

BOARD OF GOVERNORS MEETING
December 1-2, 2022
Terra, CSU Spur Campus
4817 National Western Drive, Denver

THURSDAY, DECEMBER 1, 2022

BOARD OF GOVERNORS BREAKFAST – Terra 3rd Floor Lobby 8:30 a.m.

CONVENE BOARD MEETING – Alfalfa and Pumpkin Classrooms, Terra 9:00 a.m.

BOARD MEETING– CALL TO ORDER

1. EVALUATION COMMITTEE 9:00 a.m. – 9:30 a.m.
Armando Valdez, Chair

2. BOARD CHAIR’S AGENDA (10 min) (5) 9:30 a.m. – 9:40 a.m.

3. PUBLIC COMMENT (15 min) (6) 9:40 a.m. – 9:55 a.m.

4. CHANCELLOR’S REPORT (2 hr) (7) 9:55 a.m. – 11:55 a.m.
• Retreat Follow-up: Land Grant Priorities: Access, Affordability and Agriculture (1 hr)
• CSU Spur Update – Tony Frank, Jocelyn Hittle (55 min) (8)

LUNCH – (1 hour) 12:00 p.m. – 1:00 p.m.

TOUR CENTRAL UTILITY PLANT (30 min) 1:00 p.m. – 1:30 p.m.

5. AUDIT AND FINANCE COMMITTEE (1.5 hr) (47) 1:30 p.m. – 3:00 p.m.
John Fischer, Chair
Audit Items

- Internal Audit Dashboard (48)
- Status of FY 22-23 Audit Plan (49)
- Review of Audit Reports Issued (50)
- Status of Past Due Audit Recommendations (52)

Finance Items

- FY 2024 Governor’s Budget Request (59)
- FY 23 1st Quarter Financial Statements (61)
- Campus Budget Scenarios with Tuition Discussion (71)
- Annual Reserves Report and Reserves Withdrawal Discussion (75)
 - Action on Annual Reserves Report
- CSU System Treasury Update (79)
- Action on Fifth Amendment to the Fifteenth Supplemental Resolution (83)
- Action on CSURF (CSU STRATA) Capital Lease Annual Line of Credit Renewal (91)
- Employee Compensation Discussion (96)

BREAK (15 min)

6. **CSU REPORTS** (40 min) (108) 3:15 p.m. – 3:55 p.m.
- Student Report – Presented by Rob Long (10 min) (109)
 - Faculty Report – Presented by Andrew Norton (10 min) (116)
 - President’s Report – Presented by Rick Miranda (20 min) (119)

7. **CSU GLOBAL REPORTS** (35 min) (129) 3:55 p.m. – 4:30 p.m.
- Student Report – Presented by Paige Martinez (10 min) (130)
 - Faculty Report – Presented by Jennifer Davis (10 min) (131)
 - President’s Report – Presented by Pam Toney (15 min) (133)

BOARD HOLIDAY PARTY – Terra, Spur (*social*) 5:00 p.m. – 7:00 p.m.

BOARD DINNER – Bellota, The Source, 3350 Brighton Blvd, Suite 150, Denver (*social*) 7:30 p.m.

FRIDAY, DECEMBER 2, 2022

BOARD OF GOVERNORS BREAKFAST, Terra, 3rd Floor 8:30 – 9:00 a.m.

RECONVENE BOARD MEETING – Alfalfa and Pumpkin Classrooms, Terra, Spur 9:00 a.m.

8. **CSU-PUEBLO REPORTS** (50 min) (142) 9:00 a.m. – 9:50 a.m.
- Student Report – Presented by Mikayla Lerch (10 min) (143)
 - Faculty Report – Presented by MD Islam (10 min) (146)
 - President’s report – Presented by Tim Mottet (30 min) (150)
Vision 2028 Update (160)

9. **ACADEMIC AND STUDENT AFFAIRS COMMITTEE** (45 min) (204) 9:50 a.m. – 10:35 a.m.
Dr. Nate Easley, Chair

- New Degree Programs: (214)
CSU Pueblo Associate Degrees:
 - Associates of Arts (AA)
 - Associate of General Studies (AGS)CSU Pueblo Undergraduate Certificates:
 - Construction Safety, Law and Management
 - Construction Project Manager
 - Construction Procurement
 - Surveying and Modeling
 - Nutritional Psychology
 - Colorado Studies
 - Geography
 - Basic Spanish for the Health Professions
 - Advanced Spanish for the Health Professions
- Faculty Manual Changes (250)
 - Faculty Manual Section E.2 – Types of Faculty Appointments
 - Faculty Manual Section D.2.2 – University Policy Review Committee
- CSU Pueblo Academic Calendar for AY 23-24, 24-25, 25-26 (162)
- Final Enrollment Reports – CSU Pueblo (266), CSU Global (277)

- Student Success Report – CSU (282), CSU Pueblo (298), CSU Global (303)

BREAK (15 min)

10. ANNUAL RESEARCH REPORTS (1 hr) (310)

10:50 a.m. – 11:50 a.m.

- CSU – Alan Rudolph (45 min) (311)
- CSU Pueblo – Chad Kinney (15 min) (345)

LUNCH (30 min)

11. ANNUAL SAFETY/CLERY REPORTS (30 min) (360)

12:30 p.m. – 1:00 p.m.

- Jason Johnson Overview (361)
- Jannine Mohr CSU Highlights (369)
- Johnna Doyle CSU-Pueblo Highlights (465)

12. APPROVAL OF CONSENT AGENDA (5 min) (521)

1:00 p.m. – 1:05 p.m.

Colorado State University System

Minutes of the September 26, 2022 Audit and Finance Committee

Minutes of the October 6-7, 2022 Board and Committee Meetings

CSU Presidential Search Advisory Committee meeting minutes

Colorado State University

Faculty Manual Changes

- Faculty Manual Section E.2 – Types of Faculty Appointments
- Faculty Manual Section D.2.2 – University Policy Review Committee

Colorado State University Pueblo

Associate Degrees:

- Associates of Arts (AA)
- Associate of General Studies (AGS)

CSU Pueblo Undergraduate Certificates:

- Construction Safety, Law and Management
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- Nutritional Psychology
- Colorado Studies
- Geography
- Basic Spanish for the Health Professions
- Advanced Spanish for the Health Professions

Academic Calendar for AY 23-24, 24-25, 25-26

Colorado State University Global Campus

None

13. EXECUTIVE SESSION (1 hr) (566)

1:05 p.m. – 2:05 p.m.

14. EVALUATION COMMITTEE (30 min) (567)

2:05 p.m. – 2:35 p.m.

Armando Valdez, Chair

15. ACTION ITEMS FROM EXECUTIVE SESSION (15 min) (568)

2:35 p.m. – 2:50 p.m.

ADJOURN BOARD MEETING

2:50 p.m.

Hydro Tour

Next Board of Governors Board Meeting: February 1-3, 2023, CSU Pueblo

APPENDICES

- I. Construction Reports (570)
- II. Higher Ed Readings (582)

Section 1

Evaluation Committee

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Section 2

Board Chair's Agenda

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Section 3

Public Comment

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Section 4

Chancellor's Report

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

December 2022

CSU Systemwide

- The CSU System and its Fort Collins campus were well-represented at the national meeting of the Association of Public and Land Grant Universities, held this year in Denver in November. The meeting is attended annually by public higher education leaders from across the US and Canada. CSU, along with other Colorado campuses and systems, served as a sponsor at the meeting, with prominent visual branding. Chancellor Frank and CSU Fort Collins Interim President Miranda both provided welcomes at plenary sessions, and Chancellor Frank moderated a panel for the Council of Presidents on “The College Confidence Crisis: Actions & Reforms Needed to Address Bipartisan Calls for Accountability.” Former Governor Bill Ritter, who leads the Center for the New Energy Economy, participated on a plenary panel focused on higher education sustainability. AVC Kennedy also hosted a tour at Spur for members of the organization’s agricultural council.
- Kate Siegel Shimko, who most recently served as the director of boards and commissions for Governor Jared Polis, has joined the CSU System as assistant vice chancellor for community engagement.
- Chancellor Frank participated in the annual CSU Strata Board of Trustees meeting in October.
- The CSU System Communications Team compiled its first annual impact report for FY22, documenting communications support provided for the CSU System office and Board of Governors, CSU Spur, CSU Todos Santos Center, the Colorado Futures Center, Together We Grow, the North American Agricultural Advisory Network, as well as assistance to the campuses. Highlights of the report included the following:
 - The team distributes regularly scheduled newsletters on various topics to more than 7,000 subscribers, with an average open rate for all campaigns of 45.4% (vs. an industry average of 34.9%).
 - The team administers three websites (CSU Spur, CSU System, Together We Grow) that last year attracted more than 354,000 page views.
 - Social media activity led by the team saw significant increases in engagement this year. CSU Spur social media (Instagram, Facebook, Twitter, LinkedIn, TikTok, and YouTube) attracted more than a million total impressions. CSU System social media accounts (Instagram, Facebook, Twitter, LinkedIn) attracted more than 378,000 total impressions.
 - STATE Magazine has recently received regional and international awards for its content and design in support of the CSU System.
- Interim CAO Hentschell continues Interim President Miranda’s work with College Track, a non-profit entity that supports underrepresented students in college access. We are finalizing the MOU to create College Track’s first system-wide partnership.

Campus Updates

- The CSU System continues to work closely with the campuses to share best practices in areas of communication, public relations, finance, IT, partnerships, transfer issues, and other key arenas.
- Chancellor Frank and CSU System staff continued to support the Board in the work of the search committee that will identify the next permanent president of the CSU Fort Collins campus.
- Associate Vice Chancellor Tiana Kennedy has been working with liaisons from across each campus on a civic inventory to understand where leadership Systemwide is currently engaged. Assistant Vice Chancellor Kate Siegel Shimko will collaborate with AVC Kennedy on this project.
- Conversations are underway to consider a Systemwide partnership and communications strategy for dual-enrollment offerings. Dr. Takeda Tinker, Interim Chief Academic Officer Hentschell, and AVC Kennedy are working on this effort with campus partners.
- Chancellor Frank and Interim President Miranda joined Kathay Rennels, interim vice president for Engagement and Extension, for a “fireside chat” at the CSU Extension Forum in October.

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.

CSU System Government Affairs – State

- Chancellor Frank and Senior Vice Chancellor Sobanet continue to have regular, targeted outreach with Colorado legislators, with the help of state lobbying team Mike Feeley and Rich Schweigert.
- Chancellor Frank and SVC Sobanet attended memorial services for Colorado House Minority Leader Hugh McKean in November.
- Interim CAO Hentschell is working with CSU Pueblo and CSU Fort Collins to implement the Colorado Re-Engage (CORE) policies that allow four-year institutions to award associate’s degrees to students who have stopped out (and have 70 credits). CDHE has earmarked grants of up to \$40,000 to support the administrative work required.
- Interim CAO Hentschell continues Interim President Miranda’s work serving on the “Credentials As You Go” steering committee, assisting the CDHE in designing policies and implementing shorter-term, transcriptable, stand-alone, stackable programs that recognize student achievement, are geared to increasing college access to a wider audience of learners, and support workforce development.
- Senior Vice Chancellor Sobanet continues to serve on the Governor’s Task Force Concerning Tax Policy.

- The Capital Development Committee of the Colorado Legislature toured CSU Spur in November.

Statewide Partnerships

- Chancellor Frank delivered a keynote address about the importance of state and county fairs to the Colorado Association of Fairs and Shows in Pueblo in November.
- Chancellor Frank attended the November Board meeting of the Colorado Cattlemen’s Association, along with new Dean of the CSU College of Veterinary Medicine and Biomedical Sciences Sue VandeWoude.
- Senior Vice Chancellor Sobanet provided remarks to the Leadership Denver Class at the Old Supreme Court November 4.
- Dr. Takeda-Tinker is working with the Denver Chamber of Commerce’s Leadership Denver team and its stakeholders to develop a training program for equitable hiring and personnel management for HR professionals and organizational leaders.
- Associate Vice Chancellor Kennedy and CSU Pueblo staff have been in conversations with the Colorado Educational Initiative as well as Adams State University and Trinidad State University around possible academic partnerships and in preparation for HB-1350 funding RFPs. Dr. Takeda Tinker has continued to work with the Governor’s office to gather further information on the process.
- Interim CAO Hentschell has had a number of opportunities to engage with System partners and colleagues from other institutions. She visited the CSU Todos Santos Center with a delegation of academic leaders and Office of International Studies staff to discuss research opportunities, community engagement, and academic programming; she visited CSU Pueblo to meet with leadership and discuss future collaborations and partnerships; she visited the Sturm Collaboration Campus to learn more about the structure of academic programs; she attended the APLU annual meeting in Denver; and with, representatives from the CSU campuses, she attended the biennial meeting of the Undergraduate Education at Research Universities consortium.
- Rural Broadband Project
 - The project received an award from the Economic Development Administration of \$301,030 to hire a consultant to engage with us in a broadband planning activity. There were no responses to the first RFP for a consultant for Broadband design, but a second RFP was released and five bids were received in this second round. A final selection will be forthcoming shortly.
 - The initial target for improving Broadband in rural communities was through the Extension Offices. Of the 60 sites statewide, we selected 46-six as likely to fall into the FCC’s “unserved” and “underserved” categories, and thus eligible for federal funding. With the expert assistance of C. J. Mucklow, 45 sites responded to our survey. Of those, 26 are interested in continuing conversations, which will be scheduled to start shortly. The project team will participate regularly in meetings with the Regional Directors of the Extension

Offices. The Colorado State Forest Service and the Agricultural Experiment Stations have also expressed interested and are in conversations with the project.

CSU Spur

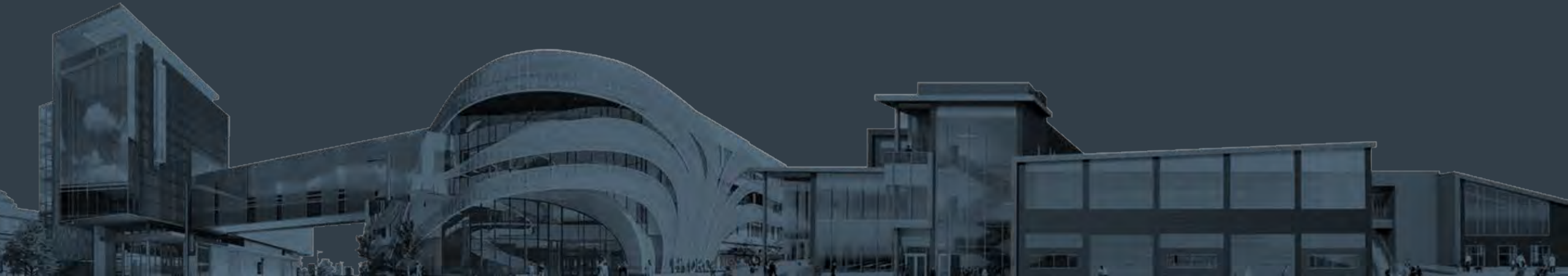
- More than 1,500 visitors came to Spur during August, September, and October, bringing the total number of visitors to date to 17,000.
- CSU Fort Collins faculty and staff submitted more than 70 letters of intent for programs at Spur for FY24. Full proposals are due in January, and selections will be made in February.
- The Spur team continues to work with community groups and partners to develop responsive programs, and host quarterly service days.
- Second Saturdays continue to grow, with various programs and experiences. The November 12th Second Saturday was the biggest yet.
- The office spaces at Spur are almost full. College Track, Water Education Colorado, and the Rocky Mountain Chapter of the American Water Works Association are all joining us in the Hydro buildings.
- Please mark your calendars for January 6th for the final ribbon cutting at the Hydro building and January 14th for CSU Day at the National Western Stock Show.
- Follow @CSUSpur for the latest updates; [click here for links to all social accounts](#).



CSU SPUR

BOARD OF GOVERNORS

December 2022



CSU Spur & National Western Center



25

70

WASHINGTON STREET

BRIGHTON BOULEVARD

S. PLATTE RIVER

38TH AVE

TO THE MOUNTAINS

TO DOWNTOWN DENVER

TO DEN AIRPORT

NATIONAL WESTERN CENTER

CSU SPUR

CSU SPUR

VIDA



TERRA



HYDRO

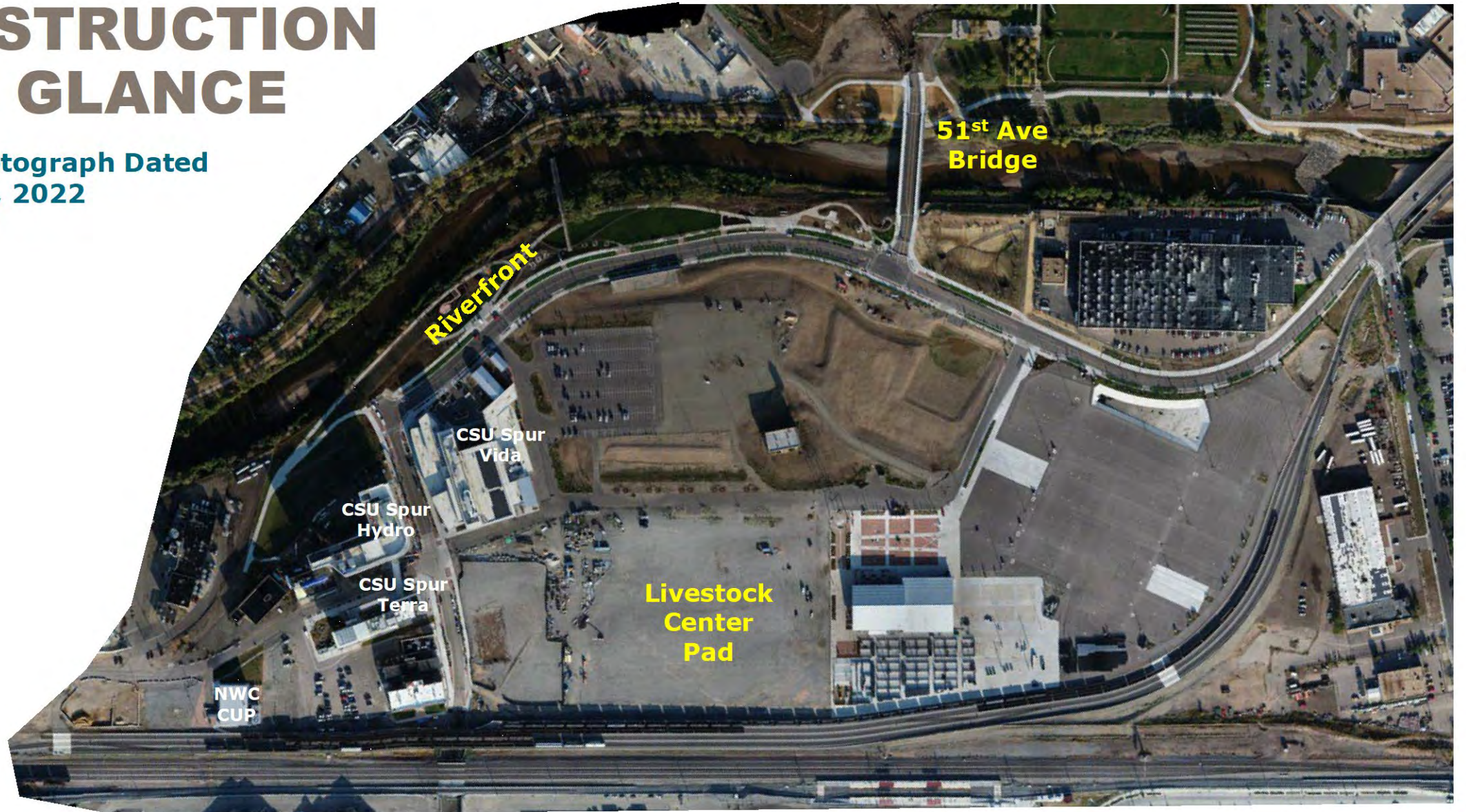
Future CSU Spur Campus

Future National Western Center



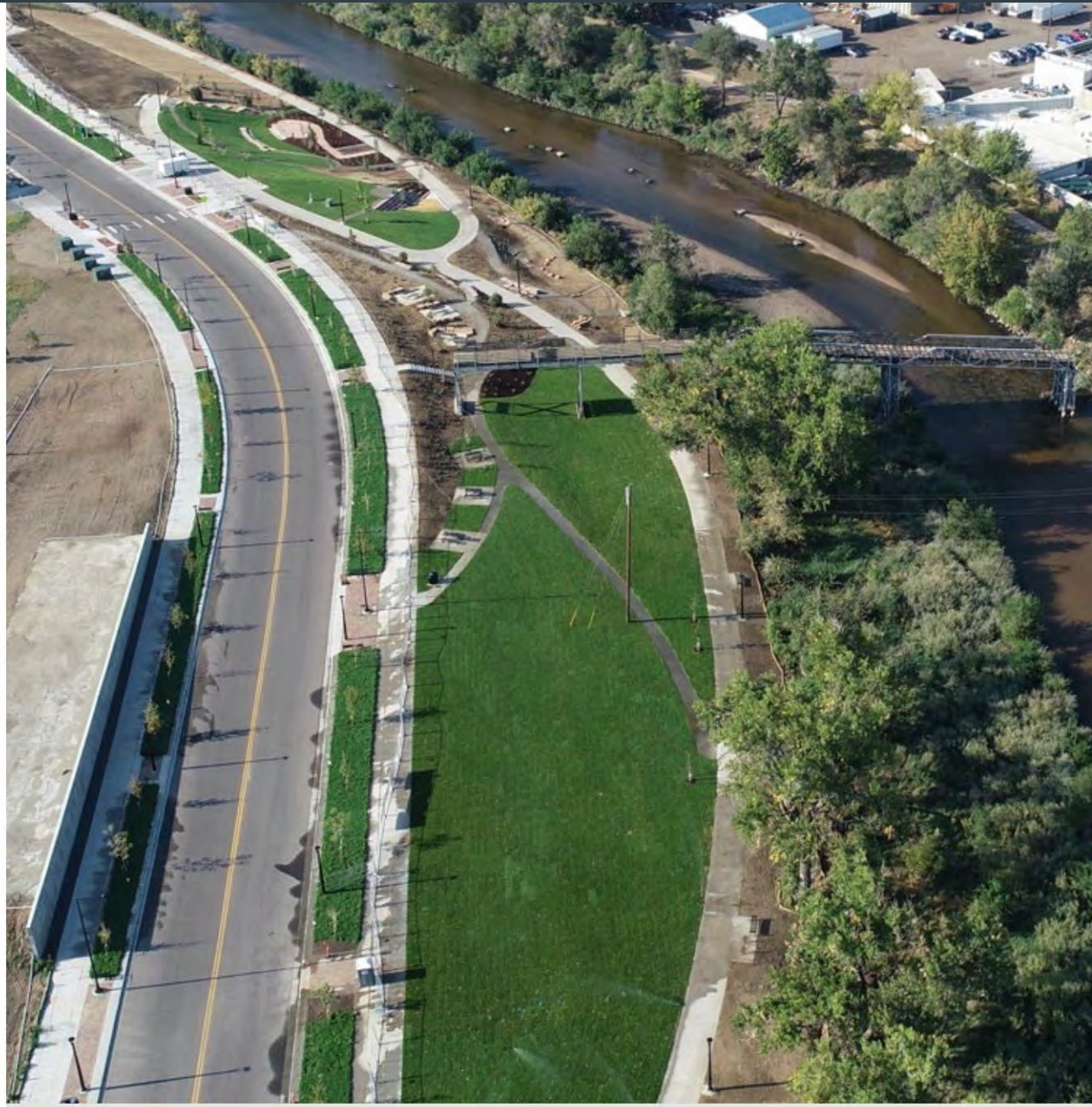
CONSTRUCTION AT A GLANCE

Aerial Photograph Dated
October 5, 2022





Aerial Photograph Dated
October 5, 2022

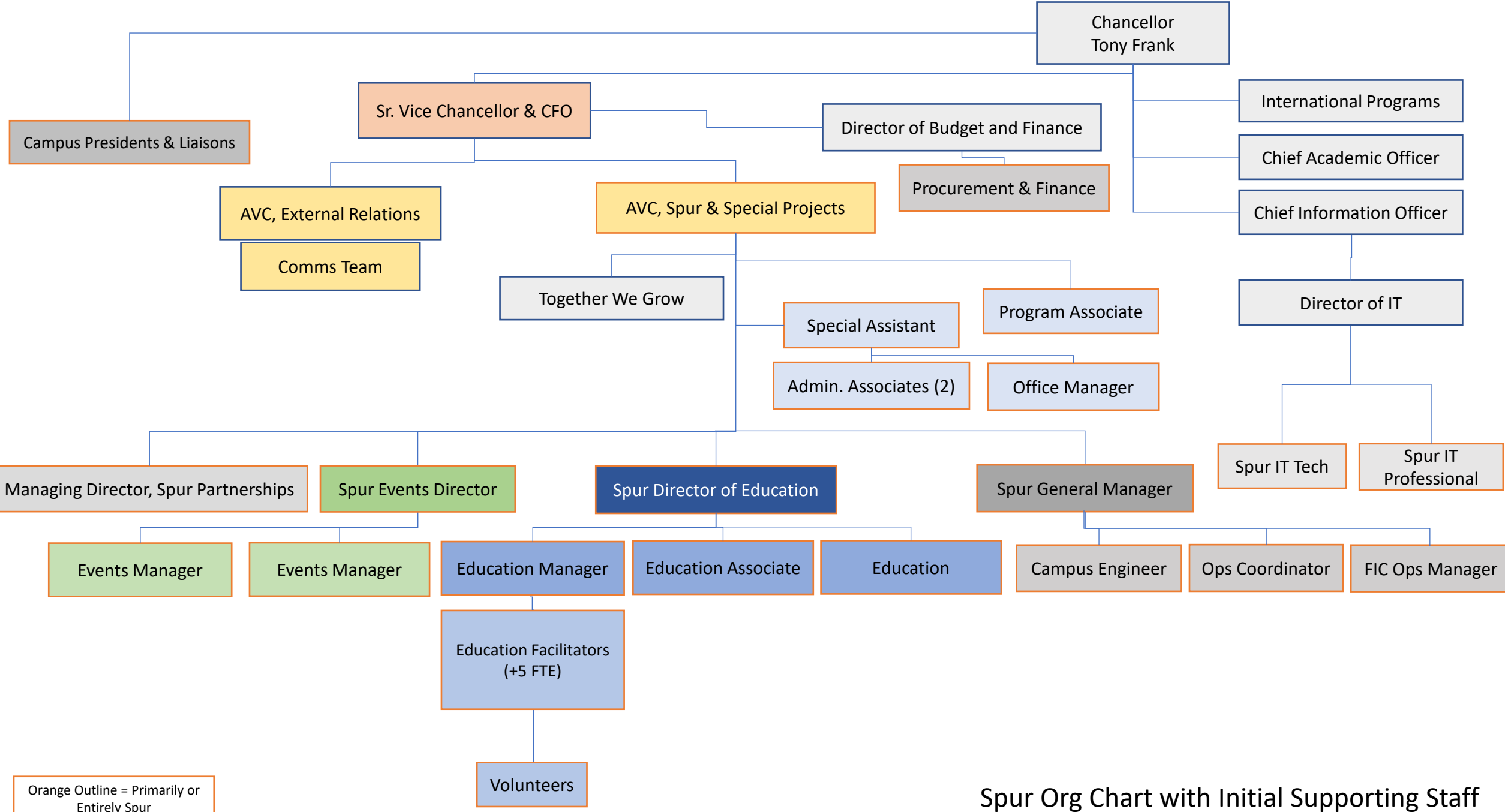








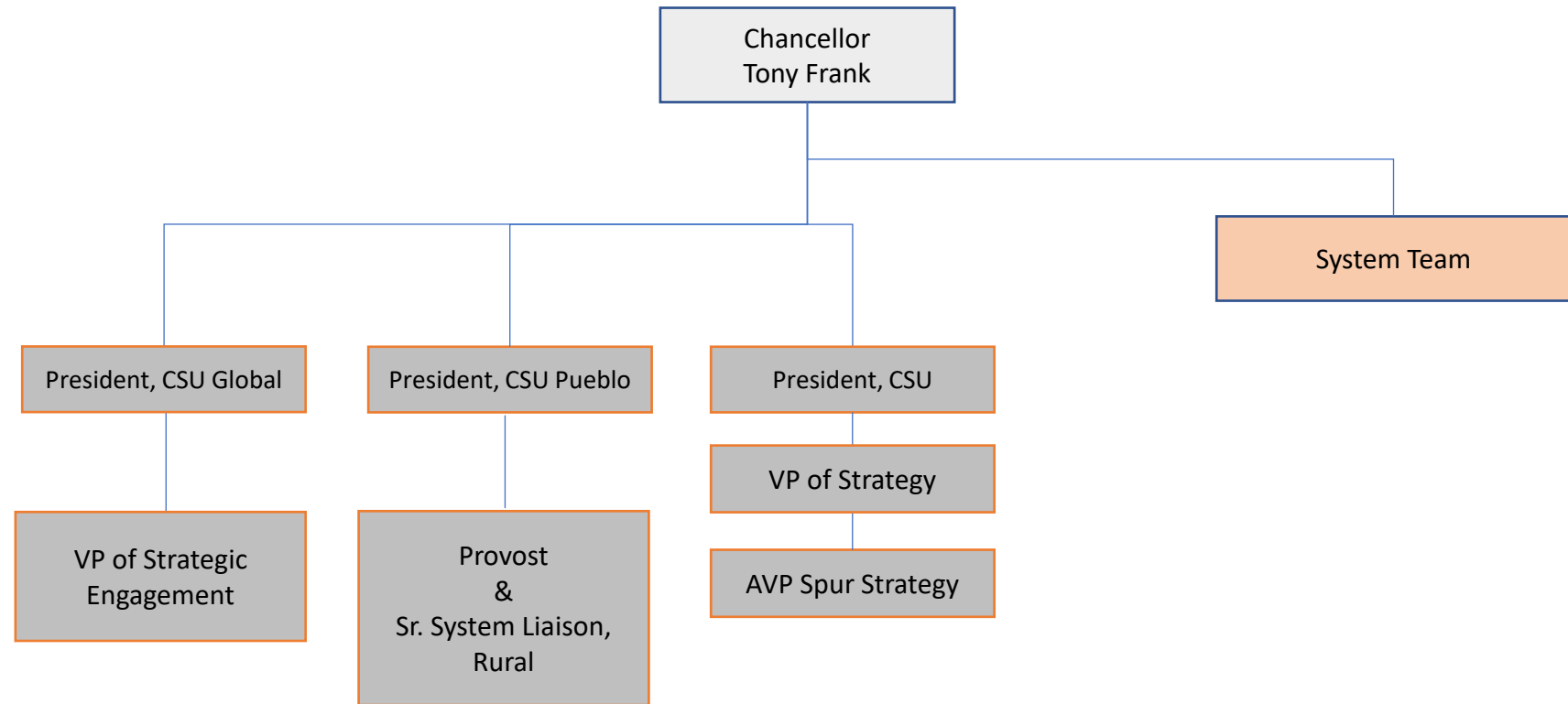
Spur Team



Orange Outline = Primarily or Entirely Spur

Spur Org Chart with Initial Supporting Staff





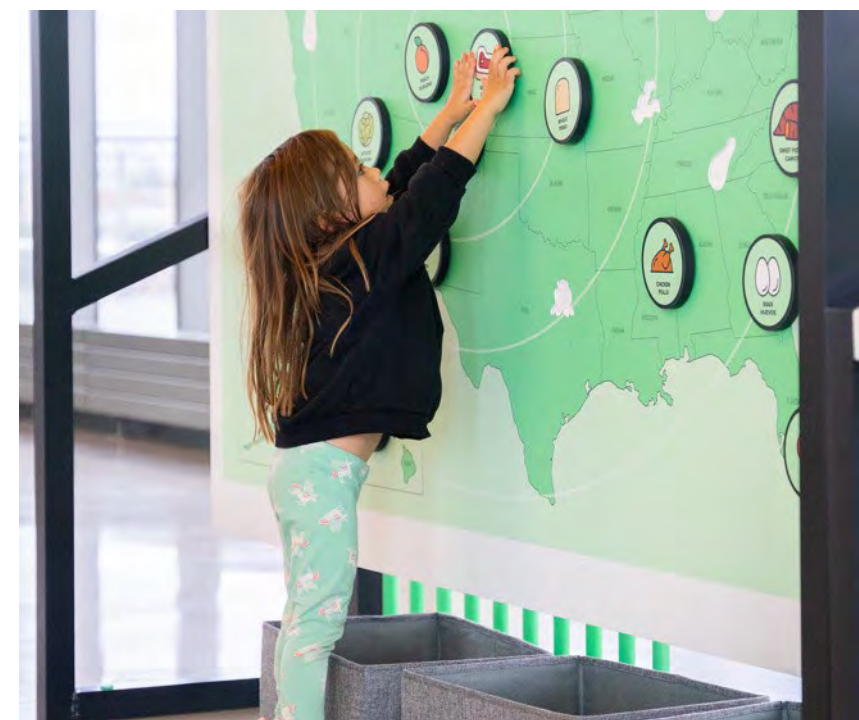


Education Team

Education Highlights

- Highlights:
 - Field Trips = **3200** PreK-12 students
 - Volunteers = 38 Active Volunteers; **1200 hrs**
 - Visitation = **18,000 visitors**
 - 2nd Saturdays at Spur
- What's coming:
 - Hydro Experiences
 - School District & Industry Partnerships
 - High School Internships
 - Camps & Virtual Programs
 - Teacher Professional Development







Events Team

Events Highlights

- Highlights:
 - 8,900 people have come to Spur for meetings or events
 - 70% internal vs 30% external
 - Over \$10,000 in revenue this Fiscal Year
 - Water in the West with over 200 attendees; 27 speakers from 6 countries
- What's coming:
 - Confluence Theater opening-230 seats
 - Additional event spaces
 - Backyard opening in spring



Hispanic Top Chef Competition 2022





Operations Team

Operations Highlights

- Highlights:
 - Opened two buildings
 - Brought on maintenance, custodial, landscape, snow removal, waste removal (including compost), and security contractors
 - Connected to Central Utility Plant
 - Activated Vida solar array
 - Set up accounting and invoicing systems
 - Set Parking agreement with NWC
- What's next:
 - Hydro opening
 - Café space and Confluence theater opening





**Information
Technology Team**

IT Highlights

- Highlights:
 - Hired two Spur-specific IT staff
 - Brought two buildings online which include Wi-Fi, video conferencing, AVoIP technology & AV exhibits
 - Full Virtual Reality (VR) classroom setup
 - Commissioned credit card processing system
- What's next:
 - Hydro opening
 - Mosaic video conferencing wall & theater AV
 - Additional exhibits with unique IT/AV requirements
 - Tenant IT management
 - Rural outreach via connected classrooms using advanced technology





Anchor Institution

Anchor Institution

- Highlights:
 - Eat.Local.Food event
 - Local vendor list
 - Local procurement
- What's next:
 - Additional local procurement





**Community
Engagement**

Community Engagement

- Highlights:
 - Spur Service Days
 - Spur Scholarship
 - Youth Action Team
- What's next:
 - College Track collaboration
 - Additional responsive programs & partnerships
 - Family-centered college prep

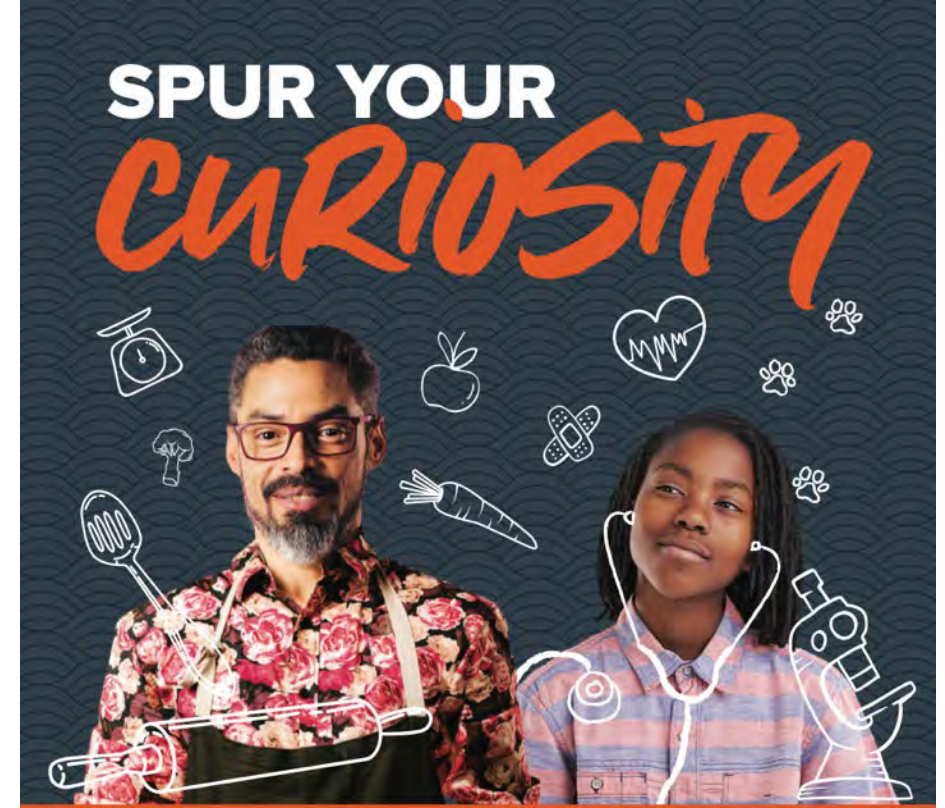




Spur Communications

CSU Spur Communications

- Highlights:
 - Social media
 - Press/media
 - Advertising campaign
 - Signage
 - CSU Spur branding and STATE Magazine content won five awards from the Council for Advancement and Support of Education
- What's next:
 - Hydro opening campaign
 - Video strategy



Just a 5-minute walk from the Stock Show

CSU Spur is for you! All year, CSU Spur is open and free to the public, and a place where kids and adults alike can explore and learn about food, water, and health!

**It's free.
Come visit.**



Signage on CSU Spur bridge and buildings



Billboards throughout Denver; similar content at DEN



Directional signage at the National Western Stock Show





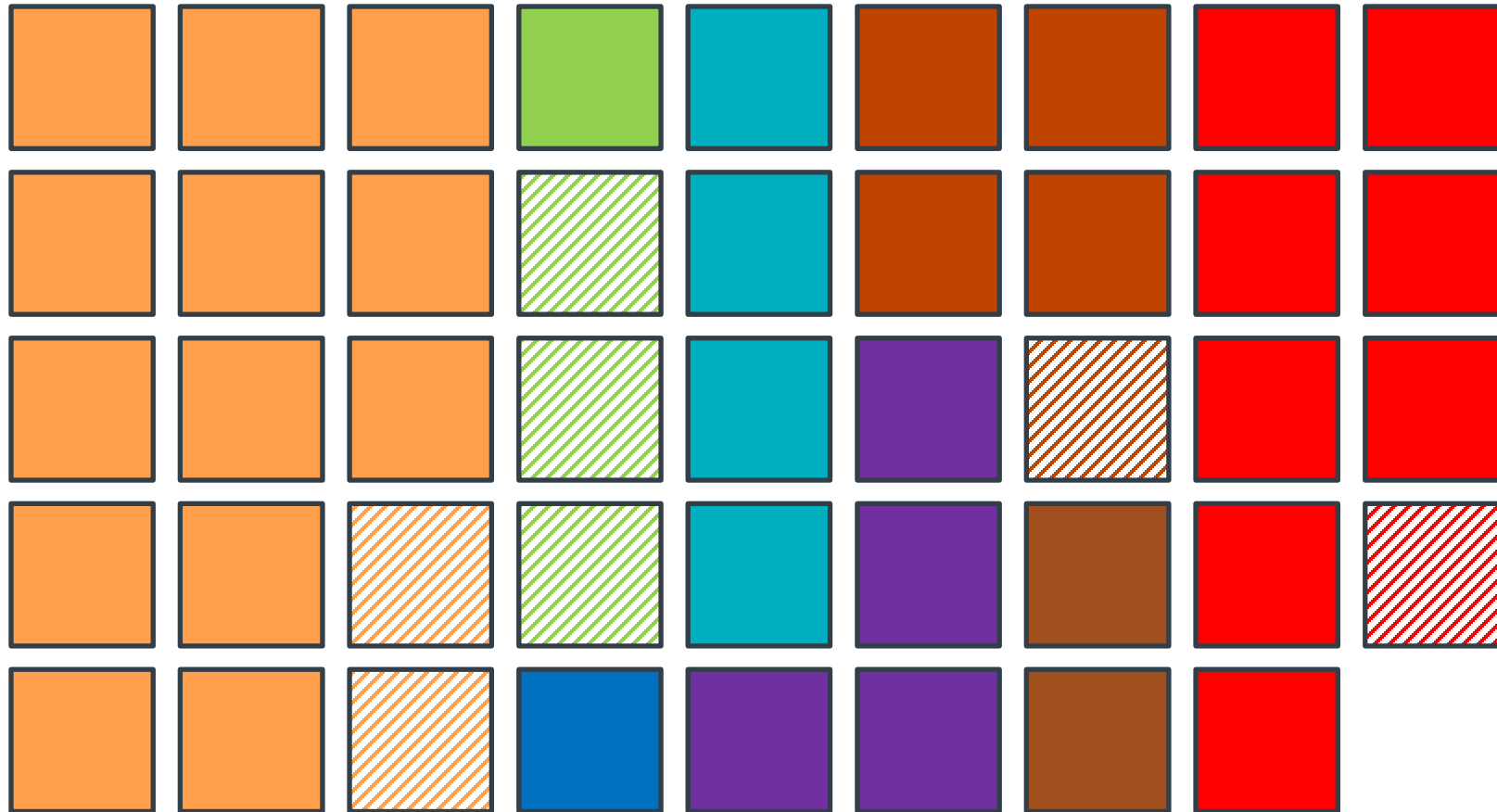
Spur Program Updates

CSU Spur Programs

- Highlights:
 - Soil/Water and Plant Diagnostic labs launched
 - Food Innovation Center launched
 - Masters in Ag and Food Innovation Management launched
 - Served ~2500 clients through Temple Grandin Equine Center
 - Served thousands of clients through Dumb Friends League Clinic
 - Launched Terra kitchen programs
 - Launched Controlled Environment Horticulture
- What's next:
 - Hydro Teaching Lab
 - Ag Innovation Center
 - Masters in Biomanufacturing
 - Water Technology Accelerator Platform (TAP)
 - Denver Water Collaborations
 - Arts Programming



Current CSU Spur Projects



- Agricultural Sciences/Ag Experiment Station (15)
- Business (1)
- Engagement & Extension (4)
- Health & Human Sciences (4)
- Liberal Arts (4)
- Natural Sciences (5)
- Veterinary Medicine & Biomedical Sciences (2)
- Walter Scott, Jr. College of Engineering (9)

44 projects in FY23...72 LOI's for FY24

Questions?



SPUR

SONOMA STATE UNIVERSITY SYSTEM

Section 5

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
December 2022**

Audit

1. Internal Auditing Dashboard and Status of FY 2022-2023 Audit Plan
2. Review of Audit Reports Issued
3. Past Due Audit Recommendations

Finance

4. FY 2024 Governor's Budget Request
5. FY 2023 1st Quarter Financial Statements
6. Campus Budget Updates with Tuition Discussion
7. Action – Reserves Report and Approval of Reserves Withdrawal
8. Treasury Update
9. Action – Fifth Amendment to the Fifteenth Supplemental Resolution
10. Action – CSURF Capital Lease Annual Renewal
11. Employee Compensation Discussion

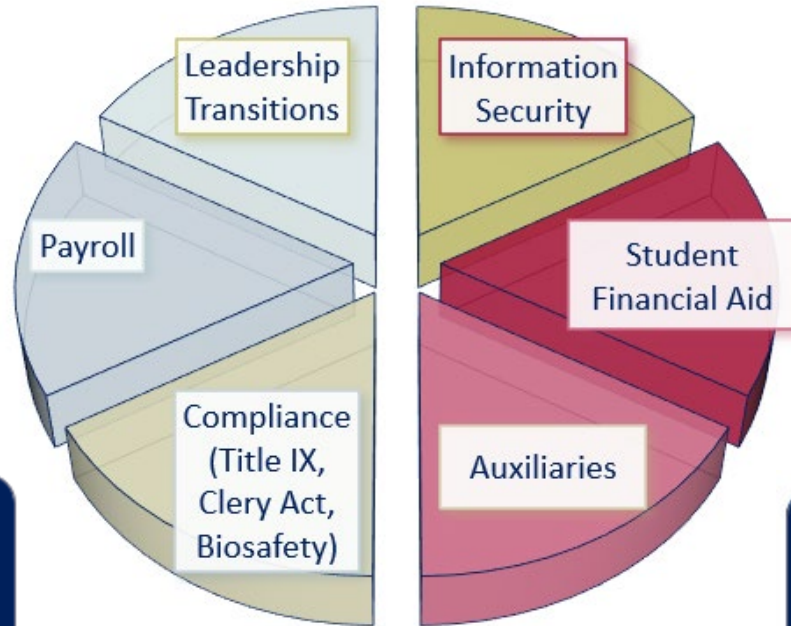
Internal Audit





FY23 Dashboard:

KEY RISK AREAS



Staff Certifications within four years of hire:





STATUS OF FISCAL YEAR 2023 AUDIT PLAN

Reports Issued		
Institution	Audit Area	Status
CSU	IT Vendor Management Audit	Report 22-13
CSU	Conflict of Interest Audit	Report 22-14
CSU	Attorney Client Privileged Student Accessibility Audit	Report 22-15
CSU	Athletics Compliance Audit	Report 23-01
CSU	Facilities Management Recharge Accounts Audit	Report 23-02
CSUG	Attorney Client Privileged Student Accessibility Audit	Report 23-03
CSUP	Covid Relief Funds Audit	Report 23-04
CSUP	Summer Camps Special Project	Report 23-05

Audits in Progress							
Institution	Audit Area	Timeline					
		Jul	Aug	Sep	Oct	Nov	Dec
CSUP	Sustainability of High-Risk Recommendations Audit						
CSUP	Institute for Cannabis Research Audit						
CSU	Cybersecurity Risk Management Consultation						
CSUS IA	IIA Quality Assessment Review						
CSU	Office of Inclusive Excellence Audit						
CSUG	Student Financial Aid Audit						
All	Hotline Investigations/Special Projects	Ongoing					
CSU	Continuous Auditing – Ongoing Evaluation	Ongoing					
All	Management Requests/Informal Consultation	2 internal controls trainings delivered					
All	Audit Follow-up	Ongoing					

Remaining Audits							
Institution	Audit Area	Timeline					
		Jul	Aug	Sep	Oct	Nov	Dec
CSUP	Auxiliary Services Audit						
CSU	VPUO/CFO Transition Audit						
CSUP	Athletics Audit						
CSU	Clery Compliance Audit – TBD						
CSU	Student Financial Aid Audit						
CSUG	Payroll Audit						
CSUP	Title IX Transition Audit						
ALL	Risk Assessment						
CSU	Institutional Biosafety Audit						
CSU	Housing Management System Consultation						

Timeline Adjusted Due to Special Project
 Planning
 Fieldwork
 Reporting



Athletics Camps Special Project – Colorado State University Pueblo

EXECUTIVE SUMMARY

October 24, 2022

Background Information

Colorado State University Pueblo (CSU Pueblo) sports camps provide an outstanding opportunity to develop each camper's athletic skills. In addition to fundamental instruction, campers are exposed to sport-specific strategies and have the chance to improve their individual area. CSU Pueblo coaches and players provide instruction and feedback that help campers improve athletic performance and develop the skills necessary for success. There are camps for fourteen different men's and women's sports. One of these camps is a football camp operated by the head football coach for CSU Pueblo. CSU Pueblo accepts cash, checks, and credit cards for payment of the camps.

