the Education Department’s investigation into Stanford and other institutions as overreach and a fishing expedition. And characterizing all students from China as spies, as President Trump is alleged to have done, risks alienating the largest group of international students on American campuses.

“The big issue here is how to recognize real threats and take appropriate action to address those risks, without deeming any contact with China to be criminal in nature,” said Frank Wu, president of Queens College.

The lack of nuance in the discussion about China, would be unacceptable in other contexts, said Wu. “You had all these white people who cheated to get their kid into college,” he said, referring to the Varsity Blues admission

scandal. “Does that mean that every white parent cheated? One of the great frustrations is that it is impossible to try to have a rational conversation.”

But Salvatore Babones, an associate professor at the University of Sydney whose expertise is Chinese economy and society, said that universities have been “compromised” by their work with China and may be too willing to overlook its policies on national security and human rights to continue the relationship. For example, he pointed to a number of American academics who co-authored papers on facial recognition and artificial intelligence with researchers at Chinese companies that sold surveillance technology to the Chinese government. China has used such technology in its crackdown in Xinjiang, where it has imprisoned Uighur Muslims and other ethnic minorities in internment camps.

University leaders, Babones said, “have been seduced by big money and big research.”

Educators counter that academic and research ties with China are more important now than ever. As the quality of China’s universities and labs has flourished, the research relationship between China and the United States is stronger and more mutually beneficial than at any previous time. When Farnsworth first began working with Chinese institutions in the 1980s, research collaboration between the two countries was “kind of philanthropy.” China has become a powerhouse in many areas of research, especially in the sciences. Deteriorating relations between the United States and China could leave American researchers on the outside of important collaborations.

What’s more, American universities argue that if they pull away from China, they will lose the ability to put pressure on Chinese universities and the government to be more open and transparent.

But Babones argues that such assumptions no longer hold. “For years, we said if we engage, we’re throwing a rope to China and pulling them up. And

we were. But today universities are being sucked down by China. The old argument that we're going to liberalize China by engaging them, that old story is failing."

So far, no college has fully broken off ties with China, but observers wonder, what contracts are not being renewed? What partnerships are not being struck? Before the pandemic, Bucksbaum, the physics-association president, said he knew of colleagues, particularly those who work at federal labs, who were forbidden to go to China for conferences or other work-related trips.

Disengaging with China could also have consequences for American colleges at home. Even as China has improved its own universities, it still sends some of its brightest students to America, 370,000 at last count. Nine in 10 Chinese students stay in the country after earning their doctorates, a critical source of top scientists, researchers, and professors. "We could lose a generation of talent," Bucksbaum said.

There are already signs of the pipeline's erosion. Bucksbaum said many physics departments have experienced significant declines in international applicants to doctoral programs. And recent data analysis by Georgetown's University's Center for Security and Emerging Technology found a 75 percent increase in successful applications from American residents to Canada's main skilled-immigration program since 2017. All of the growth, Georgetown researchers found, was from non-citizens, many of them American-educated. "We're still winning the talent-recruitment game," Smith said of American colleges, "but we have to be careful not to mess it up."

Some college officials said they were holding out for November, hoping that a possible change of administration could lessen the heat on academe and its relationships with China. But Farnsworth threw cold water on that idea, saying that he expected a Biden administration would probably also have concerns about China. "Both sides see China as a threat and a competitor."

Farnsworth said he recently was talking with a top international-education administrator at a major research university. The administrator told him that

he couldn't imagine his international strategy without China, but that a growing amount of his focus was on "putting out fires."

"We're just as committed to China as ever," the administrator told Farnsworth, "but the costs — the political costs, economic, reputational — are rising."

Mental health needs rise with pandemic

Inside Higher Ed

While the country continues to battle the coronavirus, college health professionals are also monitoring a growing crisis among young adults struggling with mental health problems, including suicidal ideation, anxiety and depression related to the pandemic.

Several recent surveys of students suggest their mental well-being has been devastated by the pandemic's social and economic consequences, as well as the continued uncertainty about their college education and post college careers. Still reeling from the emergency closures of campuses across the country during the spring semester and the sudden shifts to online instruction, students are now worried about the fall semester and whether campuses that reopened for in-person instruction can remain open as COVID-19 infections spread among students and panicked college administrators quickly shift gears and send students who'd recently arrived back home.

Kelly Davis, director of peer advocacy supports and services for Mental Health America, or MHA, said she anticipates an influx of students who have not previously sought mental health support from their colleges will be requesting resources this fall. She's worried many counseling centers are unprepared.

"Around October, there tends to be a dip in mental health, and that's in students who are on campus and not during a pandemic," said Davis, who leads MHA's Collegiate Mental Health Innovation Council. "That's going to be a really intense time ... I think we're going to run into a larger version of the same problem we've seen on campus — people are struggling, we tell them to reach out for help, but we didn't build the help."

Existing and prevalent problems in colleges mental health support systems, such as long wait times and understaffing, could be exacerbated by increased demand and leave students without the help they need, she said. Colleges may be forced to improve access to these resources on the fly, but Davis believes the widespread shift to remote learning by colleges this spring proved that "when schools are pushed, they can act."

A report released by the Centers for Disease Control and Prevention last month about the pandemic's effect on mental health identified that a disproportionate number of 18- to 24-year-olds — about one-quarter of those surveyed — had “seriously considered suicide” in the last 30 days. A separate study by the Student Experience in the Research University found that students are screening positive for depression and anxiety at higher rates than in previous years. Despite these data, students have said the pandemic has made it harder to access mental health care.

Another report from Chegg.org, the research and advocacy arm of the student services company of the same name, and four youth mental health advocacy and suicide prevention organizations released on Sept. 10 found that 58 percent of college students surveyed said they were “moderately,” “very” or “extremely” worried about their own mental health. Forty-six percent said they feel anxious specifically about returning to a physical campus during the fall semester, said the report.

New restrictions by colleges on students' social interactions and shared physical spaces, and the ability to freely interact without a nagging anxiety about potential exposure to the coronavirus, can affect students in unique ways, said Asia Wong, student health services and counseling director at Loyola University New Orleans. Students may feel isolated or lonely because they can't have visitors in their residence halls. Relationships between roommates can be complicated by students attending unsafe gatherings and putting one another at risk. Some students may be struggling with the loss of a parent or other relative to COVID-19 and may be away from their support networks, Wong said.

Braden Renke, a junior at Franklin & Marshall College in Pennsylvania and creator of a mental health advocacy group on campus, The Pizza Project, has anxiety disorder and said in an email that the various “unknown” factors about the pandemic have been particularly difficult for her. Limited access to campus in the spring and social distancing have made it harder for her organization to share information about available support services and gather students to discuss mental health over pizza, which are the main objectives of the group, Renke wrote. The students she has connected with say their mental health has “plummeted,” she wrote.

"The workload has tremendously increased and at a school like F&M where academic rigor is a major value, students feel extra pressure to perform in extremely unknown circumstances," wrote Renke, who is a former member of the MHA collegiate mental health council. "Many students are at home in unstable environments, are struggling with financial hardships, and are struggling with the lack of a 'normal' routine."

College staff members who manage health services must now balance servicing students' mental health needs with an unprecedented level of monitoring their physical health, through COVID-19 testing, contact tracing and related care. Wong said nearly her entire focus since students returned to campus for the start of classes on Aug. 24 has been on students' physical health. Meanwhile, mental health counseling has remained "on the margins," she said.

"I used to say that as director of counseling and student health that health takes up 25 percent of my time and counseling took up about 75 percent of my time," Wong said. "Now student health takes up about 110 percent of my time."

Janis Whitlock, director of the Cornell University Research Program on Self-Injury and Recovery and senior adviser to the Jed Foundation, said the sense of "possibility" that drives young people through their early life is diminished by being physically isolated. JED, a youth mental health advocacy and suicide-prevention organization, leads a campus program that has worked with more than 300 colleges and universities in the United States to improve mental health resources.

"For young adults, so much that's pulling them into the world is possibility," Whitlock said. "The future is uncertain for all sorts of reasons. They don't know that things will go back to normal ... As someone who's had a lot of life, I'm not going to be impacted in the way that they will be."

Even as some mental health reports signal troubling trends among college students, other experts believe the problem may not be as bad it seems.

Harry Rockland-Miller, a clinical psychologist who directed the Center for Counseling and Psychological Health at the University of Massachusetts at Amherst for more than 20 years, noted that a Sept. 8 post from the Center for Collegiate Mental Health at Pennsylvania State University, or CCMH, contradicts other findings and states that students' levels of stress are similar to what they were in 2019, despite the pandemic.

The post said that the reports about "worsening college student mental health may be more complex" than they are made out to be.

The CCMH, which collects national data directly from students who seek help at college counseling centers, reported that the average levels of anxiety, depression, suicidal ideation and other forms of stress among students seeking help during the 2018-19 and 2019-20 academic years were "very similar," the post said. The center's post analyzed data through May of both years.

"While it has been commonly suggested that student mental health distress worsened dramatically following the COVID-19 response in March 2020, CCMH data shows that the distress of students seeking services was generally similar to the same time periods the year prior, with only slight increases in Academic and Family Distress," the post said.

But Wong said students now seeking help at the counseling center at Loyola have not had appointments before, indicating an increase in students that were not previously experiencing mental health problems. The center is continuing to conduct virtual counseling throughout the fall semester, and in the two weeks since classes started, 6 percent of the university's student body has had an appointment with the center's staff, which Wong called "significant."

The center had a 10 percent increase in appointments and 5 percent increase in students who had not previously gone to the center during the spring semester compared to the previous year. The center also did not have the drop-off in appointments that typically occurs during the summer, when students leave the campus, Wong said. Like most campuses, Loyola quickly pivoted in the spring to teletherapy and also connected students to

a licensed therapist via phone or videoconferencing, which the center already had set up, she said.

Rockland-Miller said the realities of the pandemic have given rise to more teletherapy options at colleges. In March, some colleges did not yet have the technology or state licensing to be able to seamlessly continue counseling students and had to start from scratch. Now, some are relying entirely on teletherapy if academic instruction is online or in-person counseling is deemed unsafe.

The virtual options are ideal for the mix of in-person, online and hybrid academic instruction modalities colleges adopted for the fall semester, Rockland-Miller said. Students at a given campus could be living in a residence hall or miles away in their hometown and still get mental health support from the college or be connected to a counselor or psychiatrist. This requires “flexibility” and “nimbleness” by college officials to provide a wide variety of options that cross state lines, Rockland-Miller said.

“There’s so many times when the student is remote and not local,” he said. “There was some utilization of teletherapy options as part of the spectrum of care, but there’s full-on engagement now, in a way that I don’t think anyone anticipated.”

Wong said some first-year students at Loyola who were getting mental health treatment while in their hometowns have continued that treatment via teletherapy with their care providers back home rather than transitioning to an on-campus provider. This can be helpful for both the student, who can remain in the care of a trusted therapist, and the university, which does not have to take on an additional student patient, she said.

“We’re seeing more people who are brand-new to therapy rather than people transitioning to care,” Wong said. “Of course it is helpful ... to not have to stop abruptly and start with a new therapist while social distancing in the middle of a pandemic. That’s helpful for them and us.”

While COVID-19 may make it harder for students to access the mental health resources they need, one potential bright spot is that the pandemic has reduced the stigma of needing and getting mental health support. Whitlock,

director of the Cornell research program, said in some ways there is now a “lower bar for seeking help” because of how much mental health is now talked about and new services are offered. Davis, of Mental Health America, said the pandemic has been a “reckoning” for mental health discussions.

“The hopeful piece for me is it seems like we’re at an inflection point,” Davis said. “All of a sudden, it’s OK to talk about mental health.”

**The latest crisis: Low-income students are dropping out of college this fall
in alarming numbers**

The Washington Post

In August, Paige McConnell became the first in her family to go to college — and the first to drop out.

McConnell, 18, could not make online classes work. She doesn't have Wi-Fi at her rural home in Crossville, Tenn. The local library turned her away, not wanting anyone sitting around during the pandemic. She spent hours in a McDonald's parking lot using the fast-food chain's Internet, but she kept getting kicked off her college's virtual classes because the network wasn't "safe." Two weeks after starting at Roane State Community College, she gave up.

"At my high school graduation, I told all my family I would go to community college. I was trying to better my future," McConnell said. "But the online classes really threw me for a loop. I knew I couldn't do it."

McConnell's situation is playing out all over the country. As the fall semester gets into full swing in the midst of the coronavirus pandemic, schools are noticing a concerning trend: Low-income students are the most likely to drop out or not enroll at all, raising fears that they might never get a college degree. Some 100,000 fewer high school seniors completed financial aid applications to attend college this year, according to a National College Attainment Network analysis of Free Application for Federal Student Aid (FAFSA) data through August.

The lower enrollment figures are the latest sign of how the economic devastation unleashed by the coronavirus crisis has weighed more heavily on lower-income Americans and minorities, who have suffered higher levels of unemployment and a higher incidence of covid-19, the disease caused by the novel coronavirus. Students from families with incomes under \$75,000 are nearly twice as likely to say they "canceled all plans" to take classes this fall as students from families with incomes over \$100,000, according to a U.S. Census Bureau survey in late August.

The drop-off in college enrollment is unusual and particular to this pandemic, as college enrollment during the Great Recession grew. Typically, enrollment jumps during economic downturns when jobs are scarce, and people look to retrain. Yet, the opposite is happening now.

Students who are the first in their families to pursue college degrees don't tend to take "gap years" to travel and intern. When low-income students stop attending school, they rarely return, diminishing their job and wage prospects for the rest of their lives. Only 13 percent of college dropouts ever return, a National Student Clearinghouse report last year found, and even fewer graduate.

"The ultimate fear is this could be a lost generation of low-income students," said Bill DeBaun, the National College Attainment Network's (NCAN) data director, who put together the FAFSA tracker.

Enrollment trends so far show especially steep drops among Black students and rural White students. These students are facing multiple setbacks: difficulty paying for college, job losses and the public health crisis, as coronavirus cases have hit African American and Hispanic communities the hardest. A new report from the National Student Clearinghouse found summer enrollment fell the most at community colleges and among Black students. Experts say summer trends are often a good indicator of what's to come.

Official fall enrollment data won't come out until October, but education research company EAB has been tracking tuition deposits at 100 four-year colleges, because deposits are a good indicator of whether a student will actually attend. Deposits are down 8.4 percent among families making less than \$60,000 a year.

Students from lower-income families and students of color have fueled undergraduate enrollment growth over the past two decades, though they still struggle to complete their degrees. Now many higher education leaders worry the pandemic could be wiping out years of progress.

“We could erase a lot of access gains over the past 20 years in one fell swoop,” said Brett Schraeder, an EAB consultant who put together the report.

When he saw students huddled outside a Sheetz convenience store trying to do their virtual classes on the store’s Wi-Fi network, John J. “Ski” Sygielski, president of HACCC, Central Pennsylvania’s Community College, realized just how much help his school would have to provide low-income students if they were to make it through the fall semester.

Like many schools, HACCC is predominantly holding virtual classes this fall. Sygielski’s team has given out hundreds of computers to needy students and “close to 400” hotspots, but he fears too many students will just give up on higher education as they see family members getting sick with covid-19, losing jobs and struggling to eat.

“I’ve had students leave laptops in my office at night and pick them up in the morning, because they were afraid they would be stolen at home or used for drugs. Many don’t have space to study at home. They don’t have equipment,” Sygielski said.

The pandemic has already wiped out millions of jobs at restaurants, hotels and entertainment venues that provided lifelines for college students needing extra income and low-income families struggling to pay bills. The U.S. unemployment rate was 8.4 percent in August, one of the worst in years, and over 14 percent for Americans who are 20 to 24 years old.