Internal Auditing was alerted that the employee responsible for completing the football camp deposits had submitted their resignation. When this employee submitted their resignation, a review of camp deposits was completed by the business manager in Athletics. At this time, there was cash which had been collected but was not deposited in the football camp account in the University's financial system, Kuali Financial System (KFS). On August 15, 2022, Internal Auditing initiated a special review to follow up on this concern.

Scope and Objectives

The limited review covered the main football camp activity for Summer 2022. This camp took place over three different sessions – one in June 2022 and two in July 2022. Internal Auditing had the following objectives:

1. Attempt to validate that the funds Athletics has deposited matches what should have been deposited.
2. Perform a cursory review of recent Procurement Card (PCard) and Travel transactions for the subject(s) in question.
3. Conduct a review of cash controls surrounding Athletics' camp process.
4. Make recommendations for improving controls throughout the process, if necessary.

To accomplish the objectives, we interviewed personnel, reviewed CSU Pueblo policies and procedures and financial transactions, evaluated documentation, and performed other such tests we considered necessary. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Management was receptive to these opportunities as they were presented. We appreciate the cooperation (availability for interviews and access to records) extended to us by management and staff during the course of our review.

Results and Conclusions

With regard to the objectives, we found that:

1. The missing cash had been deposited, but the Cashier's Office had not completed the deposit in a timely manner, which is why

the funds were not yet recorded into the football camp account. However, there are still funds which cannot be currently accounted for.

2. There were no fraudulent PCard or travel transactions, but one cardholder appears to be sharing their PCard with other employees, which violates CSU Pueblo policy.
3. The internal control structure for the cash collection process for Athletics camps is not sufficient to prevent or detect fraudulent activity.
4. Internal Auditing is issuing the report with six recommendations to management to improve the control structure around camps.

We made the following six recommendations:

1. The Vice President for Athletics and Strategic Partnerships or their delegate should complete a reconciliation of all collections and deposits to registration data to ensure that all funds have been collected and deposited into KFS. This should be done both for the camps which took place in Summer 2022, as well as camps in future years.
2. The Athletics Business Manager should ensure that all PCard holders in Athletics review the PCard handbook and seek training from the Purchasing department to ensure they are familiar with PCard policies and procedures. Additionally, the Athletics Business Manager, who is responsible for reviewing PCard transactions, should ensure that the only transactions completed on PCards are ones where the cardholder has made the purchase.
3. The Vice President for Athletics and Strategic Partnerships or his delegate should work with the CFO/Controller to develop

internal documented policies and procedures for cash collections. These procedures should be in alignment with CSU Pueblo FPI 6-1 and should include considerations, at a minimum, for the following items: proper separation of duties, timely deposits, revenue tracking, and account reconciliations upon completion of camps.

4. The head football coach should work with the CFO/Controller to have a second person, such as a Business and Financial Services (BFS) representative present at camps if collecting cash, when possible.
5. The Vice President for Athletics and Strategic Partnerships should develop a procedure to utilize a check and cash log in lieu of making photocopies of cash and checks.
6. The CSU Pueblo President or his delegate should develop a “Minors on Campus” and a “Camps” policy.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will mitigate the issues noted.

Detail results may be found in **Audit Report 23-05** issued the same date as this Executive Summary.

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

Susy Serrano – Director, Internal Auditing

Audit Number:	Audit Name:	Inst:	Rec No.	Recommendation:	Audit Report Response:	Target Completion Date:	Revised Target Completion Date:
23-05	CSU Pueblo Summer Camps Special Project	CSU P	3	The VP for Athletics & Strategic Partnerships or delegate should work with the CFO/Controller to develop internal documented policies and procedures for cash collections. These procedures should be in alignment with CSU Pueblo FPI 6-1 and should include considerations, at a minimum, for the following items: proper separation of duties, timely deposits, revenue tracking, and account reconciliations upon completion of camps.	Agree. The Athletic Business Manager will work with the CFO/Controller to establish internal policies and procedures for cash collection that are consistent with CSU Pueblo.	11/1/2022	12/1/2022
22-13	CSU IT Vendor Management Audit	CSU	4	The Associate Director for Procurement Services should integrate training of the existing Information Security Policy into Procurement Card training.	Agree. Procurement Services will work with VP IT to integrate training of the existing Information Security Policy into Procurement Card training.	9/30/2022	1/1/2023
22-13	CSU IT Vendor Management Audit	CSU	3	The Division of IT Vice President of Information Technology should develop an interim policy or update the existing IT Security Policy to address the risk of acquisitions of applications that are not in compliance with IT Security policy (e.g., purchases	Agree. The VP IT will charge the Chief Information Security Officer with updating the existing IT Security policy and developing a communication plan to ensure compliance at the start of Fiscal Year 2023.	7/31/2022	11/1/2022

Audit Number:	Audit Name:	Inst:	Rec No.	Recommendation:	Audit Report Response:	Target Completion Date:	Revised Target Completion Date:
21-16	Institutional Research Audit	CSU P	02	The Information Security Manager at CSU-Pueblo should adopt a data security policy.	Agree. Though it is agreed that there is a need for a data security policy, discussions have begun regarding efforts to establish a data security policy that will cover all CSU System member institutions. This is part of a larger work of data	10/31/2021	3/31/2023
21-11	Controlled Unclassified Information Audit	CSU	06	Once CUI roles and responsibilities have been defined by the newly charged committee, the assigned party, in collaboration with Business and Financial Services, should identify CMMC reimbursable costs; determine procedures that...	Agree. The office, individual, or working group identified by the committee mentioned above (Recommendation 1) will work with the appropriate individuals and units to identify and develop a plan for the recovery of CMMC costs, and will ...	12/31/2021	05/31/2023
21-11	Controlled Unclassified Information Audit	CSU	04	The Vice President for Research should ensure that procedures are established so that research projects with CUI requirements and the required CMMC level can be reported at any point in time.	Agree. OSP will create a manual inventory of projects with CUI and CMMC requirements initially. Simultaneously, OSP and Research Services will work together to explore the implementation of adjustments to our Quali systems to ...	12/31/2021	12/31/2023

Audit Number:	Audit Name:	Inst:	Rec No.	Recommendation:	Audit Report Response:	Target Completion Date:	Revised Target Completion Date:
21-11	Controlled Unclassified Information Audit	CSU	02	Once CUI roles and responsibilities have been defined by the newly charged committee, the assigned party should ensure that Colorado State University CUI procedures are documented and distributed to PI's; adequate CUI security plans...	Agree. The office, individual, or working group identified by the committee mentioned above (Recommendation 1) will prioritize the documentation and dissemination of CUI procedures, the development of adequate CUI security plans, ...	12/31/2021	12/31/2022
21-10	Supplemental Pay Audit	CSU	06	The Provost should require additional justification for any activities which may not be eligible for supplemental pay, including committee activities.	Agree. Conversations need to be had regarding committee work, particularly with Faculty Council and a consistent policy established for what committee work is considered part of the faculty member's service and what is eligible ...	12/31/2021	6/30/2023
21-10	Supplemental Pay Audit	CSU	01	The Provost should update policies, procedures, and manuals to include documentation of the basis for the pay amount (e.g. market, tradition, etc.).	Agree. The Provost or her designee will seek out all locations of policies, procedures, and manuals and update to include the basis for the supplemental pay amount.	12/31/2021	6/30/2023

Audit Number:	Audit Name:	Inst:	Rec No.	Recommendation:	Audit Report Response:	Target Completion Date:	Revised Target Completion Date:
21-10	Supplemental Pay Audit	CSU	02	The Provost should clarify and enforce the definition of "incidental activity" and require justifications for activities that go beyond incidental within University policies, procedures, and manuals related to supplemental pay.	Agree. The Provost or her designee will seek to identify a "best practices" definition of incidental activity relative to supplemental pay and include that in policies, procedures, and manuals. This definition will be communicated to ...	12/31/2021	6/30/2023
21-10	Supplemental Pay Audit	CSU	03	The Provost should include the maximum supplemental pay amounts in relevant University policies and manuals.	Agree. The Provost or her designee will seek out all locations of policies, procedures and manuals and update to include the maximum supplemental pay amounts.	12/31/2021	6/30/2023
21-10	Supplemental Pay Audit	CSU	05	The Provost should either enforce the prior approval rule and ensure that exceptions are well documented or remove it from the policy.	Agree. Given our current climate, individuals are asked to pivot on short notice. We are also aware of several instances where individuals are asked to pick up added responsibilities when an employee leaves on short notice and...	12/31/2021	6/30/2023

Audit Number:	Audit Name:	Inst:	Rec No.	Recommendation:	Audit Report Response:	Target Completion Date:	Revised Target Completion Date:
21-10	Supplemental Pay Audit	CSU	07	The Executive Director of HR should explore options for improving the efficiencies of the supplemental pay process in the short-term and automating the supplemental pay process in the long-term. An automated...	Interim actions to improve the online process flow tool will be explored with the CSU IT team with the intention of improving the existing format and enhancing visibility by providing access to more detailed information for the...	12/31/2021	6/30/2023
21-10	Supplemental Pay Audit	CSU	04	The Provost should update the supplemental pay authorization form to include a supervisory attestation statement that the activity is above and beyond the employee's position description.	Agree. The Provost or her designee will work with IS to include a supervisory attestation statement that the activity is above and beyond the employee's position description to the Supplemental Pay Form.	12/31/2021	6/30/2023
21-08	Military and Veterans Success Center Special Project	CSU P	01	The Executive Director of Information Technology Services should consider implementing a system where logs are generated if the data meets defined parameters, such as when large amounts of data are deleted.	Agree. The network file servers that house the shared departmental data (I:drive) need to be updated in order to facilitate the logging functionality suggested in the recommendation. These older servers are currently part of an ongoing server....	5/31/2021	4/1/2023

Audit Number:	Audit Name:	Inst:	Rec No.	Recommendation:	Audit Report Response:	Target Completion Date:	Revised Target Completion Date:
20-23	Warner College of Natural Resources - Geosciences Department	CSU	04	The Dean of the Warner College of Natural Resources, in consultation with the OGC, should require implementation of a conflict of interest management plan for each of the two faculty members involved in the Facility billing. Elements of the ...	Agree. Warner College will work with OGC to draft a statement to the faculty members regarding implementation of a conflict of interest management plan with the elements stipulated in Recommendation 4. The requirements identified in this	9/15/2020	12/31/2022
20-21	Office of Research and Sponsored Program	CSU P	05	The Director of OSP and the Controller should work with the needed parties to develop University-wide policies related to institutional base salary.	Agree. CSU-Pueblo will proceed with the development of University-wide policies related to institutional base salary.	6/30/2021	07/01/2023
20-10	Human Resources and Payroll	CSU P	04	The CSU-Pueblo President should work with the CSU System to determine if it would be possible and beneficial for CSU-Pueblo to migrate to Oracle as a Human Resources Information System.	Agree. CSU-Pueblo is aware that internal control weaknesses exist with AIS. CSU-Pueblo leadership has collaborated with the CSU System Chief Information Officer to assess alternatives to AIS. Through these conversations, there is a shared belief that ...	3/31/2022	07/01/2024

Finance Committee



FY24 Governor's Budget Request



FY 2024 Governor's Budget Request

- \$67 million General Fund increase to public higher education for operating support for colleges and universities (6.8%). The proposed increase to CSUS is \$12.7 million (6.3%).
- 4% increase in resident, undergraduate tuition rates and 5.5% increase, in non-resident tuition rates.
- \$16M increase to state financial aid programs

FY23 Q1 Financial Statements



Colorado State University System
Financial Statement Highlights
FY 22-23, 1st Quarter

BACKGROUND:

Statements Included:

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

Data included within each Statement:

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

HIGHLIGHTS – Notable Variances – Quarter TD Budget vs Actual:

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

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

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

- Student Tuition and Fees of \$263.8 million in Q1 of FY23 is an \$18.8 million increase over the same quarter in FY22
- State Fee for Service revenue will increase by \$11.1 million in FY23 to \$133.6 million from \$122.5 million in FY22
- Federal Nonoperating Grants and Contracts decreased \$19.4 million over Q1 last year primarily due to a decrease in funding received in relation to the CARES Act - Student Emergency Grant in FY22, that will not be received in FY23

- Unrealized Gain (Loss) on Investments for Q1 is negative \$15.3 million due to unfavorable market conditions

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

- CSU Global is projecting annual operating revenues of \$88.3M, a 6% increase over FY22 actuals. The updated FY23 revenue forecast is based on actual Fall A & B term performance and revised student enrollment expectations for the remainder of Fall and Winter terms. This aligns with the enrollment outlook which is down for Fall A and B (13%) but improving for Fall C and beyond as the impact begins from increased investments in enrollment counseling.
- The annual operating budget incorporates \$4.6M in budget savings that align with the enrollment environment, scales accordingly, and which will allow CSU Global to meet the 26% operating margin target.

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

- CSU Pueblo enrollment by first time, full-time freshmen increased 8.0% from fall of 2021. This target was exceeded for the first time in four years, with a total of 656 new freshman students. New transfer student enrollment also exceeded the enrollment target with a total of 37 students.
- Fall resident student tuition revenue is down 3.0%. CSU Pueblo will monitor revenue and expense throughout the year and if needed, additional reductions in spending may be necessary.

Colorado State University - Board of Governors

Excluding Pension/OPEB Adjustment

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

	FY 2021 Actual	FY 2022* Actual	FY 2023 Original Budget	FY 2023 YTD Budget Q1	FY 2023 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ -	-	-	-	-	-	-
State fee for service revenue	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Other operating revenue	272,000	257,075	250,000	62,500	-	(62,500)	-100.0%
Total operating revenues	272,000	257,075	250,000.00	62,500.00	-	(62,500)	-100.0%
Operating expenses							
Instruction	-	-	-	-	-	-	-
Research	-	-	-	-	-	-	-
Public service	144,271	149,759	150,000	37,500	31,680	5,820	15.5%
Academic support	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-
Institutional support	11,929,499	14,093,962	15,372,060	3,843,015	3,607,018	235,997	6.1%
Operation and maintenance of plant	-	-	-	-	-	-	-
Scholarships and fellowships	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Depreciation	65,284	456,776	456,776	114,194	124,293	(10,099)	-8.8%
Total operating expenses	12,139,053	14,700,497	15,978,836	3,994,709	3,762,992	231,717	5.8%
Operating Income (Loss)	(11,867,053)	(14,443,422)	(15,728,836)	(3,932,209)	(3,762,992)	169,217	-4.3%
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	-
Gifts	-	167,731	-	-	-	-	-
Investment income	1,231,956	1,837,357	400,000	824,212	824,212	-	0.0%
Unrealized gain (loss) on investments	6,323,939	(15,516,554)	(9,000,000)	(2,035,082)	(2,035,082)	-	0.0%
Interest expense on capital debt	(379)	(46,079)	(53,000)	(13,571)	(13,571)	-	0.0%
Federal nonoperating grants and contracts	-	-	-	-	-	-	-
State support for PERA pension	-	40,350	-	-	-	-	-
Other nonoperating revenues (expenses)	(9,178)	78,839	-	-	731	731	-
Net nonoperating revenues	7,546,338	(13,438,356)	(8,653,000)	(1,224,441)	(1,223,710)	731	-0.1%
Income (Loss) Before other revenues	(4,320,715)	(27,881,777)	(24,381,836)	(5,156,650)	(4,986,702)	169,948	-3.3%
Other revenues (expenses)							
Student facility fees	-	-	-	-	-	-	-
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	6,569,086	5,855,713	6,788,823	1,697,206	2,083,663	386,457	22.8%
Reserve transfers within the CSU System	(7,094,414)	14,787,709	1,219,565	-	-	-	-
System transfers for scoop and toss bond payments	75,914,080	75,386,198	75,522,986	21,341,493	21,341,493	-	0.0%
Additions to permanent endowments	-	-	-	-	-	-	-
Total other revenues	75,388,752	96,029,620	83,531,374	23,038,699	23,425,156	386,457	1.7%
Increase (decrease) in net position	\$ 71,068,036	68,147,843	59,149,537.87	17,882,048	18,438,453	556,405	3.1%
*Restated due to implementation of GASB 87							
Impact of GASB 68/75 on operating expenses	(141,376)	379,094					

Colorado State University System							
GAAP Financial Statements							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2021 Actual	FY 2022* Actual	FY 2023 Original Budget	FY 2023 YTD Budget Q1	FY 2023 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 553,356,774	585,894,446	618,306,840	292,467,200	293,957,445	1,490,245	0.5%
State fee for service revenue	52,661,450	140,151,805	151,439,587	37,970,642	37,970,642	(0)	-
Grants and contracts	370,494,252	403,795,778	418,271,929	85,740,910	86,031,223	290,313	0.3%
Sales and services of educational activities	45,722,872	51,763,053	54,321,752	11,893,428	12,056,516	163,088	1.4%
Auxiliary enterprises	128,388,257	193,848,994	205,193,615	79,833,795	81,115,339	1,281,544	1.6%
Other operating revenue	13,295,496	15,197,988	15,650,922	1,862,975	2,132,160	269,185	14.4%
Total operating revenues	1,163,919,100	1,390,652,064	1,463,184,646	509,768,950	513,263,324	3,494,375	0.7%
Operating expenses							
Instruction	335,109,700	346,998,325	378,921,664	79,147,050	78,442,698	704,351	0.9%
Research	204,435,877	227,999,338	250,305,210	55,426,569	55,761,480	(334,911)	-0.6%
Public service	142,824,985	156,240,928	170,040,929	38,844,041	38,806,307	37,734	0.1%
Academic support	101,288,042	111,613,108	129,025,827	29,486,424	30,062,282	(575,858)	-2.0%
Student services	60,004,718	64,400,059	75,548,265	17,220,607	16,965,242	255,365	1.5%
Institutional support	76,941,557	89,365,277	103,003,581	31,803,455	31,624,871	178,583	0.6%
Operation and maintenance of plant	63,446,029	84,049,403	97,330,943	24,457,667	24,155,546	302,121	1.2%
Scholarships and fellowships	48,222,162	71,456,092	52,755,542	14,009,724	13,453,444	556,280	4.0%
Auxiliary enterprises	110,330,663	154,285,019	168,953,533	42,688,566	42,511,099	177,467	0.4%
Depreciation	110,085,065	114,126,050	119,241,609	29,204,988	28,719,409	485,579	1.7%
Total operating expenses	1,252,688,800	1,420,533,600	1,545,127,102	362,289,090	360,502,380	1,786,711	0.5%
Operating Income (Loss)	(88,769,699)	(29,881,535)	(81,942,457)	147,479,860	152,760,945	5,281,085	3.6%
Non-operating revenues (expenses)							
State appropriations	2,940,364	10,798,364	19,595,047	5,000,000	5,000,000	-	-
Gifts	51,810,390	59,994,699	65,346,204	18,635,000	18,623,762	(11,238)	-0.1%
Investment income	10,326,918	7,870,449	7,800,000	3,561,212	2,920,569	(640,642)	-18.0%
Unrealized gain (loss) on investments	58,526,642	(85,640,664)	(50,000,000)	(20,089,473)	(20,089,658)	(185)	0.0%
Interest expense on capital debt	(37,624,158)	(45,509,379)	(52,687,059)	(13,148,571)	(13,157,237)	(8,666)	-
Federal nonoperating grants and contracts	158,123,667	112,118,865	75,586,472	20,294,000	19,756,804	(537,196)	-2.6%
State support for PERA pension	-	3,770,749	3,800,000	-	-	-	-
Other nonoperating revenues (expenses)	10,074,258	37,557,633	19,311,073	2,301,125	2,331,386	30,261	1.3%
Net nonoperating revenues	254,178,081	100,960,716	88,751,737	16,553,293	15,385,626	(1,167,667)	-7.1%
Income (Loss) Before other revenues	165,408,382	71,079,181	6,809,281	164,033,152	168,146,571	4,113,418	2.5%
Other revenues (expenses)							
Student facility fees	12,821,247	14,438,173	15,218,286	7,759,000	7,754,294	(4,706)	-
State capital contributions	118,095,957	95,550,496	20,315,115	6,277,000	6,282,382	5,382	-
Capital grants	13,647,978	10,093,737	11,636,441	3,633,000	3,632,853	(147)	-
Capital gifts	15,182,228	6,400,264	7,142,814	103,000	102,699	(301)	-0.3%
Payments (to)/from governing boards or other institutions	13,760,833	1,405,817	15,551,360	(132,502)	187,876	320,378	-241.8%
Reserve transfers within the CSU System	-	-	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	-	(0)	(0)	-	-
Additions to permanent endowments	4,221,188	(731,485)	(1,141,812)	-	-	-	-
Total other revenues	177,729,430	127,157,002	68,722,204	17,639,498	17,960,105	320,606	1.8%
Increase (decrease) in net position	\$ 343,137,812	198,236,182	75,531,485	181,672,651	186,106,675	4,434,024	2.4%

*Restated due to implementation of GASB 87

Colorado State University System							
Excluding Pension/OPEB Adjustment							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2021 Actual	FY 2022* Actual	FY 2023 Original Budget	FY 2023 YTD Budget Q1	FY 2023 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 553,356,774	585,894,446	618,306,840	292,467,200	293,957,445	1,490,245	0.5%
State fee for service revenue	52,661,450	140,151,805	151,439,587	37,970,642	37,970,642	(0)	-
Grants and contracts	370,494,252	403,795,778	418,271,929	85,740,910	86,031,223	290,313	0.3%
Sales and services of educational activities	45,722,872	51,763,053	54,321,752	11,893,428	12,056,516	163,088	1.4%
Auxiliary enterprises	128,388,257	193,848,994	205,193,615	79,833,795	81,115,339	1,281,544	1.6%
Other operating revenue	13,295,496	15,197,988	15,650,922	1,862,975	2,132,160	269,185	14.4%
Total operating revenues	1,163,919,100	1,390,652,064	1,463,184,646	509,768,950	513,263,324	3,494,375	0.7%
Operating expenses							
Instruction	367,629,386	371,085,962	378,921,664	79,147,050	78,442,698	704,351	0.9%
Research	217,870,521	239,120,784	250,305,210	55,426,569	55,761,480	(334,911)	-0.6%
Public service	154,069,060	161,540,979	170,040,929	38,844,041	38,806,307	37,734	0.1%
Academic support	117,447,895	121,706,633	129,025,827	29,486,424	30,062,282	(575,858)	-2.0%
Student services	67,796,246	67,801,952	75,548,265	17,220,607	16,965,242	255,365	1.5%
Institutional support	95,388,218	97,962,806	103,003,581	31,803,455	31,624,871	178,583	0.6%
Operation and maintenance of plant	88,350,795	93,325,150	97,330,943	24,457,667	24,155,546	302,121	1.2%
Scholarships and fellowships	48,472,392	71,566,928	52,755,542	14,009,724	13,453,444	556,280	4.0%
Auxiliary enterprises	135,811,642	164,564,007	168,953,533	42,688,566	42,511,099	177,467	0.4%
Depreciation	110,085,065	114,126,050	119,241,609	29,204,988	28,719,409	485,579	1.7%
Total operating expenses	1,402,921,221	1,502,801,252	1,545,127,102	362,289,090	360,502,380	1,786,711	0.5%
Operating Income (Loss)	(239,002,121)	(112,149,188)	(81,942,457)	147,479,860	152,760,945	5,281,085	3.6%
Non-operating revenues (expenses)							
State appropriations	2,940,364	10,798,364	19,595,047	5,000,000	5,000,000	-	-
Gifts	51,810,390	59,994,699	65,346,204	18,635,000	18,623,762	(11,238)	-0.1%
Investment income	10,326,918	7,870,449	7,800,000	3,561,212	2,920,569	(640,642)	-18.0%
Unrealized gain (loss) on investments	58,526,642	(85,640,664)	(50,000,000)	(20,089,473)	(20,089,658)	(185)	0.0%
Interest expense on capital debt	(37,624,158)	(45,509,379)	(52,687,059)	(13,148,571)	(13,157,237)	(8,666)	-
Federal nonoperating grants and contracts	158,123,667	112,118,865	75,586,472	20,294,000	19,756,804	(537,196)	-2.6%
State support for PERA pension	-	3,770,749	3,800,000	-	-	-	-
Other nonoperating revenues (expenses)	10,074,258	37,557,633	19,311,073	2,301,125	2,331,386	30,261	1.3%
Net nonoperating revenues	254,178,081	100,960,716	88,751,737	16,553,293	15,385,626	(1,167,667)	-7.1%
Income (Loss) Before other revenues	15,175,960	(11,188,472)	6,809,281	164,033,152	168,146,571	4,113,418	2.5%
Other revenues (expenses)							
Student facility fees	12,821,247	14,438,173	15,218,286	7,759,000	7,754,294	(4,706)	-
State capital contributions	118,095,957	95,550,496	20,315,115	6,277,000	6,282,382	5,382	-
Capital grants	13,647,978	10,093,737	11,636,441	3,633,000	3,632,853	(147)	-
Capital gifts	15,182,228	6,400,264	7,142,814	103,000	102,699	(301)	-0.3%
Payments (to)/from governing boards or other institutions	13,760,833	1,405,817	15,551,360	(132,502)	187,876	320,378	-241.8%
Reserve transfers within the CSU System	-	-	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	-	(0)	(0)	-	-
Additions to permanent endowments	4,221,188	(731,485)	(1,141,812)	-	-	-	-
Total other revenues	177,729,430	127,157,002	68,722,204	17,639,498	17,960,105	320,606	1.8%
Increase (decrease) in net position	\$ 192,905,391	115,968,530	75,531,485	181,672,651	186,106,675	4,434,024	2.4%
*Restated due to implementation of GASB 87							
Impact of GASB 68/75 on operating expenses	(150,232,421)	(82,267,652)					
	-	-					

Colorado State University							
Excluding Pension/OPEB Adjustment							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2021 Actual	FY 2022* Actual	FY 2023 Original Budget	FY 2023 YTD Budget Q1	FY 2023 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 437,551,359	487,801,542	513,422,172	261,836,768	263,284,765	1,447,997	0.6%
State fee for service revenue	41,306,106	122,536,893	133,564,307	33,501,822	33,501,822	(0)	-
Grants and contracts	359,301,407	390,729,990	404,771,929	82,740,910	83,017,202	276,292	0.3%
Sales and services of educational activities	45,457,689	51,484,633	54,021,752	11,836,428	11,998,869	162,441	1.4%
Auxiliary enterprises	122,935,058	185,285,513	195,193,615	75,233,795	76,450,056	1,216,261	1.6%
Other operating revenue	6,077,297	6,730,283	6,795,224	1,359,333	1,360,973	1,640	0.1%
Total operating revenues	1,012,628,916	1,244,568,854	1,307,769,000	466,509,056	469,613,686	3,104,630	0.7%
Operating expenses							
Instruction	325,218,287	328,408,720	338,282,285	71,642,780	71,180,529	462,251	0.6%
Research	214,976,248	235,884,005	247,105,210	54,676,569	55,008,033	(331,464)	-0.6%
Public service	151,944,018	159,358,155	167,890,929	38,356,541	38,327,513	29,028	0.1%
Academic support	101,961,489	106,301,155	112,819,934	25,865,686	26,082,993	(217,307)	-0.8%
Student services	32,646,241	34,901,662	35,465,530	8,113,233	8,066,127	47,106	0.6%
Institutional support	63,974,599	64,811,983	68,276,485	22,705,882	22,644,142	61,740	0.3%
Operation and maintenance of plant	80,514,160	84,915,665	88,629,043	22,782,192	22,489,986	292,206	1.3%
Scholarships and fellowships	27,341,698	49,457,407	32,755,542	9,709,724	9,664,825	44,899	0.5%
Auxiliary enterprises	123,854,467	149,942,147	154,353,533	39,288,566	39,077,392	211,174	0.5%
Depreciation	99,894,198	102,762,166	107,394,833	26,293,411	25,811,526	481,885	1.8%
Total operating expenses	1,222,325,406	1,316,743,066	1,352,973,323	319,434,584	318,353,066	1,081,518	0.3%
Operating Income (Loss)	(209,696,489)	(72,174,211)	(45,204,323)	147,074,472	151,260,620	4,186,149	-2.8%
Non-operating revenues (expenses)							
State appropriations	1,941,154	10,198,364	16,795,047	5,000,000	5,000,000	-	-
Gifts	48,151,372	54,497,610	60,346,204	17,385,000	17,384,630	(370)	-
Investment income	7,936,298	5,391,673	6,000,000	1,867,000	1,867,044	44	-
Unrealized gain (loss) on investments	43,802,794	(60,771,967)	(35,500,000)	(15,278,000)	(15,278,185)	(185)	-
Interest expense on capital debt	(34,525,122)	(42,221,802)	(49,334,059)	(12,335,000)	(12,334,903)	97	-
Federal nonoperating grants and contracts	124,649,137	78,532,657	44,086,472	12,544,000	12,544,078	78	-
State support for PERA pension	-	3,448,196	3,500,000	-	-	-	-
Other nonoperating revenues (expenses)	10,731,859	37,435,516	19,161,073	2,244,000	2,244,354	354	-
Net nonoperating revenues	202,687,491	86,510,246	65,054,737	11,427,000	11,427,018	18	-
Income (Loss) Before other revenues	(7,008,998)	14,336,035	19,850,414	158,501,472	162,687,638	4,186,166	2.6%
Other revenues (expenses)							
Student facility fees	11,499,362	13,502,646	14,218,286	7,111,000	7,110,593	(407)	-
State capital contributions	115,553,087	94,431,612	18,315,115	4,677,000	4,677,412	412	-
Capital grants	13,474,782	10,051,275	11,586,441	3,633,000	3,632,853	(147)	-
Capital gifts	14,954,658	6,020,089	6,742,814	103,000	102,699	(301)	-
Payments (to)/from governing boards or other institutions	8,453,724	(5,521,749)	10,060,135	(1,468,000)	(1,467,682)	318	-
Reserve transfers within the CSU System	25,078,103	9,750,648	11,541,871	-	-	-	-
System transfers for scoop and toss bond payments	(69,189,995)	(68,576,851)	(68,692,369)	(19,296,183)	(19,296,183)	-	-
Additions to permanent endowments	4,221,188	(731,485)	(1,141,812)	-	-	-	-
Total other revenues	124,044,909	58,926,184	2,630,481	(5,240,183)	(5,240,307)	(125)	-
Increase (decrease) in net position	\$ 117,035,911	73,262,219	22,480,895	153,261,289	157,447,331	4,186,041	2.7%
*Restated due to implementation of GASB 87							
Impact of GASB 68/75 on operating expenses	(137,730,403)	(77,931,927)					

Colorado State University - Global Campus							
Excluding Pension/OPEB Adjustment							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY2021 Actual	FY2022* Actual	FY 2023 Original Budget	FY 2023 YTD Budget Q1	FY 2023 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 89,214,492	75,025,400	79,884,668	16,830,432	16,814,961	(15,471)	-0.1%
State fee for service revenue	-	-	-	-	-	-	
Grants and contracts	-	-	-	-	-	-	
Sales and services of educational activities	-	-	-	-	-	-	
Auxiliary enterprises	-	-	-	-	-	-	
Other operating revenue	6,687,582	8,040,371	8,430,698	403,142	732,931	329,789	81.8%
Total operating revenues	<u>95,902,073</u>	<u>83,065,771</u>	<u>88,315,366</u>	<u>17,233,574</u>	<u>17,547,892</u>	<u>314,318</u>	<u>1.8%</u>
Operating expenses							
Instruction	20,060,139	19,618,525	17,639,379	3,704,270	3,450,563	253,706	6.8%
Research	-	-	-	-	-	-	
Public service	-	-	-	-	-	-	
Academic support	6,976,472	7,151,334	7,955,893	1,670,738	2,035,428	(364,691)	-21.8%
Student services	29,401,723	26,952,520	34,082,735	7,157,374	6,958,998	198,377	2.8%
Institutional support	7,435,081	8,036,302	8,355,037	1,754,558	1,842,764	(88,206)	-5.0%
Operation and maintenance of plant	86,946	757	301,900	75,475	79,978	(4,503)	-6.0%
Scholarships and fellowships	11,858,943	12,232,739	10,000,000	2,500,000	1,960,807	539,193	21.6%
Auxiliary enterprises	-	-	-	-	-	-	
Depreciation	648,556	551,060	390,000	97,383	47,444	49,939	51.3%
Total operating expenses	<u>76,467,859</u>	<u>74,543,237</u>	<u>78,724,943</u>	<u>16,959,797</u>	<u>16,375,982</u>	<u>583,815</u>	<u>3.4%</u>
Operating Income (Loss)	<u>19,434,214</u>	<u>8,522,534</u>	<u>9,590,423</u>	<u>273,777</u>	<u>1,171,910</u>	<u>898,133</u>	<u>328.1%</u>
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	
Gifts	-	-	-	-	-	-	
Investment income	875,525	332,972	1,100,000	750,000	107,540	(642,460)	-85.7%
Unrealized gain (loss) on investments	8,948,192	(8,370,408)	(5,000,000)	(2,776,391)	(2,776,391)	-	0.0%
Interest expense on capital debt	(30,814)	(25,144)	-	-	-	-	
Federal nonoperating grants and contracts	11,858,943	12,232,739	10,000,000	2,500,000	1,960,807	(539,193)	-21.6%
State support for PERA pension	-	19,379	-	-	-	-	
Other nonoperating revenues (expenses)	4,005	(126,192)	-	1,125	30,229	29,104	2587.0%
Net nonoperating revenues	<u>21,655,852</u>	<u>4,063,347</u>	<u>6,100,000</u>	<u>474,734</u>	<u>(677,814)</u>	<u>(1,152,549)</u>	<u>-242.8%</u>
Income (Loss) Before other revenues	<u>41,090,065</u>	<u>12,585,881</u>	<u>15,690,423</u>	<u>748,511</u>	<u>494,096</u>	<u>(254,416)</u>	<u>-34.0%</u>
Other revenues (expenses)							
Student facility fees	-	-	-	-	-	-	
State capital contributions	-	-	-	-	-	-	
Capital grants	-	-	-	-	-	-	
Capital gifts	-	-	-	-	-	-	
Payments (to)/from governing boards or other institutions	(761,125)	(863,142)	(796,746)	(199,187)	(265,584)	(66,398)	33.3%
Reserve transfers within the CSU System	(25,695,818)	(36,945,000)	(25,000,000)	-	-	-	
System transfers for scoop and toss bond payments	-	-	-	-	-	-	
Additions to permanent endowments	-	-	-	-	-	-	
Total other revenues	<u>(26,456,943)</u>	<u>(37,808,142)</u>	<u>(25,796,746)</u>	<u>(199,187)</u>	<u>(265,584)</u>	<u>(66,398)</u>	<u>33.3%</u>
Increase (decrease) in net position	<u>\$ 14,633,122</u>	<u>(25,222,261)</u>	<u>(10,106,323)</u>	<u>549,325</u>	<u>228,512</u>	<u>(320,813)</u>	<u>-58.4%</u>
*Restated due to implementation of GASB 87							
Impact of GASB 68/75 on operating expenses	(1,375,228)	(731,839)					

Colorado State University Pueblo

Excluding Pension/OPEB Adjustment

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

	FY 2021 Actual	FY 2022* Actual	FY 2023 Original Budget	FY 2023 YTD Budget Q1	FY 2023 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 26,590,923	23,067,504	25,000,000	13,800,000	13,857,718	57,718	0.4%
State fee for service revenue	11,355,344	17,614,912	17,875,280	4,468,820	4,468,820	0	-
Grants and contracts	11,192,845	13,065,788	13,500,000	3,000,000	3,014,021	14,021	0.5%
Sales and services of educational activities	265,183	278,419	300,000	57,000	57,648	648	1.1%
Auxiliary enterprises	5,453,198	8,563,481	10,000,000	4,600,000	4,665,283	65,283	1.4%
Other operating revenue	258,618	170,259	175,000	38,000	38,257	257	0.7%
Total operating revenues	55,116,111	62,760,363	66,850,280	25,963,820	26,101,746	137,926	0.5%
Operating expenses							
Instruction	22,350,960	23,058,717	23,000,000	3,800,000	3,811,606	(11,606)	-0.3%
Research	2,894,273	3,236,778	3,200,000	750,000	753,447	(3,447)	-0.5%
Public service	1,980,771	2,033,065	2,000,000	450,000	447,113	2,887	0.6%
Academic support	8,509,935	8,254,144	8,250,000	1,950,000	1,943,861	6,139	0.3%
Student services	5,748,281	5,947,770	6,000,000	1,950,000	1,940,118	9,882	0.5%
Institutional support	12,049,039	11,020,559	11,000,000	3,500,000	3,530,947	(30,947)	-0.9%
Operation and maintenance of plant	7,749,690	8,408,729	8,400,000	1,600,000	1,585,583	14,417	0.9%
Scholarships and fellowships	9,271,751	9,876,781	10,000,000	1,800,000	1,827,812	(27,812)	-1.5%
Auxiliary enterprises	11,957,175	14,621,861	14,600,000	3,400,000	3,433,707	(33,707)	-1.0%
Depreciation	9,477,028	10,356,048	11,000,000	2,700,000	2,736,146	(36,146)	-1.3%
Total operating expenses	91,988,903	96,814,452	97,450,000	21,900,000	22,010,340	(110,340)	-0.5%
Operating Income (Loss)	(36,872,792)	(34,054,089)	(30,599,720)	4,063,820	4,091,406	27,586	0.7%
Non-operating revenues (expenses)							
State appropriations	999,210	600,000	2,800,000	-	-	-	-
Gifts	3,659,018	5,329,358	5,000,000	1,250,000	1,239,132	(10,868)	-
Investment income	283,139	308,446	300,000	120,000	121,774	1,774	1.5%
Unrealized gain (loss) on investments	(548,282)	(981,735)	(500,000)	-	-	-	-
Interest expense on capital debt	(3,067,844)	(3,216,354)	(3,300,000)	(800,000)	(808,763)	(8,763)	1.1%
Federal nonoperating grants and contracts	21,615,587	21,353,469	21,500,000	5,250,000	5,251,919	1,919	0.0%
State support for PERA pension	-	262,824	300,000	-	-	-	-
Other nonoperating revenues (expenses)	(652,428)	169,470	150,000	56,000	56,072	72	0.1%
Net nonoperating revenues	22,288,400	23,825,479	26,250,000	5,876,000	5,860,133	(15,867)	-0.3%
Income (Loss) Before other revenues	(14,584,391)	(10,228,610)	(4,349,720)	9,939,820	9,951,539	11,719	0.1%
Other revenues (expenses)							
Student facility fees	1,321,885	935,527	1,000,000	648,000	643,701	(4,299)	-0.7%
State capital contributions	2,542,870	1,118,885	2,000,000	1,600,000	1,604,970	4,970	0.3%
Capital grants	173,197	42,463	50,000	-	-	-	-
Capital gifts	227,570	380,175	400,000	-	-	-	-
Payments (to)/from governing boards or other institutions	(500,852)	1,934,995	(500,852)	(162,521)	(162,521)	-	0.0%
Reserve transfers within the CSU System	7,712,129	12,406,643	12,238,564	-	-	-	-
System transfers for scoop and toss bond payments	(6,724,085)	(6,809,347)	(6,830,617)	(2,045,310)	(2,045,310)	-	-
Additions to permanent endowments	-	-	-	-	-	-	-
Total other revenues	4,752,713	10,009,339	8,357,095	40,169	40,840	672	-
Increase (decrease) in net position	\$ (9,831,678)	(219,271)	4,007,375	9,979,989	9,992,379	12,391	0.1%
*Restated due to implementation of GASB 87							
Impact of GASB 68/75 on operating expenses	(10,985,414)	(3,982,981)					

FY24 Campus Budget Update with Tuition Discussion



FY24 Incremental E&G Budget - V.2.0

Colorado State University - Fort Collins

Monday, November 14, 2022

	<u>Scenario 1</u>	<u>Scenario 2</u>	<u>Scenario 3</u>	<u>Scenario 4</u>
	Rate = 3% - RUG	Rate = 3% - RUG	Rate = 4% - RUG	Rate = 4% - RUG
	State = 6.5%	State = 6.5%	State = 6.5%	State = 6.5%
	Salary Inc. = 3%	Salary Inc. = 5%	Salary Inc. = 3%	Salary Inc. = 5%
1 New Resources				
2 Tuition				
3 Enrollment Growth				
4 Increase in FTE	\$ -	\$ -	\$ -	\$ -
5 Undergraduate	5,491,000	5,491,000	5,491,000	5,491,000
6 Graduate	-	-	-	-
7 Undergraduate Rate Increase				
8 Resident - 3%, 4%	4,324,000	4,324,000	5,764,000	5,764,000
9 Non-Resident - 4%, 5%	7,037,000	7,037,000	8,863,000	8,863,000
10 Graduate Rate Increase				
11 Resident - 3%, 4%	466,000	466,000	621,000	621,000
12 Non-Resident - 4%, 5%	907,000	907,000	1,134,000	1,134,000
13 Professional Veterinary Medicine Rate Increase	1,276,000	1,276,000	1,569,000	1,569,000
14 Differential Tuition	210,000	210,000	567,000	567,000
15 Total Tuition	\$ 19,711,000	\$ 19,711,000	\$ 24,009,000	\$ 24,009,000
16 State Funding Impact - FFS	6,035,000	6,035,000	6,035,000	6,035,000
17 State Funding Impact - SEP	5,464,000	5,464,000	5,464,000	5,464,000
18 Facilities and Administrative Overhead	510,000	510,000	510,000	510,000
19 Total New Resources	\$ 31,720,000	\$ 31,720,000	\$ 36,018,000	\$ 36,018,000
20				
21 Financial Aid	3,921,000	3,921,000	4,374,000	4,374,000
22 Net New Resources	\$ 27,799,000	\$ 27,799,000	\$ 31,644,000	\$ 31,644,000
23 New Expenses				
24 Multi-Year Central Investments in Strategic Initiatives	\$ 2,200,000	\$ 2,200,000	\$ 2,200,000	\$ 2,200,000
25 Faculty/Staff Compensation	22,273,000	30,802,000	22,273,000	30,802,000
26 Academic Incentive Funding	1,274,000	1,274,000	1,857,000	1,857,000
27 Mandatory Costs	2,959,000	2,959,000	2,959,000	2,959,000
28 SEP Funding - PVM + Agencies	-	-	-	-
29 Quality Enhancements	5,720,000	5,720,000	5,720,000	5,720,000
30 Budget Reduction	-	-	-	-
31				
32 Total New Expenses	\$ 34,426,000	\$ 42,955,000	\$ 35,009,000	\$ 43,538,000
33				
34 Net New Incremental Budget Resources	\$ (6,627,000)	\$ (15,156,000)	\$ (3,365,000)	\$ (11,894,000)
35 FY23 Structural Budget Deficit	\$ (5,871,000)	\$ (5,871,000)	\$ (5,871,000)	\$ (5,871,000)
36 Total Base Budget Overage (Shortfall)	\$ (12,498,000)	\$ (21,027,000)	\$ (9,236,000)	\$ (17,765,000)

1% RUG Increase = student share \$99/yr.
1% Increase NRUG = student share \$298.60/yr.

1% RUG Increase = \$1.4M
1% NRUG Increase = \$1.6M
1% Salary Increase = \$4.9M
(\$4.1M Fac/AP; \$622K SC; \$182K GA)

Base Assumptions

Resident Undergraduate 3%, \$297/yr.
Non-Resident Undergraduate 3%; \$895.80/yr.
Resident Graduate 3%; \$325.20/yr. and Resident Professional Veterinary Medicine 3%; \$1,093/yr.
Non-Resident Graduate 3%; \$796.80/yr. and Non-Resident Professional Veterinary Medicine 3%; \$1,819.59/yr.
Differential Tuition - UG ~ 3% (est. round to whole number)
Salary Increases Faculty/AP - 5%, 3%
Salary Increases SC - 5%
Salary Increases Grads - 5%, 3%
Mandatory Student Fees - TBD



FY 2024 Incremental E&G Budget - V.2.0

Colorado State University - Pueblo

November 10, 2022

ResTuition: 4%; State: ResTuition: 4%;
4.8%; Salary inc: 3% State: 4.8%; Salary
adp/fac; 5% sc inc: 5% all

New Resources			
	Tuition		
	Undergraduate Rate Increase:		
1	Undergraduate Tuition	\$ 667,000	\$ 667,000
2	Non-Resident (TWOLF & WUE rate)	261,000	261,000
3	Undergraduate Differential Tuition	25,920	25,920
	Graduate Rate Increase:		
4	Graduate Tuition	\$ 59,000	\$ 59,000
5	Non-Resident	8,000	8,000
6	Graduate Differential Tuition	13,120	13,120
7	Projected Enrollment Change (-3%)	(740,000)	(740,000)
8	Total Tuition	<u>294,040</u>	<u>294,040</u>
9	State Funding Impact	\$ 1,159,592	\$ 1,159,592
10	Other Resources (estimate)	830,000	830,000
11	Total New Resources	\$ 2,283,632	\$ 2,283,632
12	Financial Aid	\$ 74,000	\$ 74,000
13	Net New Resources	\$ 2,209,632	\$ 2,209,632
New Expenses			
14	Expense Reduction (savings from compensation management)	TBD	TBD
15	Faculty/Staff Comp (includes Fac/AP/SC , fringe & Equity increases)	\$ 1,744,100	\$ 2,342,301
16	Mandatory Costs	\$ 1,000,000	\$ 1,000,000
17	Total New Expenses	\$ 2,744,100	\$ 3,342,301
18	Net Structural Deficit	\$ (534,468)	\$ (1,132,669)
19	FY23 Budget Shortfall	\$ (2,723,000)	\$ (2,723,000)
20	One-time Budget Resources (EG Fund Balance)	\$ 1,750,000	\$ 1,750,000
21	Total Base Budget Overage (Shortfall)	\$ (1,507,468)	\$ (2,105,669)

4%ugrad and grad tuition increase

3% decline in ug and 0% grad enrollment

Spring Melt = 15%

Salary Increase Faculty / Administrative Professionals (3% or 5%)

Salary Increase State Classified Staff (3% or 5%)

Mandatory Costs include anticipated increases for the following expenses: utilities, maintenance costs, statewide indirect costs, library subscriptions, sheriff's contract, payments to risk management (liability and property insurance), information technology inflation, system costs, audit expenditures, athletic support, and add'l initiative costs.

Colorado State University Global
Statement of Revenues, Expenses, and Changes in Net Position
FY2023 Q2 Forecast vs. FY2023 Revised Budget, and FY2022 Actual

	Actual FY22	Percent of Revenue	Revised Budget FY23	Percent of Revenue	YoY Increase/ (Decrease)	Q2 Forecast FY23	Percent of Revenue	YoY Increase/ (Decrease)
Operating Revenues								
Student Tuition and Fees	75,144,322	90.3%	79,884,668	90.5%	(2) 4,740,346	77,631,381	89.1% (6)	2,487,059
Other Operating Income	8,040,371	9.7%	8,430,698	9.5%	390,327	9,456,943	10.9% (7)	1,416,572
Total Operating Revenues	83,184,693		88,315,366		5,130,672	87,088,324		3,903,630
Operating Expenses								
Instruction	19,208,695	23.1%	17,639,379	20.0%	(4) (1,569,317)	19,503,747	22.1% (8)(9)	295,052
Academic Support	6,990,330	8.4%	7,955,893	9.0%	(3)(4) 965,563	7,588,683	8.6% (9)	598,353
Student Services	26,791,515	32.2%	34,082,735	38.6%	(3)(4) 7,291,219	32,757,776	37.1% (9)	5,966,261
Institutional Support	8,102,698	9.7%	8,355,037	9.5%	(4) 252,339	7,360,254	8.3% (9)	(742,444)
Operation and Maintenance of Plant	757	0.0%	301,900	0.3%	301,143	301,900	0.3%	301,143
Scholarship and Fellowship	12,232,739	14.7%	10,000,000	11.3%	(2,232,739)	10,000,000	11.3%	(2,232,739)
Depreciation	551,060	0.7%	390,000	0.4%	(161,060)	300,000	0.3%	(251,060)
Total Operating Expenses	73,877,794	88.8%	78,724,943	89.1%	4,847,149	77,812,360	88.1%	3,934,566
Operating Income	9,306,899		9,590,423		283,524	9,275,964		(30,935)
Nonoperating Revenues (Expenses)								
Non-Program Income	21,746		0			0		
Investment Income	(8,062,580)		1,100,000			0		
Federal Nonoperating Grants and Contracts	12,232,739		10,000,000			10,000,000		
Net Nonoperating Revenues	4,191,906		11,100,000			10,000,000		
Income Before Other Revenues, Expenses or Transfers	13,498,804		20,690,423			19,275,964		
Other Revenues (Expenses), or Transfers								
Payments from (to) Governing Boards or Other Institutions	19,379		(804,000)			(804,000)		
Reserve Transfer Within CSU System	(37,741,746)		(25,000,000)	(5)		(25,000,000)		
Total Other Revenues (Expenses) or Transfers	(37,722,367)		(25,804,000)			(25,804,000)		
Increase (Decrease) in Net Position	(24,223,562)		(5,113,577)			(6,528,036)		
Operating Margin Representation:								
Total Operating Revenue	83,184,693		88,315,366			87,088,324		
Total Operating Expense (ex. Pell Grant & Strategic Investments)	61,645,055		65,357,943			64,445,360		
Operating Income	21,539,638		22,957,423			22,642,964		
Operating Margin	25.9%		26.0%			26.0%		

(2) Adjusted to reflect likely enrollment scenario

(3) Included approved \$3.4M strategic investment

(4) Potential cost savings based on lower enrollment

(5) Based on proposed change in Board Transfer calculation

(6) Adjusted to reflect lower new and continuing enrollment

(7) SEU higher by \$2.5M but GD / Acadeum lower by \$1.5M

(8) Incremental BCI expense aligned to higher SEU revenue

(9) Potential cost savings to based on lower enrollment

Reserves Report and Approval of Reserves Withdrawal



**Colorado State University System
Board Reserves Reconciliation
December 2022 ESTIMATE**

	<u>FY 2021 Revised</u>	<u>% of total</u>	<u>FY 2022 Revised</u>	<u>% of total</u>	<u>FY 2023 Estimate</u>	<u>% of total</u>	<u>FY 2024 Estimate</u>	<u>% of total</u>
Beginning Board Reserve Balance July 1	<u>\$ 66,833,121</u>		<u>\$ 55,765,337</u>		<u>\$ 55,993,365</u>		<u>\$ 31,289,539</u>	
Add New Revenue Available	25,695,818		36,945,000		25,000,000		25,000,000	
Add Investment Earnings	562,814		(97,662)		150,000			
Total Available Board Reserves	<u>\$ 93,091,753</u>		<u>\$ 92,612,675</u>		<u>\$ 81,143,365</u>		<u>\$ 56,289,539</u>	
Withdrawals:								
CSU Pueblo Sustainability	(5,299,784)		(11,686,000)		(11,686,000)		(10,686,000)	
System Infrastructure	(6,300,000)		(6,400,000)		(7,055,000)		(7,183,000)	
System Initiatives	(30,118,654)		(18,533,310)		(31,112,826)		(28,071,661)	
Total Board Investments	<u>\$ (41,718,438)</u>	44.8%	<u>\$ (36,619,310)</u>	39.5%	<u>\$ (49,853,826)</u>	61.4%	<u>\$ (45,940,661)</u>	81.6%
Less carry-forward / unspent	4,392,022							
Board Reserve Balance June 30,	<u>\$ 55,765,337</u>		<u>\$ 55,993,365</u>		<u>\$ 31,289,539</u>		<u>\$ 10,348,878</u>	

**Colorado State University System
Board of Governors' Reserve Commitments
December 2022 Estimates**

		FY21	FY22	FY23	FY24
CSU Pueblo Sustainability		\$ 5,299,784	\$ 11,686,000	\$ 11,686,000	\$ 10,686,000
1	<i>CSU P Vision 2028</i>	\$ 3,216,779	\$ 6,800,000	\$ 6,800,000	6,800,000
2					
3	<i>Temporary Bridge Funding</i>	\$ 2,000,000	\$ 4,000,000	\$ 4,000,000	\$ 3,000,000
4	Housing	2,000,000	3,000,000	2,000,000	2,000,000
5	Operating Shortfall (Note 1)	-	1,000,000	2,000,000	1,000,000
6	<i>President's Office Infrastructure</i>	\$ 83,005	\$ 886,000	\$ 886,000	\$ 886,000
7					
System Infrastructure		\$ 6,300,000	\$ 6,400,000	\$ 7,055,000	\$ 7,183,000
8	Base Funding	3,700,000	3,700,000	3,700,000	3,700,000
9	Strategic Personnel	600,000	700,000	955,000	1,083,000
10	Bridge Funding for Operating (Note 2)	2,000,000	2,000,000	2,400,000	2,400,000
11					
12					
System Initiatives		\$ 30,118,654	\$ 18,533,310	\$ 31,112,826	\$ 28,071,661
13	<i>Medical School</i>	\$ 5,865,830	\$ 7,362,135	\$ 8,250,000	\$ 8,650,000
14	Staff and Operating	5,235,830	7,362,135	8,250,000	8,650,000
15	Facility	630,000	-	-	-
16					
17	<i>System IT Upgrades</i>	\$ 4,354,605	\$ 976,156	\$ 1,674,435	\$ 1,724,668
18	Banner Student	4,354,605	976,156	1,674,435	1,724,668
19	<i>Spur Campus</i>	\$ 15,885,000	\$ 7,171,348	\$ 17,465,000	\$ 14,830,000
20	Spur Startup	885,000	-	-	-
21	Spur Capital Completion and Program Enhancement	15,000,000	-	2,100,000	520,000
22	Spur Operations	-	4,277,348	7,885,000	9,035,000
23	Spur Program Support (Incl State Mag FY 22-FY 24)	-	2,550,000	7,080,000	4,850,000
24	Spur International Agriculture	-	344,000	400,000	425,000
25	<i>System Matching</i>	\$ 4,013,219	\$ 3,023,671	\$ 3,723,391	\$ 2,866,993
26	TMI Estate Gift Match	600,000	600,000	600,000	TBD
27	Athletics CSU Pueblo	62,035	-	-	-
28	Cyber Security	950,000	-	-	-
29	Global Mapping	172,000	-	-	-
30	CSU-FC Ag Sciences Scholarships and Faculty (Note 3)	250,000	250,000	250,000	250,000
31	CSU-FC Public Safety (Note 4)	500,000	400,000	300,000	200,000
32	CSU-FC COVID-19 Response (Note 5)	-	-	-	-
34	Salazar Center for North American Conservation (Note 6)	250,000	250,000	500,000	500,000
35	Fort Collins and Pueblo Campus Initiatives	178,000	88,000	-	-
36	CSURF Reimbursement for Service	100,000	100,000	100,000	100,000
37	Todos Santos Center	530,000	545,000	520,000	350,000
38	Statewide Higher Education Value Campaign			1,000,000	1,000,000
39	State Engagment Hubs	421,184	790,671	453,391	466,993
TOTAL BOARD RESERVE COMMITMENTS		\$ 41,718,438	\$ 36,619,310	\$ 49,853,826	\$ 45,940,661

- Note 1 Includes \$1m Athletics for FY 22. FY 23/24 projected shortfall
- Note 2 Currently expected at least through FY 24
- Note 3 Concludes end of FY 24
- Note 4 Concludes end of FY 25 with \$100k in that year
- Note 5 Intial allocation of \$13 million reverted to system reserve for FY 22.
- Note 6 Concludes at the end of FY 27

The Board of Governors of the
Colorado State University System
Meeting Date: December 1-2, 2022
Action Item

MATTER FOR ACTION:

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

RECOMMENDED ACTION:

MOVED, that under CSUS Board Reserves Policy, the Board hereby approves the withdrawal of \$49,853,826 from the E&G Board Reserves available for Strategic Deployment (“Board Reserves”) and such funds will be used, as follows: CSU-Pueblo Sustainability (\$11,686,000); System Infrastructure (\$7,055,000); System Initiatives including the CSU Medical School (\$8,250,000), System IT Upgrades (\$1,674,435), Spur Campus Operations (\$17,465,000), Todos Santos support (\$520,000), and State Engagement Hubs support (\$453,391); and it is

FURTHER MOVED, that the Chancellor and the Chief Financial Officer of the System are authorized to withdraw and deploy \$49,853,826 from the Board Reserves consistent with this Resolution.

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, CSU System

Under Board Policy 205, the Board Reserves may be used to support the educational mission of the System and its institutions, with a focus on deployment for compelling and unique circumstances. The investments above align with the priorities that have been set by the Board, including CSU Pueblo Sustainability, Middle-Class Affordability, Student Success, System Infrastructure, Medical School & Rural Colorado, and System Initiatives, such as Spur Campus Operations, Todos Santos, and the CSU System Hubs. As a one-time modification to the calculation of reserves under Board Policy 205, these investments are supported by a transfer of monies from CSU-Global Campus in the amount of \$25,000,000.

The recommendations contained herein support System priorities in accord with previous Board actions as well as new initiatives to support the CSU System and its institutions through various initiatives and the expenditures represent a 61.4% deployment of the available reserve.

Approved

Denied

Board Secretary

Date

Approval of Board Reserves Deployment for Strategic Uses

CSU System Treasury



CSU SYSTEM TREASURY PERFORMANCE

Colorado State University System							
Operating Portfolio							
September 30, 2022							
	Market Value	Market Value	Market Value	Gain/Loss Since	Returns		
	Sept 30, 2021	June 30, 2022	Sept 30, 2022	Inception	Last Quarter	Last 6 months	Last Year
Tier 1							
State Treasury Pool *	439,500,016	448,319,106	555,531,531		0.53%	0.87%	1.41%
Less scoop and toss cash		(152,983,972)	(174,769,914)				
State Treasury Pool Actual	439,500,016	295,335,134	380,761,617				
Money Market Funds	61,436,934	61,289,392	61,521,237		0.40%	0.47%	0.50%
<i>3-mo T-Bill</i>					0.46%	0.57%	0.62%
Tier 2							
Separately Managed - BBH	59,563,733	56,895,089	55,879,831	879,831	-1.74%	-2.95%	-5.99%
<i>Bloomberg Gov/Cred 1-5 Yr</i>					-2.16%	-3.28%	-7.29%
Tier 3							
Fidelity 500 Index	114,343,996	101,599,898	96,634,697	24,434,697	-4.89%	-20.20%	-15.49%
<i>S&P 500 Index</i>					-4.88%	-20.20%	-15.47%
Vanguard Extended Market Index	38,259,763	27,710,440	26,954,321	2,854,321	-2.73%	-22.84%	-29.55%
<i>Vanguard Spliced Ext Mkt Index</i>					-2.78%	-22.89%	-29.62%
Vanguard Total Intl Stock Index	82,816,712	72,502,726	64,880,245	(3,719,755)	-10.51%	-22.02%	-25.20%
<i>Vanguard Spliced Intl Index</i>					-9.66%	-22.38%	-25.20%
Separately Managed - PGIM	119,810,904	102,377,433	97,187,942	(2,912,058)	-5.07%	-10.22%	-15.97%
<i>Bloomberg Aggregate</i>					-4.75%	-9.22%	-14.60%
Total Operating Less State Treasury Pool	\$ 476,232,042	\$ 422,374,978	\$ 403,058,272	\$ 21,537,035	-4.56%	-13.56%	-15.28%
Total Operating Portfolio	\$ 915,732,058	\$ 717,710,112	\$ 783,819,890	\$ 21,537,035			
Less Rural Colorado and Student Success Initiatives				(21,000,000)			
Less Presidential Separation				(1,500,000)			
Less Interest Earnings Distributed to CSU-Fort Collins				(16,616,288)			
Total Undistributed Gain/Loss				\$ (17,579,252)			
*Return represents "net credit rate" from State Treasury Pool							

Investment Objectives

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

Tier 1

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

Tier 2

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

Tier 3

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

CSU System Treasury Update

- Operating Portfolio Performance less State Treasurer Pool (daily liquidity)
- Market value as of September 30, 2022: \$403,058,272
- -15.28% return for the last year (October 2021 – September 2022)
- -13.56% return for the last 6 months (April – September 2022)
- -4.56% return for the last quarter (July – September 2022)

- The State Treasurer Pool distributed a “net credited rate” of 1.41% over the last year (October 2021 - September 2022). As of September 30, 2022, there was \$175M of scoop and toss cash at the State Treasury. Maturity of the scoop and toss debt is March 1, 2024.
- In November 2022, scoop and toss cash was pulled from State Treasury and invested in a Treasury Note

CSU System Treasury Update

- The portfolio has grown by \$21.5M in gains since inception, July 2018. Of the gains, \$21M has been earmarked to fund the Board of Governors' initiatives for Rural Colorado and Student Success, \$1.5M has been earmarked to fund the presidential separation for Joyce McConnell and \$16.6M has been distributed to CSU-Fort Collins in interest earnings, leaving \$17.6M of undistributed losses to be offset with future gains.
- Investment Advisory Committee met October 26, 2022, and the next meeting is January 26, 2023
- Treasury team is meeting in December to confirm our cash liquidity position. We will bring any recommendations that come from the findings to the BOG in February.

Approval – Fifth Amendment to the
Fifteenth Supplemental Resolution



Fifth Amendment to the Fifteenth Supplemental Resolution

- Extends 15th supplemental resolution for additional year, which:
 - Authorizes the refunding/payment/discharge of Commercial Paper Note program
 - Allows for the flexibility to refund issuances up to \$75M

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

**FIFTH AMENDMENT TO
FIFTEENTH SUPPLEMENTAL RESOLUTION**

Relating to:

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

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FIFTH AMENDMENT TO FIFTEENTH SUPPLEMENTAL RESOLUTION

WITNESSETH:

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

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

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

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

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

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

ARTICLE I

DEFINITIONS AND CONSTRUCTION

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

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

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

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

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

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

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

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

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

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

ARTICLE II

AMENDMENTS

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

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

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

ARTICLE III

MISCELLANEOUS

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

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

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

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

ADOPTED AND APPROVED as of December __, 2022.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
Chair of the Board

ATTEST:

By _____
Secretary

[Signature Page to Fifth Amendment Resolution]

Approval – CSURF Capital Lease Annual Renewal



MATTERS FOR ACTION:

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

RECOMMENDED ACTION:

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

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

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

Pursuant to Board policy and Colorado law, approval to continue the above described lease/purchase program under CSU STRATA's Line of Credit must be obtained from the Board annually. The total amount of the line of credit permitted to be outstanding at any one time is \$1,000,000 at an interest rate not to exceed 18% per annum and maturing on the anniversary of the date on which it is executed and delivered by CSU STRATA to the Bank (but no later than December 31, 2022). Amounts drawn under the Line of Credit and currently outstanding total \$295,376.60. Therefore, moneys currently available under the Line of Credit for calendar year 2023 are \$704,623.40. CSURF will consult with the respective representatives of each Institution to discuss needs and potential allocation of this available amount.

Mr. Frederic H. Marienthal of Kutak Rock LLP will be providing the tax exempt opinion on the 2023 Line of Credit which is required in order to comply with the applicable federal tax requirements for an "on behalf of" financing in support of a tax exempt entity.

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

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

The interest rate for 2023 transactions shall be determined as follows:

(a) The initial rate of interest for Lease Agreements to be entered into during calendar year 2023, which rate shall be effective for each such Lease Agreement from the date of delivery thereof through December 31, 2023, shall be 5.25% per annum as negotiated by CSU STRATA annually. During the month of December 2023 and in each subsequent year while any Lease Agreements are in effect, the Foundation shall estimate, based upon information furnished to it by the Bank, the Average Rate of interest plus .5% per annum (the .5% increment being added to provide for the possibility that interest on the Note will be higher than estimated).

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

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

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

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

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

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

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

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

If any section, paragraph, clause or provision of this Resolution shall, for any reason, be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

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

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

Approved

Denied

Board Secretary

Date



CSUS Employee Compensation Discussion December 2022

Current Context

- The US economy is experiencing the highest inflation in 40+ years
- Locally, housing costs for many people have been accelerating above pay increases for about a decade
- CSUS has had some cases of not being able to fill (or keep filled) positions at the compensation offered...market forces have created compression issues in some areas (new employees making more than longer-tenured ones)
- General feedback from employees centers on living wage issues, equity, and competitive pay
- Based on the current budget request for FY 2023-24 and forecast of student enrollment, absent higher tuition increases or internal reallocations, CSUS will not be able to extend the same raise to all employees that classified state employees may receive

Current Context

(Using Fort Collins data as an example)

- In the last five years:
 - ✓ Faculty and graduate assistant raises have totaled 13.1%, classified staff 12.0%
 - ✓ "Fringe" rates for benefits have increased substantially due to higher pension and health care costs; both CSU-FC and the employees have shouldered these costs in various percentages...this creates a crowding-out effect of dollars that could have gone to salaries
- In the most recent survey to peers, faculty salaries were 90.1% of peer school averages, but total compensation was 94.1% of peers.
 - ✓ Across administration, faculty and non-tenure track faculty, CSU-FC competes well or outperforms peers, though there are a few position categories that lag measurably (e.g., non-tenure track lecturers (~225) are only at 85% of peers, a gap of \$9,300 annually)
 - ✓ There are some differences between colleges that get lost in the averages, i.e. some colleges lag their peers
- As a psychological/emotional issue, to the extent the employer picks up these fringe benefit costs, the employee experiences no change in "utility" even though more money was paid on their behalf; meanwhile take-home pay goes down to keep the same benefit if the employee share goes up

Some primary findings and constraints

- CSUS provides a menu of employee benefits and compensation that comports with the offerings of many large employers; we are largely competitive (~90% of average pay) with peers in compensation but not across the board
 - ✓ *We acknowledge the compelling employee feedback that reflects local cost of living issues as well as certain job categories that are not competitive with peer groups*
- CSUS must follow various rules around publicly funded entities
- The issue of compensation is multi-layered; the simple answer of “higher take-home pay” may not be sufficient for all types of employees. Workplace culture, total compensation and non-monetary rewards round out the conversation
- Higher education industry headwinds as well as economic risks to State funding constrain the ability to do materially more in the immediate future

CSUS' Total Compensation Package is Competitive

- According to the findings of a national 2022 compensation study by MetLife, CSUS provides the benefits that roughly half of those surveyed employees called "must haves":
 - ✓ Health insurance (Including dental and vision options)
 - ✓ Life/Disability insurance
 - ✓ Paid leave
 - ✓ Defined Benefit pension: some employees are in Colorado PERA (a hybrid DB plan), but most are in a Defined Contribution plan outside of Social Security. The DC plan offers annuity options that include longevity insurance similar to, but not exactly like a DB plan.
- At Fort Collins "fringe" compensation costs range from 28.6% for Administrative Professionals to 54% for State Classified above base salaries for most positions

State/Federal Rules Govern How We Pay Employees

- Though there are many rules to follow regarding pay, they at least provide a consistent structure to follow. This allows for some measure of predictability and basis of communication.
 - ✓ However, the intricacy of the rules are sometimes a challenge to understand
- However, as a public entity, many private sector compensation benefits are not available or allowed, such as profit sharing, equity awards, or entertainment and concierge services
- Public systems have struggled to implement strong and consistent performance pay systems
- Research dollars have constraints on pay based on their award parameters

Compensation via money or benefits is only one component of employee engagement and satisfaction

- Because of stressful issues outside of the workplace, new employee expectations resulting from the pandemic, and different perspectives of younger workers, employers are finding it essential to improve the workplace experience...from the MetLife study:
- “...today’s workers, to a greater extent than in the past, expect employers to recognize the importance of their lives inside and outside of work.”
- Workplaces now face competition to provide enhancements such as health and wellness programs, flexible hours and location options, work-life balance policies, DEI programs or affinity groups, and structured training and advancement opportunities



Industry and Colorado Headwinds

- Higher education across the United States is facing: the impacts of lower enrollment post-pandemic, looming drops of high school graduates, skepticism of the value of a college degree, and declining affordability of total cost of attendance
- We are still evaluating the impact of the voter-approved family medical leave program (would cost 0.45% of wages for employers and employees)
- Colorado's fiscal structure to support higher education is fragile; two ballot measures from the 2022 election will lower General Fund revenue by ~\$550 million in the next recession
- Though the "Gallagher" property tax measure was repealed, the State is responding to concerns to limit property tax revenue, possibly further constricting available money

Revenue Options to Increase Employee Compensation

- Traditional
 - ✓ Argue for increased State funding
 - ✓ Consider tuition increases in light of the market and financial aid
 - ✓ Reduce expenditures elsewhere via internal reallocations (operating dollars for this are limited, this would imply holding vacancies/hiring freezes/program cuts etc. to achieve)
- Historical Alternatives
 - ✓ Non-base building compensation
 - ✓ Budgeting mid-year increases contingent upon enrollment goals
 - ✓ “Commitment to Campus” type programs
- Approaches Used Elsewhere
 - ✓ Privatize areas of operation (e.g. parking); these results have been mixed at other peers
 - ✓ Structural reorganization prioritizing expense reduction over scope or level of performance/offerings

Next Steps for Further Understanding

- For each school, identify and prioritize those employee groups (including student employee groups) that have the largest gaps relative to peers or salary range minimums
 - ✓ It should be noted that each school has data and varying initiatives on this issue
 - ✓ It may not be possible to pick the same goal metric for each school, but this needs more investigation
 - ✓ While some gaps can be closed with modest amounts, other gaps will require more strategic work

Short-term Considerations

- Increase communications to employees around total compensation
- Identify vacancy savings for possible one-time awards to remaining employees
- Increase employee understanding of overall financial operations...state funding issues, tuition policy, enrollment trends, the need for reserves, fringe costs, etc.
- Maintain and grow relationships and engagement with formal employee groups including organized labor

Medium and Longer-term Considerations

- Assuming the prospects to improve total compensation are inherently limited (but not impossible), CSUS could explore enhancing workplace climate issues above the current baseline, for example:
 - ✓ Confirm that our surveys measure the key drivers of employee engagement
 - ✓ Train managers around improving and maintaining employee engagement as well as the new and evolving workplace expectations
 - ✓ Explore targeted “six sigma” or service line consolidations
 - ✓ Explore program elimination to divert resources elsewhere

Section 6

Colorado State University Reports

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



Long-Sandoval Board of Governors Report

October 2022

Associated Students of Colorado State University (ASCSU)

Executive Summary:

This report details the progress over the past few months within ASCSU and gives a broad overview of what the Long/Sandoval administration has completed since the last Board of Governors meeting.



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Bee Bill:

The ASCSU Senate passed Bill 5206 “Bee Bill” to utilize \$7,000 of the Senate discretionary budget to upgrade the existing apiary at the CSU campus. Some of these upgrades include: installing a sprinkler system, putting in better fencing, planting local grasses/flowers, and purchasing bee suits. President Long did this in collaboration with the CSU Apiculture club on campus and Director of Environmental Affairs Ken Kinneer. The bill passed unanimously on November 16, 2022.



Groome Bill:

The ASCSU Senate passed Bill 5207 “Groome Transportation Act” to utilize \$7,000 from the Senate discretionary fund to help provide transportation to CSU students to Denver International Airport over winter break. This program received an additional \$7,000 from the executive branch to provide a total cost of \$14,000 for the program to be successful. Rides would normally cost around \$40 per person (\$80 roundtrip) that are now provided for by ASCSU. This bill passed on November 16, 2022 unanimously with the help of Deputy Director of International Affairs Akhil Penninti.

Women's Health :

On October 31, President Long received an email from the Agnes Scott College Student Government informing us that they were collecting the signatures of student governments across the US to send a letter in support of voting to codify abortion access into the US Constitution. With this, I and a few others went to the ASCSU Senate to seek their opinion on the matter. On November 16, 2022, the ASCSU Senate passed Bill 5210 “The Signature of ASCSU” 24-8-2 in support of our signature on this letter.

Veterans Services:

Over the coming weeks, I'll be seeking out the input from students in our Veterans community to hear their stories on how waiving transcript fees could help their experience at CSU. Official transcript fees at CSU cost around \$50 per transcript and this could be a huge financial toll when some veterans take courses at 6 different Universities during their service. I'll be talking more with the Adult Learners and Veterans Services office and CSU Registrar's office more about this in the future.

Involvement with the Jewish Community:

In the coming weeks, I'll be working with members from the Jewish community at CSU to help combat against antisemitism on campus. I've been talking to Rabbi Yerachmil Goreik and Professor Carolin Aronis about drafting a resolution regarding antisemitism. Additionally, I will also be reaching out to student groups within the Jewish community (such as Chabat and Hilell) to seek their input as well.

Bench Utilization and Installation Project:

Over the next semester, I'll be working with Facilities Management and David Hansen regarding bench utilization on the CSU campus and looking into what installation could look like for them. I've had numerous people ask about having an increase in benches on campus and I think it would be a great addition to the CSU experience. I'll probably have more updates on this in my next report.

Department Updates

Department of Finance:

Director of Finance Jillian Cook has been working hard to get the Board of Student Organization Funding (BSOF) up and running for the next year. For those who are not familiar, BSOF is a branch of ASCSU that helps fund Registered Student Organizations (RSOs) on campus for events they might have. Some of these events include: Chabat 200 for the Jewish community, Business Day organized by the College of Business Leadership Council, and a Pottery Guild event.

Deputy Director of Finance David Wise is responsible for the Travel Grant Board, which allocates \$20,000 to various RSOs on campus that express a transportation need. The board has received requests from the College of Business Leadership Council to travel on a retreat.

Department of Health:

Director of Health Alex Silverhart and Deputy Director of Basic Needs Kylee Weis have been hard at work placing the health of CSU students as a top priority. Their work over the past several weeks has included: setting up the CSU Blood Drive in October, putting together Care Kits for homeless individuals around Fort Collins, and helping set up the Body Project at CSU.

Department of Marketing:

Director of Marketing Grace Crangle, Deputy Director of Graphic Design Sreeya Kairamkonda, and Deputy Director of Multimedia Alejandra Quesada-Stoner have been responsible for all of the marketing that ASCSU has done over the past several weeks. This has included: creating advertisements for the Groome Project, creating ads for the elections committee, and creating recycling ads for the Lory Student Center.

Department of State Law and Policy:

Includes Director of Governmental Affairs Evan Welch, Deputy Director of State Law and Policy Jorge Garcia, and Director of Housing and Food Security Noah Burge. Work over the past few weeks has included: planning out the Day at the Capitol in February, continuing the fight against the U+2 housing ordinance in Fort Collins, setting up the Legislative Strategy Advisory Board (LSAB), and planning out the Safe Parking Initiative.

Department of Environmental Affairs:

The Department of Environmental Affairs includes Director of Environmental Affairs Ken Kinneer, Deputy Director of Sustainability Omar Soliman, and Environmental Affairs Interns Rachel Jacks and Ally Claar. Their work has included: drafting a Divestment resolution, continuing conversations regarding Xeriscaping on the CSU campus, and implementing a LSC composting program.

Department of Graduate Affairs:

The Department of Graduate Affairs is headed by Director of Graduate Affairs Derek Newberger, who has been working on projects related to the success of graduate students at CSU. His work over the past few weeks has included: supporting the Grant Program through the Graduate Student Council, planning out the Grad Show, and decentralizing graduate programs at CSU.

Department of Campus Community:

The Department of Campus Community includes Director of Campus Community Faith Largo and Business and Community Liasion Ted Chasson. Their work over the past few weeks has included: planning out the next Rams Destress event, picking Starry Night Cafe as the Business of the Month, and communicating with local businesses around Fort Collins.

Department of Academics:

Director Gebru was hired in early October and has been learning about what her job entails. Director Gebru has been meeting with Provost Neger regarding CSU Reaccreditation and will be planning out a campuswide forum regarding Student Options on 5 Criteria on Self-Study.

Department of Traditions and Programs:

Director of Traditions and Programs Reed Vega is a new hire for the cabinet and has been adapting to learning in his new position. Over the past couple of months, Director Vega has been working hard to make sure the Student Tailgates at the CSU Football games are successful. Additionally, he has also been working to plan out the Ice Rink on campus and the Spring Unity Tailgate.

Department of Diversity and Inclusion:

The Department of DNI includes Director of DNI Charlie Williamson and Deputy Director of International Affairs Akhil Penninti. Their work over the past couple of weeks has included: continued engagements with the Student Diversity Programs and Services (SDPS) offices, working on the Groome Bill, and helping out in the success of the House of Ovis drag show.

CSU Fort Collins Faculty update
November 17, 2022

Andrew Norton, CSU-FC Faculty Board of Governors Representative

Faculty discussions and activities

The elected leaders of Faculty Council, State Classified Personnel Council and the Administrative Professional Council meet regularly to discuss shared issues and goals. These conversations have brought forth the following issues that we will continue to work on with Unit leaders and the CSU-FC leadership team.

Faculty and staff compensation

Faculty council is analyzing compensation data to see what it would cost to offer subsidized parking permits to employees earning less than \$35,000. It turns out that there are many employees that earn less than \$35,000 annually. We are working with the Parking Services Committee and the Vice President for University Operations Brendan Hanlon on this issue.

There is a strong desire to improve faculty and staff compensation continues and this continues to be most common issue that both faculty and staff bring forward. The themes that come forward are:

- Many of our employees are not making a living wage, even when employed full-time.
- It has become difficult to recruit faculty and staff and graduate students because our pay is not competitive locally or nationally. Combined with the high cost of housing in Fort Collins this is an increasingly acute issue.
- Issues surrounding pay *equity* (are faculty and staff being paid equally for equal work) and *competitiveness* (are our salaries competitive locally and nationally) are central to this conversation.
- Competitive pay for Graduate Student Teachers and Researchers is something that we need to continue to address. These employees do work that is at the core of our research and teaching missions, and we need to provide them with a living wage that is also competitive with our peers. Recent efforts by Interim Provost Jan Nerger, former Dean of the Graduate School Mary Stromberger, and Associate Dean of the Graduate School Collen Webb on this issue are acknowledged and appreciated.

Faculty Council and Faculty Council Executive Committee continues to receive budget updates and presentations from Interim President Rick Miranda. These efforts to increase budget transparency are greatly appreciated.

Improving the efficiency and effectiveness of internal processes

Brainstorming and data gathering efforts around improving the efficiency of Human Resources, Procurement, Office of Equal Opportunity and Facilities. The continued excellence of these groups is essential to CSU-FC's mission. We recognize that staff attrition and the recent loss of unit leaders has hampered the ability of these groups to respond in a timely fashion. As we move forward, the employee councils seek to work with CSU-FC leadership to identify bottlenecks and ensure that these units have the resources they need.

Shared Governance

Shared governance structures – broadly defined – are those where the members of an organization that are affected by a decision or policy have a meaningful way to participate in creation of the decision or policy. Shared governance is a bedrock principle underlying US colleges and universities. The employee councils continue to discuss and engage with CSU-FC, CSU System, and the Board of Governors to ensure that this principle is effectively implemented at CSU-FC. A specific example of our efforts is a continuing discussion with CSU-FC leadership and Office of General Council to revise our Faculty and Administrative Professional Manual to describe and define shared governance.

Budget Transparency

Faculty Council has initiated a task force to examine how we can better understand and communicate our budget to all stakeholders. This task force – also informally called “CSU budget – from 101 to Capstone” will generate recommendations to increase transparency of budgetary issues and decisions.

Employee Climate Survey Results, 2021

Starting in 2014, CSU-FC has surveyed all faculty and staff every two years on our experiences with workplace climate. This anonymous survey uses factor analysis to partition responses into organizational themes of *Work Culture*, *Respect*, *Favoritism*, *Leadership Accountability*, *Climate* and *Communications*. Demographic data (race, gender, employee classification, unit / division, etc.) are also collected so that we may identify differences in experience between these groups. This most recent climate survey was deployed in Fall 2021.

CSU-FC Faculty Council and Faculty Council Executive Committee received reports from and engaged in discussion with Vice President for Inclusive Excellence Kauline Cipriani and Associate Vice President of Inclusive Excellence Shannon Archibeque-Engle in late October and early November.

Top-line results from the survey:

- Participation in the survey was strong (46% of employees participated), but slightly lower than what was seen in the 2018 survey.
- Employee experience as summarized in the Organizational Themes for *Work Culture*, *Climate*, and *Accountability* substantially declined between 2018 and 2021.
- About three-quarters of employees agreed that their department or unit understands the value of diversity. About one-half of employees had a strong sense of belonging to the University.
- Between one-half to two-thirds of employees rated most of the *Climate* related survey items favorably.
- Racially minoritized, women, and trans or non-binary employees felt less favorably about *Climate* when compared to the university overall.

Full survey results from 2021 and prior years (2018, 2016, 2014) along with unit / college / division and gender / minoritized status cross section summaries are available here:

<https://inclusiveexcellence.colostate.edu/data/employee-climate-survey/>

Our employee Councils are working with the Vice President for Inclusive Excellence's office to use these data to further CSU-FC's commitment to inclusive excellence.

Faculty Council Task Forces not listed above

Task forces are used by Faculty Council to initiate action and explore current issues. They last one semester and their recommendations are passed on to standing committees for consideration.

- **Innovative Directions Task Force**
- **Continuing, Contract, and Adjunct Faculty Contract Task Force**
- **Administrative Leave Task Force**

Other faculty and Faculty Council Activities:

CSU-FC Accreditation

CSU-FC is preparing for our decadal reaccreditation in 2024. Numerous faculty and staff are participating by co-creating our self-study document. This process is led by Interim President Miranda, Interim Provost Nerger, and Vice Provost for Planning and Effectiveness Laura Jensen and many others.

Implementation of the new core curriculum Diversity, Equity and Inclusion requirement (aka 1C requirement).

In 2020 Faculty Council approved a change to our core curriculum to ensure that all CSU-FC students would participate in learning experiences that explore cultural identities, the interactions between these identities, and offer students the opportunity to reflect upon the larger contexts in which these identities are situated. The Provost's office and Faculty Council have convened two committees to implement this change. The first is examining the staffing and financial implications of the change, while the second is creating the process for guiding instructors through the approval process for these new courses.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System

December 1, 2022

I. MAJOR HONORS AND AWARDS

A. CSU sees another record-breaking year in research spending

Colorado State University achieved another record-breaking year in sponsored projects expenditures, topping last year's record by nearly \$10 million as it invested in research areas such as climate solutions, public health and agriculture. In the past fiscal year, CSU's sponsored projects expenditures totaled \$456.9 million. That's up about \$10 million from the previous record of \$447.2 million, which had eclipsed the year before (2019-20) by 10%. Of this past year's expenditures, 75%, or \$341.4 million, was funded from U.S. government agencies. The rest comes from state and local government, non-profit groups, industry, and other universities.

B. CSU water expertise and resources remain at the fore

Colorado State University researchers continue taking an active part in regional and national conversations about water in the months leading up to the opening of the new Hydro building on the CSU Spur campus in Denver. John Tracy, director of the Colorado Water Center, and Jennifer Gimbel, a senior water policy scholar at the center, were cited regularly in news articles on topics ranging from efforts to conserve Colorado River water to plans to recycle wastewater along the Front Range. The two experts also took the stage at the recent CSU Spur Water in the West symposium to moderate panel discussions, including one focused on international water negotiations involving the United States and Canada and another on negotiations involving the United States and Mexico. In recognition of the 100-year anniversary of the Colorado River Compact in November, [CSU took stock](#) of the University's wide-ranging water expertise and the extent of the CSU Water Resources Archive, which includes a signed copy of the Colorado River Compact. The Hydro building, which opens Jan. 6, will build on these strengths by providing a base in Denver for a range of programs and initiatives focused on water research, conservation, and education.

C. CSU faculty, students head to COP27 in Egypt

Colorado State University shared its climate research and helped university students worldwide share ideas at the 2022 United Nations Framework Convention of Climate Change Conference of the Parties, more commonly referred to as COP27. CSU is a global leader in climate change education and research and was selected to host a unique art exhibit and side events at the U.S. Center Pavilion in the negotiation zone of COP27. In addition, the CSU team hosted a booth and several panel discussions in the main area of the COP27 during the 12-day summit Nov. 6-18 in Sharm El Sheikh, Egypt, in the Sinai Peninsula. CSU's School of Global Environmental

Sustainability (SoGES) manages CSU’s participation as an official observer organization in the UNFCCC as part of its charge to facilitate cross-campus sustainability research and education.

D. Regional and agricultural media highlight plans for veterinary health complex

Plans by the College of Veterinary Medicine and Biomedical Sciences for a \$278 million upgrade and expansion of its current veterinary medicine and education facilities, pending final approval by the CSU Board of Governors, received widespread coverage in the agricultural press and regional news media. Reports on the “forward-thinking updates” appeared in *National Hog Farmer*, *Today’s Veterinary Business*, *The Coloradoan*, *Greeley Tribune*, *Loveland Reporter-Herald*, and other publications.

II. STUDENT SUCCESS

A. Thriving partnerships support access, student success

CSU manages more than 40 distinct partnerships aimed at increasing access among students from under-represented groups and supporting these students once they matriculate. These partnerships represent more than 80 high schools and pre-collegiate programs, and they involve pre-collegiate support, including summer experiences, campus visits, and streamlined communications, as well as financial, social, and academic support for students who enroll at CSU. The financial support comes in the form of \$2,500-\$4,000 Partnership Awards, which are added to the typical financial aid package. Partnership students have priority access to the Summer Bridge program, and they have wide-ranging opportunities to be paired with mentors, attend workshops, and receive other forms of support through the Community for Excellence (C4E). CSU invites partners to campus for an annual summit that explores topics related to equity in education, and the University is poised to build on its ongoing work with College Track, a national organization that has developed a model for guiding participants — predominantly first-generation students from low-income communities — through high school, college, and then into careers.

B. Institute for Shipboard Education, CSU extend partnership, announce engineering program

The Institute for Shipboard Education and Colorado State University have renewed their affiliation agreement, extending through 2027 an academic partnership that began in 2016. ISE, a registered nonprofit organization, has operated the Semester at Sea program since 1953. The revised partnership was signed last month by CSU Interim President Rick Miranda and ISE CEO and President Scott Marshall. All Semester at Sea academic credits are earned through fully accredited CSU courses. The university also appoints each voyage’s academic dean from among its most accomplished faculty. More than 400 students enrolled in the program in the Fall 2022 semester. In collaboration with CSU and the Walter Scott, Jr. College of Engineering, Semester at Sea also announced it will add engineering courses to its curriculum starting with the Fall 2024 voyage.

C. Front Range Community College, CSU plan will lower costs, ease transferring for hospitality management students

CSU Interim President Rick Miranda and FRCC-Fort Collins President Colleen Simpson celebrated on Oct. 20 the signing of an articulation agreement between the two institutions that will allow hospitality management students to get a two-year degree at FRCC and then transfer to CSU to get a bachelor's degree. The goal is to lower overall tuition costs for FRCC students while enabling faster graduation times, leading to job placements in hotels, resorts, restaurants, events, entertainment, and recreation.

D. The All64 Project: Student Q&As from each of Colorado's counties illustrate CSU's diversity

CSU's All64 Project aims to illustrate CSU's diversity by highlighting the stories of a student or alum from each of the state's 64 counties. [Clickable pinned locations on a state map](#) will include links to Q&As telling the tale of why each participant attended CSU, and also detailing a favorite faculty member, top Fort Collins hangouts, and career goals. The list will grow until all counties are represented.

E. Students promote literacy in the homeless community with "little library" project

Three CSU undergraduate students majoring in interior architecture and design worked closely with the CSU English department's Community Literacy Center and Samaritan House Fort Collins to provide for the homeless community by establishing a little library. Students Natalie Meenach, Jimmy Day, and Macy Hubbard worked with Maria Delgado, assistant professor in the Department of Design and Merchandising at CSU, and Tobi Jacobi, the director of the Community Literacy Center, on a project meant to provide access to reading materials for residents staying at the shelter.

III. INNOVATION AND RESEARCH

A. CSU receives \$12 million for sustainable agriculture research

CSU is the recipient of more than \$12 million for sustainable agriculture research under a new \$2.8 billion federal program, the USDA recently announced. The awards identify 70 projects under the Partnerships for Climate-Smart Commodities. Projects are funded between \$5 million and \$100 million each. CSU is a participant in nine projects, many led by other institutions, harnessing innovation and market forces to achieve impacts quickly. In addition, farm-scale greenhouse gas measuring tools, called COMET and developed by CSU scientists, could be used on dozens of projects. The investments focus on greenhouse gas reductions and commodity production for programs supporting farmers, ranchers and forest landowners and managers. For CSU, a top sustainability campus in the United States and a leading land-grant university, the funds are an opportunity to expand the reach of research across Colorado and beyond.

B. Scientists awarded \$3M to study climate science, community resilience

A federal agency awarded 12 Colorado State University researchers more than \$3.1 million for such innovative science as improving how satellites show smoke plumes, using AI to predict precipitation, and, perhaps for the first time, evaluating how individual storms could change with climate intervention. The three-year grants from the National Oceanic and Atmospheric Administration, or NOAA, are aimed at scientists studying climate science and community resilience. Nearly all CSU recipients are based in the Department of Atmospheric Science.

C. CSU joins high-powered NSF hub to help faculty, students commercialize technologies

Colorado State University is joining an elite group of Western research universities in a program funded by the National Science Foundation that assists faculty and students trying to commercialize their technologies and other intellectual property. This fall, the NSF announced that CSU has been added to its “I-Corps Hub” for the West Region, a hub that includes the University of Southern California and other top research universities. The designation includes an initial award of \$350,000 over two years to assist the University’s efforts to commercialize technologies developed by its graduate students and faculty.