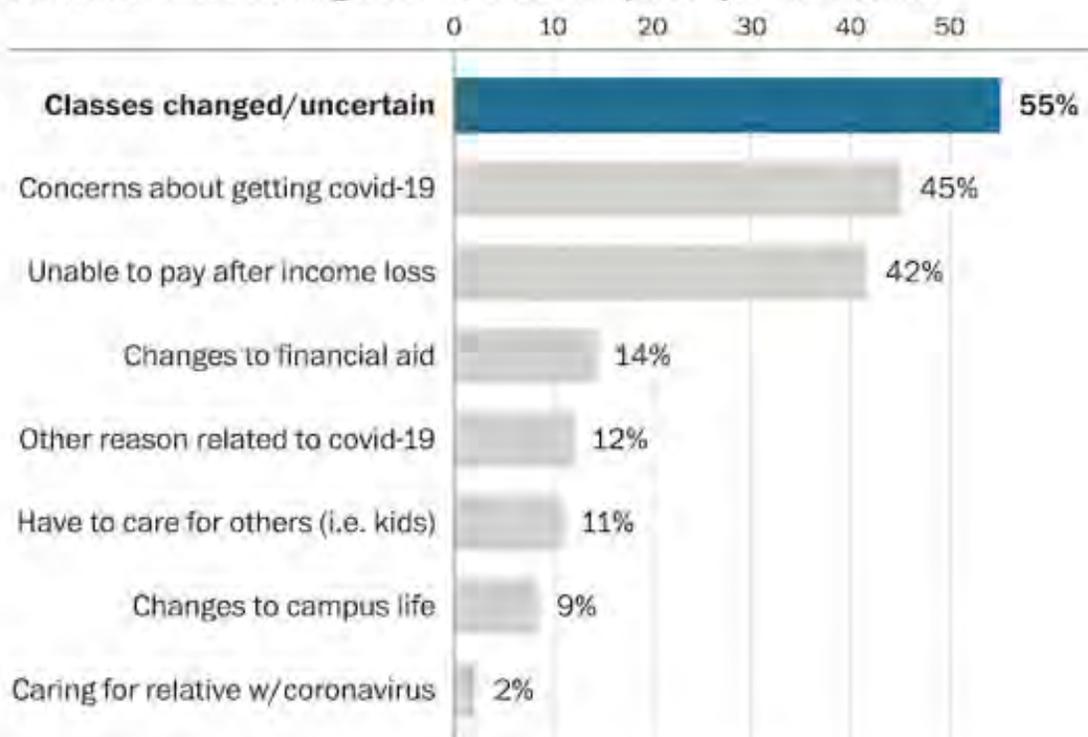
“I spent the last few months focusing on finding a place to live rather than focusing on school,” said Roshelle Czar, 26, a junior at Sacramento State University. “Due to an emotionally unstable family dynamic, I do not have the privilege of going back to an actual home.”

Czar lost her job at an ice cream shop when it closed during the pandemic, leaving her without enough to pay rent. As her financial woes mounted, she ended up dropping out of her spring semester classes and moving in with a friend. She’s been interviewing for jobs, hoping to earn enough money to re-enroll, but she hasn’t landed anything yet.

Among the reasons students are citing for not returning to school this fall: frustration or uncertainty about online classes or changing class formats and content; fear of contracting the coronavirus; and inability to pay for classes after the student or parent lost a job or took a financial hit. This is according to the Census Bureau survey taken Aug. 19 to Aug. 31 of households with at least one adult who originally planned to go to college this fall and then decided not to attend.

Why students aren't taking classes this fall

A U.S. Census survey of households with college students revealed that many dropped out of school this fall because they didn't want to take virtual classes, they were concerned about catching covid-19, or the family lost a job and income.



Note: Households could indicate multiple reasons for dropping out.

Source: U.S. Census Household Pulse Survey (Aug. 19-31)

Dario Magana-Williams, 18, felt the disappointment of his high school senior year seeping into his freshman year of college.

Getting accepted into George Mason University in Virginia held out the promise of a new beginning away from mom and dad. By the time he

graduated from Washington's Capital City Public Charter School in May, that new beginning seemed further out of reach. His dad's hours at the restaurant where he works were few and far between as people stayed home. While his mother's job at a local school helped the family stay afloat, their finances took a hit.

Paying out-of-state tuition to take some classes online and some in-person at GMU no longer seemed reasonable.

"My parents saw no point to paying for online classes," Magana-Williams said. "They didn't think it was worth the tuition and were more comfortable with me staying home. I really wanted the independence, but this is the reality of things."

Rather than take the year off, Magana-Williams chose to attend the University of the District of Columbia for a fraction of the cost of GMU.

While some students have shifted from more expensive universities to lower-cost community colleges or state schools, enrollment trends show particularly large drop-offs at community colleges, another statistic that suggests many lower-income students aren't going to college at all during the pandemic.

Enrollment is down 13 percent at HACC this fall, though enrollment is still underway because some classes don't start until later this month. Black enrollment is down 17 percent, and Hispanic enrollment is down almost 19 percent. It's a similar story at many other flagship community and public colleges. Fall enrollment at Miami Dade College is down 17.5 percent so far, with a 16 percent decline among Hispanic students and a 20 percent decline among Black students. Northern Virginia Community College and the City University of New York are down about 4 percent each this fall, with early data indicating a steep decline for Black students at NOVA.

"The notion of a gap year does not exist for these students. If they don't start attending now, life will happen," said Kim Cook, executive director of NCAN. "They'll help their family or get a job. Then it will not seem possible to make time for college."

Students who have dropped out of college this fall overwhelmingly told The Washington Post that it was because of virtual classes. They preferred the supportive environment of attending in-person classes and being able to speak with teachers, fellow students and support staff. They struggled to find a quiet place at home to study and many lacked reliable Internet.

“I just don’t see the benefit of me taking online-only classes right now if I’m paying full tuition and not getting the perks I enjoyed the most — access to the gym and library,” said Katie Suriel, 30, who did not enroll in classes at Baruch College, part of CUNY, this fall. “I like the structure of in-person classes.”

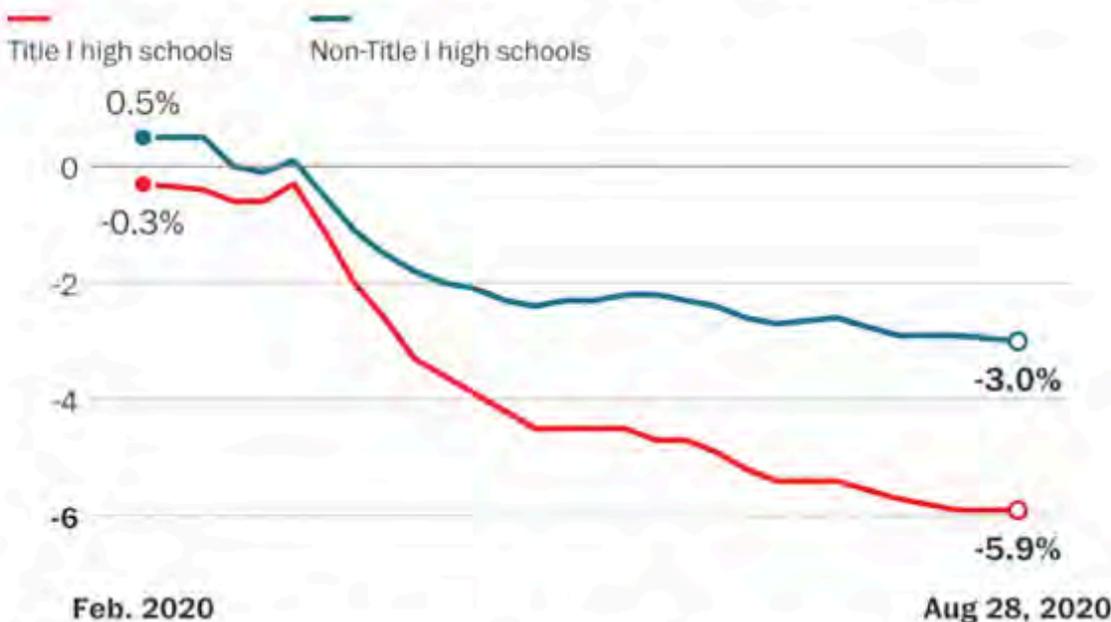
Suriel has been working full time at a juice company in New York City, figuring it is better to hang on to her job during the recession than head back to school right now. She hopes to return for the spring semester, but she’s going to see what happens with the pandemic and virtual classes.