D. CSU broadens scope of program aimed at retention, gender equity among faculty

A grant-supported initiative at Colorado State University aimed at enhancing retention and gender equity among faculty in STEM disciplines has been expanded, permanently funded, and renamed the Faculty Success program. The program, which had previously been called ADVANCE @ CSU, was launched in 2021. The newly expanded Faculty Success program, based in the Office of the Provost, will now extend beyond the disciplines of science, technology, engineering and math, and will include all equity efforts, not just around gender.

E. CSU biochemists, cancer biologists find key vulnerability in rare brain tumors

CSU researchers published a study in *Proceedings of the National Academy of Sciences* providing an account of why certain cancers, including those associated with glioblastoma, are sensitive to depletion of a particular protein. This work shines a spotlight on the potential for this and related proteins to be engineered as biologic drugs that target cancer cells but are harmless to normal cells. The work is the result of a partnership involving Jennifer DeLuca, a professor of biochemistry and molecular biology, and Patrick Paddison, a researcher at the Fred Hutchinson Cancer Research Center.

F. Researchers collaborate on prescribed fire science

CSU’s Chad Hoffman, an associate professor in the department of forest and rangeland stewardship, is part of a group of researchers conducting more than 30 experimental prescribed burns across the southeastern United States with funding from the U.S. Department of Defense’s Strategic Environmental Research and Development Program’s Wildland Fire Science Initiative.

Hoffman's part in the project involves a five-year, \$2.8 million grant from the Department of Defense and focuses on linking forest structure, fire behavior, and fire effects.

IV. COMMUNITY IMPACT

A. Colorado Stormwater Center demonstrates attractive options for turf replacement

As water resources dwindle in the U.S. West under the pressures of drought, growing population, and climate change, Colorado residents are looking for ways to save water. An interdisciplinary team from Colorado State University is providing the resources homeowners need to adapt their landscapes to use less water. Colorado's Turf Replacement Program, which became law in June, incentivizes residents to replace non-native grass with low-water landscaping. A recent project led by the Colorado Stormwater Center has made training, planting guides and examples of water-wise landscaping available to homeowners.

B. CSU celebrates nearly doubling the number of solar installations on campus

CSU has added 20 new solar arrays to sites across its campuses in Fort Collins and is now home to 41 such installations. This brings the University even closer to its goal of 100% renewable electricity by 2030. The work is the result of an agreement with locally based and Certified B Corporations Solaris Energy and Namaste Solar. Standard Solar is the project's long-term owner and operator.

C. Sen. Hickenlooper tours CSU's METEC facility

U.S. Sen. John Hickenlooper (D-Colo.) visited the Foothills Campus in October to meet with CSU researchers and tour the Methane Emissions Technology Evaluation Center (METEC), which is focused on developing new technologies to meet the state's methane regulation standards. During the visit, the former geologist learned about LongPath Technologies, which uses Colorado's own Nobel Prize-winning dual-frequency comb laser to monitor large areas of oil and gas infrastructure for methane leakage.

D. C.A.N.S. Around The Oval reaches fundraising goal

It came down to the wire, but Colorado State University's annual drive to collect nonperishable food and raise money for the Food Bank for Larimer County reached its \$60,000 fundraising goal. The target was met on the final day of the monthlong C.A.N.S. Around The Oval food drive on Oct. 19, with CSU and Fort Collins community members contributing a total of \$60,727. Organizers said that the funds will help supply approximately 120,000 meals through the Food Bank for Larimer County.

E. Bronze Boot Run tradition continues

Colorado State University Army ROTC cadets continued a 30-year tradition by participating in the Bronze Boot Run, a 38-mile relay run to carry a game ball from the CSU vs. University of Wyoming basketball game to the Colorado-Wyoming border. This year's run started on Nov. 11

at Moby Arena during the intermission between the CSU Women’s and Men’s basketball games. According to tradition, CSU and Wyoming Army ROTC cadets meet at the state line on U.S. 287 to exchange the game ball.

F. CSU celebrated National First-Generation Day on the Plaza

On Nov. 8, as many across the country cast their ballots for election day, the CSU community also observed National First-Generation College Celebration day, an annual event focused on expressing appreciation for first-generation students, faculty, staff, and alumni. Activities throughout the day at the Lory Student Center Plaza included giveaways, music, and networking opportunities. The event was sponsored by the Office of the Provost and Student Success Initiatives, and the Office of Inclusive Excellence, The Access Center and Academic Advancement Center.

V. FISCAL STRENGTH AND OPERATIONS

A. Mandatory Fee Coverage Plan for CSU Graduate Assistants

A new Graduate Assistant Mandatory Fee Coverage plan was shared in mid-November with graduate student leadership, graduate assistants, and all faculty and staff. This followed Interim President Rick Miranda’s announcement during his Fall Address in late September that increasing compensation for the university’s lowest-paid employees and graduate assistants would be a priority, and that addressing overall compensation across the university was going to be an area of continued, intense focus. With respect to graduate assistants, the President referenced the need to give particular attention to fees. The Office of the President, Office of the Provost, the Graduate School, and the Graduate Student Council closely collaborated to create a phased plan for graduate assistant fee coverage.

Using a phased-in approach to implementation, graduate assistants appointed as graduate teaching assistants (GTAs), graduate support assistants (GSAs), or graduate research assistants (GRAs) will receive 100% coverage of all mandatory graduate student fees by the 2025-2026 academic year (AY). Partial fee coverage will begin in Spring 2023 with increases every academic year, as detailed in the table below.

	Spring 2023	AY 2023-24	AY 2024-25	AY 2025-26
Fee coverage by CSU	50%	50%	75%	100%

Because the fees will be covered, but not reduced or eliminated, the graduate community will continue to have access to the important services funded by fees. As CSU implements this plan, we will continue to work toward more competitive graduate assistant compensation as part of our broader efforts to improve compensation for faculty, staff, and graduate assistants.

B. University Advancement – CY21 Achievements and CY22 Progress

The Division is on pace to close out calendar year 2022 between \$163M-\$165M.

C. Major Gift Report

	CY 2022*	CY 2021	CY 2020	CY 2019
Contributions (cash, non-cash and pledges)	\$88,761,364	\$140,827,384	\$100,398,372	\$95,181,472
Irrevocable Planned Gifts	\$85,349	\$1,037,454	\$2,690,000	\$177,639
Revocable Gifts and Conditional Pledges	\$29,793,336	\$44,820,510	\$36,161,505	\$42,279,741
Payments to Commitments Prior to Period	<u>(\$18,026,229)</u>	<u>(\$15,225,650)</u>	<u>(\$21,335,653)</u>	<u>(\$18,216,093)</u>
Total Philanthropic Support	\$100,613,820	\$171,459,698	\$117,914,224	\$119,422,759
Other Private Support	<u>\$16,707,968</u>	<u>\$28,541,564</u>	<u>\$34,803,683</u>	<u>\$33,523,626</u>
Net Private Support	<u>\$117,321,788</u>	<u>\$200,001,262</u>	<u>\$152,717,907</u>	<u>\$152,946,385</u>

*CY 2022 numbers are as of 11/01/2022

D. Major Gifts Not Previously Reported

- \$2,866,659 planned gift to support the College of Liberal Arts, College of Liberal Arts
- \$1,212,199 planned gift to support the University Fund, Other Areas
- \$1,165,000 pledge designated as \$665,000 to support scholars and \$500,000 to support professors, Other Areas
- \$1,250,000 designated as a \$500,000 pledge to support the Knapttime, a \$500,000 revocable commitment to support Equine Behavior and Clinical Care, and a \$250,000 gift to support the Ketcher, College of Veterinary Medicine & Biomedical Sciences
- \$281,450 gift to support the Reisher Scholars, Other Areas
- \$250,000 revocable commitment to support the Football Discretionary, Athletics
- \$200,000 pledge to support sports medicine, College of Veterinary Medicine & Biomedical Sciences
- \$150,000 gift to support CSU research collaboration, Walter Scott, Jr. College of Engineering
- \$118,029 planned gift to support a scholarship endowment, Student Affairs
- \$100,000 pledge designated evenly to support two scholarship endowments, College of Business
- \$100,000 gift to support the WAC Clearinghouse, College of Liberal Arts
- \$100,000 revocable commitment designated as \$50,000 to support the Athletic Scholarship, Athletics, and \$50,000 to support the Construction Management, College of Health and Human Sciences

VI. NOTABLE HIRES AND PERSONNEL CHANGES

A. Brett Anderson named interim vice president for human resources

Interim President Rick Miranda named Brett Anderson, special assistant to the CSU president and CSU System chancellor, as interim vice president for human resources, filling a vacancy left by the departure of Robyn Fergus. Anderson previously served as vice president for university advancement from 2009 to 2017. During his tenure as VP, University fundraising nearly quadrupled as he helped guide the campus through two major campaigns.

B. CSU's BioMARC names new director

Darragh Heaslip will lead Colorado State University's Biopharmaceutical Manufacturing and Academic Resource Center (BioMARC) as its new director. Heaslip previously served as associate director of technical operations for BioMARC, a nonprofit contract development and manufacturing operation owned and operated by CSU to produce vaccines, therapeutics, diagnostics and other biopharmaceutical products.

C. Tom Hilbert announces plan to retire as CSU volleyball coach

Tom Hilbert is retiring as the head coach of the Colorado State volleyball team at the end of the season. Hilbert, who spent 26 years as head coach at CSU, was recognized as Mountain West Coach of the Year 12 times throughout his career, and he led the Rams to 23 consecutive NCAA Tournament appearances. Hilbert was inducted into the CSU Athletics Hall of Fame in 2006. He became the winningest coach in any sport in Colorado State history with a victory over UNLV, his 353rd overall, in Fort Collins on November 4, 2010.

Board of Governors of the Colorado State University System

Meeting Date: December 1-2, 2022

Report Item

MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Rick Miranda, Interim 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
Akiona, Kapena 109383-2	CEMML	09/30/22	Unkown
Arneson, Michelle	Management	08/16/22	Unkown
Ashcraft, Rebecca	Health Network Counseling	08/16/22	08/19/22
Ashcraft, Rebecca	Health Network Counseling	09/26/22	09/30/22
Avera, Bethany	Soil and Crop Sci	09/08/22	09/27/22
Azalea, Zoe	IDRC	10/17/22	10/30/22
Bontadelli, Johnna	Health Network Medical	09/12/22	09/26/22
Bontadelli, Johnna	Health Network Medical	10/03/22	10/11/22
Brooks, Lauren	Health Network Medical	09/30/22	09/30/22
Buell, Elizabeth	Health Network Medical	09/02/22	09/27/22
Clark, Marcy	Health Network Counseling	09/05/22	09/16/22
Davidson, Ana	Colo Nat Heritage Prog	09/01/22	Unkown
Davidson, Ana	Colorado Natural Heritage Program	10/01/22	Unkown
Edelberg, Josphe	Health Network Counseling	09/26/22	09/30/22
Ghalambor, Cameron	Biology	08/16/22	12/31/22
Grace, Jesse	Journalism & Media Comm	08/16/22	12/31/22
Haefele, Michelle	Ag & resource economics	10/01/22	03/31/23
Halsten, Olin	CEMML	07/23/22	08/31/22
Harting, Karen	Sponsored Programs	10/17/22	10/21/22
Indermayer, Katherine	Communciation Studies	09/01/22	09/05/22
Jankowska, Elzbieta	Electrical and Computer Engineering	04/06/22	06/30/22
Jankowska, Elzbieta	Electrical and Computer Engineering	09/01/22	10/18/22

Board of Governors of the Colorado State University System

Meeting Date: December 1-2, 2022

Report Item

Maston, Kelsey	VP for UA	11/30/22	12/12/22
Mulder, Elizabeth	COB	10/14/22	10/13/22
Newlin, Jeri	Health Network Counseling	09/26/22	09/30/22
Newlin, Jeri	Health Network Counseling	10/03/22	10/07/22
Paben, Laurie	VP for Univ Advance	07/22/22	07/22/22
Pedersen, Stine	CIRA	09/29/22	02/01/23
Pronko, Jocelyn	Vet Teaching Hospital	09/01/22	Unkown
Pronko, Jocelyn	VTH	10/01/22	Unkown
Rehberg, Cynthia	Health Network Counseling	09/05/22	09/09/22
Reynolds, Kaylee	Chancellor's Office	09/01/22	Unkown
Rutstein, Pamela	Health Network Counseling	08/29/22	08/30/22
Salad, Eddie	CEMML	08/01/22	01/31/22
Schultz, Kelsey	Career Center	01/04/23	04/23/23
Sewell, Michael	Health Network Counseling	10/03/22	10/14/22
Shutters, Patricia	English	08/16/22	05/15/22
Silva, Nancy	EFNEP	09/14/22	10/13/22
Silva, Nancy	EFNEP	09/14/22	Unkown
Solfest, Danielle	CIRA	08/01/22	Unkown
Solfest, Danielle	CIRA	09/13/22	09/30/22
Stewart, Holly	Clinical Sci	10/24/22	10/31/22
Stewart, Holly	Clinical Sci	11/01/22	11/30/22
Templet, Laura	Health Network Counseling	10/24/22	10/28/22
VandeWoude, Susan	Microbiology, Immunology & Path	08/16/22	Unkown
Whiting, Janice	Health Network Medical	10/06/22	10/20/22

Section 7

CSU-Global Campus Reports

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



Board of Governors to the Colorado State University System
December 1-2, 2022
Student Report

Student Advisory Council

No big updates with the Student Advisory Council. We had a small group meeting where we were presented the marketing vision that was presented to the board at our October meeting. Our next meeting is scheduled for early 2023.

Student Insight

I have recently joined a new D,E,I,&B group to help represent the student population during these important discussions. We have only had one meeting where we focused on the type of information that needs to be collected to help us get this up and running at full speed.

CSU Global Activities

We were able to successfully provide the opportunities for our students to participate in some athletic activities at both CSU Fort Collins and CSU Pueblo. We are appreciative to both institutions and their athletic departments for welcoming us with open arms and being equally as excited as we are to make these experiences possible.

Student Spotlight

Rachel Kohlman is a student and fellow classmate of mine in the Military and Emergency Responder Psychology program. She lives in Nebraska and is currently working in the Nebraska Law Enforcement Training Center where she is a Special State Deputy staff instructor as well as a team member of Nebraska's Critical Incident Stress Management team where she responds to crisis calls all around her state. In addition to this, Rachel has experience in the EMS, Fire, Corrections, and Law Enforcement industries bringing a wealth of knowledge to our program! When asked why she chose to seek out this next step in higher education, Rachel shared that she wants to help change the narrative around mental health in the first responder population. She is an inspiration to me and a perfect example of the amazing students we have here at CSU Global.



Paige A. Martinez
Student Representative
Colorado State University – Global Campus
Obtaining a Master of Science in Military and Emergency Responder Psychology

Colorado State University Global Campus

BOG Faculty Report

December 2022

Global in the News

University HQ recently named CSU Global to their list of top 10 Bachelors in Forensic Science Online Degree Programs of 2022.

Faculty Highlights

Dr. Christina Agvent presented the benefits of using virtual reality in education and evaluation at the EMS PRO Expo conference in Connecticut from Oct. 28-29.

Dr. Mary Dereshiowsky presented "'They Work Hard for the Money:' What Online Adjunct Faculty Say about Sources of Stress and How Leaders can Help Them" on behalf of co-researchers Danielle Babb and Suzanne Minarcine at the Aspen University/United States University Biannual Research Colloquium.

Dr. Maryann Lamer presented "Faculty Support and Availability to Learners" at the international SIEC-ISBE conference. Dr. Lamer also presented at the 2022 Distance Learning Administration Conference in Georgia this summer on creating a culture of responsiveness.

Dr. David Fruchtman presented The Application of Latent Print Development to Forensic Document Examination at the Association of Forensic Document Examiners (AFDE) Symposium in Phoenix Oct. 21-24, 2022.

Dr. Teresa Lao presented the Impact of Covid-19 to Generation Z Students' Internship Experience, Presentation at the International Academy of Business & Public Administration Disciplines (IABPAD), Oct. 22-25, 2022. Las Vegas, Nevada.

Dr. Kenny Roberts, Program Director for Finance, is presenting a webinar Cryptocurrency on Thursday, Dec. 8 at 4 p.m. MST.

Dr. AnnMarie Marlier was part of a virtual panel on Nov. 8 at the American College Personnel Association–College Student Educators International (ACPA), representing some of the chapter authors of a "Voices from Women Leaders on Success in Higher Education."

Dr. Kingson Njoku was appointed to the advisory board of Evergreen Schools in Enugu, Nigeria, to help support the schools' management team. He was also a co-presenter and the host at the first global conference of the International Institute for African Scholars in North Carolina from Oct. 14-15.

Dr. Jeffrey Weide became a 2022 Forbes Advisor and Education Advisory Board Member. He joins a panel of board-certified, experienced professionals and educators who review articles, advise on content, and support their mission to help readers make well-informed education-related decisions.

Dr. Adam Hile was elected as President of the Board for the Conference for the Advancement of Mathematics Teaching (CAMT), focused on bringing professional development to math teachers in Texas. He was also chosen as the Editor of the Texas Mathematics Teacher Journal.

Recent Faculty Publications:

- **Blakely, J., Jazzar, M., & McCraney, M. (2022, July 12).** *The discussion board: How faculty can make discussions authentic and not transactional: Faculty focus.* Faculty Focus | Higher Ed Teaching & Learning.
- **Clobes, T.A., & Gagnon, M. (2022).** Demographic factors that impact attitudes toward medical cannabis. *PEC Innovation, 1.*
<https://info.csuglobal.edu/e/109362/10-1016-j-pecinn-2022-100085/crd8rk/320248222?h=Lm-kaJcyBbneWbBCufxl09QaHwMMxvaLVZYGHvDeuQ8>
- **Farinde, A. (2022, September).** Mental Health: The Continuation of the Opioid Crisis. *Houston Medical Times, 12(9), 6.*
- **Farinde, A. (2022, October 27).** *Emotional State Management for Counselors.* CE Learning Systems.
<https://info.csuglobal.edu/e/109362/tate-management-for-counselors/cyfmq4/330396432?h=chhg-x-DEAZtBZ3-jqZfpVMQxRvZwsRjKRUIx0GTRHc>
- **Infande, A. (2022, September 13).** *The two best practices for successful online teaching and learning: Faculty focus.* Faculty Focus | Higher Ed Teaching & Learning.

Faculty Feedback

Concerns related to the current academic integrity policy and process were raised at a recent Healthcare Management faculty meeting. Faculty recommends that the policy be revised to include more robust tracking mechanisms and follow-up.

“On” Campus

Getting Fit. The Festive Fitness Challenge is underway! From **Nov. 1– Dec. 12** participants can compete for prizes by accumulating active minutes. Amazon gift cards are awarded for meeting certain milestones!

Giving Back. In October, a team of CSU Global staff worked on yard projects for elderly residents in the Denver Metro area through **A Little Help**. For those who are not based in Denver, A Little Help is part of a larger organization called **The Village Movement** that has chapters across the country.



COLORADO STATE UNIVERSITY
— GLOBAL —

President's Report

CSU Global is committed to our mission of advancing student academic and professional success in a global society. We are focused on developing the professionals for the workforce of the future, and we do this by providing an innovative experience, engaging in strategic partnerships, focusing on student success, and strengthening our entrepreneurial culture. We continue to make progress with our strategic plan, which is the basis for achievement of our university-wide goals.

Overall university enrollment in the Fall trimester was below our projected plans; however, we continue to implement strategies that expect to have long-term results rather than short-term gains. While strategic partnerships are a cornerstone to our strategy this year, we are also exploring other initiatives and tactics to support student enrollment, retention, and graduation goals. Our brand awareness campaign will roll out in December, which will impact new student enrollment in the second half of the fiscal year. We have also implemented a new strategy to focus on supporting active-duty military service members, as well as their spouses and dependents. In our efforts to improve retention and continued student enrollment, we have updated our collection policies to offer students more flexibility and support. Finally, we are evaluating our program portfolio to ensure that we are continuing to offer in-demand, career-relevant programs that provide a unique and innovative experience for our students.

Student Enrollment & Success

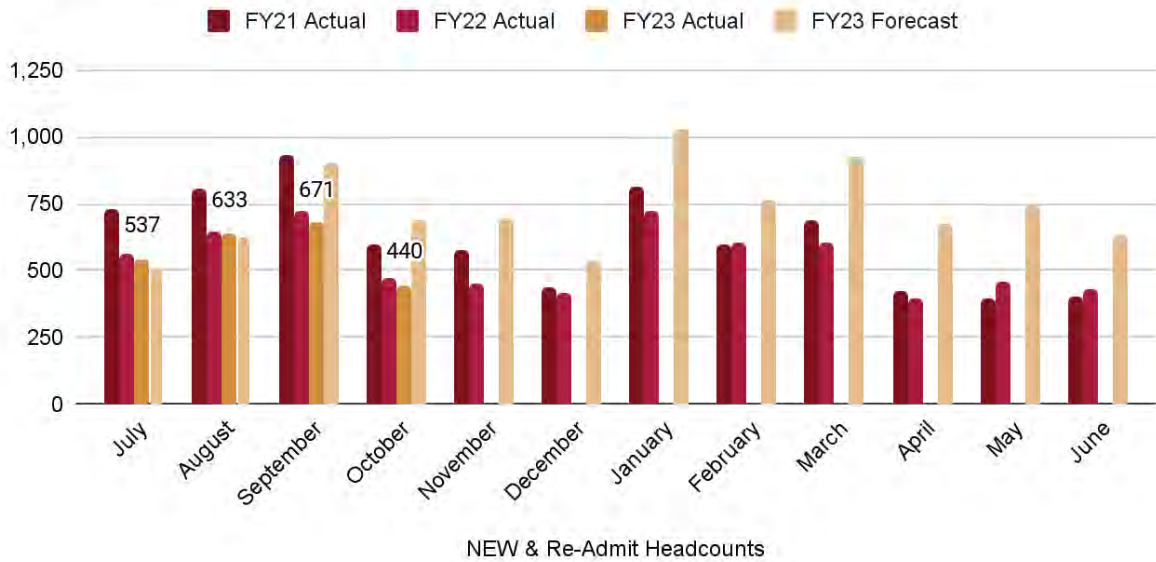
Student Enrollment

The enhanced performance management efforts and focus on key performance indicators that began in July have started to yield positive results. Most notably, the average 90-day lead-to-student conversion rate in September and October was 6.0%, which is a significant improvement from July's 90-day conversion rate of 2.7% and is on par with high benchmark standards. This improvement is a direct result of enrollment leadership's efforts to deploy a new call strategy, conduct detailed call reviews, facilitate individual coaching on enrollment-driven communications tactics, and establish individual accountabilities for outreach and follow-up at each segment of the student pipeline. While the final new student headcount for Fall D fell short of our goal, this can be primarily attributed to the decline in lead flow over the two preceding months due to increased costs for Google search advertising. The department is poised for an enrollment increase starting in the winter trimester, especially with the

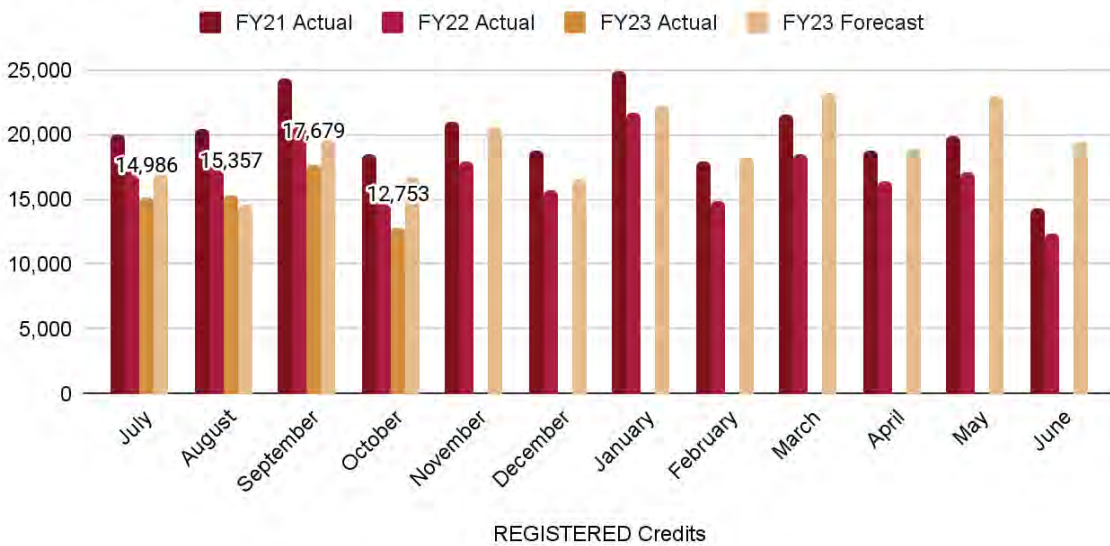
onboarding of an additional third-party enrollment marketing vendor product and two new lead generation sources from our current marketing firm next month.

The enrollment department has also taken steps toward a more sophisticated and data-informed approach to training and development. Beginning in Nov., training and development opportunities will be offered weekly and monthly, divided into four areas of focus: tactical training, technical training, product knowledge, and professional development.

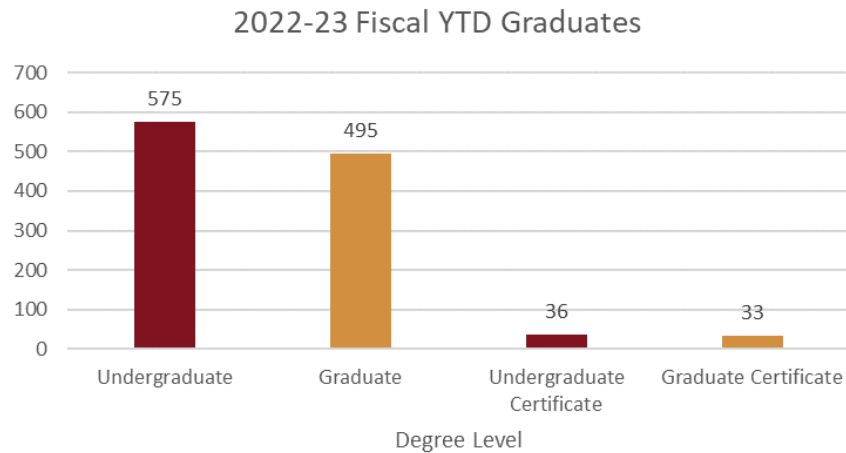
3 Year New Student Headcounts



3 Year Registered Student Credits



Student Success



Ensuring that students are engaged from the start, can easily access resources and important information, and receive support throughout their entire academic journey, all continue to drive and guide our efforts.

- We recently created an inspiring welcome video from President Toney to send to every new student. This important connection with the university is a key component of students feeling engaged and involved from admittance to commencement.
- Our cross-functional teams created a new workflow and messaging from enrollment through the new student acceptance and advising process to ensure students have clear and concise messaging, eliminating any ambiguity and confusion as they start their programs of study.
- Policies on registration holds were reviewed, revised, and communicated to students so minor financial holds are no longer an impediment to course registration and degree progress.
- We launched a well-received new learning resource guide in the student portal that correlates to the factors of the Smartermeasure assessment offered to new and provisional students. The resources include important topics such as time management, study skills, learning styles, and personal skills such as knowledge of technology and reading recall.
- As part of our university-wide communication plan, we upgraded our mobile app integration to increase the features and capabilities this fall. Students can now access the student portal, learning management system platform, and every course through their phone and mobile devices anytime, anywhere.
- Our Student Success team will focus on incorporating career exploration into conversations and communications with students over the next couple of months. This short survey helps students to identify their interests and abilities and align them with degree programs and career pathways.
- We will implement Detective Dropout into Canvas in Nov. as a one-year pilot to help Student Success counselors recognize and detect students who may be at risk and unsuccessful in courses. This application analyzes data and specific challenge points daily and offers actionable reporting to staff that can be shared with faculty.

- Student Success counselors had a goal in Sept. to connect with and register all certificate students for their entire schedule of courses. They achieved over 60% of students scheduled for their entire academic plan and accumulated important data along the way to inform student retention.
- Our Student Success team achieved and **exceeded** their trimester goal of 75% Spring 2022 to Fall 2022 trimester to trimester registration by each Student Success counselor.

University Strategic Plan Updates

CSU Global continues to execute our three-year strategic plan, which was presented at the Board of Governors meeting in Aug. 2021. The plan was designed to support the university in growing our student population, driving student success by improving graduation and retention rates, and reducing the equity gap, all while maintaining a healthy operating margin.

The following sections highlight key goals and current progress for each of our four strategic plan pillars:

Innovative Experience Pillar	Provide an innovative educational experience that differentiates CSU Global in the marketplace.
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Following the development of our new assessment model, we are finishing the initial rollout of a revised Academic Program Review Process, which looks toward the strategic sustainability of a program over a three-year cycle. The first seven programs to be reviewed using the new process are in the action planning stage, which will guide both short- and long-term goals. The process explores: External Demand, Program Recognition and Quality, Current Student Perspective, Current Program Faculty Perspective, Industry Perspective, Alumni Perspective, and Program Resources and Financials.

Several CSU Global Program Directors actively promoted their programs and made contributions in their discipline fields. Dr. Kenny Roberts and Dr. Felicia Olagbemi developed and hosted the first in a series of Financial Literacy webinars. Dr. Michael Skiba and several Criminal Justice students conducted research with the Coalition Against Insurance Fraud to measure the annual cost of insurance fraud in the U.S. Dr. Sara Metz has been active in attending and promoting first responder needs at several venues.

Program Directors, Instructional Design, and Academic Technology teams conducted a Course Quality Audit where courses were evaluated on content and format, exams and quizzes, accessibility, tools, and complaints and concerns. The evaluation serves as the baseline for improving the course experience.

Among other acknowledgments, **University HQ** recently named CSU Global to their list of top 10 **Bachelor's in Forensic Science Online Degree Programs of 2022.**

Strategic Engagement Pillar	Develop stronger connections with stakeholders to improve engagement and increase the visibility of CSU Global.
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To amplify awareness of Dr. Dawn Marie Roller’s appointment to **Senior Director of Corporate Engagement** and her efforts to build industry partnerships, CSU Global distributed a press release, resulting in pickup in **Yahoo!, Benzinga, Street Insider**, and regional stations across the country. We shared the announcement with regional partners including the Denver Metro Chamber of Commerce to reshare on their member channels.

The Denver Business Journal published a feature article on how CSU Global integrates work experience into its curriculum, forging new pathways for working professionals to earn their degree. The article includes interviews with VP of Strategic Engagement Dr. Sandy Jones, along with CSU Global partners including Independent Electrical Contractors Rocky Mountain (IECRM) and Pinnacol Assurance.



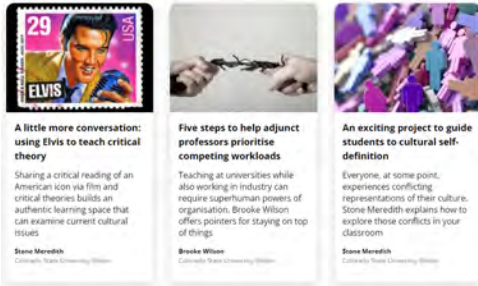
President Pamela Toney joined host Michael Brown for an episode of **CEO Spotlight** presented by the Colorado Business Roundtable on **630 KHOW**, an iHeartMedia station. In the episode, Brown and President Toney discuss CSU Global’s mission and how the university is leading the charge in providing effective online education with faculty who have real world experience in their industries.

On Sept. 22, President Pamela Toney joined a panel of top executives from Denver’s business community at **Denver Startup Week** to discuss **The Future of Work: Toward a Greener, More Just and Equitable Global Economy**. Along with leaders at DaVita, EdSolutions, and the City and County of Denver, President Toney shared innovative approaches for increasing equity and sustainability in the workplace and discussed challenges and opportunities for the future of work in a post-COVID environment. The panel was coordinated by WorldDever, the World Affairs Council of America, and the International Labour Organization.



In support of our local K-12 schools, CSU Global sponsored a table at the **Aurora Public School (APS) Foundations’ 10th Annual Relentless Gala** on Sept. 22. The gala was a night of celebration, inspiration and relentless support of APS students and their futures. The event raised over \$470,000 to impact the lives and futures of nearly 35,000 APS students.

To build connections with the Denver business community and raise awareness of our programs among professionals, CSU Global is serving as the premier sponsor of the **Denver Metro Chamber of Commerce’s** networking series for the 2022 calendar year. During the past few months, we sponsored the Chamber’s Mixer on Market event on Sept. 22, 1445Connect on Oct. 20, and Chamber in the City on Nov. 17 at the Denver Museum of Nature and Science.



CSU Global faculty and staff shared their expertise on a national level through contributed content opportunities with multiple media partners. A faculty member published an explainer article in **The Conversation** on supply chain shortages, resulting in nearly 70 placements. From October to November, **Times Higher Education (THE) Campus**, a site dedicated to resources and advice for educators, published three new articles authored by CSU Global faculty and staff,

on topics varying from how to prioritize workloads to teaching critical theory.

On Oct. 27, CSU Global sponsored a table at the **Aurora Economic Development Council’s** annual cornerstone event, A-List, at the Gaylord Rockies Resort & Convention Center. A-List brings together more than 1,500 business, civic, and political leaders to celebrate the economic successes of the City of Aurora, Adams County, and Arapahoe County. The event featured keynote speaker Colonel Nicole Malachowski, the first female pilot selected to fly as part of the USAF Air Demonstration Squadron.



For our dedication to character, culture, customers, and community, CSU Global was selected as a finalist for this year’s **Better Business Bureau (BBB) Torch Awards for Ethics**. The BBB Torch Awards for Ethics honors organizations whose leaders demonstrate a high level of personal character, ensure that the organization’s practices

meet the highest standards of ethics, and consequently generate trust with its customers and the community. The BBB held a virtual ceremony on Oct. 27.

To connect with the regional military community, CSU Global joined the **Aurora Chamber of Commerce’s Defense Council**. The Council supports the people and missions of the U.S. military with a goal to educate and develop business, expanding the economic impact of the aerospace and defense industries, as well as improve collaboration between civilian and military communities. CSU Global attended the monthly council at Colorado Technical University on Sept. 22 and Lockheed Martin on Oct. 27.





President Pamela Toney attended the **Water in the West Symposium** at CSU Spur on Nov. 2 to share about CSU Global’s collaboration with local, national, and global companies and to introduce the panel ‘Transboundary Solutions: Columbia River Treaty,’ moderated by Dr. John Tracy, Director of the Colorado Water Center and Professor in the Department of Ecosystem Science and Sustainability.

As a part of its ongoing proactive pitching efforts, CSU Global regularly conducts media outreach around timely seasonal and holiday topics, coordinating interviews for our faculty and staff. For Cybersecurity Awareness Month, Criminal Justice Program Director Dr. Michael Skiba participated in an interview with **ABC Denver7** on kids’ safety online. Dr. Skiba also spoke to KOAA **Colorado Springs** on fraudulent mailers. For National First Responders Day, Military and Emergency Responder Psychology Program Director Dr. Sara Metz participated in an interview with **FOX21 Colorado Springs** on the importance of mental health support in the emergency responder community.



President Pamela Toney served as a panelist for a plenary session on post-pandemic recovery learnings for higher education at the **Times Higher Education Live event** in Los Angeles, CA on Nov. 9-10 to share about CSU Global’s agility in serving nontraditional students in challenging times. In addition to outlining how CSU Global supported students during the pandemic, President Toney shared how the CSU system advocated for online student support, which allowed CSU Global to issue much-needed funds to students who were negatively impacted by the pandemic.

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

CSU Global engaged Hanover Research to complete a Student Satisfaction Survey with 485 respondents.

The key objectives of the survey were to:

- Understand student opinion on its academic and student support programming, including student advising.
- Identify the extent to which students use existing academic and student support services.
- Identify the ways that CSU Global can better serve student needs.

Key findings from the survey include:

- Respondents are highly satisfied with their online course experience at CSU Global. Over four-fifths of respondents indicate that they are satisfied or very satisfied with their online course experience (84%).
- A majority of respondents state that their expectation has been met. Eighty-six percent of them report that their expectations have been somewhat or strongly fulfilled.
- A majority of respondents agree that CSU Global offers convenient online education, a wide variety of courses, and good value for the cost. CSU Global rates lower on practical learning opportunities, as only over one-third of respondents state that it provides internships and practical learning opportunities.
- Over half of respondents are highly likely to recommend CSU Global to a friend, family member, or colleague. Master’s and non-degree program students are more likely to recommend the university (56%) compared to bachelor’s students (50%).

Other initiatives include:

- We continue our focus on URM course completion rates and recently completed a survey of students and focus groups to identify gaps in our support systems and resources for these students.
- Student withdrawal codes were reviewed, reassessed, and revised to ensure that all withdrawal codes now provide actionable feedback and data to inform student retention efforts.
- All enrollment, student success, as well as other student facing teams and staff will have a training opportunity through “The Top 10 Reasons Students Drop Out & How We Can Keep Them Enrolled” webinar presented by Innovative Educators.

Entrepreneurial Culture Pillar

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



In Oct., CSU Global kicked off cross-functional work groups who are building out the operational plans for our five Presidential Strategic Priorities which are **Brand Awareness, Strategic Partnerships, New Enrollment Pathways, Student Retention, and Course Experience**. Leaders from across CSU Global are leveraging their knowledge, skills, and experience to help bring forward ideas that will help us achieve success in these areas.

The **CSU Global employee affairs committee** launched its annual physical health challenge, Festive Fitness 2022. Using the Cigna Global Fitness Challenge app, staff and faculty are encouraged to log their activity over a six-week period, by walking, biking, strength training, yoga, and more. Participants can compete for prizes individually or form teams with their co-workers and family members. The challenge inspires both prioritizing physical health and team bonding over the holiday season.



CSU Global is continuing its **Lunch & Learn** sessions with the Partnerships, Student Experience, and Accounting & Finance departments scheduled to host sessions over the next three months.

Section 8

CSU-Pueblo Reports

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



Mikayla Lerch

Colorado State University Pueblo

Student Representative Report

Goals:

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

Report

Give Day

Each year ASG participates in the Foundation's Annual Give Day crowdfunding fundraiser with the Student Emergency Fund campaign. This campaign raises money for students experiencing financial emergencies detrimental to their academic success. This year we raised \$3,195 of our \$4000 goal, which is still good for our students.

Veterans' Distribution

On November 12, our Student Veterans of America put on a Veteran's food distribution event where they handed out food packages and other hygiene essentials to Veterans on campus and in the community. This event reached nearly 800 veterans in our community.

Winter Wonderland

Every year, ASG puts on a holiday campus and community event called Winter Wonderland. We get toys donated from local organizations for the kids, Santa is there to hand them out, and we have various activities for students and families. We will have s'mores, ornament decorating, hot chocolate and cider. Last year we had 500 people attend and we are looking to increase those numbers this year by marketing more in the community. This year's event is December 1st and December 2nd.

Homecoming Bonfire

ASG welcomed campus, community, and alumni members to our annual ASG homecoming bonfire. Due to the windy weather we moved it to the patio but it ended up being a huge success. Students enjoyed beverages from DaBrix and roasting s'mores and hot dogs and we introduced the Homecoming court.

Student Fee Governing Board

Student Fee Governing Board recently convened. We went over various department reports and evaluated their use of student fees this past year. During our evaluations we scored based on each department's ability to ensure retention, enrollment, and placement. Our main goal as student reps is to ensure that we are not subsidizing student experience.

Foundation Board Retreat

I am the student rep on the Foundation Board of Trustees, which recently met for a two day retreat where we talked about student success, donor relationships, and outreach to alumni. I talked alot about what would benefit retention rates the most, which is affordable student housing because it ensures safety. With the largest freshman class that we have had, we need to think about the best ways to retain the numbers, especially through scholarships.

Dean's Undergraduate Student Advisory Board

My little brother Garrett has been working actively with our new Dean of Undergraduate Studies, Stuart Benkert, in developing a student advisory board. The goal is to provide students with the opportunity to have a voice and connect with the Dean about key issues in their experiences as well as provide feedback into what is working well.

**Colorado State University System Board of Governors
CSU-Pueblo Faculty Representative Report
December 1-2, Denver
Dr. Md Rashad Islam, P.E.
Reported on November 15, 2022**

RRCAP FROM PREVIOUS REGULAR MEETING

The previous regular BOG meeting was held on October 6-7, 2022 in Fort Collins. As stated, CSU Pueblo faculty are fatigued, overloaded and undercompensated. A faculty dissatisfaction example was presented from the STEM college. The BOGs also shared their understandings of low compensation and understaffing. Thanks BOGs!

CAMPUS HIGHLIGHTS

Southern Colorado Institute of Transportation Technology (SCITT)

- SCITT has developed a steering committee consisting of five senior personnel: the Provost, the STEM Dean, the President's Special Assistant, the Director of Research and a faculty from Hasan School of Business.
- The Steering Committee developed an Operational Plan and submitted to the President's cabinet for a presentation on November 29th.
- The Committee recommended the President to form the Governing Board following the Colorado House Bill's requirements and he is working on it.
- As SCITT is still not funded by the state, the institute is requesting some operational budget from the university.
- SCITT is actively working with the existing faculty and external personnel and institutions to submit research grant proposals.
- Some operational budget would make SCITT stronger to pursue more research grants, fulfill its promise and make the institute sustainable.
- SCITT Director and the CSU-Pueblo President attended the Transportation Technology Center (TTC) modernization launch at the TTC site in Pueblo on October 25th. About 300 guests including Pueblo Mayor, Federal Railroad Administration (FRA) chief administrator, Governor DeSalvo and so on from worldwide attended the launch ceremony.

Faculty Perspective of the Provost Search

- The search committee for CSU Pueblo's Provost and Executive Vice President of Academic Affairs meets at least twice a month to execute the tasks of recruiting the new Provost.
- The faculty senate is updated on each meeting about the progress, and is asked for any feedback on the progress of the search.

- The search committee invited all faculty and staff to share their feedback on an anonymous survey. This survey was created by the search and screen partners at Academic Search, Dr. Ginny Horvath and Dr. Linda McMillin. The responses went directly to Academic Search and remained anonymous and confidential. The brief survey was intended to elicit community input about Colorado State University Pueblo as the search committee begin the search for the next Provost. The Committee valued all input; the ideas helped shape the position profile used to advertise and market this position. That profile clarified for potential candidates what is distinctive about CSU Pueblo, what the leadership agenda would be for the next Provost, and what qualifications and attributes would be essential for that Provost's success.

MISCELLANEOUS ITEMS

- Colorado State University Pueblo will receive \$3 million over the next five years to develop an innovative grant program named La Distancia. The grant will put into place innovative advising and support structures for online education that are “high impact practices” designed to create enriching academic opportunities that foster success for CSU Pueblo's diverse student population. The grant is funded by the U.S. Department of Education, as part of the Developing Hispanic Serving Institutions Grant Programs.
- CSU Pueblo welcomed Rep. Daneya Esgar, CO House District 46, to the 2022 Southern Colorado Conference for the Humanities, Arts, & Social Sciences for a keynote addressing community issues on November 4th at the university. Daneya Esgar is a member of the Colorado House of Representatives. She has represented District 46, which covers a portion of Pueblo County, since 2014. She is also the majority leader of the Colorado House of Representatives. Esgar is a lifelong Pueblo resident and an alumna of CSU-Pueblo.
- The Provost's Office and University Library arranged a celebration the scholarly works and achievements of CSU-Pueblo faculty and staff from 2021. CSU-Pueblo were proud of the accomplishments of its faculty and wanted to continue honoring the achievements during the annual Scholars Reception. This event occurred in the LINC on October 11. This year's keynote speaker was Dr. Md Rashad Islam, CSU Pueblo's recipient of the award for Excellence in Scholarship. This event was open to all faculty, adjunct faculty, lecturers, instructors, and staff.



- The Graduate School and Division of Extended Studies started co-hosting a New Graduate Student Orientation welcoming all new graduate students admitted in Fall 2022 and Spring 2023 to join at this synchronous, online session. Attendees met the Graduate School and Extended Studies teams; interacted with a Blackboard expert, met a one of our educational librarians, and heard from a panel of recent graduates on how to be successful in graduate school.
- CSU-Pueblo hosted its annual homecoming game Saturday, October 1st against Fort Lewis. During the halftime break, Student Engagement, Events and Leadership presented the coronation ceremony for the 2022 Homecoming Royal and Homecoming Court. The crown was awarded to the nominee who receives the most popular votes, as decided by the campus community.
- The College of Humanities, Arts and Social Sciences hosted the annual fall barbeque in the Art/Music Courtyard on Oct. 12.
- Fall 2022 Internship & Career Fair happened on October 12, 2022. It had over 55 employers registered to attend and this was a great time to talk to about internships, part-time, and full-time opportunities.
- CSU Pueblo's first fall 2022 Discover Day for prospective students took place on Saturday, October 22nd, 2022. The event began early in the morning and extends throughout the day.
- Aztlán Center arranged the curriculum development grant presentations on October 26th in the LINCx space of the Library. Curriculum Development presentations was given by Grant Weller and Danilo León. Grant Weller presented “Mexican American Conflicts in the 19th Century.” Danilo León presented “Chicanxs in Film and Media.” This event was open to everyone.
- President invited Faculty and staff to enjoy lunch on the President on October 26 and November 16, 2022.
- Employee Holiday Party will take place on the evening of December 6 and the next Campus Lunch with the President on December 13.
- Salud, A Celebration Event was arranged on November 16 to celebrate employees with a birthday, anniversary, promotion, new employee or retirement in the month of October, November or December.
- The Office of the Provost announced the call for applications to the Academic Affairs Enhancement initiative as part of the continued effort to support our faculty.
- Two polices are under development - Minors and Campus and Disability and Accessibility. The campus community was encouraged to review the policies and provide any comment or feedback to the Office of the General Counsel.