Without the usual face-to-face reminders from teachers and counselors to fill out applications for college and financial aid and stay engaged in classes, students are falling through the cracks.

FAFSA completions are down 4 percent overall among high school students, but they are down nearly 6 percent among students from Title I high schools, which serve a large number of high-poverty students, according to NCAN’s FAFSA tracker.

Big drop-off in low-income high school students completing FAFSA applications after the pandemic hit

While FAFSA filings are down overall, they are down nearly twice as much at Title I eligible high schools that have many low-income students.



Note: Chart shows year-over-year change in public high school students completing the Free Application for Federal Student Aid (FAFSA) application.

Source: National College Attainment Network's "FAFSA Tracker"

The Education Department declined to comment, saying agency officials don't have historical information to know how FAFSA completion or college enrollment will fare during the pandemic.

Kristin McGuire normally gives several FAFSA workshops a month to low-income high school students in California through Young Invincibles, a young adult research and advocacy group. But since the pandemic hit and K-12 classes went virtual, she hasn't been invited to give any talks. Some schools have told her they can't invite her to their virtual classes for privacy reasons.

She has organized virtual sessions on her own and spread the word on social media, but it's not the same. Many questions she gets from parents are about whether it's safe to attend college right now.

“Once families started to hear about the pandemic, they made decisions for their child to wait to go to college,” said McGuire, who is Western Region director for Young Invincibles.

Even among students who complete the FAFSA applications, there’s been a drop-off in enrollment, especially among students who have been asked to go through the verification process, an extra hurdle that requires families to submit additional paperwork proving identity and income.

Be A Leader Foundation, a college access nonprofit in Phoenix, recently helped a local community college make calls to 400 students who had applied for admission and completed the financial aid forms but had never enrolled.

“When the pandemic hit, we were knee-deep in the FAFSA, cleaning up FAFSA, getting students through verification. Then we didn’t have direct access to students at the school level, and it became a challenge to get connected,” said Soilo J. Felix, chief program officer at Be A Leader Foundation. “We are seeing a lot of students either not finishing up their verification or completing all of the final steps for enrollment.”

For McConnell, who dropped out of college in Tennessee, leaving school means she has forfeited her scholarship. She told her dad she plans to return to college later on, but she knows that loss will make it even more challenging.

“I’m going to try to save up some money, hope to enroll back in school next year or year after that,” said McConnell, who dreamed of being an agriculture education teacher. “I probably won’t go to community college. I’ll probably go to a technical school.”

The nuances of the free college debate

Inside Higher Ed

Campaigning at Florida Memorial University last week, Democratic vice-presidential candidate Kamala Harris emphasized the importance of going to college, including historically Black colleges and universities like the one where she was speaking.

“It is the place where we nurture young people to see who they are and their role as part of leadership of our nation in whatever profession they choose,” she said.

And she said that she and Democratic presidential nominee Joe Biden would make going to college free for most students.

That went over well, because what’s not to like about free, right?

But less than two months before the election, one of the divisions between Biden and his Republican opponent, President Donald Trump, is over the Democratic plan to make attendance free at two-year colleges, as well as for those whose families make less than \$125,000 at public four-year colleges, as well as public and private HBCUs.

There’s also the hundreds of billions of dollars that it would cost over the next decade.

“The reality of Biden’s ‘free college’ plan is that it’s anything but free, and he and his campaign should explain to the American people what the total cost of their socialist plan is and how they expect to pay for it,” Trump campaign spokeswoman Courtney Parella said in a statement to *Inside Higher Ed*.

To conservatives, including education experts at the Heritage Foundation and the American Enterprise Institute, the idea of making college free is akin to those offers on TV for free cellphone service or interest-free car payments.

In the fine print, they argue, are a host of problems, from it being unfair to make those who didn’t go to college have to pay more for others to get

higher education to government stifling conservative thought on campuses, and inadequately funded institutions reducing the number of students who can go to college. Though little talked about on the campaign trail as the focus turns to the pandemic, conservative fears about free college have come up at times.

“Free college may sound nice, but the outcomes would be anything but nice,” warned U.S. Education Secretary Betsy DeVos during a campaign appearance for President Trump near Harrisburg, Pa., in February.

“Think about it,” she told cheering supporters of Trump, who does well with those who did not graduate from college. “Only a third of Americans pursue four-year college degrees. Why should two-thirds pay for the other one-third?”

Despite the rhetoric, though, some recent polls call into question how widely opposed Republicans are to the idea of free college, as well as how strongly Democrats really feel about bringing it about.

On the surface, Americans are divided over the issue, as they are about many things these days, on partisan grounds.

A Pew Research Center poll in January found 83 percent of those who identified themselves as Democrats or leaning Democratic supported making tuition free, compared to only 39 percent of Republicans and those leaning Republican.

However, it found the idea has support among some Republicans: younger people, women and, somewhat surprisingly, those same people without college degrees DeVos was trying to rile up.

The Pew poll found that among Republicans between 18 and 29 years old, a majority, 55 percent, supported making tuition free.

Those between 30 and 49 were generally split, with 48 percent supporting the idea and 52 percent opposed.

Republicans older than 65, though, are deeply opposed to making college free, with only 24 percent in support and 76 percent opposed.

Similarly, the poll found a difference based on gender. Two-thirds of Republican men were opposed to free college. But Republican women were more open to the idea, with 47 percent in favor and 53 percent opposed.

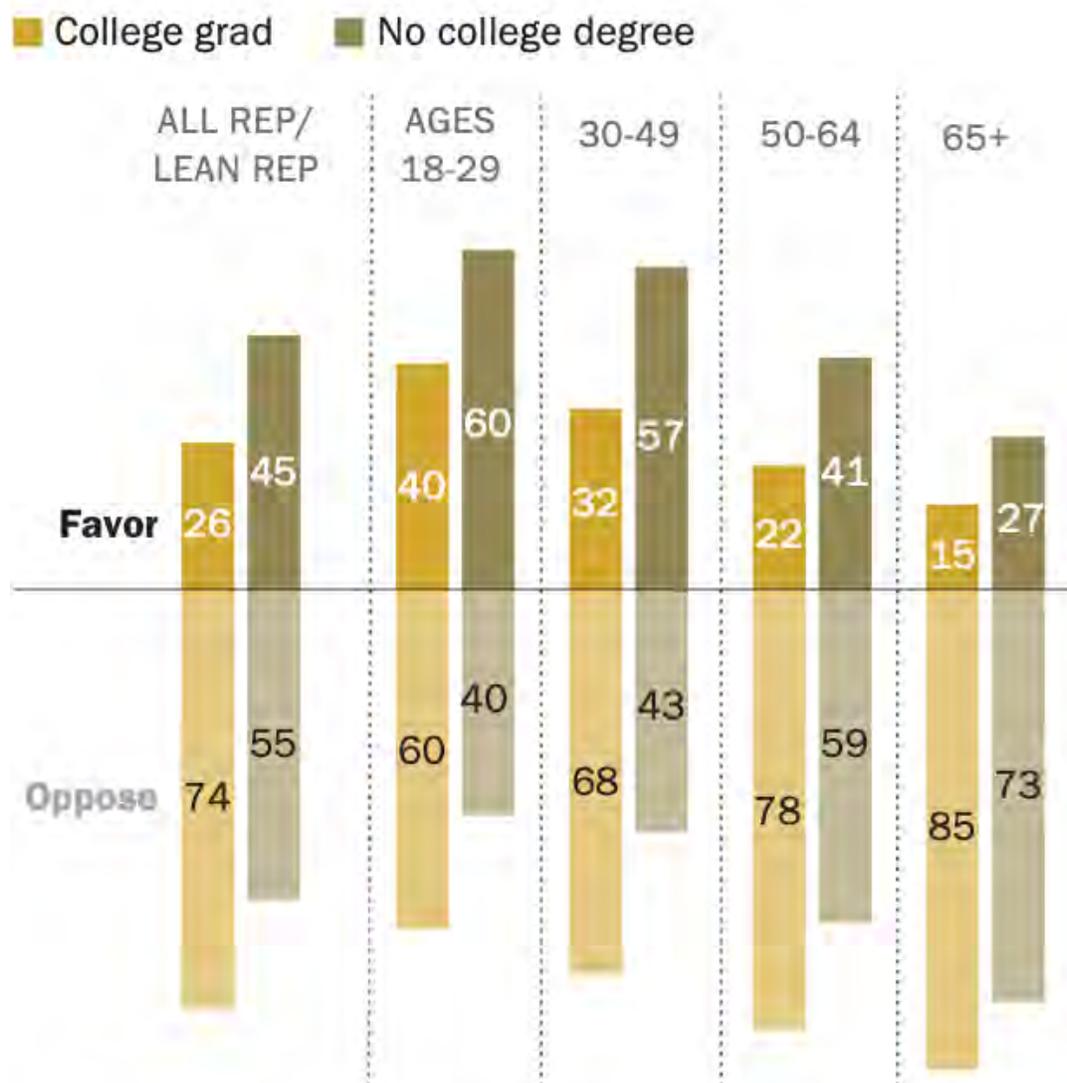
Perhaps most surprisingly, the Pew poll found that the idea of free college is more popular among Republicans without a postsecondary degree than those who did graduate from college.