- CSU - Pueblo hosted author and adjunct professor Dr. Patricia O'Brien for a conversation on Transforming the Criminal Legal System on Wednesday, November 2nd. The discussion followed the release of "Anti-Oppressive Social Work Practice and the Carceral State," a book co-authored by Dr. O'Brien. This book is a culmination of my career as both a social worker, and as a teacher.

FUTURE BUSINESS

Our faculty are fatigued, overloaded and undercompensated. President Mottet is trying hard to recover the compensation to 90% of the market, as stated in the previous meeting. Governors, please keep on supporting us as much as you can in this effort.



To: Colorado State University Board of Governors
 From: Dr. Timothy Mottet, President
 Subject: December 2022 President’s Report

SPRING 2023 ENROLLMENT

It is early in the spring 2023 registration cycle to report on enrollment. However, as of Nov 9 – we have 1,328 students enrolled for spring 2023. 50 of those students are new students. This is 90 students (a 7%) increase from the same day last year. See chart below:

Lv.	Population	Spring 2022 (11/10/2021)			Spring 2023 (11/9/2022)			Difference (% Difference)		
		Ri	XONL	Total	Ri	XONL	Total	Ri	XONL	Total
UG	New	8	2	10	11	0	11	+3 (+38%)	-2 (-100%)	+1 (+10%)
	Transfer	26	6	32	33	6	39	+7 (+27%)	0 (0%)	+7 (+22%)
	Continuing	1,033	37	1,070	1,053	49	1,102	+20 (+2%)	+12 (+32%)	+32 (+3%)
	Returning	2	0	2	3	2	5	+1 (+50%)	+2	+3 (+150%)
	Nondegree	12	0	12	64	0	64	+52 (+433%)	0	+52 (+433%)
GR	New	0	3	3	1	5	6	+1	+2 (67%)	+3 (+100%)
	Continuing	74	35	109	40	60	100	-34 (-46%)	+25 (+71%)	-9 (-8%)
	Returning	0	0	0	0	1	1	0	+1	+1
	Nondegree	0	0	0	0	0	0	0	0	0
Grand Total		1,155	83	1,238	1,205	123	1,328	+50 (+4%)	+40 (+48%)	+90 (+7%)

The largest concern for returning students is the number of students who have outstanding balances. The steps taken to support these students include adjusting the accounts receivable hold from \$500 to \$750 and assisting students with balance pay down resources. Implementation of these efforts are ongoing.

Enrollment Management and Extended Studies are continuing with our planned Enrollment Extravaganza events where we provide one-stop enrollment support, after hours and on the weekends, for both new and continuing students. These events provide students with the ability to seek resolution on a variety of issues that impede enrollment.

RETENTION AND PERSISTENCE

Tutoring. Service has expanded with a record number of students being served.

- Science Learning Center- 2001 appointments
- CHASS Learning & Writing Center -744 appointments
- Math Learning Center- 963 appointments
- Health Science and Human Movement Tutoring -101 appointments
- Nursing -79 appointments
- Education & PRAXIS - 39 appointments
- Hasan School of Business -125 appointments
- Language Center -49 appointments
- Civil Engineering & Construction Management - 86 appointments
- Student Athlete Tutoring Study Hall -572 appointments

Additionally, we are exploring the opportunity to exponentially increase services for Nursing.

PACK Center. Reorganizing to better focus on student needs and services while increasing faculty participation. In addition to advising, the PACK center advisors respond to Starfish “flags” issued by faculty who identify students facing challenges. To date the PACK center has also responded to a record number of flags (shown by the table below)

Flags raised by faculty	3436
Flags cleared by PACK or faculty	1248
*Success (student response)	763
*Unsuccessful (no response)	394
*Other (11 mistakes, 70 no longer relevant)	11 70
Flags still active	2188

There are still flags requiring responses, but the PACK center is currently advising students for the Spring Semester.

Mentoring. Campus mentoring programs will be accessed through the Mentor Collective Platform and mentors will receive additional training to increase efficacy, uniformity of delivery, and student engagement.

Center for Teaching Learning and Leadership. Scheduled spring sessions to increase diverse student success through the combination of faculty, staff, and students in syllabus design.

ACADEMIC AFFAIRS

Faculty Updates/Awards/Recognitions. Faculty and students continue to be recognized for a variety of accomplishments and excellent work. The National Cyber League competitions recently occurred. The “CyberWolves” mentored by Dr. Roberto Mejias and Mr. Jim Quintana competed in team and individual competitions and have now moved from the top 2% to top 1% of cyber teams in the nation. The top placing individual performance during the competition was Kevin Shu that placed #15 in the nation. Also, of note 30% of the team are students from underrepresented student groups.

The College of STEM held its 18th Annual Student Research Symposium on November 3rd. 75 student researchers from the [Discovery Scholars](#) program, (supported through Board of Governor’s Student Success initiative), the [Mentoring Access and Platforms in STEM \(MAPS\)](#) program, and other research students working with faculty mentors, presented 37 research posters ([Symposium Program](#)).

Dr. Krista Bridgmon (Chair of Psychology) has been invited to speak at the 2023 Academic Chairpersons Conference in February in New Orleans. Her presentation will address creative wellness counseling skills for department chairs.

Several new certificate and micro-credential programs have been working their way through the approval process on campus on their way to the Board for approval. These include Spanish in the Health Professions, Nutritional Psychology, Geography, Colorado Studies, 4 stackable certificates in Construction Management that can stand alone or could constitute 31 credits towards a BS degree.

In alignment with the State’s CORE Initiative, two Associate degrees (AGS and AA) are in the approval process. Resources to support the implementation of these degrees was awarded by CDHE to CSU Pueblo through a CORE Operational Grant

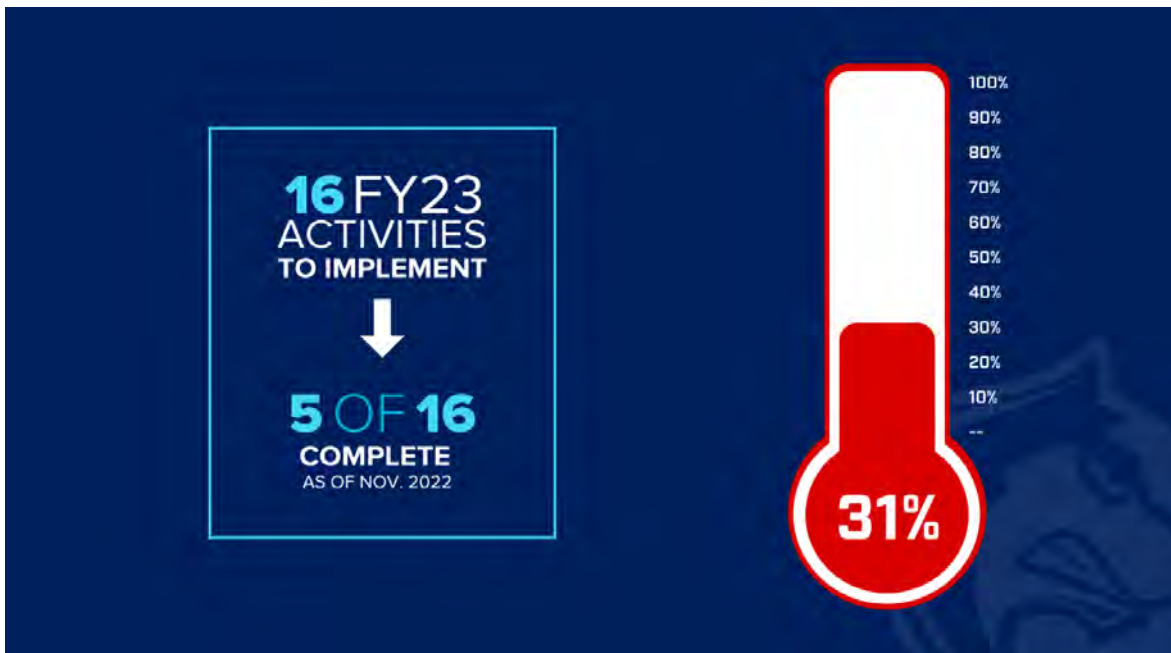
Results of the National Survey of Student Engagement (NSSE) from spring 2022 indicate that first-year and senior students surveyed showed improvements over results from the last time the survey was conducted in 2020. Responses were



significantly higher in the themes of “Academic Challenge”, “Learning with Peers”, and “Experiences with Faculty” compared to our institutional as well as Rocky Mountain public and our Carnegie Class peer institutions.

OPERATIONS & ADVANCEMENT

Implementing Vision 2028. For FY23, we are scheduled to complete 16 new activities and invest \$6,299,600, which includes a continuation of all FY22 activities, and full funding for all FY23 activities. To date, we have completed 5 of 16 activities for a total investment of \$4,103,678, for a completion rate of 31%. remaining activities through winter are expected to increase this percentage to over 40%.



Restructuring Updates. Strategic and incremental restructuring continues across Operations and Advancement, as we work to embed Marketing, Communications, and Community Relations (MCCR) into our portfolio. Much of our work this fall included reengagement with Alumni, including establishing new and ongoing Denver events (we hosted a new Denver student event in August and a Denver Alumni event at the CSU Spur campus in October 2022). In October, the Operations and Advancement division took on management again of Parking and Safety, under the shared management of Facilities and MCCR (via Event Sales and Marketing). Our focus through Academic Year 2022-2023 is to diversify revenues and expand the appeal of campus both in southern Colorado and to Denver and beyond.

We will do this work through a strategic series of changes to our work in community engagement opportunities, external events, and revenue-generating partnerships.

Operations, Parking & Safety. As of October 2022, Operations and Advancement took on Parking & Safety in a shared model reporting jointly to both Facilities and MCCR. During the month of December, with support from the Deputy General Counsel, Parking & Safety will be working with Margolis Healy to complete a campus safety audit.

Operations, Facilities. The \$17M state-funded Technology Building renovation has begun. Final design/build plans were presented to Cabinet as a phased approach in September of 2022, and, as of the start fall 2022, all academic programs have been relocated to existing spaces on campus. Abatement will now begin in 2022, with an expected groundbreaking to begin in spring 2023. Expected completion of the renovation is set for Winter 2024.

Advancement. An on-site Canvas Credit Union branch is planned for spring 2023. ATMs were delivered on September 21, 2022, and numerous activities and financial literacy efforts, including collaborations with Alumni, Athletics, and the Associated Students Government, began this fall.

The Kenneth King Foundation awarded CSU Pueblo \$50,000 in support of the accelerated Nursing program in August 2022. Pinnacle Assurance has awarded \$15,000 in support of Nursing clinicals.

Advancement, HSI (Department of Education Grants) Programs. On October 1, will receive \$3 million over the next five years to develop an innovative grant program named *La Distancia*. The grant will put into place innovative advising and support structures for online education that are “high impact practices” designed to create enriching academic opportunities that foster success for CSU Pueblo’s diverse student population. The grant is funded by the U.S. Department of Education, as part of the Developing Hispanic Serving Institutions Grant Programs.

Dr. Derek Lopez, Associate Vice President of Operations and Advancement, and Interim Alumni Director (A’96), and primary author of the grant, will serve as Project Director for all activities. Grant programming will include establishing a robust and comprehensive Diversity, Equity, and Inclusion program as well as outreach and onboarding for online students in addition to expansion of online courses.

Marketing, Communications, and Community Relations. September 2022, after first round strategic restructuring, the Operations and Advancement division welcomed new PIO and Director of MCCR, Gena Alfonso, to the team. Throughout October and November, Gena will be working to create a robust and modern MCCR team, which will include new and creative roles to better serve campus and community needs for marketing, communications (internal and external), and community relations.

In fall 2022, CSU Pueblo successfully negotiated with Fox 21/KXRM to broadcast home football games (and the away game at School of Mines), beginning September 17. This was the first live network broadcast of CSU Pueblo Athletics and included 8 strategic ad placements per broadcast, at no charge, for a total value of more than \$86,000.

BRIEF REPORTS

Human Resources & Institutional Equity. Notable accomplishments include:

- Standardized hire dates of the 1st and 16th of each month—The change decreases fringe costs, increases efficiency of conducting benefits briefings and orientation, sets specific dates for IT to devote resources to create net IDs and process access requests, and increases accuracy of leave accrual calculations.
- New employee orientation—Orientation includes various department overviews, a visit to Auxiliary Services for campus ID, lunch with a campus partner, and a work session with IT to ensure system access.
- Employee self-service benefits enrollment—Administrative professional and faculty employees can review and electronically enroll in benefit plans upon hire and during open enrollment via Maxwell Health.
- Compliance training—Institutional Equity has conducted hundreds of hours of in-person and Zoom training across campus on Title IX, ADA, and protected class awareness.
- Alternate Work Arrangements (AWA)—Policy and procedures were created in cooperation with the Office of General Counsel. Applications are reviewed/approved by the supervisor, appointing authority, and HR with the understanding of no adverse impact to work, services, quality, or productivity, and are reviewed at regular intervals to verify work standards are being met.



- Policies—Institutional Equity developed *Accessibility on Campus*, *Animals on Campus*, and *Religious Accommodations* policies, and updated *Title IX, Sexual Harassment and Gender Discrimination and Discrimination*, *Protected Class Harassment*, and *Retaliation* policies.
- HR support for IT alignment—HR/IT hired a temporary employee whose focus is IT recruitment and refinement of existing position descriptions with the goal of aligning with Fort Collins.
- Title IX 50th Anniversary 5k—Campus and community partners were invited to participate to raise awareness and funding for sexual violence prevention and gender equity in sports.
- Maxient enhancements—Streamlined processes for addressing cases, completing intake, and following up with reports submitted to Institutional Equity/Title IX.

Audit. The Office of the President is overseeing five active internal audits with 80 recommendations and completed twelve additional audits with 80 recommendations. To date, 157 recommendations are completed; seven will be completed by December 31, 2022, and six will be completed by the end of 2024. All audit recommendations will continue to be processed on schedule or under revised target dates in agreement with internal audit guidance.

Athletics. Intercollegiate Athletics is concluding one of its most successful fall sport seasons in school history. Winning over 70% of contests this fall, the ThunderWolves have had five of six sports ranked nationally (men’s and women’s cross country, football, men’s soccer, and volleyball). Entering November, each of these teams are in strong consideration for post-season participation in NCAA Championships. This fall, Pack football games drew 37,338 in attendance for six home games, which is a 6,223 per game average. In late November and early December, CSU Pueblo will host the Colorado High School Activities Association (CHSAA) State Football Championships 6-man, 8-man, 1A, 2A and 3A in the ThunderBowl. Men’s and women’s golf had many stellar performances this fall, winning three tournaments combined. Men’s golf maintains its top 10 national ranking heading into the spring. Our programs continue to maintain record number of participants. It is anticipated that the Athletic Department will have over 640 student-athletes engaged in sports this academic year. Student-athlete residency status is as follows: Colorado residents: 306 (48%); WUE residents: 125 (20%); T-Wolf: 143 (22%); and International: 66 (10%).

Community Engagement. The University will have an MLK “Day of Service” (paid holiday) where ~300 Faculty, Staff, and Students will coordinate with several Pueblo community organizations to perform significant public service work. We have submitted, and should be receiving shortly, a \$3 Million Federal Broadband Grant Proposal to obtain connectivity, internet access, computer devices, and digital literacy instruction for several underserved and impoverished Pueblo neighborhoods (with over \$278,000.00 in “indirect costs” to CSU Pueblo). We have worked with local school district administrators to increase our concurrent enrollment to the highest level it has ever been. We have established a Pueblo Employer Apprenticeship Program for local high school students. We will be submitting a “P-Tech” application with the Colorado Department of Education, in collaboration with two local school districts, and 6 local employers, to help the Pueblo entry workforce and the local economy. We have implemented a paid internship job training program with Diversus Health. We helped establish the Southern Colorado Institute of Transportation Technology (“SCITT”) to research high-speed rail, driverless electric vehicles, “smart city” computer grids, and other transportation issues. We administer an “Ambassadors” Program where prominent Pueblo citizens speak in local homes & high schools to promote higher education and the University. Marianna Gatto, Executive Director, and Co-founder of the Italian American Museum of Los Angeles will present Italian American history seminars in Pueblo in November to support the Pueblo Italian-American community. Finally, we are planning a Summer, 2023 on campus city-wide festival celebration, with local food, music, and entertainment.

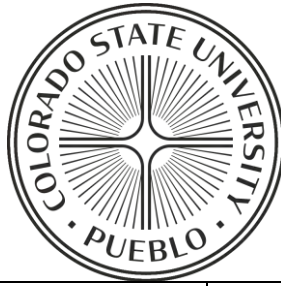
Information Technology Services. CSU System IT Alignment: CSU Pueblo IT has been working with our Fort Collins and Spur colleagues on the CSU System IT Alignment strategic plan. Activities include travel between sites for in-person collaboration, weekly meetings with the core team, consultant-facilitated workshops, IT-facilitated tabletops, multiple communications to stakeholders through various channels, budget & HR analysis, and research with colleagues in other Higher Ed systems. The prominent themes from this work that have emerged are User Experience and Communication, Technology Architecture, Financial Sustainability and Resources, IT Workforce, and Governance, Policy, and Process

- *Enhance Student Success (Staffing).* CSU Pueblo IT has hired an Educational Technologist, two Desktop Technicians, a part-time Project manager, and a Network Administrator to help us provide more campus support and strengthen our position to deliver support for students, faculty, and staff. These key positions bring depth and experience to our IT team and improve response times and support initiatives that enhance student success. New resources support the development of a technician on-call line to reduce wait time during critical incidents. The project manager has helped to streamline our project and task management to ensure a steady flow of project work is accomplished each quarter.
- *Expand Appeal (Projects).* CSU Pueblo has migrated email into the CSU Fort Collins email tenant of Microsoft 365, so email handling and calendars are available across the system. CSU Pueblo IT has worked to implement and launch the autonomous system's network (AS network) to connect external IT devices and tools that need connectivity that is not tied directly to the network. This secures our core network and offers more flexibility for external IT systems needed in academics, athletics, and auxiliary departments. CSU Pueblo IT is finalizing the migration of the VISIX signage suite to a cloud server for the modern management of campus communications across the digital signage at CSU Pueblo.
- *Develop People (Professional Development).* CSU Pueblo, in association with the CSU System alignment, sent our IT leads through ADKAR change management workshop. Our support staff has been working through *Lifelong Learning in Your Online Course* to develop skills in creating better training courses for our student employees. Sixteen other IT staff members are leveraging the online platform Pluralsight to build knowledge in various fields, from leadership to system administration, to keep up with current trends.

Student Affairs. The Division of Student Affairs remains committed to supporting students, both inside and outside of the classroom, as well as institutional goals. To increase our university appeal, the High School Equivalency Program Grant (HEP) will assist students who come from migrant farm working communities with attaining a GED. Currently, there are 26 students participating in the program; 15 of the students have passed the practice test and are to take the GED. The goal is to assist 50 students to pass the GED by next June. Additionally, the College Assistance Migrant Program (CAMP), enrolled 25 students. CSU Pueblo is the only University in our region to house both CAMP and GED grants. To enrich student success, Pack CARES implemented behavior intervention strategies for over 102 student referrals. Eighteen of the referrals were higher level behavioral concerns such as: self-harm, suicidal ideation, distressing behavior, and hospital transports. Also, compared to last year, the Wolfpack Wellness and Counseling Center collectively had an increase of 124 client visits. Furthermore, the Wolfpack Wellness Center administered 215 flu vaccinations. Regarding student engagement, 3,351 students and community members participated in 15 Student Engagement and Leadership activities and events, while the Intramural Basketball League returned to the Thunderwolf Recreation Center with 17 teams. On a final note, Residence Life & Housing occupancy remains stable with 718 residents; while Conference Housing has nine summer camps booked. Of the nine, two camps are new to CSU Pueblo. Five of the camps estimated over 400 participants.

Presidential Engagement. The Office of the President serves as the liaison to a variety of university stakeholders that includes positioning the University, through the President, with civic and business leadership, alumni, the CSU System and Board of Governors, local city government, state legislators, and donors. Below is a list of Presidential engagements from mid-September to mid-November 2022:

Sept. 16	Popcorn with the President	CSU Pueblo Campus Engagement
Sept. 16	PACK Fest	CSU Pueblo Student Engagement



Sept. 17	Home Football Game vs Western University	Hosted Tailgate, Receptions and President's Suite Guests During CSU Pueblo Football Game
Sept. 18	CSU Pueblo Men's and Women's Soccer Game	Athletics Engagement
Sept. 19	New Hire Orientation	Welcome New Employees to CSU Pueblo at Monthly Orientation
Sept. 20	¡Salud! Celebration	Monthly Employee Recognition Event
Sept. 21	Campus Lunch with the President	Invited Faculty & Staff members to join President Mottet in the Pack Café for lunch
Sept. 21	Meeting with LatinX Student Union	CSU Pueblo Campus Engagement
Sept. 21	Wacky Wednesday on the Patio	CSU Pueblo Campus Engagement
Sept. 26	Meeting with Garrison Ortiz	Pueblo Community Engagement
Sept. 26	Speak at the National Honor Society at Centennial High School	Gave speech during Academic Awards Assembly at local high school
Sept. 27	Monthly Coffee Meeting with Patty Erjavec	Pueblo Community Engagement
Sept. 28	Phone Call with Bob Leach	CSU Pueblo Donor Engagement
Sept. 28	Spirit Fridays Launch Event	Handed out new CSU Pueblo T-shirts to Faculty and Staff to encourage School Spirit on Fridays
Sept. 28	Athletics Friends and Scholars Luncheon	CSU Pueblo Athletics Engagement
Sept. 28	Colorado Governor Race Debate	Welcomed Gubernatorial Candidates and Debate Attendees to Campus
Sept. 29	Phone Call with Nick Pannuzio	CSU Pueblo Donor Engagement
Sept. 29	Dinner with The Chronicle	Joined other leaders and journalist for a discussion about challenges in Higher Education today
Sept. 30	Annual CHEIBA Meeting	Welcomed CHEIBA Meeting Participants to campus
Sept. 30	Pack Club Luncheon	CSU Pueblo Athletics Engagement
Sept. 30	Popcorn with the President	CSU Pueblo Campus Engagement
Sept. 30	Campus & Community Resource Fair	CSU Pueblo Campus Engagement
Sept. 30	Homecoming Kickoff	CSU Pueblo Campus Engagement
Sept. 30	Athletics Hall of Fame Banquet	CSU Pueblo Athletics Engagement
Sept. 30	CSU Pueblo Iconic Image Dedication	CSU Pueblo Campus Engagement
Oct. 1	Homecoming Football Game vs Fort Lewis College	Hosted Tailgate, Receptions and President's Suite Guests During CSU Pueblo Football Game
Oct. 1	Pueblo Symphony: The Steel City Sinfonietta	Pueblo Community Engagement
Oct. 2	CSU Pueblo Young President's Club Brunch & Distinguished Young Alumni Awards	CSU Pueblo Campus Engagement
Oct. 2	CSU Pueblo Men's Soccer vs Regis	CSU Pueblo Athletics Engagement
Oct. 3	RMAC AAC Reception	Hosted a reception for RMAC President's and Senior Athletic Administrators during the Quarterly RMAC Business Meeting
Oct. 3	RMAC Fall Meeting	Hosted the Quarterly RMAC Business Meeting
Oct. 5	Phone call with Marty Wilcoxson	CSU Pueblo Donor Engagement
Oct. 5	Foundation Friends & Scholars Luncheon	CSU Pueblo Foundation Engagement

Oct. 11	Scholars Reception	CSU Pueblo Campus Engagement
Oct. 12	Lunch with Gene Petrone	Denver Advancement Engagement
Oct. 12	Dinner with Colleen Curran & Steve Boane	Denver Advancement Engagement
Oct. 13	Breakfast with Mary Seawell	Denver Advancement Engagement
Oct. 14	Home Football Game vs New Mexico Highlands University	Hosted Tailgate, Receptions and President's Suite Guests During CSU Pueblo Football Game
Oct. 17	New Hire Orientation	Welcome New Employees to CSU Pueblo at Monthly Orientation
Oct. 17	Senator Hinrichsen Pueblo Higher Education Roundtable	Pueblo Community Engagement
Oct. 17	Pueblo Rotary Lunch	Pueblo Community Engagement
Oct. 18	Reisher Scholar Dinner	CSU Pueblo Foundation Engagement
Oct. 19	In the Room Podcast with Todd Marksbury	CSU Pueblo Partner Engagement
Oct. 20	Enrollment Extravaganza	Attended event to assist students with enrolling at CSU Pueblo
Oct. 25	Transportation Center Modernization Launch Dinner	Pueblo Community Engagement
Oct. 26	Campus Lunch with the President	Invited Faculty & Staff members to join President Mottet in the Pack Café for lunch
Oct. 27	Phone Call with Jarvis & Mary Jo Ryals	CSU Pueblo Donor Engagement
Nov. 1	Las Comadres Home Visit Session	Enrollment information session with First Generation High School Students
Nov. 2-3	Water in the West Symposium	Attended with other CSU Pueblo Leadership and introduced panel
Nov. 3-6	Franklin Covey Conference	Attended with other CSU Pueblo Leadership and Presented a Session
Nov. 7-8	Education Advisory Board Connected Conference	Presented a Session and attended conference
Nov. 12-15	AASCU Annual Meeting	Attended with other CSU Pueblo Leadership

Additionally, President Mottet serves as a board member/director for the American Association of Colleges and Universities (AASCU), Pueblo Economic Development Corporation (PEDCO), CSU Pueblo Foundation, the Colorado Ballet, the CSU Pueblo Institute of Cannabis Research, and the One Pueblo Target Industry Development and Talent Pipeline Teams. President Mottet also hosts monthly meetings with the CSU Pueblo Foundation Executive Committee, Pueblo Community College President Dr. Patty Erjavec, and CSU Pueblo Foundation Board of Trustees Chair Chad Heberly.

CSU PUBELO IN THE NEWS

SCCO CW/FOX 21 Aired Colorado State University Pueblo Football Games This Fall. SOCO CW KXTU-TV/FOX21 KXRM-TV and CSU Pueblo announced the formation of a new media partnership to broadcast six of CSU Pueblo's fall football games, which included five home games and the away game at School of Mines on September 24. Beginning Saturday, September 17th, SOCO CW Sports broadcast CSU Pueblo Football as they hosted the Mountaineers from Western State. The partnership aligns with CSU Pueblo's values by elevating our people and our community, fostering unique collaborations, and supporting inclusion and access as a gateway to the world. The partnership with SOCO CW & FOX21 reaffirms CSU Pueblo's commitment to elevating the student experience by providing a means for parents and the public to support our student athletes as they compete.



CSU Pueblo Student and University's First Presidential Fellow, Justin Kurth, was Selected for Publication in the "Fellowship Review 2021-2022" by The Center for the Study of the Presidency and Congress. Colorado State University Pueblo student and the university's first Presidential Fellow, Justin Kurth, was selected for publication in the "Fellowship Review 2021-2022" by The Center for the Study of the Presidency and Congress. Kurth is a 38-year-old veteran and nontraditional student currently completing his final semester at CSU Pueblo. His research, *Space Debris' Diplomatic Opportunity*, aligns with his studies, majoring in Political Science, and his independent focus on space policy; additional emphasis was added to space debris migration and unilateral bans on anti-satellite tests and international support. "What I most gained was the awareness that these issues I was researching were not just being ignored. International space policy is critical to private and public agencies, as well as international peace and cooperation," stated Kurth. The fellowship allowed Kurth to hear from professionals in the industry, research a topic related to his interests, and build connections with other fellows through team-building activities. The Center for the Study of the Presidency and Congress (CSPC) created the Presidential Fellowship in 1970. Now in its 52nd year, the Fellowship works to show college students the ins and outs of policymaking and to grow members' leadership skills.

CSU Pueblo named Gena Alfonso as the new Public Information Office and Director of University Marketing, Communication and Community Relations. CSU Pueblo named Gena Alfonso as the new Public Information Officer and Director of University Marketing, Communications, and Community Relations. The move came following the announcement of the December 2022 retirement of Greg Hoye, who served as the Executive Director of Marketing, Communications and Community Relations since 2018. Alfonso has worked at CSU Pueblo since 2009, beginning her career in Student Affairs where she assisted the division with marketing, events, and logistics for five years before being promoted to the Director of Student Engagement and Leadership in 2014, where she led the creation of annual events such as PackFest and coordinated the return of Commencement to the CSU Pueblo campus. She was named as the Assistant Dean of Student Engagement, Events and Leadership in May 2020. Alfonso earned a Master of Professional Studies with an emphasis in Marketing and Communication from the University of Denver in 2015 and is a proud alumna of CSU Pueblo, where she earned her bachelor's degree in Mass Communications.

CSU Pueblo Receives \$3 Million over Five Years from the U.S. Department of Education to Develop Unique and High Impact Programming for Student Success. Colorado State University Pueblo will receive \$3 million over the next five years to develop an innovative grant program named La Distancia. The grant will put into place innovative advising and support structures for online education that are "high impact practices" designed to create enriching academic opportunities that foster success for CSU Pueblo's diverse student population. The grant is funded by the U.S. Department of Education, as part of the Developing Hispanic Serving Institutions Grant Programs. Dr. Derek Lopez, Associate Vice President of Operations and Advancement, and primary author of the grant, will serve as Project Director for all activities. Grant programming will include establishing a robust and comprehensive Diversity, Equity, and Inclusion program as well as outreach and onboarding for online students in addition to expansion of online courses.

CSU Pueblo Announced Massive Expansion of Tuition Benefit. Colorado State University Pueblo announced the renewal of Colorado Promise, which offers free tuition to new first-time and transfer students who are Colorado residents with a gross family income of \$70,000 or less. This tuition guarantee requires full-time enrollment and is guaranteed for one year but can be continued for up to four years for freshmen and two years for transfer if students maintain eligibility. According to Dr. Kristyn White Davis, Vice President of Enrollment Management and Extended Studies, "Colorado Promise makes higher education more accessible and affordable for first-time and transfer

undergraduate students. We are excited that we can increase the annual household income to \$70,000 thus providing even more opportunities for Colorado residents to attend college and complete their degree.”

Dr. George Dallam Named as the Third Annual Recipient of the Distinguished University Professor Award. Colorado State University Pueblo proudly honored Dr. George Dallam as the third Distinguished University Professor for 2022, with a reception and formal award ceremony on November 10. Dr. Dallam provided a brief presentation on his research, entitled, “The Nasal Breathing Paradox During Exercise.” While Dallam is honored to be recognized as this year’s recipient, he emphasized that his contributions to education are a triumph for all CSU Pueblo campus community members. “Each person, from maintenance staff to university president, plays an important role in the process we call education and should feel proud of being a part of what we accomplish together,” explained Dallam. The Distinguished University Professor is the highest honor bestowed on CSU Pueblo faculty. This title is reserved for tenured CSU Pueblo faculty, who are actively teaching and have demonstrated sustained exceptional performance and accomplishments in the areas of teaching and research, scholarship, or creative activity.

Seventh Annual #LoveCSUPueblo Give Day a Success for CSU Pueblo. Colorado State University Pueblo wrapped-up another amazing day of support at 11:59 p.m. on Nov 3. The Seventh Annual Love CSU Pueblo Give Day once again exceeded expectations raising much-needed dollars for 27 cross-campus campaigns. As of the morning of Friday, Nov. 4, the 24-hour give-a-thon to support CSU Pueblo causes large and small had raised \$70,560 from 1,211 gifts. Gifts came from across the country, with gifts received from 25 states. Gifts ranged in size from \$1 to \$2,500. Donor numbers are the focus on Give Day and donors turned out in droves to show their love. Of the 1,211 gifts received 44.8 % came from students, 12.7% from friends of the University, 30.5% from university faculty/staff, and 12% from alumni of the University. The CSU Pueblo Foundation provided four fundraising incentives for campaigns to work for: most overall, most faculty/staff, most student, and most alumni donors. These incentives allowed campaigns to receive an additional \$1,000 or \$500 for their cause and were able to be paired with the Foundation’s dollar-for-dollar match up to \$1,000 for each eligible campaign.

CSU Pueblo Partners with the Center for American Values to Host the Fourth Annual Food Distribution Event. The annual Southern Colorado Food Distribution took place on Saturday at the CSU Pueblo campus from 10 a.m. until 2 p.m. A brief ceremony kicked off the event at 9:30 a.m. “I know that there is food scarcity among our veterans. Often, our veterans are overlooked, or they don’t know how to reach out and ask for help. We are grateful that other organizations take the lead to make sure that they’re taken care of,” said Tanya Quintana, Program Director at the Center for American Values. The Military and Veteran Success Center at CSU Pueblo coordinated the volunteers and assistants that prepare care packages. Each bundle consists of two weeks’ worth of food, toiletries, and personal care items. Various service partners pick up the items and ensure they are delivered to more than 800 veterans living in communities throughout Southern Colorado.



CSU PUEBLO VISION 2028

FY22 | ANNUAL REPORT



ADVANCING. FORWARD. TOGETHER.

In 2018, Colorado State University Pueblo began a 10-year journey to reposition higher education in our region, for our community, and right here on our Pueblo campus. Vision 2028 started with the bold dream to become the people's university for Colorado and the Southwest United States. Vision's first phase started with 10 initiatives and the belief that a university for the people must be inclusive, accessible, and affordable -- and must be able to do the hard work to ensure that every interested student had the opportunity to earn a university degree.

A global pandemic shifted our work in 2020, but it did not stop us. This Fiscal Year 2022 Vision 2028 Annual Report details our activities from the past year and assesses the outcomes, measured by fall 2022 enrollment, retention, and graduation. The second half of this report outlines the work ahead as we look toward fiscal years 2024 through 2029 and the culmination of Vision 2028. Together, we are advancing CSU Pueblo. Thank you for being part of our journey.

Timothy P. Mottet
President
Colorado State University Pueblo

VISION

To be the people's university for Colorado
and the Southwest United States



MISSION

To help students navigate life in a
rapidly changing world

WIGS

Wildly Important **Goals**

1. Expand our Appeal
2. Enhance Student Success
3. Develop our People

HOW?

PHASE I

Strategy

Investments

Assessment

Partnerships

	YEAR 1 2018-2019	YEAR 2 2019-2020	YEAR 3 2020-2021	YEAR 4 2021-2022	YEAR 5 2022-2023
INITIATIVE 1 New Financial Aid Model	█				
INITIATIVE 2 Athletics	█				
INITIATIVE 3 Track Centers	█				
INITIATIVE 4 New Advising Model		█			
INITIATIVE 5 CSU Pueblo @ Colo. Springs		█			
INITIATIVE 6 Adult Learning Program		█			
INITIATIVE 7 General Ed. & Capstone Curricular Redesign	█				
INITIATIVE 8 Professional Learning Spaces			█		
INITIATIVE 9 Downtown Presence				█	
INITIATIVE 10 CSU Pueblo Professional			█		

HOW?

PHASE I

Strategy

Investments

Assessment

Partnerships

VISION ²⁰²⁸ INVESTMENTS	FY 2020	FY 2021	FY 2022
PROJECT MANAGEMENT	(\$295,689.36)	(\$928,883.36)	(\$2,104,326.45)
#1 New Financial Aid Model	(\$2,007.31)	(\$10,557.07)	(\$13,554.57)
#2 Athletics	(\$1,865,224.00)	(\$1,871,223.58)	(\$1,957,792.26)
#3 University Track Centers	(\$5,800.88)	(\$129,870.06)	(\$274,316.29)
#4 Advising	(\$22,811.69)	(\$335,625.24)	(\$728,567.10)
#6 Adult Learning	(\$30,796.88)	(\$131,298.03)	(\$215,525.00)
#7 General Education & Capstone Redesign	(\$60,034.00)	(\$292,370.65)	(\$548,914.20)
#10 CSU Pueblo Professional/Marketing	(\$301,786.07)	(\$485,892.49)	(\$753,760.43)
VISION 2028 initiatives 5 and 9 have been paused; initiative 8 was self-funded by the institution (Professional Spaces) via a federal grant award	\$1,930,777	\$3,601,537	\$6,371,093

HOW?

PHASE I

Strategy

Investments

Assessment: Enrollment/Retention/Graduation

Partnerships

NEW STUDENT ENROLLMENT

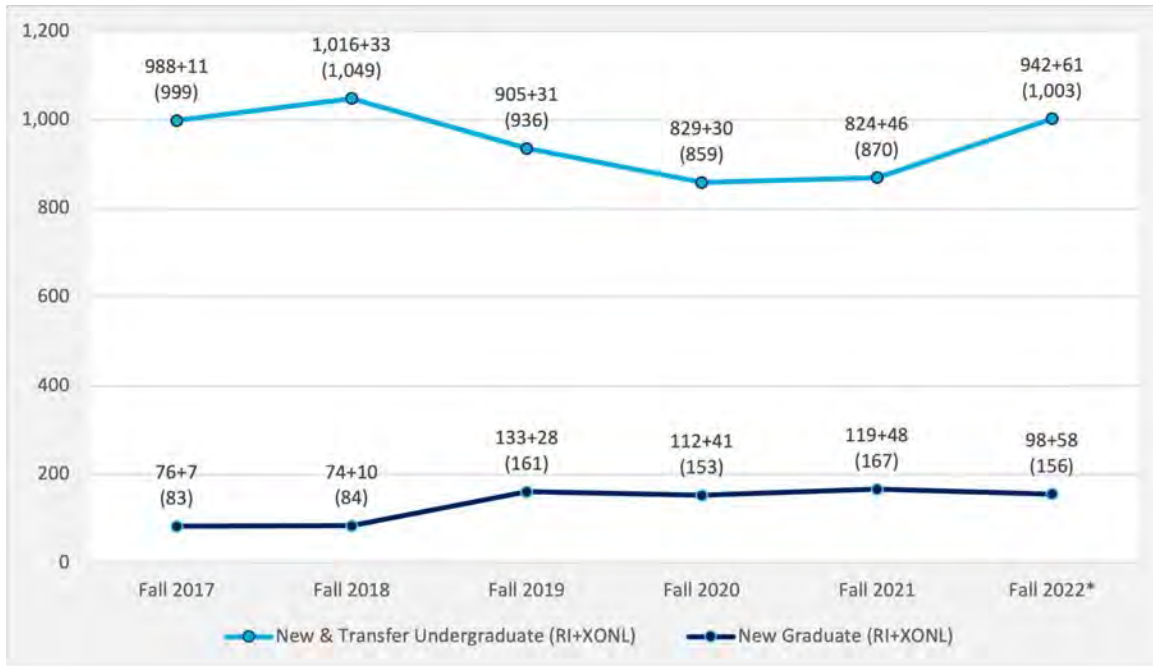


CHART 1A
RI + XONL

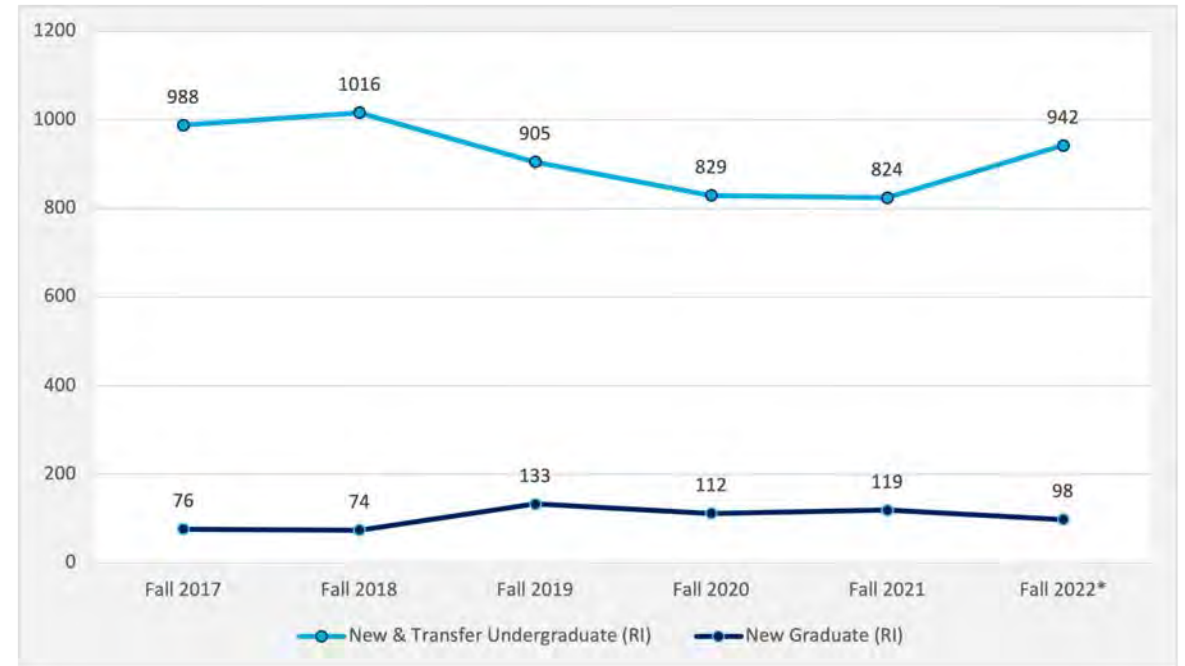


CHART 1B
RI ONLY

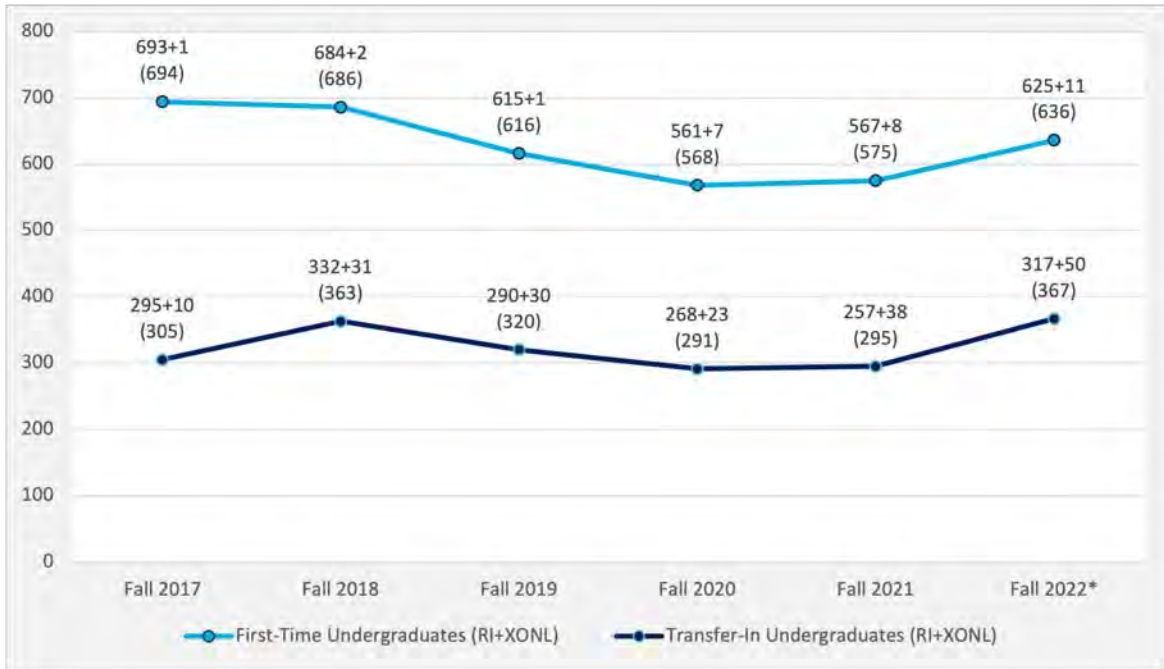


CHART 1C
RI + XONL

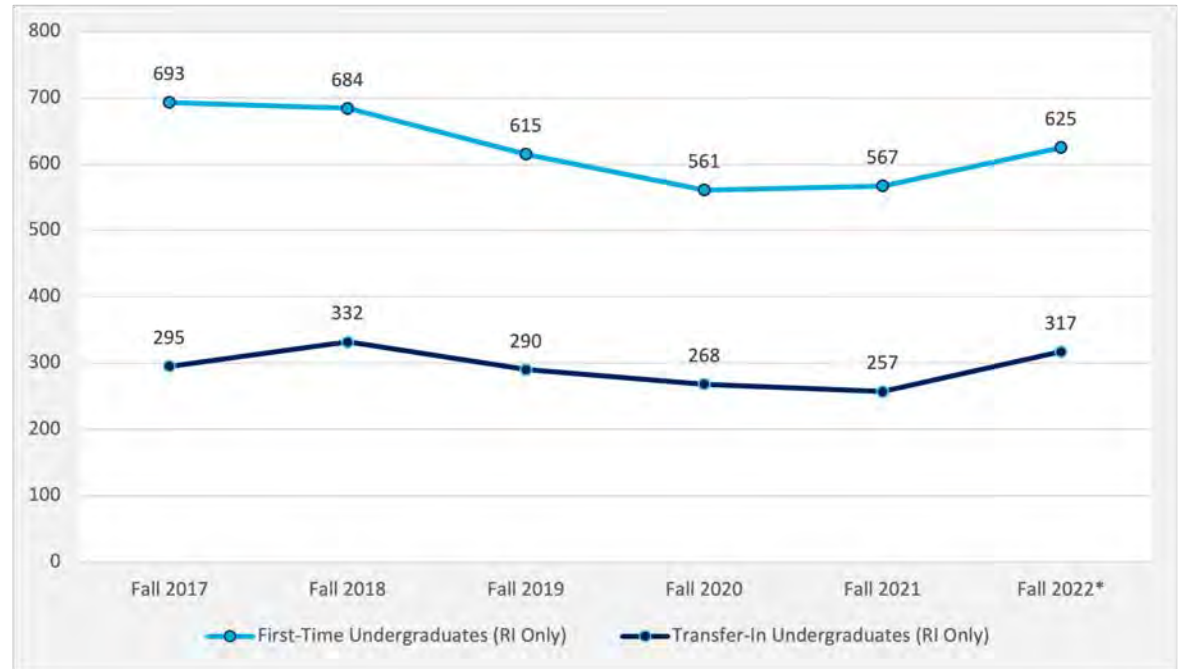


CHART 1D
RI ONLY

ENROLLMENT BY HEADCOUNT

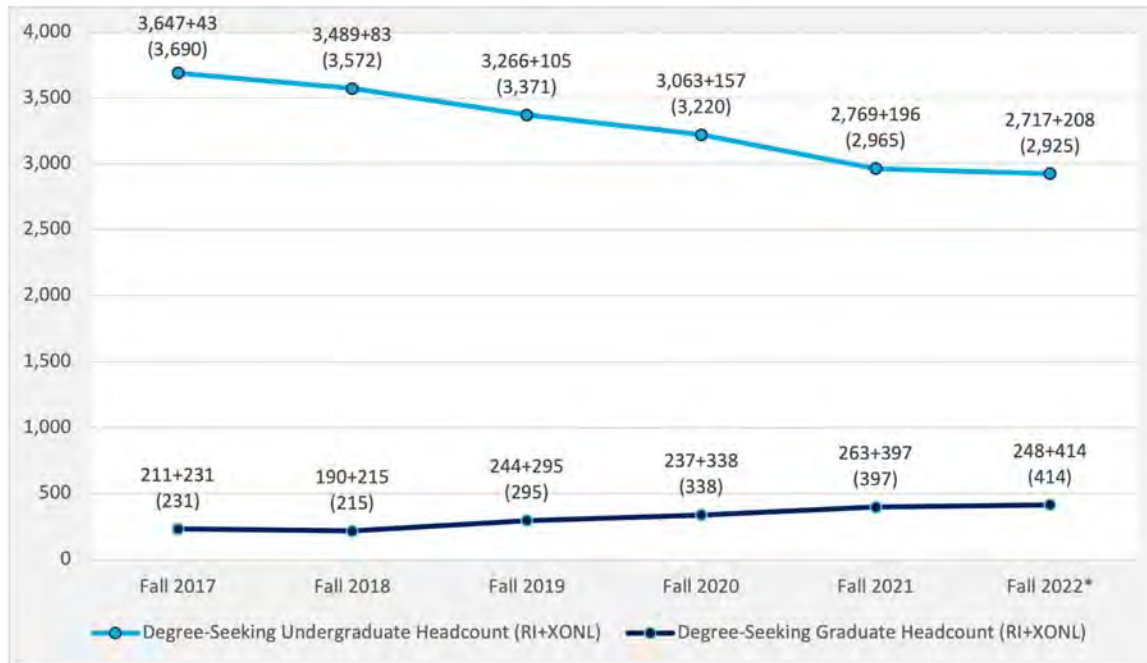


CHART 2A
RI + XONL

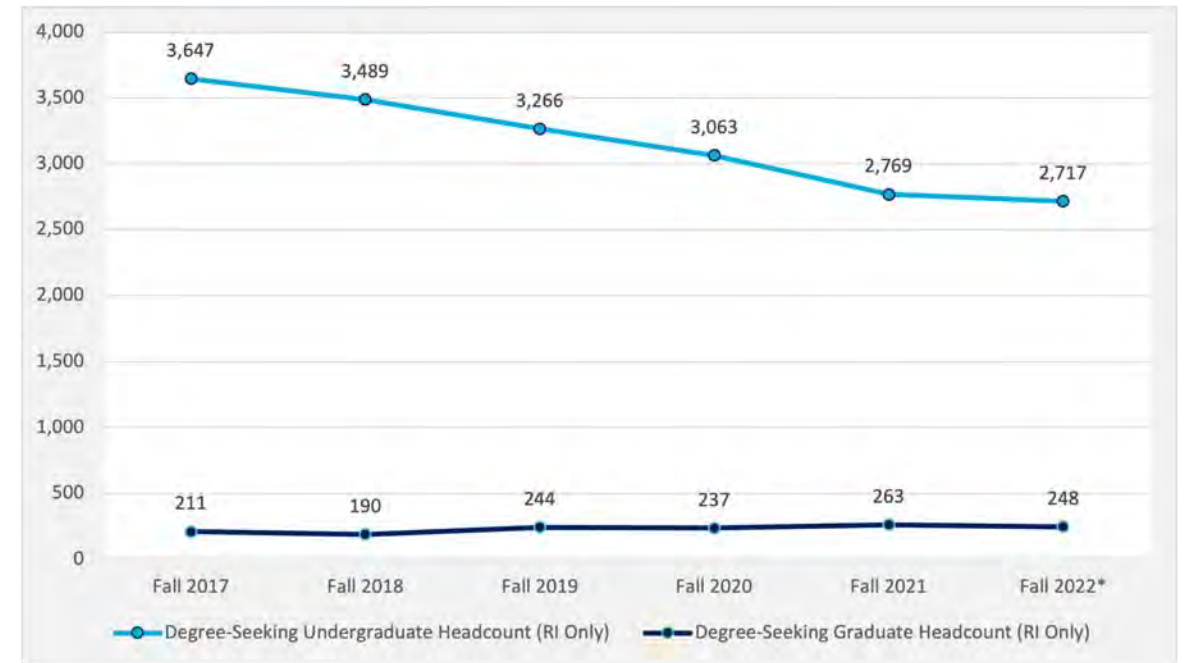


CHART 2B
RI ONLY

TOTAL STUDENT CREDIT HOURS*

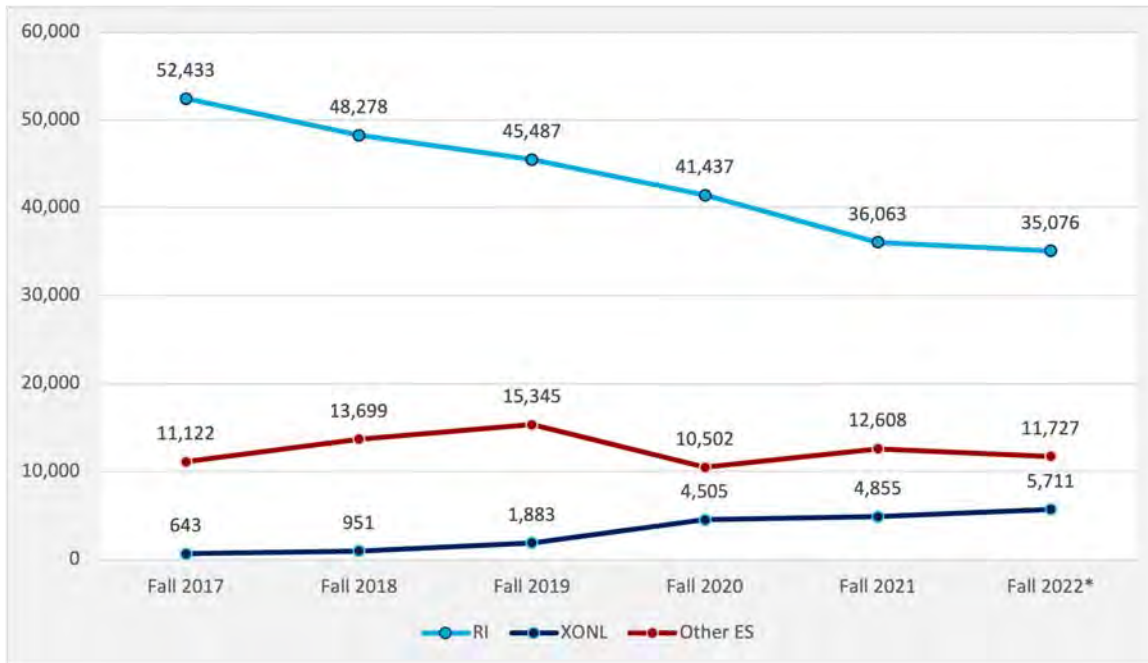


CHART 3A

Credit Hour Production by Fund Source, Fall Semesters

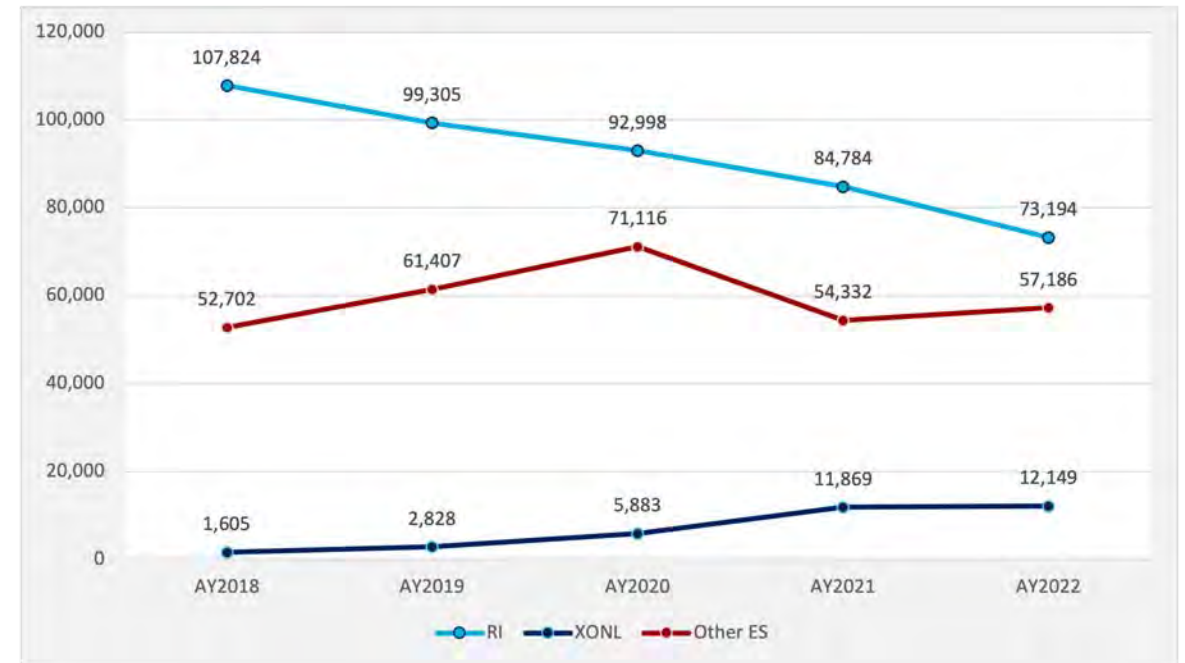


CHART 3B

Credit Hour Production by Fund Source

*Current AY numbers, Chart 3B, are unofficial and do not include final AY student credit hours generated.

PROGRESS TOWARD DEGREE

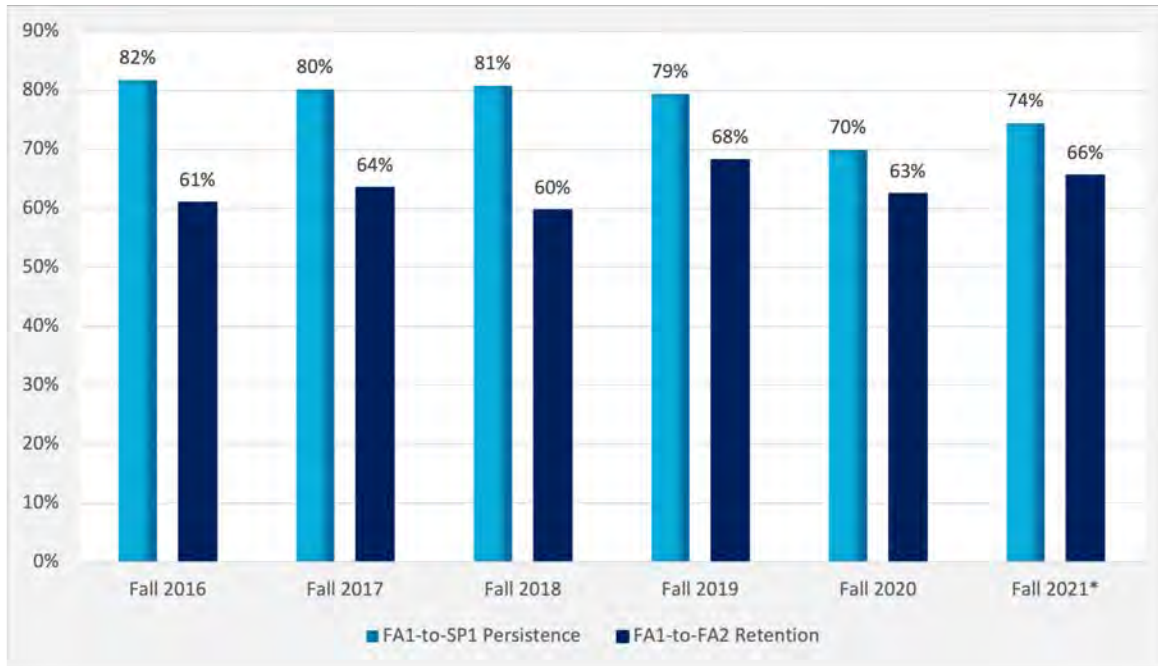


CHART 4A
Cohort Persistence & Retention

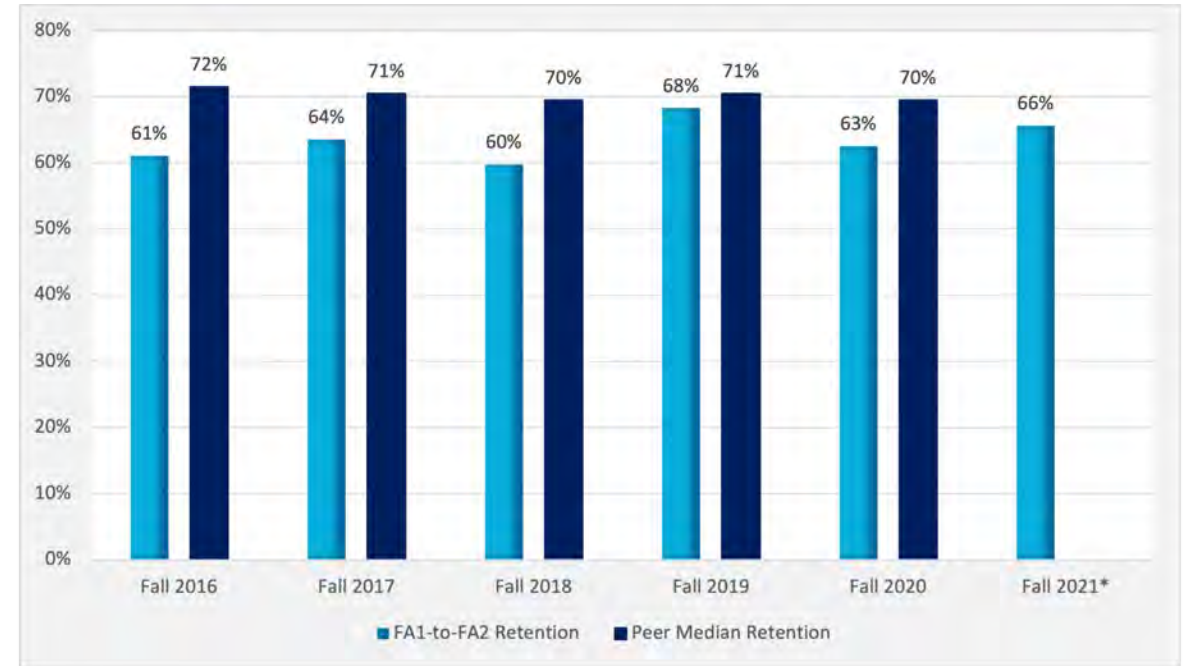


CHART 4B
Cohort Retention, Fall '16 to Fall '21, Compared to Peer Median*

GRADUATION

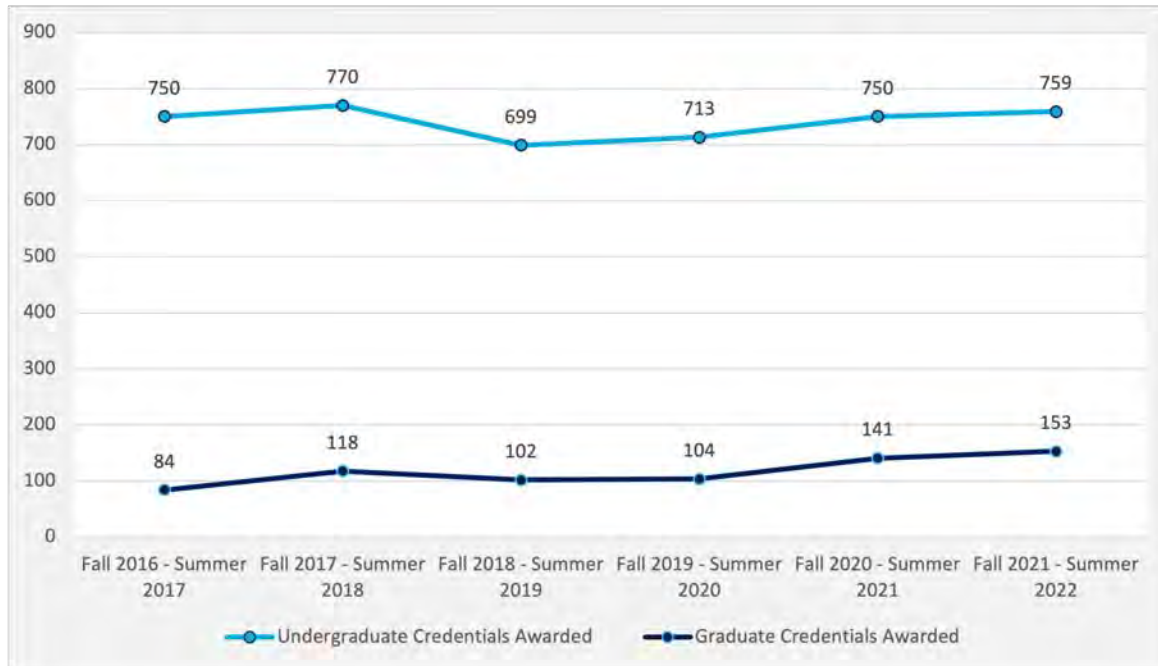


CHART 5A
Total Credentials Awarded by Level by Year

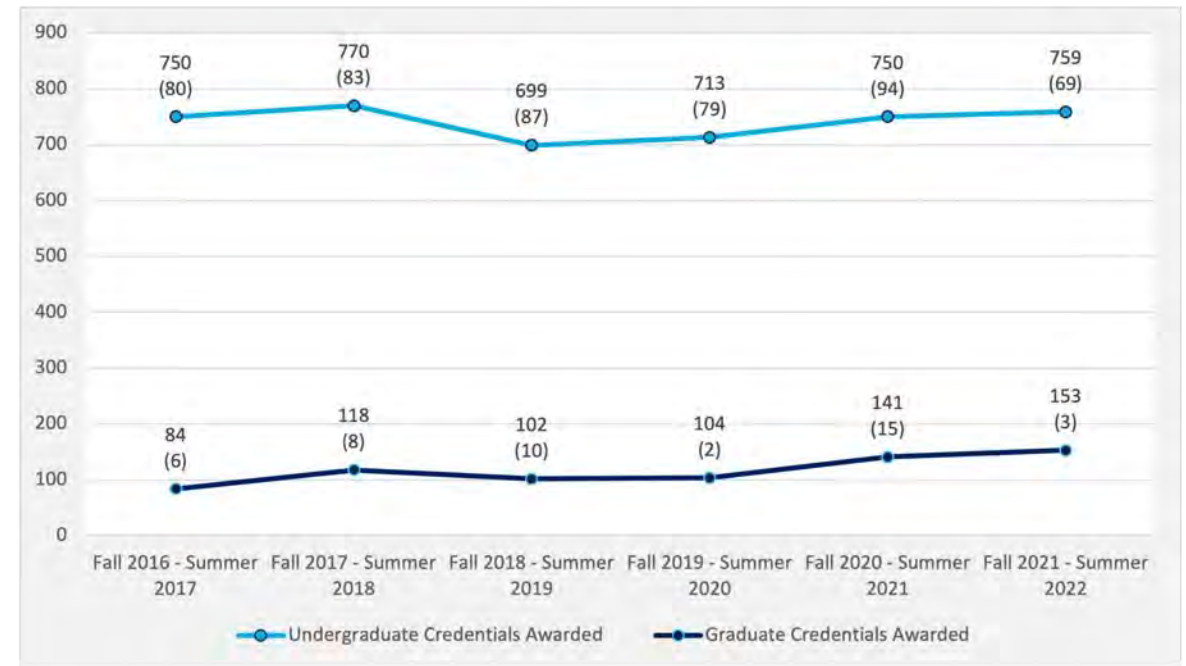


CHART 5B
Total Credentials Awarded by Level by Year, Fall 2016 - Present, STEM Awards Noted

HOW?

PHASE I

Strategy

Investments

Assessment: Student Experience

Partnerships

HIGH IMPACT PRACTICES

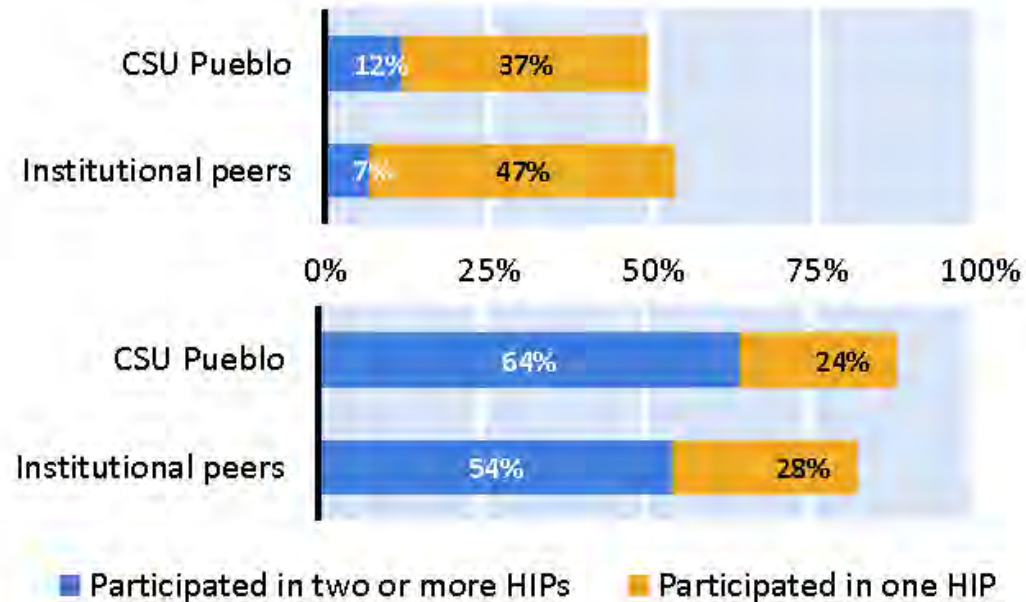
National Survey of Student Engagement (NSSE), Spring 2022

First-year

Service-Learning, Learning
Community, and Research
w/Faculty

Senior

Service-Learning, Learning
Community, Research w/Faculty,
Internship, Study Abroad,
and Culminating Senior
Experience



*The National Survey of Student Engagement (NSSE) is a trusted and widely used instrument for assessing the quality of undergraduate education—providing institutions diagnostic, actionable information that fosters and catalyzes evidence-based improvement efforts.

FIRST YEAR COMPARISON TO PEERS

National Survey of Student Engagement (NSSE), Spring 2022

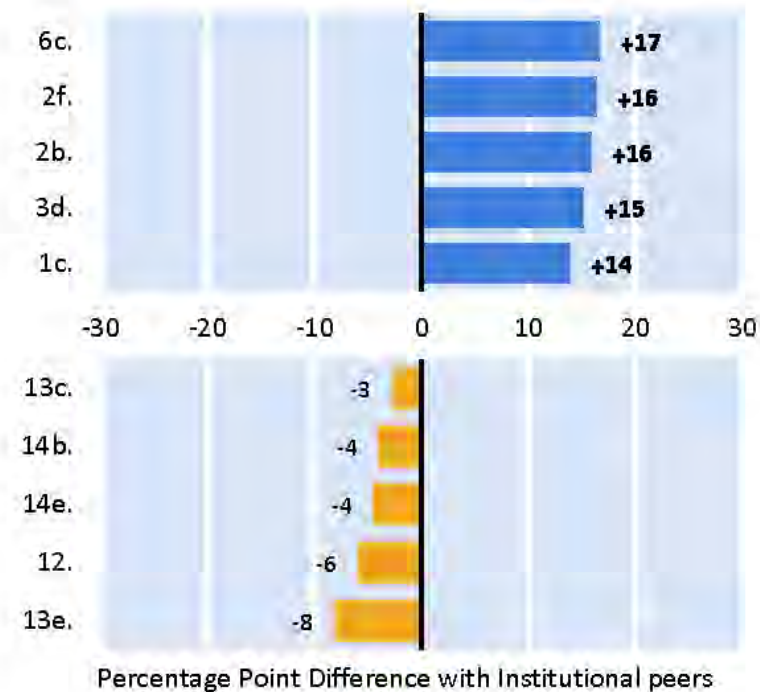
First-year

Highest Performing Relative to Institutional peers

- Evaluated what others have concluded from numerical information^b (QR)
- Learned something that changed the way you understand an issue or concept^b (RI)
- Connected your learning to societal problems or issues^b (RI)
- Discussed your academic performance with a faculty member^b (SF)
- Explained course material to one or more students^b (CL)

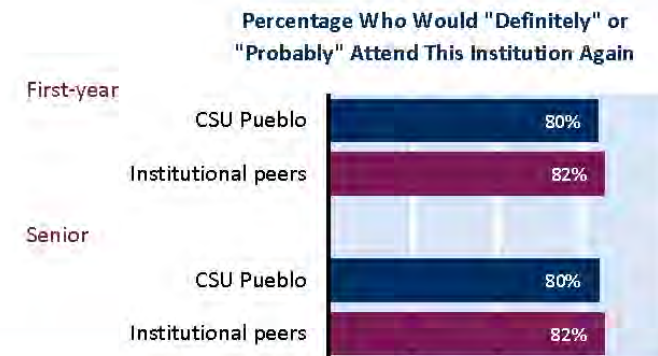
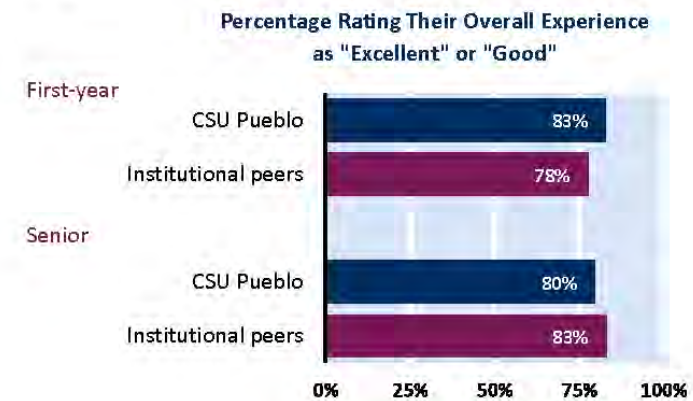
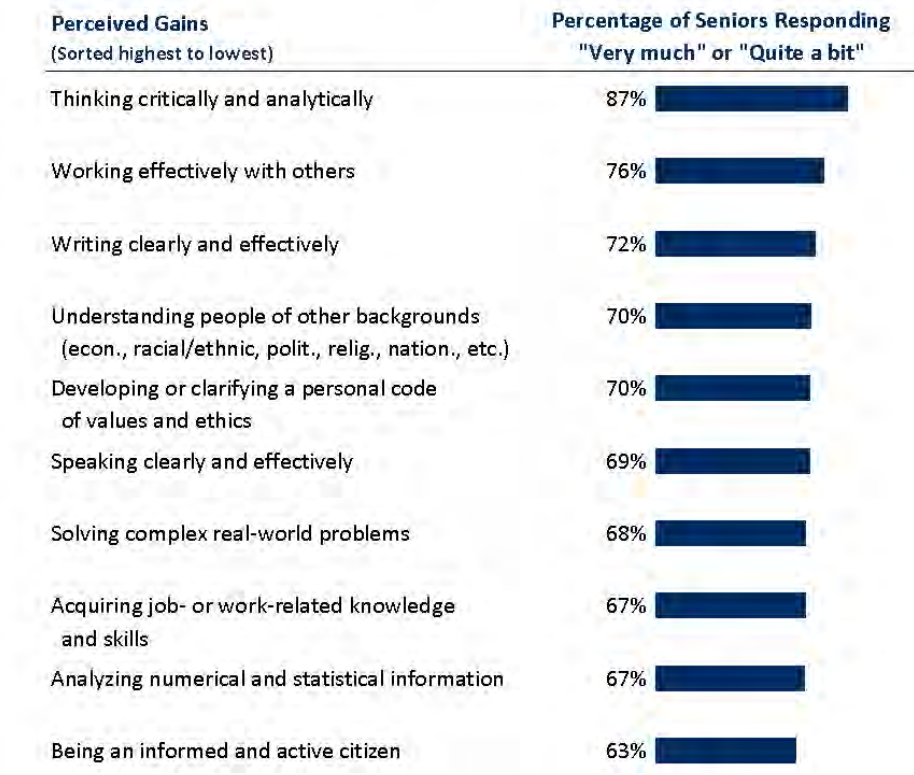
Lowest Performing Relative to Institutional peers

- Quality of interactions with faculty^d (QI)
- Institution emphasis on providing support to help students succeed academically^c (SE)
- Institution emphasis on providing opportunities to be involved socially^c (SE)
- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Quality of interactions with other administrative staff and offices (...)^d (QI)



SENIOR COMPARISON TO PEERS

National Survey of Student Engagement (NSSE), Spring 2022



YEAR OVER YEAR COMPARISON

National Survey of Student Engagement, 2020 to 2022

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

2020 NSSE RESULTS

Theme	Engagement Indicator	Your students compared with Peer Institutions	
		First-year	Senior
Academic Challenge	Higher-Order Learning	—	—
	Reflective & Integrative Learning	—	—
	Learning Strategies	—	—
	Quantitative Reasoning	△	△
Learning with Peers	Collaborative Learning	—	△
	Discussions with Diverse Others	—	—
Experiences with Faculty	Student-Faculty Interaction	△	△
	Effective Teaching Practices	—	—
Campus Environment	Quality of Interactions	—	—
	Supportive Environment	—	—

2022 NSSE RESULTS

Theme	Engagement Indicator	Your students compared with Institutional peers	
		First-year	Senior
Academic Challenge	Higher-Order Learning	△	—
	Reflective & Integrative Learning	▲	△
	Learning Strategies	△	—
	Quantitative Reasoning	▲	△
Learning with Peers	Collaborative Learning	▲	△
	Discussions with Diverse Others	△	—
Experiences with Faculty	Student-Faculty Interaction	△	△
	Effective Teaching Practices	△	—
Campus Environment	Quality of Interactions	—	▽
	Supportive Environment	—	—

STUDENT EXPERIENCE

National Survey of Student Engagement (NSSE)

SUMMARY

- Improvement of NSSE scores for 1st year students from 2 positive engagement areas to 8
- Improvement of NSSE scores for senior students from 3 positive engagement areas to 4
- Overall experiences at "excellent" or "good" for 1st year students 5 points higher than peer institutions

NEXT STEPS

- Increase quality of interactions on campus
- Increase peer mentorship, tutoring, and other opportunities for peer-to-peer interactions
- Elevate opportunities around diversity, equity, and inclusion -- including events related to social/economic/political issues

HOW?

PHASE I

Strategy
Investments
Assessment
Partnerships









CENTER FOR INTEGRATED HEALTH AND WELLNESS



2024



CSU PUEBLO VISION 2028

PHASE II

FY 24 - FY29

BY 2028

CSU Pueblo will

BY 2028

- ...have a stable enrollment of 4,000 students (WIG 1)
- ...retain students at rate of 70% (WIG 2)
- ...be financially sustainable (WIG 1, 2, 3)
- ...have an enhanced culture and reputation (WIG 3)
- ...be recognized as a new model for regional comprehensive universities (WIG 1)

BY 2028

CSU PUEBLO
VISION 2028
**PHASE II WILL
ALLOW US TO**



...forecast consistent revenues based on a mix of 4,000 students/increased retention

...(re)allocate revenues to support faculty and staff needed to support a 4,000 student university

...diversify revenues to mitigate annual increases in expenses with fixed enrollment

...identify profit margin needed to re-invest in the University to fund compensation, operations, and strategic initiatives

...determine reserves needed for the University to be financially stable

...support local and statewide development plans by creating new creative, professional, technical and scientific economies: transportation, health sciences, creative arts, and more

HOW?

PHASE II

Strategy

Alignment

Investments

PIVOT POINTS

- 1** **Optimize enrollment markets: concurrent, Pueblo County, transfer, rural, stop-out, adult, and graduate**
- 2** **Increase retention and persistence, mapped to peers**
- 3** **Enhance student and employee experiences to differentiate across higher ed market**
- 4** **Elevate the following "niche" academic programs:**
 - A) Nursing
 - B) Transportation (Including SCITT)
 - C) Health Sciences (Including ICR)
 - D) Cybersecurity
 - E) Teacher Education, Focus on Early Childhood Education
 - F) School of Creativity and Practice (SoCaP): Art and Creative Media, Music, and Media Entertainment
- 5** **Maximize system alignment to enhance customer service, mitigate risk, minimize cost, and improve efficiencies**



HOW?

CSU PUEBLO

PATHWAYS

- **Re-evaluate University Track Centers as admissions centers in southern Colorado**
- **Increase access opportunities for rural recruitment (services, programming)**
- **Re-evaluate opportunities for transfer (community colleges, regional, CSU System, collaboration campuses)**
- **Promote graduate and adult education**
- **Optimize or re-organize Pack Center advising model (advising/career coaching)**



HOW?

CSU PUEBLO

WORKS

- **Fund place-based and required learning experiences (unpaid clinicals and Teacher Education)**
- **Require internships and career exploration to increase experiential learning opportunities across degree programs/levels**
- **Establish a way for students to earn college credit for working at a job that maps to career goals**
- **Promote “profession-based” degree programs that lead to careers**
- **Develop professional learning studios**



HOW?

CSU PUEBLO

DISCOVERY

- **Continue Discovery Scholars program, High Impact Instructional Practices (HIIPs)**
- **Research/implement freshmen seminar**
- **Optimize mentoring: faculty, peer, community/alumni**
- **Establish and promote diverse opportunities for HIIPs across degree programs**



HOW?

CSU PUEBLO

JOURNEY

- Offer year-long capstone courses
- Establish infrastructure to support Todos Santos and study abroad programs
- Create new "Journey" opportunities to shorten time to degree ("mini-mesters," jump-start programs, and accelerated learning opportunities)

HOW?

PHASE II

Strategy
Alignment
Investments



CSU FORT COLLINS

OUTCOMES

- Shared reporting lines
- Shared responsibilities
- Common policies and procedures
- Streamlined processes
- Increased access to resources

Business Financial Services



CSU SYSTEM
COLORADO STATE UNIVERSITY



Information Technology

OUTCOMES

- Enhanced customer service
- Risk Reduction
- Cost avoidance
- Improved efficiencies



CSU PUEBLO

HOW?

PHASE II

Strategy

Partnership/Alignment

Investments



TECHNOLOGY

2024



2028



CSU PUEBLO



CSU PUEBLO
VISION 2028



CSU SYSTEM
COLORADO STATE UNIVERSITY



Section 9

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
December 2, 2022

Committee Chair: Dr. Nate Easley (Chair), Polly Baca (Vice Chair)

Assigned Staff: Dr. Roze Hentschell, Interim Chief Academic Officer

I. New Degree Programs

Colorado State University Pueblo

- Associate Degrees:
 - Associate of Arts (AA)
 - Associate of General Studies (AGS)
- Undergraduate Certificates:
 - Construction Safety, Law and Management
 - Construction Project Manager
 - Construction Procurement
 - Surveying and Modeling
 - Nutritional Psychology
 - Colorado Studies
 - Geography
 - Basic Spanish for the Health Professions
 - Advanced Spanish for the Health Professions

II. Faculty Manual Changes

- Faculty Manual Changes:
 - Faculty Manual Section D.2.2 – University Policy Review Committee
 - Faculty Manual Section E.2 – Types of Faculty Appointments

III. Miscellaneous Items

- Colorado State University
None
- CSU Pueblo
 - CSU Pueblo Academic Calendar for AY 23-24, 24-25, 25-26
- CSU Global
None

IV. Final Enrollment Reports

- Colorado State University
- Colorado State University Pueblo
- Colorado State University Global

V. Student Success Reports

- Colorado State University
- Colorado State University Pueblo
- Colorado State University Global Campus



Academic and Student Affairs Committee

Board of Governors Regular Meeting – December, 2022

Roze Hentschell, Interim Chief Academic Officer



Contents

- New Degree Programs
- Faculty Manual Changes
- Academic Calendar
- Final Enrollment Reports
- Student Success Data Reports, presented by campus leadership



CSU-Pueblo New Degrees



- **Associate Degrees**

- **Associate of Arts (AA)**

- **Associate of General Studies (AGS)**

- In response to HB 21-1330 and the Colorado Re-engage initiative (CORE)
 - Gives statutory authority to 4-year institutions to offer associate degrees retroactively to students who have stopped out prior to graduation
 - limited to retroactive conferral for students who started at a 4-year school
 - did not transfer to institution with 2-year residency fulfilled from Community College
 - have completed 70+ credits
 - had stopped out for at least two consecutive semesters after being actively enrolled during the past 10 years
 - The state is coordinating with HLC to handle a broad statewide effort on this initiative for accreditation updates
 - Funding from state for administrating implementation (\$40K award)

CSU-Pueblo New Degrees



■ Undergraduate Certificates

- Construction Safety, Law, and Management (10 credits)
- Construction Project Manager (9 credits)
- Construction Procurement (9 credits)
- Surveying and Modeling (9 credits)
- Nutritional Psychology (12 credits)
- Colorado Studies (9 credits)
- Geography (9 credits)
- Basic Spanish for the Health Professions (12 credits)
- Advanced Spanish for the Health Professions (12 credits)

CSU Faculty and Administration Professional Manual Changes



■ E.2 Types of Faculty Appointments

- Clarifies existing policies for Contract, Continuing, and Adjunct Faculty (CCAF) that
 - 1) Unlike tenure/tenure track faculty who must have their appointment in an academic department, CCAF may have their appointment in a Special Academic Unit (such as SoGES) or a program, such as the Honors Program.
 - 2) For Contract faculty, new issues contracts replace the current contract
 - 3) If Contract faculty move to continuing status, they keep their rank and salary of the contract appointment.

■ D.2.2 University Policy Review Committee

- UPCR was added in 2019, with Faculty Council electing two faculty representatives in September 2021. This revision specifies the the University Officer responsible for convening the committee.

CSU Pueblo Academic Calendar



- For AY 23-24, 24-25, 25-26
- Represents new alignment with FC's calendar and joint banner project
- Consent item

Final Enrollment Reports

The Board saw the Preliminary Enrollment Reports in October; these reports parallel those, with final numbers available now that will be submitted to the state (SURDS) and the feds (IPEDS).

CSU:

CSU-Pueblo:

CSU-Global Campus:

Student Success Persistence and Graduation Reports

CSU:

CSU-Pueblo:

CSU-Global Campus:

Board of Governors of the Colorado State University System
Meeting Date: December 1-2, 2022
Consent Item

MATTERS FOR CONSENT:

New Degree Program: Associate of Arts

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the Office of the Provost to establish a new Associate of Arts degree. If approved, this degree will be effective in Fall 2023.

EXPLANATION:

Presented by Dr. Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

The Associate of Arts program is being created in response to state efforts related to HB21-1330 and the CORE initiative allowing four-year institutions to award an associate degree retroactively.

1. Specific Identifiers:

- a. Name of Program: Associate of Arts
- b. Degree Type : Associate of Arts
- c. Recommended CIP code: 24.0102
- d. College, School, Dept.: Office of the Provost

2. Overview of Program

This Associate of Arts (AA) degree is being proposed to align with the CORE Initiative. This degree is limited to retroactive conferral for students who started at a 4-year school, did not transfer to us with 2-year residency fulfilled from Community College, have completed 70+ credits and had stopped out for at least two consecutive semesters after being actively enrolled during the past 10 years. The state is coordinating with HLC to handle a broad statewide effort on this initiative for accreditation updates.

3. Fit With Campus Mission

The goal of the CORE Initiative is to award students a credential for the credits they have already earned. This fits directly with being the People's University and helping our students navigate rapid changes in employment.

Mission Statement

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

Vision Statement

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

4. Evidence of Need

This degree program is in line with the state's CORE Initiative in response to HB21-1330. The state identified a large potential population for this degree and CSU Pueblo intends to provide this opportunity to our students, as well as to encourage their completion of a 4-year degree.

5. Student Population in Five Years and Profile:

Student population will be dependent upon identifying and contacting eligible students who have left the institution having completed the required coursework within the past 10 years.

6. Special Undergraduate Admissions standards

- A minimum of 70 total credits earned with at least 15 credits in residence at CSU Pueblo.
- Student has a CSU Pueblo cumulative GPA of 2.000 or higher. Grades in all courses for degree are C- or higher.
- No more than 14 credits earned in degree-seeking status at a Colorado two-year institution.
- Student was actively enrolled at CSU Pueblo within the 10 years prior to degree award and has not enrolled in any college-level credit-bearing courses for at least two consecutive semesters.
- Student has not earned a degree at another institution after leaving CSU Pueblo.
- Student is identified by the Registrar's Office as verified for the credential.

7. Curriculum and Program Outcomes

Curriculum Requirements

Course	Title	Credits
<u>ENG 101</u>	Rhetoric & Writing I (GT-CO1)	3
Choose one of the following:		3
<u>ENG 102</u>	Rhetoric & Writing II (GT-CO2)	
<u>ENG 115</u>	Introduction to Technical & Professional Writing	
<u>ENG 117</u>	Intro. Scientific/Medical Writing (GT-CO2)	
Must complete the following General Education content areas:		
History		3
Humanities	Must complete 3 separate courses.	9
Math		3
Natural Sciences	Must complete 2 lecture courses and associated lab courses.	8
Social Sciences	Must complete 2 separate courses.	6

Electives	35
200-level or higher courses	General Education courses can be used to fulfill this criteria.

Program Outcomes:

Students will demonstrate the General Education Learning outcomes.

Students will gain college-level skills and knowledge to support employment and advancement.

Assessment plan will include tracking of patterns of participation upon contact, typical prior majors and course prefix inventory, available placement information, or employment advancement following conferral, etc. for students completing this degree.

8. Faculty resources (current and required)

Not applicable for teaching as coursework was already completed. Some faculty will assist with outreach to encourage completion of a bachelor's degree.

9. Library, Facilities, Equipment., etc., Current and Required

Support for Institutional Research, Admissions, and Registrar's Office to sort data and verify identified students, contact these students through outreach to re-admit and process degree conferral.

10. Budget

CDHE funding has been requested to support the initial year of work on this AA and the AGS degree. Once the process is established, the offices will continue this effort in future years. Here is the budget submitted to CDHE:

Project Step	Completion Date	Total funding request
Update data systems and catalog	Jan 2023	\$5,000
Identify eligible students	March 2023	\$4,000
Confirm no other institution can award the degree	April 2023	\$4,000
Contact eligible students	August 2023	\$7,000
Create and deliver associate diplomas	September 2023	\$10,000
Encourage reenrollment	September 2023	\$10,000
		\$40,000 Total

MATTERS FOR CONSENT:

New Degree Program: Associate of General Studies

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the Office of the Provost to establish a new Associate of General Studies degree. If approved, this degree will be effective in Fall 2023.

EXPLANATION:

Presented by Dr. Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

The Associate of General Studies program is being created in response to state efforts related to HB21-1330 and the CORE initiative allowing four-year institutions to award an associate degree retroactively. This degree provides flexibility in requiring fewer general education core requirements for degree conferral.

1. Specific Identifiers:

- a. Name of Program: Associate of General Studies
- b. Degree Type : Associate of General Studies
- c. Recommended CIP code: 24.0102
- d. College, School, Dept.: Office of the Provost

2. Overview of Program

This Associate of General Studies (AGS) degree is being proposed to align with the CORE Initiative. This degree is limited to retroactive conferral for students who started at a 4-year school, did not transfer to us with 2-year residency fulfilled from Community College, have completed 70+ credits and had stopped out for at least two consecutive semesters after being actively enrolled during the past 10 years. The state is coordinating with HLC to handle a broad statewide effort on this initiative for accreditation updates. The AGS degree allows inclusion of a broader range of students for conferral as it has less general education core courses.

3. Fit With Campus Mission

The goal of the CORE Initiative is to award students a credential for the credits they have already earned. This fits directly with being the People's University and helping our students navigate rapid changes in employment.

Mission Statement

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

Vision Statement

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

4. Evidence of Need

This degree program is in line with the state's CORE Initiative in response to HB21-1330. The state identified a large potential population for this degree and CSU Pueblo intends to provide this opportunity to our students, as well as to encourage their completion of a 4-year degree.

5. Student Population in Five Years and Profile:

Student population will be dependent upon identifying and contacting eligible students who have left the institution having completed the required coursework within the past 10 years.