Forty-five percent of Republicans who did not graduate from college, according to the poll, supported free tuition, compared to 26 percent of Republican college graduates.

Most starkly, 58 percent of Republicans younger than 50 who have not completed college supported the free college idea, compared to 34 percent of Republican in the same age group who did graduate college.

Younger, non-college Republicans are most supportive of free college tuition

% of Rep/Lean Rep who strongly/somewhat ___ making tuition at public colleges and universities free for all American students



Note: No answer responses not shown.

Source: Survey of U.S. adults conducted Jan. 6-19, 2020.

PEW RESEARCH CENTER

"Wow, I'm very surprised by that finding," said Mary Clare Amselem, an education policy analyst at the conservative Heritage Foundation. She guessed that people who went to college left with a decreased sense of its value and therefore don't see the value in a large-scale government investment.

Ben Miller, vice president for postsecondary education policy at the liberal Center for American Progress, said he wasn't surprised "that someone who might benefit from that proposal based on their age or education might be more supportive of it than someone who already has been through college and doesn't want to ensure that others might be able to get a financial deal similar to what they received some time ago."

Older Republicans may not realize how out of hand the cost of going to college has become, he said. "It's the exact same problem you see with the 'when I went to college 30 years ago, I worked my way through so why can't people today' argument. The societal deal we had decades ago doesn't exist anymore, and a lot of those folks are out of touch," Miller said.

But while free college is popular with the Democratic Party's left wing, polls also raise questions about how strongly Democrats as a whole feel about the idea, particularly as the pandemic has shifted attention to other issues even in higher education.

The Pew study found that 92 percent of those who supported Vermont Independent senator Bernie Sanders in the Democratic presidential primary, and 88 percent of those who supported Massachusetts senator Elizabeth Warren, say they favor making tuition free.

And two-thirds of Sanders supporters and 54 percent of Warren supporters said they feel strongly about it.

But while 76 percent of Biden supporters said they support the concept of free college, only 42 percent felt strongly about it. Overall, only about half of all Democrats polled felt strongly about making college free.

A poll in June by the centrist think tank Third Way had similar findings. While 75 percent of Democrats said they support free college, only half said it was a top priority in higher education.

Overall, the Third Way poll found that only 36 percent of those surveyed from both parties said making college free is a top priority in higher education.

Among the 10 other goals more often seen as a top priority were the 63 percent -- including 90 percent of Democrats and 83 percent of Republicans -- who said higher education should be more affordable, though not necessarily free.

Those who listed that as a top priority were concerned about pressing questions now, like whether students should pay as much for online courses as they were supposed to pay in person, said Tamara Hiler, Third Way's education policy director.

"Other things feel more pressing these days. The No. 1 issue we're hearing about is health and safety and the process of reopening. At the end of the day, people don't think they shouldn't have to pay anything, but they want to make sure it's fair," she said. More, 61 percent said protecting student loan borrowers from predatory colleges is a top priority right now.

Wesley Whistle, senior adviser for policy and strategy at the left-leaning New America, is among those dubious about whether free college is a top priority. A more pressing issue, he said, is improving K-12 education "so we can make sure people can get to college in the first place."

To conservatives, though, their concerns about free college go beyond how high a priority it is. Critics like Jason Delisle, a higher education financing expert and a resident fellow at the conservative American Enterprise Institute, say making college free ignores the real problem behind unaffordable colleges. And then there's the cost.

A study last week by Anthony Carnevale, director of the Georgetown Center on Education and the Workforce, and Jenna Sablan, a former assistant research professor at the center, estimated that the free college plan would

cost \$49.6 billion in the first year, with \$33.1 billion covered by the federal government and \$16.5 billion by the states. Over 10 years, it would cost the federal government and states \$683.1 billion.

To Carnevale and Sablan, though, the benefits outweigh the cost. They estimated that undergraduate enrollment could increase by 4 to 8 percent overall, and by 6 to 14 percent at public colleges.

“Making public colleges and universities tuition-free would likely motivate more students — especially those who once thought college was too expensive — to attend their local or state college,” they wrote. “At the same time, students who were attending a selective private university might realize that they can get a similar education for free at their state’s flagship university.”

Their study estimated that more students getting college credentials would also mean that more would get higher-paying jobs, generating \$371.4 billion in more taxes over a decade. Sablan, in an interview, said the jobs requiring a college degree are expected to return faster than those that do not as the economy improves.

And by the 10th year, they wrote, the increase in tax revenue every year should surpass the annual cost of making college free.

“Free college isn’t really free,” they wrote. “But its value will start to outweigh its costs within a decade.”

While DeVos at the campaign appearance in Pennsylvania appeared to be playing to those Trump supporters who did not go to college, a University of Pennsylvania analysis on Monday called into question how many of those with only a high school degree would really be paying for others to go to college for free under Biden’s plan.

According to the Penn Wharton Budget Model, Biden’s entire campaign platform would require \$3.375 trillion in additional tax revenue over the next decade, but 80 percent would be paid by those in the top 1 percent of incomes.

Those making less than \$400,000 a year in Biden's plan would not see their taxes rise, according to the study. But they would see their returns on their investments decline because of the corporate tax increases for which Biden is calling.

Ultimately, the study said, those making less than \$400,000 would see their after-tax income decline by a little less than 1 percent under Biden's plans, while those making more would see a decline of about 18 percent.

Certainly, those who will be getting a higher education will benefit from free colleges, said Jessica Thompson, associate vice president at the left-of-center Institute for College Access and Success and a supporter of the idea. "But there's significant societal value" in more people going to college, she said.

"Increasing education levels helps everyone, not just those who go," said Miller. Studies have shown that increasing the number of college graduates in an area raises wages for everyone in that area.

And, Miller said, "If you're worried about higher education being perceived as elitist, making it something everyone can afford while ensuring you deal with capacity constraints is the way to go. I'd also note that everyone making the elitist or 'not everyone should go to college' argument themselves is a college graduate, often multiple times over."

But conservatives say they're also concerned about more government control. "There's definitely a concern about more politically motivated teaching on campuses," said Amselem, of the Heritage Foundation.

"There's a significant left-leaning bias in colleges, where diversity of thought is not only not welcome. It's heavily discouraged," she said. "The problem is that if someone is hearing only one type of thought, they will go into the world never having been confronted with ideas that disagree with them."

However, free college supporters discount the fear. "It seems like a red herring," said TICAS's Thompson. Sablan said there could be more strings that come with federal funding, but among policy experts, discussions about what sort of requirements could be imposed do not have to do with

curriculum. Rather, she expects more accountability measures about how often students get degrees and what sorts of jobs they can get with their degrees.

“The only proposal I can recall that addresses what colleges teach is the president trying to go after the 1619 Project,” Miller said, in reference to Trump’s threats to defund K-12 schools that use *The New York Times’* project on slavery in lessons.

To proponents of free colleges, tuition has skyrocketed around the country because of cuts in state higher education funding for colleges, particularly since the last recession a decade ago. The Biden plan would try to spur more state funding by requiring that states pay for one-third of the cost of eliminating tuition, while the federal government pays the other two-thirds.

However, critics like Delisle warn that the public colleges and HBCUs would then be reliant on government funding, because the colleges would no longer have the option to increase revenue by raising tuition, as they did when state funding decreased.

In some European countries, like Britain, France and Germany, colleges found themselves underfunded and reduced the number of students they let in, Delisle and Amsalem said.

“Democrats like to say the federal government and state governments aren’t adequately funding universities. Free college and federally mandated price caps don’t change that,” said Delisle.

Because private colleges would still be able to raise tuition to generate more money, while public colleges falter, Anselm worried it would create a two-tiered system. Those who can afford it would pay to go to better-resourced private colleges, while others would have to go to publics. And if those colleges cut back on admissions, fewer students could end up being able to go to college, even if it is free.

“They’re the types of unintended consequences that sort of get glazed over,” Anselm said.

Supporters like Thompson acknowledge that some states may not come up with their one-third of the cost at a time when many are cutting budgets during the recession. While the Biden plan does not include the idea, Thompson and others like Miller said any free college plan should include a commitment by the federal government to pay more than the two-thirds of the cost when states are struggling financially.

Further, to Delisle, free tuition wouldn't address the real problem behind the rising costs to attend college, or the increase that's driving the amount of debt students are having to take on.

True, tuition increased at public universities from \$3,000 in the mid-1990s to \$8,000 in the 2015-16 school year, he wrote in a paper in May.

But financial aid also increased during that time. For Pell Grant recipients, tuition after the aid was factored in rose only by \$543, to \$1,100 over that period.

What has risen sharply, he said, are living expenses, perhaps because of changing needs like childcare for older students. "The trend may be the result of the so-called 'amenities arms race' and rising expectations among students for high-end facilities such as dormitories, recreation centers, and dining facilities," Delisle wrote.

To Thompson, a key to Biden's plan is that it would also double the size of Pell Grants to help cover living costs.

But to Delisle, the free college plan goes too far. All that's needed are incremental changes like increasing student aid, instead of "the radical transformation envisioned in the free-college proposals."

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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](#)

Most Americans don't like the way we talk to each other these days, but no one seems to know how to fix it. The Colorado State University System proposes that we start at the most obvious point: Let's talk about it.

A Pew Research study last year documented what most of us could easily discern from our daily social media threads: Political discourse in this country has become increasingly negative, hyperbolic, and less based in reality. But the problem isn't just with candidates debating on a stage or families discussing the upcoming election – the negativity and frustration has spilled over into our ability to talk publicly and productively about all sorts of sensitive and nuanced topics, i.e. pretty much everything that matters to our communities and society.

During my years as a university president, I had a short answer for those who wanted the institution to make someone else stop saying something dumb or offensive. That was this: "You really don't want the university president – or any authority figure – deciding who gets to talk and who doesn't." Heading down that road means giving up, once and for all, on the American experiment, which, with all its failures and disappointments, is still something that most of us want to see preserved. When speech is offensive, harmful, and

morally wrong – which it can be – the Constitution and 250 years of constitutional law tell us that the best and most powerful counter to it is more speech.

But how does that feel, in real life, to an 18-year old confronting racist speech on a campus where they already were struggling to feel safe? How does it feel to descendants of the Nazi Holocaust when a swastika is scrawled on the wall in a downtown alley? How does it feel to a faculty member delivering a lecture while a student sits in the front row wearing a T-shirt promoting a candidate the professor despises – and holding a phone camera in the hopes that the professor will lose their cool and provide a memorable social media meltdown? How does it feel to an older white guy who's dedicated his life to teaching to be told that nothing he has to contribute matters anymore? How does it feel to the invited campus speaker who finds herself shouted down in an auditorium by people with opposing views?

Each of these situations potentially could lead to demands that someone be punished, silenced, sanctioned. And honestly, looking at specific circumstances, I could make a personal argument for doing so in nearly every case – because sometimes these situations cut deep and inflame our sense of humanity, of fundamental decency, of basic right and wrong.

But then, I stop and think about the beauty of that First Amendment to the Constitution – the Amendment that ensured civil rights marchers of the 1960s had a voice under the law that state and local governments wanted to deny them. The Amendment that allowed members of CSU's women's softball team in the early 1990s to allege inequitable treatment – the beginnings of a transformation (including a landmark lawsuit) that led to the University becoming a model of Title IX compliance nationwide. The Amendment that allowed a student 15 years ago to come to the President's Office and strenuously state his expectation that the office and campus needed to care more about the environment, one of the first steps in a movement that would propel CSU – not always willingly – to become the most environmentally sustainable university in the country. The Amendment that gave people I admire – like Professor Irene Vernon and VP Blanche Hughes and others – the OK to challenge me and the status quo when I was a campus president, in their drive to open doors of opportunity for generations of students.

Free speech is the heart of higher education, and universities have a unique and important role to play in leading contentious conversations around critical societal issues. That's the nature of what we do – we argue about ideas, we debate theories, we recognize that truth can be elusive, sometimes hiding and often evolving along with the research and knowledge we exist to conduct. We sometimes fail in actuality; we don't always function as a model of civil and respectful discourse. But no institution in our society is as suited to attempt to repair our broken discourse as a university.

In that spirit, this newsletter has a simple theme: Let's talk about how we talk to each

other. Let's talk about free speech, and about the what exercise and experience of free 351
speech feels like in real life. I've invited a group of my colleagues with different
perspectives to write what they wanted to share, and I'm grateful to all of them for lending
their voices to the discussion. Next month, we'll use this same space to talk about civic
engagement, free speech, and elections. I welcome your thoughts, your criticisms, and
yes, your speech as you think about the issues raised here.

-tony

Dr. Tony Frank, Chancellor
CSU System

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PERSPECTIVES ON FREE SPEECH



Top from left: Dr. Timothy Mottet, Dr. Blanche Hughes, Dr. Ryan Claycomb, Dr. Ann Gill.

Bottom from left: Jannine Mohr, Dr. Irene Vernon, Dr. Rosa Mikeal Martey, Joyce McConnell, Pamela Toney

Dr. Ann Gill: Getting "straight to the heart"

We are navigating challenging times in this country. Our long history of racial injustices has, once again, brought speakers to the streets, to platforms, and to the airwaves and internet. If we seek change in this or other attitudes, behaviors, or policies, it behooves us to understand both the limits on our right of free speech and the most effective ways of expressing our arguments so they will be persuasive

Jannine Mohr: The First Amendment in practice in higher education

The First Amendment to the U.S. Constitution contains only 45 words. Although brief in length, it is mighty in force. The rights and freedoms that arise from these words — religious freedom, freedom of speech, freedom of the press, the right to peaceably assemble, and the right to petition the government — are pillars of our democracy. As deputy general counsel for the CSU System, it's part of my job to help students and faculty understand how the First Amendment applies to them. Although the First Amendment is frequently referenced in the media, I am surprised at how often its rights and freedoms are misunderstood or misrepresented. [Read more.](#)

Dr. Blanche Hughes: We need real social change, not "purified discourse"

The right to speak out, to protest, to make your voice heard to hopefully affect change, without government retribution. This is what we know the First Amendment is supposed to be about. It's a right people have fought and died for — especially young people. I remember being a child and watching Black men, women, and children just a few states over in the South be hosed down and dogs sent to attack them for peacefully protesting injustice. I remember being 18 years old and watching college students gunned down at Kent State for protesting the Vietnam War. I remember being told by my parents that during the Civil Rights Movement, when I was a child, they received messages that if Black people in our city decided to protest during the Civil Rights movement they would lose their jobs (mostly domestic workers for White employers) and if protests got out of hand, Black protestors would be shot on sight. [Read more.](#)

Drs. Ryan Claycomb and Rosa Mikeal Martey: Can I say that in class?