6. Special Undergraduate Admissions standards

- A minimum of 70 total credits earned with at least 15 credits in residence at CSU Pueblo.
- Student has a CSU Pueblo cumulative GPA of 2.000 or higher. Grades in all courses for degree are C- or higher.
- No more than 14 credits earned in degree-seeking status at a Colorado two-year institution.
- Student was actively enrolled at CSU Pueblo within the 10 years prior to degree award and has not enrolled in any college-level credit-bearing courses for at least two consecutive semesters.
- Student has not earned a degree at another institution after leaving CSU Pueblo.
- Student is identified by the Registrar's Office as verified for the credential.

7. Curriculum and Program Outcomes

Program Outcomes:

Students will demonstrate the General Education Learning outcomes.

Students will gain college-level skills and knowledge to support employment and advancement.

Assessment plan will include tracking of patterns of participation upon contact, typical prior majors and course prefix inventory, available placement information, or employment advancement following conferral, etc. for students completing this degree.

Curriculum Requirements

Course	Title	Credits
<u>ENG 101</u>	Rhetoric & Writing I (GT-CO1)	3
Math (must be general education)		3
Must complete one course from three (3) of the below General Education content areas: History Humanities Natural Sciences Social Sciences		9
Electives		55
200-level or higher courses (may be more general education)		15
Total Credits		70

8. Faculty resources (current and required)

Not applicable for teaching as coursework was already completed. Some faculty will assist with outreach to encourage completion of a bachelor's degree.

9. Library, Facilities, Equipment., etc., Current and Required

Support for Institutional Research, Admissions, and Registrar's Office to sort data, verify identified students, contact these students to re-admit and process the degree conferral.

10. Budget

CDHE funding has been requested to support the initial year of work on this AGS and the AA degree. Once the process is established, the offices will continue this effort in future years. Here is the budget submitted to CDHE:

Project Step	Completion Date	Total funding request
Update data systems and catalog	Jan 2023	\$5,000
Identify eligible students	March 2023	\$4,000
Confirm no other institution can award the degree	April 2023	\$4,000
Contact eligible students	August 2023	\$7,000
Create and deliver associate diplomas	September 2023	\$10,000
Encourage reenrollment	September 2023	\$10,000
		\$40,000 Total

MATTERS FOR CONSENT:

New Certificate Program: **Construction Safety, Law, and Management,**

RECOMMENDED ACTION:

MOVED, , that the CSU Board of Governors approve the request from College of Science, Technology, Engineering, and Mathematics to establish a new **Certificate in Construction Safety, Law, and Management**. If approved, this certificate will be effective in fall 2023.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

This certificate provides new opportunities for students to earn a credential in Construction Safety, Law and Management, which may also lead to further studies in Construction Management or in other degree programs. It is one of four certificates that are being developed in Construction management for current students or professionals in the field. This certificate uses courses from the Construction Management bachelor's degree and students may choose to continue and complete that program.

1. Specific Identifiers:

- a. Name of Program: **Construction Safety, Law, and Management, Certificate**
- b. Degree Type : **Certificate**
- c. Recommended CIP code: **52.2001**
- d. College, School, Dept.: **College of Science, Technology, Engineering, and Mathematics, School of Engineering**

2. Overview of Program

The Safety, Law, and Management Certificate in construction management is proposed to increase enrollment in the Construction Management Program. The proposed certificate consists of 4 courses (10 credit hours), which provides extensive and comprehensive knowledge in safety procedures and OSHA, contract interpretation and code, planning and management that required for the construction industry. The Safety, Law, and Management Certificate is intended to enhance the current construction industry professional's body of knowledge with advanced construction industry skills. Courses are available both in-person and online.

3. Evidence of Need

The majority of individuals interested in this certificate are currently employed and do not wish to pursue an entire degree program in construction management. Further, employers in this industry are encouraging their employees to focus on specific skills that may be lacking in the organizations. The program has continually received requests for program offerings that are focused to meet specific industry needs.

4. Student Population in Five Years and Profile:

We anticipate that most certificate enrollees will either be students enrolled in other majors or postgraduates who need to enhance their skills. Anticipated enrollment is growth from 2 to 3 students over the first 5 years.

	2022/23	2023/24	2024/25	2025/26	2026/27
Projected Certificates awards	2	2	3	3	3

5. Special Undergraduate Admissions standards

The certificate is open to anyone, including the general public. Interested applicants should consult with the construction management program advisor prior to registration to ensure adequate entry level skills.

6. Curriculum and Program Outcomes

Course	Title	Course Description	Credits
CET 303	Construction Management	Job specifications, contractor, organization, bonding, contracts, insurance and labor relations.	3
CM 101	Intro to Construction Management	Identify and understand the relationships among participants in the construction process and its history. Including risks, construction processes, construction law, regulations and construction project delivery.	2
CM 445	Construction Safety	The study of safe construction techniques, workers compensation insurance, OSHA regulations and requirements, cost of accidents, and ethical conduct regarding safety.	2
CM 461	Construction Law	Legal documents and operation in construction management including business ownership and organization, business development through bidding and negotiations, contracts, communication during construction, insurance and accounting.	3
Total Credits			10

Student Learning Outcomes

Individuals who complete this certificate will possess basic technical, managerial and legal skills to develop and implement construction safety plans by applying OSHA standards.

7. Faculty resources (current and required)

We currently have faculty in place to teach these courses. No additional resources are required

8. Library, Facilities, Equipment., etc., (current and required)

Current resources are sufficient as current courses are used.

9. Budget

This certificate is designed to use existing capacity in courses either on campus or online. It will be promoted on campus once approved. The certificate will follow current practices for certificate programs housed within the College of Science, Technology, Engineering, and Mathematics in not having a separate budget line. Because resources to meet the needs of the certificate program are in place, we do not anticipate additional operating costs.

MATTERS FOR CONSENT:

New Certificate Program: **Construction Project Manager**

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from College of Science, Technology, Engineering, and Mathematics to establish a new **Certificate in Construction Project Manager**. If approved, this certificate will be effective in fall 2023.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

This certificate provides new opportunities for students to earn a credential in Construction Project Manager, which may also lead to further studies in Construction Management or in other degree programs. It is one of four certificates that are being developed in Construction management for current students or professionals in the field. This certificate uses courses from the Construction Management bachelor's degree and students may choose to continue and complete that program.

1. Specific Identifiers:

- a. Name of Program: **Construction Project Manager, Certificate**
- b. Degree Type: **Certificate**
- c. Recommended CIP code: **52.2001**
- d. College, School, Dept.: **College of Science, Technology, Engineering & Mathematics, School of Engineering**

2. Overview of Program

The Construction Project Manager Certificate is proposed to increase enrollment in the Construction Management Program. The proposed certificate consists of 3 courses (9 credit hours) which provides extensive and comprehensive knowledge in controlling and mentoring, and planning and management that required for the construction industry. The Certificate is intended to enhance the current construction industry professional's body of knowledge with advanced construction industry skills. Courses are available both in-person and online.

3. Evidence of Need

The majority of individuals interested in this certificate are currently employed and do not wish to pursue an entire degree program in construction management. Further, employers in this industry are encouraging their employees to focus on specific skills that may be lacking in the organizations. The program has continually received requests for program offerings that are focused to meet specific industry needs

4. Student Population in Five Years and Profile:

We anticipate that most certificate enrollees will either be students enrolled in other majors or postgraduates who need to enhance their skills. Anticipated enrollment is growth from 2 to 3 students over the first 5 years.

	2023/24	2024/25	2025/26	2026/27	2027/28
Projected Certificate awards	2	2	3	3	3

5. Special Undergraduate Admissions standards

The certificate is open to anyone, including the general public. Interested applicants should consult with the construction management program advisor prior to registration to ensure adequate entry level skills.

6. Curriculum and Program Outcomes

Course	Title	Course Description	Credits
CET 303	Construction Management	Job specifications, contractor, organization, bonding, contracts, insurance, and labor relations.	3
CM 351	Construction Planning & Scheduling	Principles and techniques of planning and scheduling for construction projects. Topics include bar charts, Critical Path Method, precedence networks and cost-time takeoffs.	3
CM 461	Construction Law	Legal documents and operation in construction management including business ownership and organization, business development through bidding and negotiations, contracts, communication during construction, insurance, and accounting.	3
Total Credits			9

Student Learning Outcomes

Individuals who complete this certificate will possess technical and management skills to function effectively as members and/or leaders on construction teams. Team leadership entails the ability to plan and schedule critical activities and to effectively communicate those plans.

7. Faculty resources (current and required) CONFIRM

We currently have faculty in place to teach these courses. No additional resources are required.

8. Library, Facilities, Equipment., etc., Current and Required

Current resources are sufficient as current courses are used.

9. Budget

This certificate is designed to use existing capacity in courses either on campus or online. The certificate will follow current practices for certificate programs housed within the College of Science, Technology, Engineering, and Mathematics in not having a separate budget line. Because resources to meet the needs of the certificate program are in place, we do not anticipate additional operating costs.

MATTERS FOR CONSENT:

New Certificate Program: **Construction Procurement**

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from College of Science, Technology, Engineering, and Mathematics to establish a new **Certificate in Construction Procurement**. If approved, this certificate will be effective in fall 2023.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

This certificate provides new opportunities for students to earn a credential in Construction Procurement, which may also lead to further studies in Construction Management or in other degree programs. It is one of four certificates that are being developed in Construction management for current students or professionals in the field. This certificate uses courses from the Construction Management bachelor's degree and students may choose to continue and complete that program.

1. **Specific Identifiers:**

- a. Name of Program: **Construction Procurement, Certificate**
- b. Degree Type : **Certificate**
- c. Recommended CIP code: **52.2001**
- d. College, School, Dept.: **College of Science, Technology, Engineering & Mathematics, School of Engineering**

2. **Overview of Program**

The Construction Procurement Certificate is proposed to increase enrollment in the Construction Management Program. The proposed certificate consists of 3 courses (9 credit hours) which provides extensive and comprehensive knowledge in procuring construction service, identifying scope of work, and planning and management that required for the construction industry. The Certificate is intended to enhance the current construction industry professional's body of knowledge with advanced construction industry skills. Courses are available both in-person and online.

3. Evidence of Need

The majority of individuals interested in this certificate are currently employed and do not wish to pursue an entire degree program in construction management. Further, employers in this industry are encouraging their employees to focus on specific skills that may be lacking in the organizations. The program has continually received requests for program offerings that are focused to meet specific industry needs.

4. Student Population in Five Years and Profile:

We anticipate that most certificate enrollees will either be students enrolled in other majors or postgraduates who need to enhance their skills. Anticipated enrollment is growth from 2 to 3 students over the first 5 years.

	2022/23	2023/24	2024/25	2025/26	2026/27
Projected Certificate awards	2	2	3	3	3

5. Special Undergraduate Admissions standards

The certificate is open to anyone, including the general public. Interested applicants should consult with the construction management program advisor prior to registration to ensure adequate entry level skills.

6. Curriculum and Program Outcomes

Course	Title	Course Description	Credits
CM 351	Construction Planning & Scheduling	Principles and techniques of planning and scheduling for construction projects. Topics include bar charts, Critical Path Method, precedence networks and cost-time takeoffs.	3
CM 465	Construction Accounting & Finance	Construction project analysis/financial control including, cash flow analysis and management, overhead cost and break even analysis, time value of money, banking, and bonding.	3
	<i>Select one of the following:</i>		3
CET 304	Building Costs Estimating	Estimating related to building construction industry. Quantity take-off, labor and material costs, records and assembling a general contractor's bid.	
CET 305	Heavy/Highway Cost Estimating	Estimating relating to heavy and highway construction. Covers heavy equipment selection and use, project scheduling and production rates.	
Total Credits			9

Student Learning Outcomes

Individuals who complete this certificate will possess technical and legal skills to support the procurement process for construction activities that require proper timing for timely delivery and effective communication with supplier.

7. Faculty resources (current and required)

We currently have faculty in place to teach these courses. No additional resources are required.

8. Library, Facilities, Equipment., etc., Current and Required

Current resources are sufficient as current courses are included.

9. Budget

This certificate is designed to use existing capacity in courses either on campus or online. The certificate will follow current practices for certificate programs housed within the College of Science, Technology, Engineering, and Mathematics in not having a separate budget line. Because resources to meet the needs of the certificate program are in place, we do not anticipate additional operating costs.

MATTERS FOR CONSENT:

New Certificate Program: **Surveying and Modeling**

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from College of Science, Technology, Engineering, and Mathematics to establish a new **Certificate in Surveying and Modeling**. If approved, this certificate will be effective in fall 2023.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

This certificate provides new opportunities for students to earn a credential in Surveying and Modeling, which may also lead to further studies in Construction Management or in other degree programs. It is one of four certificates that are being developed in Construction management for current students or professionals in the field. This certificate uses courses from the Construction Management bachelor's degree and students may choose to continue and complete that program.

1. **Specific Identifiers:**

- a. Name of Program: **Surveying and Modeling**
- b. Degree Type : **Certificate**
- c. Recommended CIP code: **52.2001**
- d. College, School, Dept.: **College of Science, Technology, Engineering & Mathematics,
School of Engineering**

2. **Overview of Program**

The Surveying and Modeling Certificate is proposed to increase enrollment in the Construction Management Program. The proposed certificate consists of 3 courses (9 credit hours) which provides extensive and comprehensive knowledge in land surveying and civil drafting that required for the construction industry. The Surveying and Modeling Certificate is intended to enhance the current construction industry professional's body of knowledge with advanced construction industry skills. Courses are available both in-person and online.

3. Evidence of Need

The majority of individuals interested in this certificate are currently employed and do not wish to pursue an entire degree program in construction management. Further, employers in this industry are encouraging their employees to focus on specific skills that may be lacking in the organizations. The program has continually received requests for program offerings that are focused to meet specific industry needs

4. Student Population in Five Years and Profile:

We anticipate that most certificate enrollees will either be students enrolled in other majors or postgraduates who need to enhance their skills. Anticipated enrollment is growth from 2 to 3 students over the first 5 years.

	2022/23	2023/24	2024/25	2025/26	2026/27
Projected Certificate awards	2	2	3	3	3

5. Special Undergraduate Admissions standards

The certificate is open to anyone, including the general public. Interested applicants should consult with the construction management program advisor prior to registration to ensure adequate entry level skills.

6. Curriculum and Program Outcomes

Course	Title	Course Description	Credits
CET 102	Surveying I	Beginning course in plane surveying; covers proper chaining techniques, care and use of engineering levels, differential leveling, traversing, and construction surveying.	3
CET 103	Surveying II	Introduction to land, topographic, and construction surveying.	3
CET 115	Civil Drafting I	An introduction to basic drafting, AutoCAD and Structural Detail drafting.	
Total Credits			9

Student Learning Outcomes

- Individuals who complete this certificate will possess technical skills to support field data collection and office activities related to the preparation of construction plans.

7. Faculty resources (current and required)

We currently have faculty in place to teach these courses. No additional resources are required.

8. Library, Facilities, Equipment., etc., (current and required)

Current resources are sufficient as current courses are included.

9. Budget

This certificate is designed to use existing capacity in courses either on campus or online. The certificate will follow current practices for certificate programs housed within the College of Science, Technology, Engineering, and Mathematics in not having a separate budget line. Because resources to meet the needs of the certificate program are in place, we do not anticipate additional operating costs.

MATTERS FOR CONSENT:

New Certificate Program: **Nutritional Psychology**

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from College of Humanities, Arts and Social Science to establish a new **Certificate in Nutritional Psychology**. If approved, this certificate will be effective in fall 2023.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

This program provides new opportunities for students to earn a certificate in Nutritional Psychology, which may also lead to further studies in Psychology or in other degree programs. Nutritional Psychology is a cutting edge field of study. This program will offer students specialization in an emerging, interdisciplinary field, providing them a professional advantage after graduation. It will also provide an avenue for community mental health practitioners to expand their knowledge base and skill set in an area very few have been trained to engage, but for which there is a growing need.

1. Specific Identifiers:

- a. Name of Program: **Nutritional Psychology, Certificate** 12 credits
- b. Degree Type : **Certificate**
- c. Recommended CIP code: **30.1001 Biopsychology**
- d. College, School, Dept.: **College of Humanities, Arts and Social Science, Department of Psychology**

2. Overview of Program

Nutritional Psychology is cutting edge. This program will offer students specialization in an emerging, interdisciplinary field, providing them a professional advantage after graduation. It will also provide an avenue for community mental health practitioners to expand their knowledge base and skill set in an area very few have been trained to engage, but for which there is a growing need.

Weekend and short-course Nutritional Psychology certificate options are popping up all over the country, but none are offered by a regionally accredited institution, and none offer our scope or depth. This certificate will provide a high quality, reputable option, integrating multiple aspects of the subfield within a single framework. For years one and two, the delivery will be face-to-face. An online option will be offered beginning in year three.

3. Evidence of Need

This program is unique. There is nothing else like this currently available in Colorado or the United States. This program will be offered by a regionally accredited institution offering great scope and depth. This certificate will provide a high quality, reputable option, integrating multiple aspects of the subfield within a single framework.

4. Student Population in Five Years and Profile:

We anticipate that most certificate enrollees will either be other majors or postgraduates who need to enhance their skills. Anticipated enrollment is growth from 0 to 20 students over the first 5 years.

	2023/24	2024/25	2025/26	2026/27	2027/28
Projected Certificate awards	0	5	10	15	20

5. Special Undergraduate Admissions standards

None.

6. Curriculum and Program Outcomes

Course	Title	Course Descriptions	Credits
PSYC 380	Nutritional for Mental Health Fundamentals	Explores fundamental concepts for the study of nutrition for mental health, including nutrients, the gut-brain-immune axis, HPA axis, hormones, neurotransmitters, and other related factors, with a focus on emerging research.	3
PSYC 484	Advanced Nutrition for Mental Health	In-depth exploration of nutritional factors affective to specific neurological and psychological conditions, with a focus on current and emerging research.	3
Select two courses from the following:			6
PSYC 382	Personal Food Relationships	This course explores the value and importance of our personal relationships with food, the scope and impact of diet culture, and the evidence-based practices of Mindful Eating and Intuitive Eating.	
PSYC 384	Food Psychology	This course explores why we eat the way we do, the complexity of personal food relationships, and the importance of a comprehensive, multidimensional approach for understanding and influencing eating behavior.	
PSYC 428	Cannabinoids as Medicine	The Cannabis plant has a long history of medical use. This course is intended to be a unique experience to help students to develop a broad understanding of cannabis and its medical uses.	

PSYC 486	Botanicals for Mental Health	Exploration of botanicals and fungi used to manage, support, and treat various mental health conditions. Traditional knowledge systems are considered, then balanced against empirically supported practice.	
		Total Credits	12

Student Learning Outcomes

- Students will understand and be able to discuss the relationship between nutrition and mental health.
- Students will be able to navigate current and emerging research and consider its application to personal wellness and clinical practice.
- Students will understand how to integrate practical concepts into daily living and professional practice.

7. Faculty resources (current and required)

This certificate includes existing courses, those that were previously taught as Special Topics as well as new course. Faculty expertise is available to teach these courses. Additional resources would be adjunct salary for the new courses. No additional staff needed for years 2023-2025. Years 2026-2028, possible addition of one adjunct instructor if courses go live at satellite location.

8. Library, Facilities, Equipment., etc. (current and required)

Current resources are sufficient. No additional resources are required.

9. Budget (Table with estimates of tuition revenues and expenses. Edit the template below as needed.)

This certificate will be promoted on campus once it is approved. The certificate will follow current practices for certificate programs housed within CSU Pueblo's College of Humanities, Arts, and Social Science in not having a separate budget line. Expenses will include adjunct salary for the new courses, while some are already present. Estimate is for \$3000 for the first 3 years, when enrollments should support additional sections.

MATTERS FOR CONSENT:

New Certificate Program: **Colorado Studies**

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from College of Humanities, Arts and Social Science to establish a new **Certificate in Colorado Studies**. If approved, this certificate will be effective in fall 2023.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

CSU Pueblo, as a state regional comprehensive university, has a particular responsibility to serve the people of our state. The majority of our students come from Colorado and the majority remain in Colorado after graduating. This program provides new opportunities for students to earn a certificate in Colorado Studies, which may also lead to further studies in History, Political Science or other degree programs. The Certificate in Colorado Studies will allow students to be better prepared to be active and informed citizens of our state.

1. Specific Identifiers:

- a. Name of Program: **Colorado Studies**
- b. Degree Type : **Certificate**
- c. Recommended CIP code: **05.0122** Regional Studies
- d. College, School, Dept.: **College of Humanities, Arts and Social Science, Department of History, Political Science, Geography & Philosophy**

2. Overview of Program

The Certificate will consist of three courses focused on the state of Colorado. All courses will be offered either face-to-face or hybrid on the CSUP campus. These courses will also serve other students working toward 4-year degrees.

3. Evidence of Need

The Certificate in Colorado Studies will allow students to examine our home state from multiple disciplinary perspectives. Those who complete the certificate will have an in-depth knowledge of the peoples, places, and predicaments of Colorado and will be better prepared to seek careers in local and state government, private businesses focused on Colorado, and Colorado non-profits. Moreover, students will be better prepared to be active and informed citizens of our state.

4. Student Population in Five Years and Profile:

We anticipate that most certificate enrollees will either be other majors or postgraduates who need to enhance their skills. Anticipated enrollment is growth from 0 to 5 students over the first 5 years.

	2023/24	2024/25	2025/26	2026/27	2027/28
Projected Certificate awards	0	1	3	4	5

5. Special Undergraduate Admissions standards

None.

6. Curriculum and Program Outcomes

Course	Title	Course Descriptions	Credits
HIST 312	Colorado History	History, government and economic factors important to the settlement and development of Colorado.	3
GEOG 312	Colorado Geography	CO geography including landforms, climate, biology, natural/water resources, settlement history, population growth/distribution, agriculture/ranching, power/transportation, manufacturing/service industries, urban landscape	3
POLS 312	Colorado Government & Politics	Covers multidimensional features of CO state government - organization; constitutional foundations; change over time; direct and indirect impacts on daily life - and how structures shape state politics.	3
		Total Credits	9

Student Learning Outcomes

- Students will demonstrate an understanding of the history, geography, and government and politics of Colorado.
- Students will define their roles as citizens or temporary residents of Colorado.

7. Faculty resources (current and required)

A vacant faculty line is to be searched for next year to help with teaching at least one of the courses for this program, and other related courses. HIST 312 is regularly taught as part of the existing history curriculum. POLS 312 will be taught as part of the political science curriculum and will be covered by reallocation of assignments between existing faculty lines.

Note: GEOG 312 will also support the proposed Geography Certificate.

8. Library, Facilities, Equipment., etc. (current and required)

Current resources are sufficient. No additional resources are required.

9. Budget

This certificate will be promoted on campus once it is approved. Two new courses have been added, but one will be taught from existing faculty lines. A vacant faculty line is going to be filled for fall 2023, providing coverage of courses for this program, other related topics and also to support the proposed Geography Certificate. The certificate will follow current practices for certificate programs housed within CSU Pueblo's College of Humanities, Arts, and Social Science in not having a separate budget line.

MATTERS FOR CONSENT:

New Certificate Program: **Geography**

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from College of Humanities, Arts and Social Science to establish a new **Certificate in Geography**. If approved, this certificate will be effective in fall 2023.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

This program provides new opportunities for students to earn a certificate in Geography, which may also lead to further studies in Geography or in other degree programs. Geography is a major requirement for secondary social studies teachers and an additional credential will assist CSUP graduates in pursuing and advancing a teaching career. Contacts in Pueblo City Government have indicated that a further understanding of geography would be of benefit in their departments. A review of state and federal job listings shows that geography is a commonly desired background.

1. Specific Identifiers:

- a. Name of Program: **Geography**
- b. Degree Type : **Certificate**
- c. Recommended CIP code: **45.0701**
- d. College, School, Dept.: **College of Humanities, Arts and Social Science, Department of Geography**

2. Overview of Program (include info on delivery method(s))

The Certificate in Geography is an undergraduate program requiring a total of nine credits chosen from a list of five approved courses. All of the courses will be available in face-to-face or hybrid format on the CSU Pueblo campus. GEOG 101 and 103 are also available as Independent Study courses through Extended Studies. An Independent Study version of GEOG 102 could be developed if Extended Studies determines that there is demand. Doing so would make it possible to complete the certificate remotely.

3. Evidence of Need

For years, current and prospective students have asked for additional opportunities to study geography. Geography is a major requirement for secondary social studies teachers and an additional credential will assist CSU Pueblo graduates in pursuing and advancing a teaching career. Contacts in Pueblo City Government have indicated that a further understanding of geography would be of benefit in their departments. A review of state and federal job listings shows that geography is a commonly desired background.

4. Student Population in Five Years and Profile:

We anticipate that most certificate enrollees will either be other majors or postgraduates who need to enhance their skills. Anticipated enrollment is growth from 0 to 6 students over the first 5 years.

	2023/24	2024/25	2025/26	2026/27	2027/28
Projected Certificate awards	1	3	5	6	6

5. Special Undergraduate Admissions standards

None.

6. Curriculum and Program Outcomes

Course	Title	Course Descriptions	Credits
Select 9 credits from the following:			
GEOG 101	Physical Geography	Three Earth spheres: the hydrosphere (oceanography, hydrologic cycle); the atmosphere (meteorology and climatology) and the lithosphere (geology, internal/external processes) are emphasized and examined.	3
GEOG 102	Cultural Geography	Emphasis on cultural regions, cultural diffusion, and cultural landscape. Major themes are culture, population, agriculture, language and religion, ethnicity, urbanization, industry, and political geography.	3
GEOG 103	World Regional Geography	The interconnectivity and interrelationship of the world regions by stressing physical, economic development, agricultural, cultural and population characteristics. Strengthening of one's mental world map.	3
GEOG 312	Colorado Geography	CO geography including landforms, climate, biology, natural/water resources, settlement history, population growth/distribution, agriculture/ranching, power/transportation, manufacturing/service industries, urban landscape	3

BIOL 461	Applied Geospatial Technology (GIS/GPS)	Theory and practice of using Geographic Information Systems (GIS) and Global Positioning Systems (GPS) for geographic data analysis, and to georeference data.	3
Total Credits			9

Student Learning Outcomes

- Students will demonstrate an understanding of the basic principles and theories of the study of Geography.
- Students will apply geographical thinking to issues of current relevance.

7. Faculty resources (current and required)

GEOG 312 will require hiring one adjunct professor to teach the course annually. GEOG 101 and GEOG 103 are already offered on a regular basis in support of Education and as Gen Ed courses. GEOG 102 will be reintroduced as a Gen Ed course. BIOL 461 is offered on a regular basis in support of the Biology program. If the Geography Certificate drives enrollment in these courses beyond their current capacity, additional adjunct professors would be required.

Note: GEOG 312 will also support the proposed Colorado Studies Certificate.

8. Library, Facilities, Equipment, etc. (current and required)

Current resources are sufficient. No additional resources are required.

9. Budget

This certificate will be promoted on campus once it is approved. Only one new course has been added, so there is minimal resources (\$5,010) required to fund an instructor for that one course annually. (Note: that instructor will also support the proposed Colorado Studies Certificate.). The certificate will follow current practices for certificate programs housed within CSU Pueblo's College of Humanities, Arts, and Social Science in not having a separate budget line.

MATTERS FOR CONSENT:

New Certificate Program: **Basic Spanish for the Health Professions**

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from College of Humanities, Arts and Social Science to establish a new **Certificate in Basic Spanish for the Health Professions**. If approved, this certificate will be effective in fall 2023.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

This program provides new opportunities for students to earn a certificate in Basic Spanish for the Health Professions, which will complement our programs in the health fields, provide a credential for those already employed in health professions, or may lead to further studies in Spanish Language. The Basic Spanish for Health Professions Certificate provides students with preparation for working in health fields where the ability to speak basic Spanish and understand Spanish speaking cultures is valued. It is complemented by the proposed Advanced Spanish for Health Professions Certificate for those with intermediate Spanish language proficiency.

1. Specific Identifiers:

- a. Name of Program: **Basic Spanish for the Health Professions**
- b. Degree Type : **Certificate**
- c. Recommended CIP code: **16.0905**
- d. College, School, Dept.: **College of Humanities, Arts and Social Science, Department of English and World Language**

2. Overview of Program

The Basic Spanish for Health Professions Certificate provides students with preparation for working in health fields where the ability to speak basic Spanish and understand Spanish speaking cultures is valued. Students will develop basic language skills and an understanding of cultures necessary to engage in fields such as Nursing, Recreation, Health Coaching, Nutrition, Allied Health, Psychology, Social Work and more.

Courses for the certificate will be delivered face to face, mixed face to face and distance.

3. Evidence of Need

The US Hispanic population reached 62.1 million in 2020, up from 50.5 million in 2010. The 23% increase in the Hispanic population was faster than the nation's growth rate (+7 %) and in 2020, Hispanics made up nearly one in five people in the US (19%), up from 16% in 2010 and just 5% in 1970. (Krogstad, Passel and Noe-Bustamante). According to Glenn A. Martínez, in his article “Spanish in the U.S. Health Delivery System,” the use of Spanish in the health delivery system is of utmost importance and this translates to the need for the “development of specialized curriculum for the teaching of “Medical Spanish” and, to a lesser extent, medical interpreting.” Martínez grounds this observation not only on the fact that the Spanish-speaking population in the country continues to grow, but also observes that:

The growing Latino patient population within the U.S. health delivery system is intensified by health status disparities and health care inequities that disproportionately affect Spanish speakers. Health status disparities refer to differences in incidence, prevalence, mortality and burden of disease in particular population groups. Health care inequities, on the other hand, refer to disparities in health care access, quality and outcomes (Isaac 2013). Health and health care disparities appear to impact Latinos along what I have called elsewhere a “linguistic gradient” (Martínez 2010). What is meant by this is that health outcomes and health care access and quality for Latinos are stratified along the bilingual continuum. As might be expected, English monolinguals demonstrate better outcome and care indicators than Spanish monolinguals.

According to the US Census, Pueblo County is now 49.9% Hispanic. If we consider that on average Spanish speaking populations report speaking English “not well” at 14.5% and “not at all” at 6%, we have 20% of our Spanish speaking population at a linguistic disadvantage. The fact that they are underserved by the lack of bilingual and bicultural health professionals can severely impact their future. This reality underscores the urgency of developing bilingual professionals for the field.

Krogstad, Passel and Noe-Bustamante. “Key facts about U.S. Latinos for National Hispanic Heritage Month.” Pew Research Center, <https://www.pewresearch.org/fact-tank/2022/09/23/key-facts-about-u-s-latinos-for-national-hispanic-heritage-month/>. November 3, 2022.

Martinez, Glenn A. “Spanish in the U.S. Health Delivery System.” Cervantes Observatorio, Harvard Faculty of Arts and Sciences and Instituto Cervantes, https://cervantesobservatorio.fas.harvard.edu/sites/default/files/013_reports_spanish_health_system_us.pdf. November 3, 2022.

United States Census. “Quick Facts, Pueblo Colorado,” <https://www.census.gov/quickfacts/pueblacitycolorado>. November, 3, 2022.

4. Student Population in Five Years and Profile: (SAMPLE only NEEDS to be edited)

We anticipate that most certificate enrollees will either be other majors or postgraduates who want to enhance their skills. Anticipated enrollment is growth from 2 to 10 students over the first 5 years.

	2023/24	2024/25	2025/26	2026/27	2027/28
Projected Certificate awards	2	3	5	7	10

5. Special Undergraduate Admissions standards

Fulfill eligibility for admission to CSU Pueblo. Students entering the Basic Spanish for the Health Professions Certificate must have little to no experience with the language.

6. Curriculum and Program Outcomes

Course	Title	Course Descriptions	Credits
SPN 101	Beginning Spanish I	Development of skills in speaking, listening, reading, writing; and cultural understanding.	3
SPN 102	Beginning Spanish II	Continuation of the development of skills in speaking, listening, reading, writing, and cultural understanding.	3
SPN 205	Basic Spanish for Health Professions	Focus on improving linguistic and cultural proficiency through the study of basic Spanish for healthcare, and cultural approaches for the field.	3
Select <u>one</u> 3 credit course from the following:			3
HS 320	Evaluation of Public Health Issues		
HS 336	Community and Global Health		
MAE 210	Hispanic, Chicanx, & Indigenous Media		
POLS 340	Public Policy		
PSYC 212	Psychology of Diversity		
SOC 201	Social Problems		
SOC 252	Understanding Lived Experiences		
SOC 315	Health, Culture, and Society		
SOC 324	Race & Ethnic Relation		
SW 320	Human Diversity in Practice		
Total Credits			12

Student Learning Outcomes

Students will achieve a basic level of proficiency in Spanish communication skills (listening, speaking, reading, and writing) and an advanced degree in the understanding of Hispanic cultures sufficient to allow them to function effectively in health professions.

These outcomes will be achieved by focusing on the 5 C's:

- Communication: Students can communicate at a basic level in oral and written form, interpret basic messages, and show cultural understanding when they communicate, and present basic oral and written information to limited audiences.
- Cultures: Students can interact with cultural competence and understanding by becoming attuned to Latinx cultures in the U.S. and beyond. They can investigate, explain and reflect on the practices and perspectives of Latinx cultures in the health fields.
- Connections: Students are able to connect their knowledge and understanding of Spanish-language and Latinx cultures to the field of health.
- Comparisons: Students are able to compare and contrast Spanish language and cultures with other languages and cultures in the U.S in order to act with intercultural competence. They discover patterns, make predictions, and analyze similarities and differences.
- Communities: Students form a community of practice around serving Spanish speakers in the health professions. They can participate directly in Latinx communities and interact with basic linguistic competence and advanced cultural competence.

7. Faculty resources (current and required)

We currently have faculty in place to teach these courses. One new course for the two certificates will need instructor funding and materials development to stay in line with our OER initiative.

8. Library, Facilities, Equipment., etc. (current and required)

Current resources are sufficient. No additional resources are required.

9. Budget

This certificate will be promoted on campus once it is approved. Only one new course has been added across two certificates, so there is minimal resources required to fund an instructor for that one course (\$2,500) and the creation of an OER (\$3,000). The certificate will follow current practices for certificate programs housed within CSU Pueblo's College of Humanities, Arts, and Social Science in not having a separate budget line.

MATTERS FOR CONSENT:

New Certificate Program: **Advanced Spanish for the Health Professions**

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from College of Humanities, Arts and Social Science to establish a new **Certificate in Advanced Spanish for the Health Professions**. If approved, this certificate will be effective in fall 2023.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

This program provides new opportunities for students to earn a certificate in Advanced Spanish for the Health Professions, which will complement our programs in the health fields, provide a credential for those already employed in health professions. The Advanced Spanish for Health Professions Certificate provides students with preparation for working in health fields where the ability to speak basic Spanish and understand Spanish speaking cultures is valued. This complement the Basic certificate also being proposed.

1. Specific Identifiers:

- a. Name of Program: **Advanced Spanish for the Health Professions**
- b. Degree Type : **Certificate**
- c. Recommended CIP code: **16.0905**
- d. College, School, Dept.: **College of Humanities, Arts and Social Science, Department of English and World Language**

2. Overview of Program

The Advanced Spanish for Health Professions Certificate provides students with preparation for working in health fields where the ability to speak advanced Spanish and understand Spanish speaking cultures is valued. Students will develop advanced language skills and an understanding of cultures necessary to engage in fields such as Nursing, Recreation, Health Coaching, Nutrition, Allied Health, Psychology, Social Work and more.

Courses for the certificate will be delivered face to face, mixed face to face and distance.

3. Evidence of Need

The US Hispanic population reached 62.1 million in 2020, up from 50.5 million in 2010. The 23% increase in the Hispanic population was faster than the nation's growth rate (+7 %) and in 2020, Hispanics made up nearly one in five people in the US (19%), up from 16% in 2010 and just 5% in 1970. (Krogstad, Passel and Noe-Bustamante). According to Glenn A. Martínez, in his article “Spanish in the U.S. Health Delivery System,” the use of Spanish in the health delivery system is of utmost importance and this translates to the need for the “development of specialized curriculum for the teaching of “Medical Spanish” and, to a lesser extent, medical interpreting.” Martínez grounds this observation not only on the fact that the Spanish-speaking population in the country continues to grow, but also observes that:

The growing Latino patient population within the U.S. health delivery system is intensified by health status disparities and health care inequities that disproportionately affect Spanish speakers. Health status disparities refer to differences in incidence, prevalence, mortality and burden of disease in particular population groups. Health care inequities, on the other hand, refer to disparities in health care access, quality and outcomes (Isaac 2013). Health and health care disparities appear to impact Latinos along what I have called elsewhere a “linguistic gradient” (Martínez 2010). What is meant by this is that health outcomes and health care access and quality for Latinos are stratified along the bilingual continuum. As might be expected, English monolinguals demonstrate better outcome and care indicators than Spanish monolinguals.

According to the US Census, Pueblo County is now 49.9% Hispanic. If we consider that on average Spanish speaking populations report speaking English “not well” at 14.5% and “not at all” at 6%, we have 20% of our Spanish speaking population at a linguistic disadvantage. The fact that they are underserved by the lack of bilingual and bicultural health professionals can severely impact their future. This reality underscores the urgency of developing bilingual professionals for the field.

Krogstad, Passel and Noe-Bustamante. “Key facts about U.S. Latinos for National Hispanic Heritage Month.” Pew Research Center, <https://www.pewresearch.org/fact-tank/2022/09/23/key-facts-about-u-s-latinos-for-national-hispanic-heritage-month/>. November 3, 2022.

Martinez, Glenn A. “Spanish in the U.S. Health Delivery System.” Cervantes Observatorio, Harvard Faculty of Arts and Sciences and Instituto Cervantes, https://cervantesobservatorio.fas.harvard.edu/sites/default/files/013_reports_spanish_health_system_us.pdf. November 3, 2022.

United States Census. “Quick Facts, Pueblo Colorado,” <https://www.census.gov/quickfacts/pueblocitycolorado>. November, 3, 2022.

4. Student Population in Five Years and Profile:

We anticipate that most certificate enrollees will either be other majors or postgraduates who need to enhance their skills. Anticipated enrollment is growth from 2 to 8 students over the first 5 years.

	2022/23	2023/24	2024/25	2025/26	2026/27
Projected Certificates in ASHP	2	3	6	8	8

5. Special Undergraduate Admissions standards

Fulfill eligibility for admission to CSU Pueblo.

Students entering the Advanced Spanish for the Health Professions Certificate must have intermediate Spanish proficiency to be admitted. Students will have to complete a Modified Oral Proficiency Interview to determine their level.

6. Curriculum and Program Outcomes

Course	Title	Course Descriptions	Credits
SPN 205	Basic Spanish for Health Professions	Focus on improving linguistic and cultural proficiency through the study of basic Spanish for healthcare, and cultural approaches for the field.	3
SPN 332	Health/Wellbeing: Spanish Speaking World	Focus on increasing linguistic proficiency through the study topics about health and wellbeing in the Spanish-speaking world.	3
Select <u>one</u> 3 credit course from the following:			3
SPN 301	Spanish Grammar in Context		
SPN 309	Intro to Hispanic Linguistics		
SPN 312	Conv & Comp: Mexico & Central Amer.		
SPN 314	Conv & Comp: Caribbean		
SPN 316	Conv & Comp: S.S. Latinx		
SPN 318	Conv & Comp: Spanish Language Films		
SPN 341	Intro to Translation/Interpretation		
SPN 387	Intensive Spanish Study Abroad (1-12 cr)		
SPN 394	Field Experience (1-7 cr)		
Select <u>one</u> 3 credit course from the following:			3
HS 320	Evaluation of Public Health Issues		
HS 336	Community and Global Health		
MAE 210	Hispanic, Chicanx, & Indigenous Media		
POLS 340	Public Policy		
PSYC 105	Understanding Human Diversity		
PSYC 212	Psychology of Diversity		
SOC 201	Social Problems (GT-SSI)		
SOC 252	Understanding Lived Experiences		

SOC 315	Health, Culture, and Society	
SOC 324	Race & Ethnic Relation	
SW 320	Human Diversity in Practice	
	Total Credits	12

Student Learning Outcomes

Students will achieve an advanced level of proficiency in Spanish communication skills (listening, speaking, reading, and writing) and an advanced degree in the understanding of Hispanic cultures sufficient to allow them to function effectively in health professions.

These outcomes will be achieved by focusing on the 5 C's:

- Communication: Students can communicate effectively in oral and written form, interpret messages, and show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of situations and purposes in health professions.

- Cultures: Students can interact with cultural competence and understanding by becoming attuned to Latinx cultures in the U.S. and beyond. They use the language to investigate, explain, and reflect on the practices, products and perspectives of Latinx cultures in the health fields.

- Connections: Students are able to connect their knowledge and understanding of Spanish-language and Latinx cultures to the field of health.

- Comparisons: Students are able to compare and contrast Spanish language and cultures with other languages and cultures in the U.S in order to act with intercultural competence. They discover patterns, make predictions, and analyze similarities and differences.

- Communities: Students form a community of practice around serving Spanish speakers in the health professions. They can participate directly in Latinx communities and interact with advanced linguistic and cultural competence.

7. Faculty resources (current and required)

We currently have faculty in place to teach these courses. Only one new course across the two certificates will need instructor funding and materials development to stay in line with our OER initiative.

8. Library, Facilities, Equipment., etc. (current and required)

Current resources are sufficient. No additional resources are required.

9. **Budget**

This certificate will be promoted on campus once it is approved. Only one new course has been added across two certificates, so there is minimal resources required to fund an instructor for that one course (\$2,500) and the creation of an OER (\$3,000). The certificate will follow current practices for certificate programs housed within CSU Pueblo's College of Humanities, Arts, and Social Science in not having a separate budget line..

Board of Governors of the Colorado State University System
Meeting Date: December 1-2, 2022
Consent Item

MATTERS FOR ACTION:

2022-2023 Academic Faculty and Administrative Professional Manual Revisions:
Section D.2.2 University Policy Review Committee

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section D.2.2 University Policy Review committee

EXPLANATION:

Presented by Janice Nerger, Interim Provost and Executive Vice President.

The University Policy Review Committee (UPRC) was added to the Manual in August 2019. Faculty Council elected two faculty representatives in September 2021 who are ready to serve in this capacity. However, the UPRC has never been convened. A number of policies have been proposed through the University Policy Office that clearly require input from faculty as well as other stakeholders. To ensure that the University Policy Review Committee fulfills its purpose, this Manual revision specifies the University Officer responsible for convening this committee.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2022-2023

D.2.2 University Policy Review Committee (*new section added August 9, 2019
last revised xxx*)

The University Policy Review Committee (UPRC) advises the University community regarding University policy. As the University Officer responsible for overseeing the University Policy Office, the Vice President for University Operations is responsible for convening the UPRC.

A University policy is a set of governing principles formally approved to provide assistance in the conduct of university affairs. University policies apply across the university and have impact on a substantial segment of the campus population. University policies authorize or constrain actions to enhance the university mission and operational efficiency; mitigate and manage institutional risk; and, in some cases, ensure compliance with federal, state and local laws and regulations.

The UPRC consists of two (2) faculty members, two (2) administrative professional members, two (2) state classified personnel members, one (1) graduate student, one (1) undergraduate student, and the Executive Director of the Department of Policy, Risk & Environmental Programs (ex officio non-voting). Each faculty, administrative professional, and classified personnel representative on the UPRC shall serve a three (3) year term, with terms beginning July 1, and are the ones eligible to chair this committee. Graduate and undergraduate student representatives shall serve 1-year terms, effective immediately following elections at the October Faculty Council meeting. The committee shall annually elect a Chair from its eligible members.

Faculty members shall be nominated by the Faculty Council Committee on Faculty Governance who shall provide nominees for election by the Faculty Council. The administrative professional and classified personnel members shall be appointed by their respective Councils. Nominations of the graduate student member shall be made by the University Graduate Student Council.

Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the election ballot for voting by Faculty Council. Nominations of undergraduate students shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the
CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision
Section D.2.2 University Policy Review Committee

Board of Governors of the Colorado State University System

Meeting Date: December 1-2, 2022

Consent Item

Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the election ballot for voting by Faculty Council.

The duties of the UPRC shall be:

1. To facilitate the review of the (potential) impact of proposed new university policies and to facilitate the review of the (potential) impact of current policies when they are significantly revised or when questions arise about their interpretation, effectiveness or impacts, and to gather and collate input from the bodies represented on the committee.
2. To solicit and facilitate input on (potential) conflicts between university administrative policies and the Academic Faculty and Administrative Professional Manual and the HR Manual.
3. To help identify parts of the university community that may be affected by university policy for consideration in a review of the impact of university policy.
4. To solicit and facilitate relevant and appropriate dialog within the university community for consideration in a review of the impact of a proposed new university policy or significant revision being carried out by the Office of Policy & Compliance.
5. To recommend evaluation of the impact of proposed university policies and their implementation by the appropriate, impacted groups or units, and of existing university policies when questions or concerns arise.

The UPRC shall consider requests for review of university policy from the university community. It shall transmit the results of reviews and recommendations to the Administration, the Faculty Council, the Administrative Professional Council, Classified Personnel Council, ASCSU, and the University Graduate Student Council.

The UPRC shall develop a set of operating procedures, which shall be made available to all members of the University community. The Chair of the UPRC shall submit copies of committee minutes and present an annual report to Faculty Council, the Administrative Professional Council, Classified Personnel Council, ASCSU, the University Graduate Student Council, and the Executive Director of the Department of Policy, Risk & Environmental Programs.

MATTERS FOR ACTION:

2022-2023 Academic Faculty and Administrative Professional Manual Revisions:
Section E.2 Types of Faculty Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.2 Types of Faculty Appointments

EXPLANATION:

Presented by Janice Nerger, Interim Provost and Executive Vice President.

None of these changes are a change to the current policy. They are simply clarifications of the existing policy.