Every professor and student wonders at some point, "Can I say that in class?" The answer is complicated — and it should be. Like many public land-grant institutions, especially those in swing states, Colorado State University is a politically contested space. Nationwide, critiques of classroom speech come from both the left and the right, usually drawing on the importance of academic freedom and free speech. The subjects we teach in the College of Liberal Arts at CSU and in liberal arts programs on other campuses take up these debates and the topics that often spark them explicitly; our faculty and students from all walks of life and vantage points explore questions about ethics, politics, society, and culture. [Read more.](#)

Dr. Irene Vernon: A task not taken alone

As a woman of color, at an early age I learned that the world can be a difficult place, filled with discrimination, hate, racism, and violence. This environment teaches many lessons for survival and living. It taught me to stand up for myself and others, speak

my mind, be fair and just, and be kind. Learned later, but equally important, was the lesson of being an active listener, which led to coalition building. I have carried these lessons into my personal and professional life and have felt fortunate to apply these lessons to drive the change I wanted so desperately to see at CSU and the world.

[Read more.](#)

Joyce McConnell: Beyond free speech — why engaged inclusive discourse matters

Free speech matters, but acknowledging an individual's right to freedom of speech is not enough. In fact, I worry that the way we discuss the First Amendment and free speech — by focusing primarily on people's right to speak — does a disservice to universities like CSU, where we are poised to rigorously engage some of the most important questions confronting our nation. [Read more.](#)

Dr. Timothy Mottet: Activism is who we are

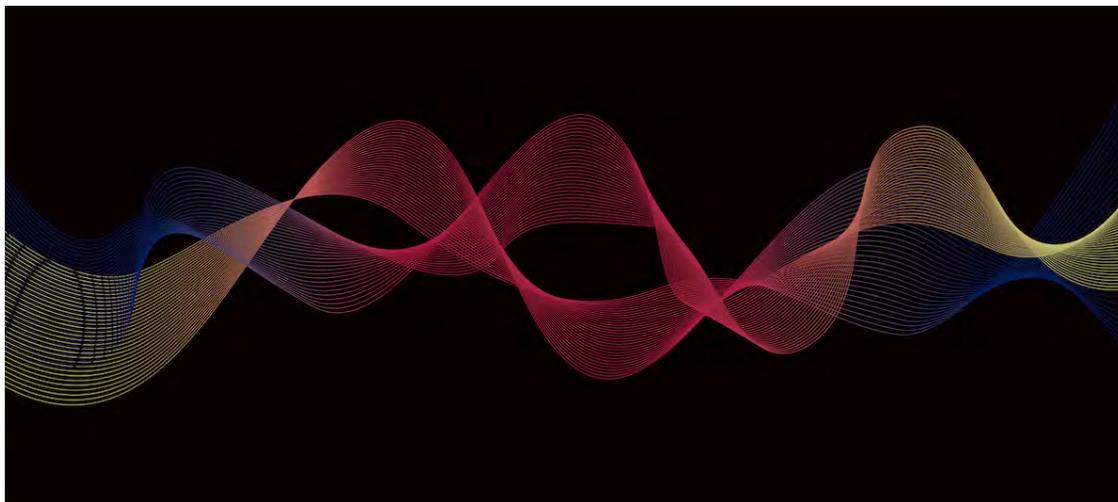
Our students have never shied away from activism or issues, but activism looks and feels different at CSU Pueblo. When I interviewed for the Presidency in early 2017, members of our community mentioned to me that activism is not something CSU Pueblo does; activism is what this campus is. A large percentage of our students live in Pueblo; it's their home. They have a deep concern about what's going on in their communities, and our students' activism is often linked to issues that concern all of Pueblo. [Read more.](#)

Pamela Toney: Talking about how we talk to each other in the online space

Online education is a unique space for personal interactions among students and faculty. It is important that we keep the classroom a space that allows for academic freedom and opinions but also a space that maintains a professional atmosphere that is respectful and appropriate. The rules of engagement in a successful online classroom can actually provide key lessons for online communication in general.

[Read more.](#)

YOUR VOICE. YOUR VOTE. YOUR RIGHTS.



CSU Fort Collins, CSU Pueblo and CSU Global are working with the CSU System to launch an initiative called [Your Voice. Your Vote. Your Rights.](#) The goals of the initiative are to encourage civic engagement, voting, and informed discourse in advance of the 2020 election, and to reinvigorate the understanding that higher education has a unique and important role to play in leading difficult and contentious conversations around critical societal issues.

The initiative will continue through the end of December with monthly newsletters from CSU System Chancellor Tony Frank dedicated to these topics, along with campus newsletter special editions. The initiative also includes panels, stories, and several guest essays written by the campus presidents, current and former faculty, alumni, legal counsel, students, and others affiliated with CSU, and [a website](#) with information, essays, and resources around free speech, voting, and how to have conversations about complex ideas.

We hope through this initiative readers can find their way to navigate through these contentious times with respect for each other and a commitment to making positive change. For additional content on CSU and free speech, see today's [special edition of the CSU Fort Collins SOURCE.](#)

CAMPUS SPOTLIGHTS



Chern-Hooi Lim, New Iridium CEO, checks the reaction mixture at the Miyake Lab at CSU, which is leased by New Iridium.

— CSU Associate Professor Garret Miyake's lab explores novel ways to make new molecules using the power of light, and he and his colleagues [hope to use their light-driven process](#) to devise a faster, cheaper, and safer way to make the antiviral medication Remdesivir, which can help some patients recover from severe cases of COVID-19 more quickly. A spinoff company Miyake helped to start through the university's technology transfer arm CSU Ventures, called New Iridium, recently received a \$256,000 grant from the National Science Foundation's Small Business Technology Transfer funding group. From that grant, Miyake's CSU lab will receive \$85,000 to further pursue their research.

— Twenty two CSU Pueblo students [have been selected](#) as the inaugural cohort of the Reisher Scholars Program — stewarded by The Denver Foundation — which seeks to help promising Colorado students earn their undergraduate degrees without incurring additional educational debt. The Reisher Scholars Program selected CSU Pueblo as a partner institution based on the work of the CSU Pueblo Foundation.

— CSU Global recently announced its new [Master's Degree in Military and Emergency Responder Psychology](#). Among the first of its kind in the nation, the 60-credit hour program is designed to provide students with an advanced understanding of how to address the unique mental wellness needs of military and first responder personnel.

— CSU System Governor Polly Baca [will receive a 2020 Colorado Governor's Citizenship Medal](#), an annual award given to citizens and organizations of Colorado for their significant contributions to communities across the state. Governor Baca will receive the Vanguard Legacy Medal, in recognition of decades spent advocating for

HIGHER EDUCATION LANDSCAPE

— Despite the rhetoric, some recent polls [call into question](#) how widely opposed Republicans are to the idea of free college, as well as how strongly Democrats really feel about bringing it about. (*Inside Higher Ed*)

— The higher education sphere has seen an undercurrent of pessimism about colleges reopening. Cases have soared at some large universities and many colleges have sent their students home. Some have said the experiment of inviting students back was doomed and dangerous from the start. But deciding whether colleges can or have reopened successfully [depends on one's definition of success](#). (*Inside Higher Ed*)

— The Big Ten, a big-time college football conference, [reversed its decision](#) to postpone fall sports and will resume football on Oct. 23, citing changed medical evidence and improved testing protocols. The Pac-12 [also recently announced](#) it will play a seven-game conference football season beginning Nov. 6. (*Inside Higher Ed & ESPN*)

Read the latest issue of *STATE*

STATE is the official CSU System magazine. In response to COVID-19, *STATE* is collaborating with *Colorado State Magazine* — the publication for Fort Collins alumni and friends — on three special editions. The August 2020 edition includes:

- [A community response to hunger](#)
- [The continuing fight for equity](#)
- [Emotions and our digital lives](#)
- [A commitment to Navajo well-being](#)
- [Conservation and COVID-19](#)

And more! Dive in to the latest issue [here](#) or email chancellor@colostate.edu to receive the



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[Together We Grow](#), a consortium of some of the world's largest agribusiness interests, is focused on building a more diversified pipeline of talent for the agricultural industry. The organization is expanding its reach by [establishing the Center for an Enhanced Workforce in Agriculture](#) at the [CSU Spur campus at the National Western Center](#). CSU Spur broke ground in 2020 and opens in 2022.

Together We Grow Members,

This time of year always feels full of possibility to me. A time to recommit to the goals we have before us. As I have talked with many of you over these past weeks, I can feel that back-to-school energy taking over our households and communities, even though the logistics are certainly different this year than they have been in years past.

I am also brimming with the promise of the potential impact driven by our collective commitment to build a more inclusive agriculture industry. This year's annual meeting for Together We Grow, which was hosted in late-August, was powerful, moving, and inspiring.

I appreciated each and every one of our speakers this year. If you were unable to join us, here are a few highlights. [We heard from Juan Luciano](#), CEO of ADM, that the time for excuses has passed. [We heard personal stories](#) from an amazing panel on race in agriculture led by Together We Grow Board Member Melissa Harper. [We heard from Dr. Shannon Archibeque-Engle](#) who presented what 70 years of research has taught us about building more inclusive cultures. "Pick a strategy," she said as she challenged us to get to work. U.S. Deputy Secretary of Agriculture Stephen Censky [shared his thoughts](#) on the future of the country's food and agriculture workforce.

In our breakout sessions we launched four new workgroups, seeking to advance racial equity within our organizations and our industry at large. These workgroups are focused

on inclusion in the corporate setting, inclusive excellence in higher education, pathways [359](#) into careers in agriculture, and storytelling to lift up this industry and the people who work within it. You can learn more about each workgroup below, and [get in touch](#) if you'd like to join us in creating a more inclusive ag industry.

I know that the energy thrumming in this time of year is created partially because we are all running on full steam. Your willingness to show up and work with us is a testament to your dedication – to your employees, to your students, to your colleagues. It is a testament to you! And to the legacy you are creating within your organizations and the industry at large.

And so, as I look to the work laid out before us with enthusiasm, what I want to leave you with is my gratitude. Thank you for your willingness to show up. To roll up your sleeves. To listen. To engage. To recognize that it's hard and it's messy, and to commit to doing the work anyway. For all of that and much more, I thank you.

Let's go.



Kristin Kirkpatrick
Executive Director, Together We Grow

CONVENING WORKGROUPS

Over the next 12 months, Together We Grow is convening four workgroups to build toward a more inclusive food and agriculture industry and make progress toward a more racially equitable industry. Each workgroup is currently identifying one to three items for collective action in the next year. [Contact Together We Grow](#) to get involved.

Agribusiness Inclusion

Co-chairs: Philomena Satre (Land O' Lakes) and Demetha Sanders (Cargill)

Purpose: The Agribusiness Inclusion workgroup will serve to collectively advance the creation of inclusive workplace cultures within the food and agriculture industry. This workgroup will convene to share best practices, identify collective gaps, and advance strategic initiatives to strengthen opportunities and cultures of inclusion.

Inclusive Excellence in Higher Education

Co-chairs: Dr. Pamala Morris (Purdue University) and Dr. Quentin Tyler (Michigan State University)

360

Purpose: The Inclusive Excellence in Higher Education workgroup seeks to synthesize existing research, identify research gaps, and advance collective goals that foster cultures of inclusive excellence in higher education.

Pathways into Agriculture Careers

Co-chairs: Ebony Webber (MANRRS) and Wanda Jackson (National Urban League)

Purpose: The Pathways into Agriculture Careers workgroup will share best practices for creating inclusive cultures for youth, advance collective strategies for increasing diversity across youth-serving programs, and develop innovative approaches to agricultural education.

Storytelling

Co-chairs: Daiana Endruweit (Bunge) and Tiana Nelson (Colorado State University System)

Purpose: The Storytelling workgroup will raise the profile of the food and agriculture industry and showcase powerful stories of inspiring careers and people working in agriculture.

FOOD FOR THOUGHT

— [Ten commitments](#) corporations can and should make to move beyond statements of support, and help to achieve racial equity. (*Harvard Business Review*)

— Given the dubious and "chronically disappointing" results of diversity training, colleges and universities [would be better off](#) putting resources toward increased financial aid and better academic support systems for underrepresented students, and expanding their full range of educational opportunities to better understand and disrupt systemic racism. (*The Conversation*)

— Unconscious bias has held corporate workplaces back from achieving their commitments to diversity. Advances in artificial intelligence [offer a way](#) to overcome these biases by making hiring decisions more objective and consistent. (*The Conversation*)

— Together We Grow member Demetha Sanders, global head of inclusion and talent management at Cargill Inc., [discussed promoting](#) a corporate culture of diversity and inclusion at an online talk hosted by the National Association of Women Business

— PricewaterhouseCoopers recently released their first-ever Diversity & Inclusion (D&I) Transparency Report as part of U.S. Chairman and Senior Partner Tim Ryan's pledge of full transparency in six new commitments to accelerate PwC's goal of racial equity. [The results are mixed.](#) (Fortune)

— As the agriculture industry works to diversify, [the ongoing question](#) of whether the industry is a welcoming community will need to be answered by those who are not in agriculture. (A Plant Out of Place)

TOGETHER
WE GROW
MEMBER SPOTLIGHT

LISA GASKALLA

Executive Director,
National Agriculture in the
Classroom Organization



[National Agriculture in the Classroom Organization](#) (NAITCO)'s network of Agriculture in the Classroom programs operate in most of the 50 U.S. states and three territories — the District of Columbia, Puerto Rico, and the U.S. Virgin Islands — collectively reaching 87,000 teachers and 8.2 million P-12 students in 2019 with curricula and programs that use agriculture as the context to teach reading, writing, STEM, social studies, and other subject areas.

Lisa Gaskalla has served as executive director of NAITCO for three years. Prior, she worked as executive director of Florida Agriculture in the Classroom for 13 years, Polk County Farm Bureau for four years, and Florida Citrus Mutual for two years.

Together We Grow: In your opinion, what is the most exciting thing happening in the industry currently?

- robotic harvesting methods
- agriculture sensors tied to farmers' phones that alert them when it is time to irrigate, fertilize or treat their crops for pests and diseases
- aerial imaging that notifies farmers of problems in their fields
- electronic data analyzing software that allows farmers to manage their operations more efficiently
- global positioning systems that help farmers irrigate and apply fertilizer and other inputs to their crops more efficiently
- vertical farming, aquaponics, and hydroponics
- livestock activity monitors
- new seed varieties and more

Supplying the agriculture industry with people who understand these technologies and can invent newer and better technologies to advance the industry is key, and National Agriculture in the Classroom and its Agriculture in the Classroom state program members strive to provide educational resources that introduce students to the wide variety of agricultural careers available to them. By reaching a wider, more diverse audience of teachers and students we will have a better chance of finding those talented individuals who can advance the agriculture industry even further to help feed a growing global population.

[Read the full conversation.](#)



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