1. Since tenure must reside in an academic department, then appointments of tenured and tenure-track faculty must be in an academic department. However, this is not the case for contract, continuing, and adjunct faculty (CCAF). For example, some CCAF have their appointments in the Honors Program and some have their appointments in Special Academic Units. Language has been added to make it clear that this is the case.
2. Changes have been made to make it clear that, for contract faculty, a new contract that is issued a year in advance replaces the current contract and goes into effect immediately – it does not wait for the current contract to expire a year later.
3. It is also made clear that, if a contract is allowed to expire, and the appointment becomes a continuing appointment, the salary remains the same, not just the rank.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2022-2023

E.2 Types of Faculty Appointments *(last revised December 6, 2019)*

E.2.1 Basic Types of Faculty Appointments *(last revised December 6, 2019)*

Six (6) basic types of appointments exist for members of the faculty. They are tenured faculty, tenure-track faculty, contract faculty, continuing faculty, adjunct faculty, and faculty on transitional appointments. Only faculty members holding tenure-track appointments at the time of consideration are eligible to acquire tenure. See Section E.~~3~~2.2 for details of other types of faculty appointments.

Full-time is defined as the academic year or a minimum of nine (9) months. Part-time is defined as any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full-time.

The major characteristics of the various types of appointments are as follows.

E.2.1.1 Tenured Faculty Appointments *(last revised December 6, 2019)*

A tenured faculty appointment may be either full-time or part-time. If a tenured faculty member is tenured only for part-time service, additional employment may be arranged each year between the faculty member and the department. Responsibilities and salaries are scaled appropriately to the portion of time worked.

If a tenured faculty member changes to a contract, continuing, or adjunct appointment, they must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status must apply prior to the time they relinquish tenure and retire.

The following conditions apply to a tenured faculty appointment:

a. The majority of the appointment must reside in one of the academic departments of the University (see Section C.2.3.1).

~~a~~b. It is limited to the ranks of assistant professor, associate professor, and professor.

~~b~~c. There is no specified ending date.

~~e~~d. The faculty member shall have full voting rights at departmental and college faculty meetings and is eligible to serve on departmental and college committees.

~~d~~e. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), and for sabbatical leave (see Section F.3.4).

E.2.1.2 Tenure-Track Faculty Appointments *(last revised December 6, 2019)*

A tenure-track faculty member may be either full-time or part-time. The six (6) year time limit for acquisition of tenure applies for both full-time and part-time appointments (see Section E.10.4.c). Criteria, procedures, and regulations for promotion, tenure, and salary for part-time appointments are subject to the rules governing full-time appointments. If a contract, continuous or adjunct faculty member is given a tenure-track faculty appointment, an appropriate amount of credit may be given for this prior service.

The following conditions apply to a tenure-track faculty appointment:

a. The majority of the appointment must reside in one of the academic departments of the University (see Section C.2.3.1).

~~a~~b. It is limited to the ranks of assistant professor, associate professor, and professor.

~~b~~c. The faculty member shall have full voting rights at departmental and college faculty meetings and is eligible to serve on departmental and college committees.

~~e~~d. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4). However, time spent on a tenure-track appointment does count towards the accumulation of service for sabbatical leave.

E.2.1.3 Contract Faculty Appointments *(last revised May 4, 2022)*

Contract faculty appointments may be either full-time or part-time. These appointments may be offered at any time at the discretion of the department.

Contract faculty appointments for research may be offered only for research performed for the University. In this case, the unit or department must document

that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.

The following conditions apply to a contract faculty appointment:

a. The majority of the appointment must reside in one of the academic departments of the University (see Section C.2.3.1) or a Special Academic Unit (see Section 2.3.3), unless the Provost approves of it residing in some other unit for clear academic reasons.

ab. All contracts shall have a specified ending date and a term of at least two (2) years. At least one (1) year prior to the expiration of the contract, the faculty member shall either be given a new contract that replaces the current contract or informed that the contract may be allowed to expire. If the contract is allowed to expire, the employment as a contract faculty appointment shall be converted to employment as a continuing faculty appointment, without loss of rank or salary, unless a new contract is agreed to in writing by both parties.

bc. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.

ed. Department and college codes shall specify the voting rights of contract faculty and their eligibility to participate on departmental and college committees. The standard expectation is that contract faculty have voting rights in the governance of their department and college with the exception of decisions relating to tenure and will be eligible to serve on departmental and college committees. If the appointment resides in a unit other than an academic department, then the code of that unit shall specify the voting rights of contract faculty within that unit and their eligibility to participate on committees within that unit.

de. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4).

ef. A contract faculty member who has at least twelve (12) semesters of employment combined between contract and continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

E.2.1.4 Continuing Faculty Appointments (*last revised May 4, 2022*)

Continuing faculty appointments may be either full-time or part-time. The following conditions apply to a continuing faculty appointment:

a. The majority of the appointment must reside in one of the academic departments of the University (see Section C.2.3.1) or a Special Academic Unit (see Section 2.3.3), unless the Provost approves of it residing in some other unit for clear academic reasons.

ab. There is no specified ending date.

bc. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.

ed. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.

de. Department and college codes shall specify the voting rights of continuing faculty and their eligibility to participate on departmental and college committees. The standard expectation is that continuing faculty have voting rights in the governance of their department and college with the exception of decisions relating to tenure, and will be eligible to serve on departmental and college committees. If the appointment resides in a unit other than an academic department, then the code of that unit shall specify the voting rights of continuing faculty within that unit and their eligibility to participate on committees within that unit.

ef. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4).

fg. A continuing faculty member who has at least twelve (12) semesters of employment combined between contract and continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

gh. A continuing faculty member who has at least ten (10) semesters of employment combined between contract and continuing appointments shall be given serious consideration for conversion to a contract faculty appointment. In this circumstance, the faculty member may submit a formal request in writing to the department head for such a conversion. Such a formal request shall be responded to in writing by the department head with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

hi. A continuing faculty member may be converted to a contract faculty appointment prior to ten (10) semesters at the discretion of the department.

E.2.1.5 Adjunct Faculty Appointments *(last revised December 6, 2019)*

Adjunct faculty appointments may be full-time, part-time, or less than half-time.

Adjunct faculty appointments are intended for situations where the previous types of appointment are not appropriate. These include the following situations:

- i. Employment at less than half-time.
- ii. Employment on an occasional basis, rather than being for every (Fall and Spring) semester. An approved leave without full-time or part-time service (such as Family Medical Leave) shall not constitute employment on an occasional basis.
- iii. Employment for only one (1) or two (2) semesters (Fall and Spring). This appointment type may not be used for a faculty member employed full-time or part-time every semester (Fall and Spring) for more than two (2) semesters.

The following conditions apply to an adjunct faculty appointment:

a. The majority of the appointment must reside in one of the academic departments of the University (see Section C.2.3.1) or a Special Academic Unit (see Section 2.3.3), unless the Provost approves of it residing in some other unit for clear academic reasons.

ab. There may or may not be a specified ending date.

bc. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.

ed. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.

de. Department and college codes shall specify the voting rights of adjunct faculty and their eligibility to participate on departmental and college committees. If the appointment resides in a unit other than an academic department, then the code of that unit shall specify the voting rights of adjunct faculty within that unit and their eligibility to participate on committees within that unit.

ef. Enrollment in a retirement program is mandatory. If the faculty member is full-time or part-time, then he or she is eligible for other fringe benefits and privileges (see Sections F and G and the *Faculty and Administrative Professional Privileges and Benefits Summary Plan* (SPD)) but not for sabbatical leave (see Section F.3).

E.2.1.6 Transitional Appointments *(last revised May 3, 2018)*

The University provides the opportunity for transitional appointment to its tenured faculty members who have retired and terminated employment in consideration of a subsequent reappointment on a part-time tenured basis for a limited period of time. The transitional appointment requires that the faculty member participate in the teaching, advising, service, and research activities of the department, subject to the part-time provisions of their appointment. Administrators who also hold a tenured faculty appointment are eligible to request a transitional appointment within the context of their faculty roles. Administrative professionals and non-tenured faculty members are not eligible for transitional appointments due to the legal conflict between the statutory “at will” status of such appointments and the appointment term guarantees embodied in a transitional appointment.

Faculty members covered under the federal retirement system are not eligible for transitional appointment due to prohibitive provisions of that retirement system. However, post-retirement employment in a position other than the one requiring a federal appointment is not prohibited. Interested faculty members and/or departments should contact the Director of Human Resource Services for further information.

Conditions regarding transitional appointments are as follows:

a. Only tenured faculty members on full-time or part-time tenured appointments who are currently eligible for retirement under the University’s definition of retirement (see “Definition of Retirement” under “Benefits” at www.hrs.colostate.edu) have the opportunity of requesting transitional appointments. Note that the University’s definition of retirement may differ from those of the retirement plans. For more information, or to confirm eligibility for retirement, contact the University Benefits Office.

b. Ordinarily, a request for a transitional appointment should be submitted in writing to the department head one (1) full academic year before the requested commencement of the transitional appointment. A time period of less than one (1)

Consent Item

year may be accepted in those cases where such appointments with lesser notice are considered to be in the interest of the University. Such an exception requires the approval of the department head, the dean, and the Provost. A transitional appointment shall be evaluated on the basis of both the needs of the department and college and the desires of the faculty member.

c. A transitional appointment is for a specified term of at least one (1) year and not more than four (4) years, and it concludes with the termination of this part-time tenured appointment. However, this does not preclude subsequent full-time or part-time employment in a non-tenured position subject to the needs and resources of the department and the interests and desires of the faculty member. During the transitional period, a transitional appointment may not be modified to a tenured or tenure-track appointment. A faculty member may elect to terminate the part-time transitional appointment prior to the end of the specified term.

d. A transitional appointment shall begin no earlier than the first business day after the effective date of termination of employment as a tenured faculty member.

e. A faculty member shall be tenured on a part-time basis as a condition of the transitional appointment.

f. Faculty with transitional appointments have full voting rights at departmental and college faculty meetings and are eligible to serve on departmental and college committees.

g. Any uncompensated leave balances at the time of retirement shall be reinstated and available for use during the transitional appointment. However, at the end of the transitional appointment, there shall be no compensation for unused leave balances.

h. The salary and workload for a transitional appointment shall normally be fifty (50) percent of what they were at the time of retirement. However, when it is to the benefit of both the University and the faculty member, variations from this fifty (50) percent standard, including brief periods of full-time employment, may be proposed by the department head and the dean for review and approval by the Provost.

i. The percentage of salary and the percentage of effort during the transitional appointment are subject to negotiation between the department and the faculty member and shall be spelled out in the transitional appointment agreement. Such changes in salary and/or effort shall not affect the percentage level of the appointment (e.g., part-time versus full-time) specified in the transitional appointment agreement. The terms under which the appointment is undertaken or subsequently modified shall be negotiated to be mutually beneficial to both the faculty member and the University, and the terms of the agreement shall be

Consent Item

specified in writing, subject to the review and approval of the dean and the Provost. Final approval authority resides with the President.

j. A faculty member on a transitional appointment who is a PERA annuitant may be subject to that retirement system's annuity penalty for "post retirement" work for PERA affiliated employers, including the University, in excess of one hundred and ten (110) days in any calendar year or for work during the first (1st) month of retirement. A faculty member who is receiving a PERA annuity should check with PERA directly to determine what effects, if any, a transitional appointment may have on their annuity amounts.

k. A faculty member on a transitional appointment participates in the University's Defined Contribution Plan for Retirement ("DCP") and is eligible for the same benefits as a faculty member with a tenured appointment within the DCP. Leave policies, as described in Section F of the *Manual*, shall be in effect, except that a faculty member on a transitional appointment is not eligible for a sabbatical leave nor for payment for unused sick leave and/or annual leave at the conclusion of the transitional appointment.

l. A faculty member on a transitional appointment is considered for any pay and benefit increases on the same basis as a faculty member holding a tenured appointment, proportionate to the extent of the appointment.

Board of Governors of the Colorado State University System
Dec 1-2, 2022
Consent Item

MATTERS FOR ACTION:

Colorado State University-Pueblo –Academic Calendar for AY2023-24 & AY2024-25 & 2025-26.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2023-24 & AY2024-25 & AY2025-26.

EXPLANATION:

Presented by Chad Kinney, Interim Provost and Executive Vice President for Academic Affairs.

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. Calendars follow starting on next page.

UNIVERSITY CALENDAR 2023-2024

Fall 2023

Registration Begins	March 13 (of 2023)
Classes Begin	August 21
End Add Period (Full-Term Courses)	August 25
<i>Labor Day (University Closed)</i>	September 4
End Drop Period (Full-Term Courses)	September 6
Fall Graduation Contract Deadline	September 15
Mid-fall Break (no classes)	October 13
End Withdrawal Period (Full-Term Courses)	November 10
Fall Break (no classes)	November 20-24
Classes End	December 8
Final Exams	December 11-15
Grades Due	December 19

Spring 2024

Registration Begins	October 16 (of 2023)
<i>Martin Luther King Day (University Closed)</i>	January 15
Classes Begin	January 16
End Add Period (Full-Term Courses)	January 19
End Drop Period (Full-Term Courses)	January 31
Spring Graduation Contract Deadline	February 9
Spring Break (no classes)	March 25-29
End Withdrawal Period (Full-Term Courses)	April 12
Classes End	May 3
Final Exams	May 6-10
Commencement	May 11
Grades Due	May 14

Summer 2024

Registration Begins	March 11 (of 2024)
First 4, first 8, and 12-Week Sessions Begin	May 13
<i>Memorial Day (University Closed)</i>	May 27
Summer Graduation Contract Due	June 7
First 4-Week Session End	June 6
Second 4-Week and 8-Week Sessions Begin	June 10
Second 4-Week and First 8-week Sessions End	July 3
<i>Independence Day (University Closed)</i>	July 4
Third 4-Week Session Begin	July 8
Third 4-Week, Second 8-Week, and 12-Week Sessions End	August 2

SUMMER WITHDRAWAL PERIOD: Summer classes have different time periods, the last day a student can withdrawal from a course with “W” entered on the transcript is 12 days into the session for a 4-week course, 24 days into the session for an 8-week course, and 36 days into the session for a 12-week course.

UNIVERSITY CALENDAR 2024-2025

Fall 2024

Registration Begins	March 11 (of 2024)
Classes Begin	August 19
End Add Period (Full-Term Courses)	August 23
<i>Labor Day (University Closed)</i>	September 2
End Drop Period (Full-Term Courses)	September 4
Fall Graduation Contract Deadline	September 13
Mid-fall Break (no classes)	October 11
End Withdrawal Period (Full-Term Courses)	November 8
Fall Break	November 25-29
Classes End	December 6
Final Exams	December 9-13
Grades Due	December 17

Spring 2025

Registration Begins	October 21 (of 2024)
Classes Begin	January 21
End Add Period (Full-Term Courses)	January 24
<i>Martin Luther King Day (University Closed)</i>	January 20
End Drop Period (Full-Term Courses)	February 5
Spring Graduation Contract Deadline	February 14
Spring Break	March 24-28
End Withdrawal Period (Full-Term Courses)	April 18
Classes End	May 9
Final Exams	May 12-16
Commencement	May 17
Grades Due	May 20

Summer 2025

Registration Begins	March 10 (of 2025)
First 4, 8, 12-Week Sessions Begin	May 19
<i>Memorial Day (University Closed)</i>	May 26
First 4-Week Session End	June 12
Summer Graduation Contract Due	June 13
Second 4-Week and 8-Week Sessions Begin	June 16
<i>Independence Day (University Closed)</i>	July 4
First 8-Week Session End	July 10
Second 4-Week Session End	July 10
Third 4-Week Session Begin	July 14
Third 4-Week, Second 8-Week, 12-Week Sessions End	August 7

SUMMER WITHDRAWAL PERIOD: Summer classes have different time periods, the last day a student can withdrawal from a course with “W” entered on the transcript is 12 days into the session for a 4-week course, 24 days into the session for an 8-week course, and 36 days into the session for a 12-week course.

UNIVERSITY CALENDAR 2025-2026

Fall 2025

Registration Begins	March 10 (of 2025)
Classes Begin	August 25
End Add Period (Full-Term Courses)	August 29
<i>Labor Day (University Closed)</i>	September 1
End Drop Period (Full-Term Courses)	September 10
Fall Graduation Contract Deadline	September 19
Mid-fall Break (no classes)	October 17
End Withdrawal Period (Full-Term Courses)	November 14
Fall Break	November 24-28
Classes End	December 12
Final Exams	December 15-19
Grades Due	December 23

Spring 2026

Registration Begins	October 20 (of 2025)
<i>Martin Luther King Day (University Closed)</i>	January 19
Classes Begin	January 20
End Add Period (Full-Term Courses)	January 23
End Drop Period (Full-Term Courses)	February 4
Spring Graduation Contract Deadline	February 13
Spring Break	March 23-27
End Withdrawal Period (Full-Term Courses)	April 17
Classes End	May 8
Final Exams	May 11-15
Commencement	May 16
Grades Due	May 19

Summer 2026

Registration Begins	March 9 (of 2026)
First 4-week, first 8-week and 12-week Sessions Begin	May 18
<i>Memorial Day (University Closed)</i>	May 25
First 4-Week Session End	June 11
Summer Graduation Contract Due	June 12
Second 4-Week and second 8-Week Sessions Begin	June 15
<i>Independence Day Observed (University Closed)</i>	July 3
Second 4-Week & first 8-week Sessions End	July 9
Third 4-Week Session Begin	July 13
Third 4-Week, Second 8-week and 12-Week Sessions End	August 6

SUMMER WITHDRAWAL PERIOD: Summer classes have different time periods, the last day a student can withdrawal from a course with “W” entered on the transcript is 12 days into the session for a 4-week course, 24 days into the session for an 8-week course, and 36 days into the session for a 12-week course.

**Note: These calendars are planned in advance and are subject to change. Unless otherwise stated, Colorado State University-Pueblo will be open and classes will be held as scheduled.*

Board of Governors of the Colorado State University System
December 1-2, 2022
Report Item

MATTERS FOR ACTION:

CSU Pueblo Enrollment, Persistence, Retention, and Graduation Report. Report Item.
No action necessary.

EXPLANATION:

Presented by Dr. Chad Kinney, Interim Provost and Vice President for Academic Affairs.

INTRODUCTION: The report summarizes disaggregated enrollment, persistence, and retention data for CSU Pueblo, and where appropriate in comparison to Institutional Peers.

KEY POINTS:

- Includes enrollment data at census and a snap shot of enrollment data on 11/08/22.
- The greatest consistent equity gaps in persistence and retention exist for Pell eligible and rural students.
- Incremental gains in overall graduation rates have been realized in the past 6 years.
- Equity gaps in graduation rates exist for minority students at CSU Pueblo.

Enrollment data will change throughout the semester, especially as it relates to 8 week courses (Fall A and Fall B) that are part of some programs. These differences are reflected in Table 1, which captures data at census, and Table 2, which is a “snapshot” of enrollment on 11/08/22. This snapshot will more closely reflect final data for the fall 2022 than census data.

Table 1: Enrollment data at census Fall 2022

	FA18	FA19	FA20	FA21	FA22*	One Year Change	
Student Credit Hours (RI Only)	48,306.0	45,536.5	41,472.0	36,062.5	35,544.5	-518.0	-1.4%
Student Credit Hours (ES Online)	951.0	1,883.0	4,512.0	4,855.0	6,015.0	1,160.0	23.9%
Headcount (RI & ES Online)	3,936	3,847	3,718	3,534	3,478	-56	-1.6%
Undergraduate	3,714	3,547	3,373	3,124	3,058	-66	-2.1%
Freshman	951	807	789	777	936	159	20.5%
Sophomore	729	633	604	534	492	-42	-7.9%
Junior	772	803	716	651	615	-36	-5.5%
Senior & Post Bach.	1,123	1,133	1,108	1,003	881	-122	-12.2%
NDS	139	171	156	159	134	-25	-15.7%
Graduate	222	300	345	410	420	10	2.4%
Masters & NDS	215	270	312	371	388	17	4.6%
Doctorate	7	30	33	39	32	-7	-17.9%
New Undergraduate	696	631	601	575	647	72	12.5%
Transfer Undergraduate	364	320	294	295	361	66	22.4%
Female	2,048	2,102	2,060	1,938	1,924	-14	-0.7%
Male	1,888	1,745	1,658	1,589	1,545	-44	-2.8%
Nonresident, Non-WUE	308	320	379	396	428	32	8.1%
Nonresident, WUE	288	260	239	228	199	-29	-12.7%
Resident	3,321	3,266	3,100	2,910	2,851	-59	-2.0%
Not First Generation (UG Only)	2,464	2,011	1,901	1,731	1,706	-25	-1.4%
First Generation (UG Only)	1,250	1,536	1,472	1,393	1,352	-41	-2.9%
Not Pell (UG Only)	1,969	1,991	1,949	1,018	973	-45	-4.4%
Pell (UG Only)	1,752	1,586	1,424	1,421	1,398	-23	-1.6%
Nonminority	2,074	2,030	1,932	1,823	1,679	-144	-7.9%
International	109	104	88	77	79	2	2.6%
Unknown	113	132	94	77	67	-10	-13.0%
White	1,852	1,794	1,750	1,669	1,533	-136	-8.1%
Minority	1,862	1,817	1,786	1,711	1,799	88	5.1%
Asian	42	50	67	72	71	-1	-1.4%
Black	237	220	229	214	211	-3	-1.4%
Hawaiian/Pacific Islander	9	14	16	22	13	-9	-40.9%
Hispanic/Latino	1,351	1,309	1,259	1,163	1,155	-8	-0.7%
Multi-Racial	199	208	202	219	324	105	47.9%
Native American	24	16	13	21	25	4	19.0%
Non-rural	3,234	3,055	2,905	3,124	3,050	-74	-2.4%
Rural	371	388	380	328	349	21	6.4%
CHASS	1,111	1,099	1,032	906	840	-66	-7.3%
CHEN	1,034	1,066	1,100	1,118	1,065	-53	-4.7%
HSB	762	718	661	626	657	31	5.0%
STEM	797	694	684	672	692	20	3.0%
Student Credit Hours (Other)**	13,163	15,291	10,417	12,611	2,778	†	†
Other Enrollment (Not RI or ES Online)**	3,003	3,482	2,340	2,480	384	†	†
Senior-to-Sophomore**	521	618	568	632	20	†	†
Teacher Education Program**	2,124	2,495	1,460	1,745	269	†	†
Independent Study**	358	369	312	101	31	†	†

* Fall 2022 data are as of the full term Census (09/07/2022) and may not reflect final numbers submitted to IPEDS

** These cash-funded enrollments are not generally reported to CDHE but are included in IPEDS counts

† Enrollments in “other” credit hours are exclusively cash-funded and are entered at the end of term, so differences to prior years have not been calculated

Table 2: Enrollment data on 11/08/22

	FA18	FA19	FA20	FA21	FA22*	One Year Change	
Student Credit Hours (RI Only)	48,306.0	45,536.5	41,472.0	36,062.5	34,852.5	-1,210.0	-3.4%
Student Credit Hours (ES Online)	951.0	1,883.0	4,512.0	4,855.0	5,654.0	799.0	16.5%
Headcount (RI & ES Online)	3,936	3,847	3,718	3,534	3,506	-28	-0.8%
Undergraduate	3,714	3,547	3,373	3,124	3,085	-39	-1.2%
Freshman	951	807	789	777	891	114	14.7%
Sophomore	729	633	604	534	507	-27	-5.1%
Junior	772	803	716	651	625	-26	-4.0%
Senior & Post Bach.	1,123	1,133	1,108	1,003	893	-110	-11.0%
NDS	139	171	156	159	169	10	6.3%
Graduate	222	300	345	410	421	11	2.7%
Masters & NDS	215	270	312	371	389	18	4.9%
Doctorate	7	30	33	39	32	-7	-17.9%
New Undergraduate	696	631	601	575	632	57	9.9%
Transfer Undergraduate	364	320	294	295	364	69	23.4%
Female	2,048	2,102	2,060	1,938	1,922	-16	-0.8%
Male	1,888	1,745	1,658	1,589	1,576	-13	-0.8%
Nonresident, Non-WUE	308	320	379	396	399	3	0.8%
Nonresident, WUE	288	260	239	228	204	-24	-10.5%
Resident	3,321	3,266	3,100	2,910	2,903	-7	-0.2%
Not First Generation (UG Only)	2,464	2,011	1,901	1,731	1,716	-15	-0.9%
First Generation (UG Only)	1,250	1,536	1,472	1,393	1,369	-24	-1.7%
Not Pell (UG Only)	1,969	1,991	1,949	1,018	980	-38	-3.7%
Pell (UG Only)	1,752	1,586	1,424	1,421	1,388	-33	-2.3%
Nonminority	2,074	2,030	1,932	1,823	1,704	-119	-6.5%
International	109	104	88	77	80	3	3.9%
Unknown	113	132	94	77	65	-12	-15.6%
White	1,852	1,794	1,750	1,669	1,559	-110	-6.6%
Minority	1,862	1,817	1,786	1,711	1,802	91	5.3%
Asian	42	50	67	72	70	-2	-2.8%
Black	237	220	229	214	210	-4	-1.9%
Hawaiian/Pacific Islander	9	14	16	22	14	-8	-36.4%
Hispanic/Latino	1,351	1,309	1,259	1,163	1,159	-4	-0.3%
Multi-Racial	199	208	202	219	324	105	47.9%
Native American	24	16	13	21	25	4	19.0%
Non-rural	3,234	3,055	2,905	3,124	3,071	-53	-1.7%
Rural	371	388	380	328	345	17	5.2%
CHASS	1,111	1,099	1,032	906	841	-65	-7.2%
CHEN	1,034	1,066	1,100	1,118	1,060	-58	-5.2%
HSB	762	718	661	626	666	40	6.4%
STEM	797	694	684	672	680	8	1.2%
Student Credit Hours (Other)**	13,163	15,291	10,417	12,611	13,012	401	3.2%
Other Enrollment (Not RI or ES Online)**	3,003	3,482	2,340	2,480	2,538	58	2.3%
Senior-to-Sophomore**	521	618	568	632	1,360	728	115.2%
Teacher Education Program**	2,124	2,495	1,460	1,745	988	-757	-43.4%
Independent Study**	358	369	312	101	121	20	19.8%

* Fall 2021 data are as of 11/08/2022 and may not reflect final numbers submitted to IPEDS

** These cash-funded enrollments are not generally reported to CDHE but are included in IPEDS counts

Retention and Persistence:

Fall-to-Fall retention at CSU Pueblo has ranged from between 60 – 70% in the past decade. In comparison to median retention at Institutional Peers, retention at CSU Pueblo has been a little lower. On average the CSU Pueblo’s retention rate has been 5.7% below the median our Peers during the most recent 5 year period (Figure 1).

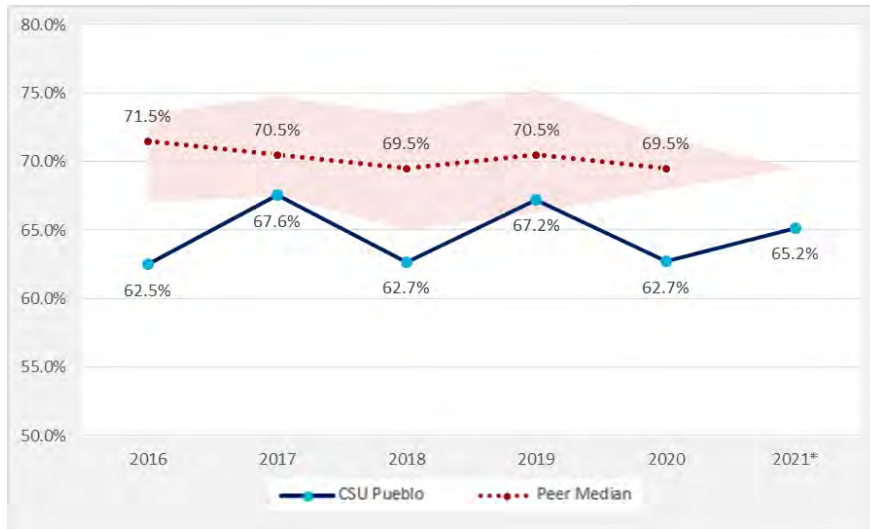


Figure 1. Fall-to-Fall Cohort Retention, CSU Pueblo vs. Peer Median, 2016-2021. The shaded area is the interquartile range for the Institutional Peers.

On average the CSU Pueblo’s retention rate has been 5.7% below the median our Peers during the most recent 5 year period (Figure 1).

Figure 2 includes the persistence and retention rates for all first-time, full-time cohorts at the University from 2016-2021. The persistence rate (Fall-to-Spring) is generally in the mid 80% range. The one exception to this is 2020, which likely reflects the influence of

the global COVID pandemic. Not surprisingly, retention tends to track with persistence and be about 19% lower than the persistence rate in any given academic year.

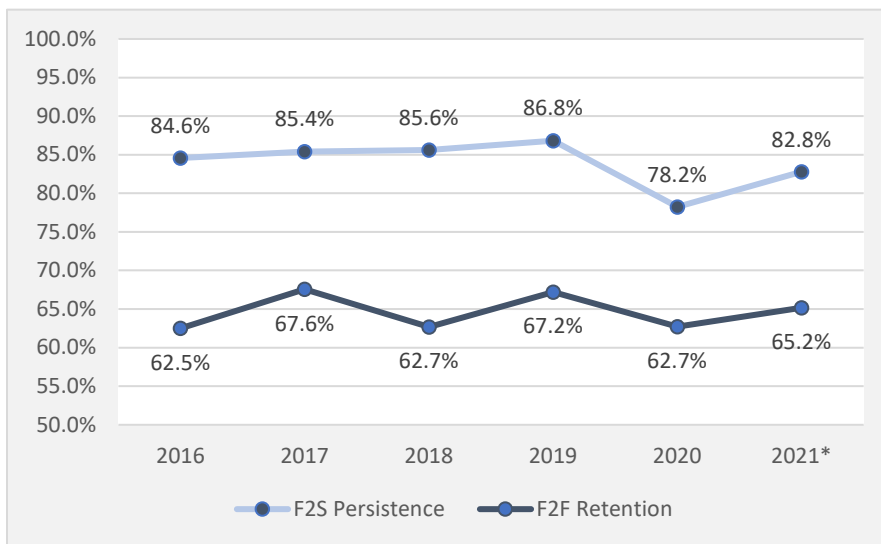


Figure 2. First-Time, Full-Time Cohort Persistence & Retention, 2016-2021.

Retention and persistence data can be disaggregated into various student groups to better understand trends between student groups. There are consistent trends among male and female students in both retention and persistence (Figure 3). Persistence among males and female students is more similar than retention data with female students persisting at or above the male students in the same cohort. Female students are retained at

a greater rate than male students, which is much a more pronounced difference than persistence between these two groups in the same cohort.

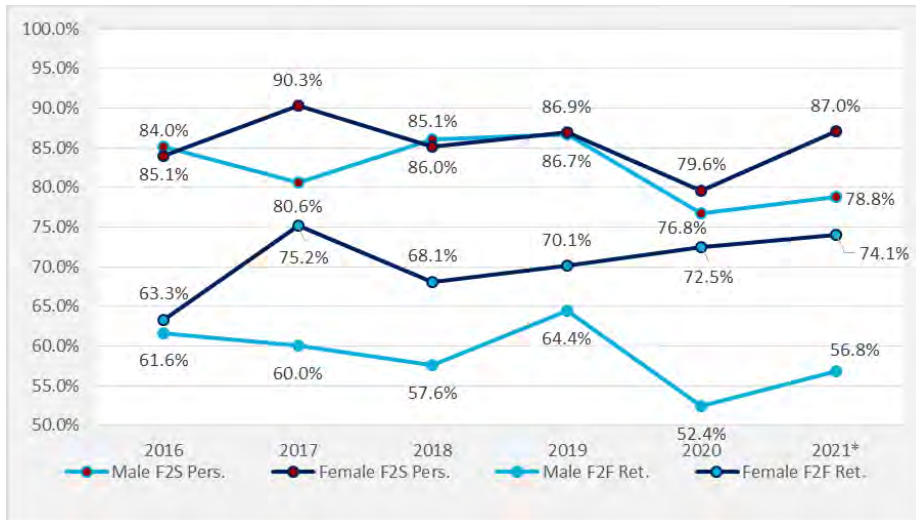


Figure 3. First-Time, Full-Time Cohort Persistence & Retention, Male vs. Female, 2016-2021.

When persistence and retention data is disaggregated by underrepresented minority (URM) students and white students in cohorts from 2016-2021 we observe that white students generally persist at a slightly greater rate than URM students (Figure 4). On average this difference is 3.4%. However, in this same period the difference between persistence and retention is greater among white students compared suggesting that URM students that persist to the spring. This difference is also 3.4% on average. Loss of URM students from spring to fall-2 is less than for white students in the same cohort. For the six years assess in this report, there does appear to be small persistence gap for URM students.



Figure 4. First-Time, Full-Time Cohort Persistence & Retention, URM vs. White, 2016-2021.

Looking at first generation vs. non-first generation student persistence and retention over the same period we see similar rates with the exception of 2019 and 2020 with the largest gap in both metrics in 2020 (Figure 5). This likely reflects a greater impact of COVID on first generation students than their non-first generation counterparts. This may be a bit of an outlier in the data reported assessed

here. The difference between persistence and retention rates is very similar between these two groups suggesting similar performance in retaining those students that persist to the spring semester to the following fall.

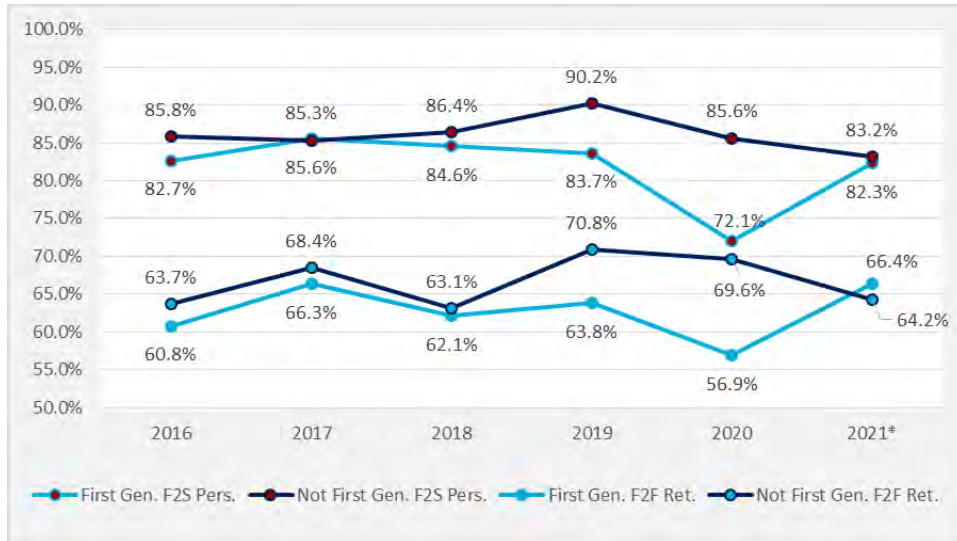


Figure 5. First-Time, Full-Time Cohort Persistence & Retention, First Generation vs. Non-First Generation, 2016-2021.

Some of the largest gaps in persistence and retention exist between rural and non-rural students (Figure 6). There are instances of sizeable gaps in persistence during the review period. On average this gap is 5.5% in the years assessed. Equally apparent and concerning is the fact that the difference in persistence and retention is on average 3.8% greater for rural students compared to their non-rural student counterparts. This indicates that CSU Pueblo is losing rural students at a greater rate from fall to spring and from spring to fall compared to their non-rural counterparts, and represents a heightened area for efforts to retain students at CSU Pueblo.

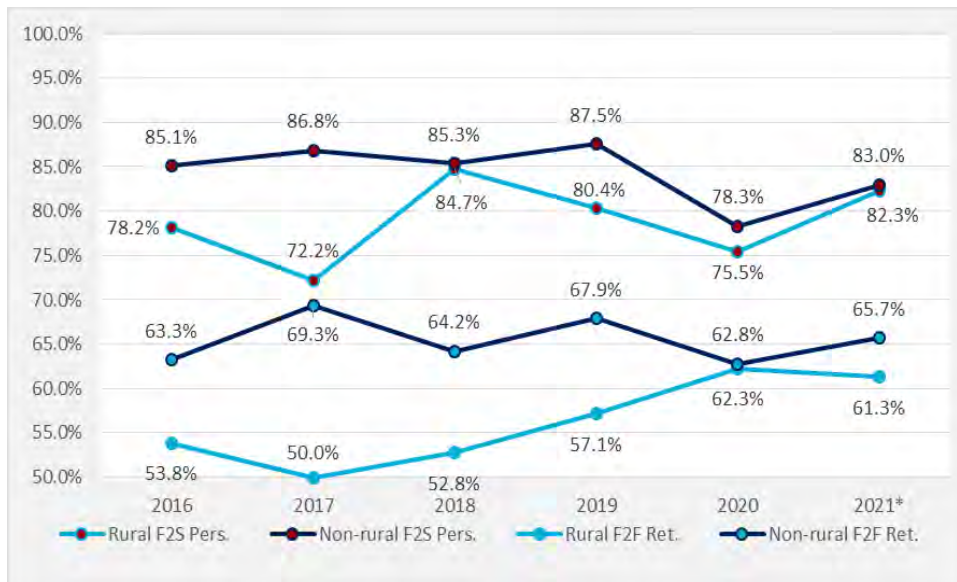


Figure 6. First-Time, Full-Time Cohort Persistence & Retention, Rural vs. Non-rural, 2016-2021.

The most consistent difference in persistence and retention among student groups is among Pell eligible and non-Pell eligible students (Figure 7). In the period of 2016 – 2021 Pell eligible students consistently persisted at a lower rate than Non-Pell eligible students. This lower persistence is then reflected in the lower retention. This may well reflect the greater financial challenges faced by students and families represented by this group of students. Given that Pell eligible students represent about 60% of the undergraduate population at CSU Pueblo the almost 7% difference (about 100 students) in persistence and retention rates between Pell eligible and non-Pell eligible students represents a substantial equity gap.

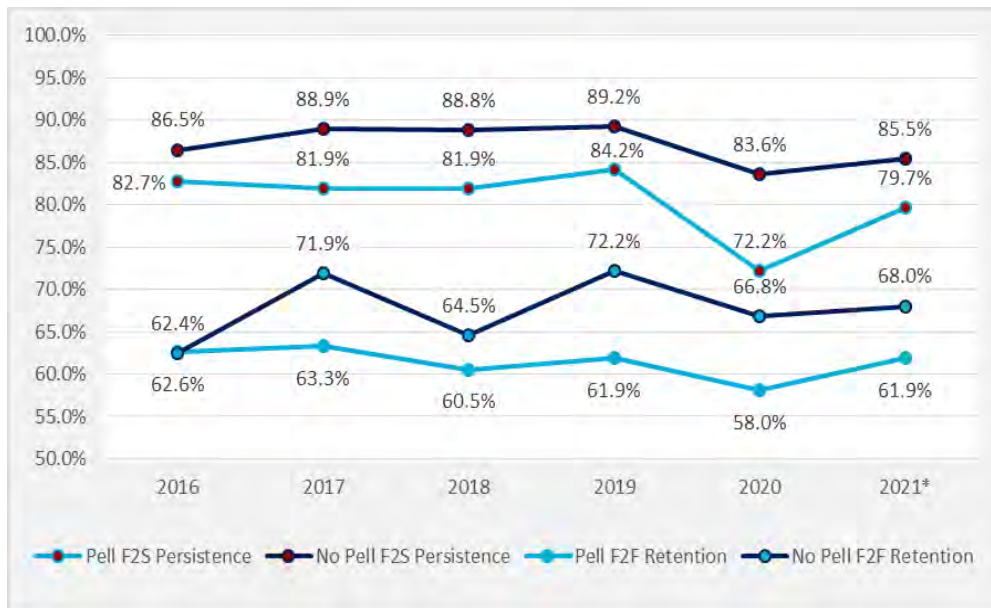


Figure 7. First-Time, Full-Time Cohort Persistence & Retention, Pell vs. No Pell, 2016-2021

At this stage of analysis of persistence and retention only single factors have been considered. Some of the greatest equity and achievement gaps in persistence and retention exist for Pell eligible students compared to non-Pell eligible students (Figure 7), male students compared to female students (Figure 2), and for rural students compared to their non-rural counterparts (Figure 6). The next steps in the analysis of student data may include identification of multiple indicators for lower persistence and retention to better identify students at the greatest risk of stopping out, as well as mapping strategies and tools to best support these students. While some of these tools may already exist, efforts to optimize marketing strategies and focus to support the students that are most likely to stop out can help to close equity gaps.

Student Transfers:

Stopping out at one institution does not necessarily mean stopping out of higher education. In this section consideration is given to where students who transfer into CSU Pueblo originate and institutions that students that transfer out of CSU Pueblo move to. When considering those students that transfer into CSU Pueblo proximity to CSU Pueblo appears to be a common factor (Figure 8). Students transferring into CSU Pueblo from a 2-year institution predominantly come from the two community colleges in closest proximity to the University. These are students coming from Pueblo Community College (PCC) and Pikes Peak State College (PPSC; formerly Pikes Peak Community

College).

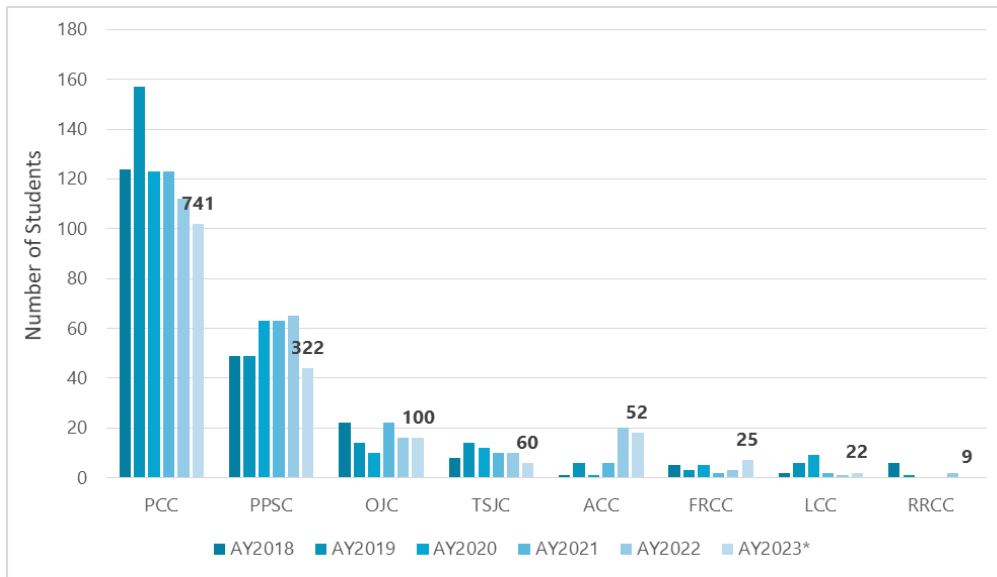


Figure 8. Most common 2-year Institution of origin for students transferring to CSU Pueblo, 2016-2021.

Fewer total students transfer from a 4-year institution into CSU Pueblo than from 2-year institutions. The largest number of students transferring into CSU Pueblo during the review period have come from the 4-year Institution closest in proximity to CSU Pueblo, which is the University of Colorado Colorado Springs (Figure 9). The degree programs of greatest interest among students transferring to CSU Pueblo in descending order are Health Sciences, Nursing, Psychology, Construction Management, Pre-Business, Social Work, and Biology.

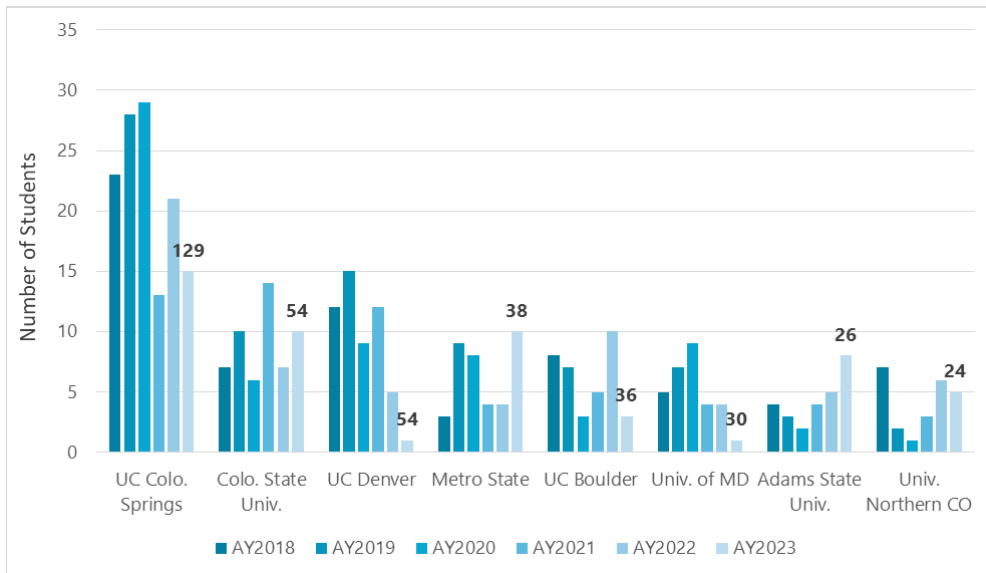


Figure 9. Most common 4-year Institution of origin for students transferring to CSU Pueblo, 2016-2021.

The largest number of students that transfer from CSU Pueblo to another institution of higher education tend to go to the 2- and 4-year institutions in closest proximity to the University based on

the destination to which official CSU Pueblo transcripts are sent (Figure 10). The other observation of note is the frequency of requests for transcripts to go to institutions with a significant presence of online curriculum (e.g. Western Governors University, Southern New Hampshire University, CSU Global, and Grand Canyon University).

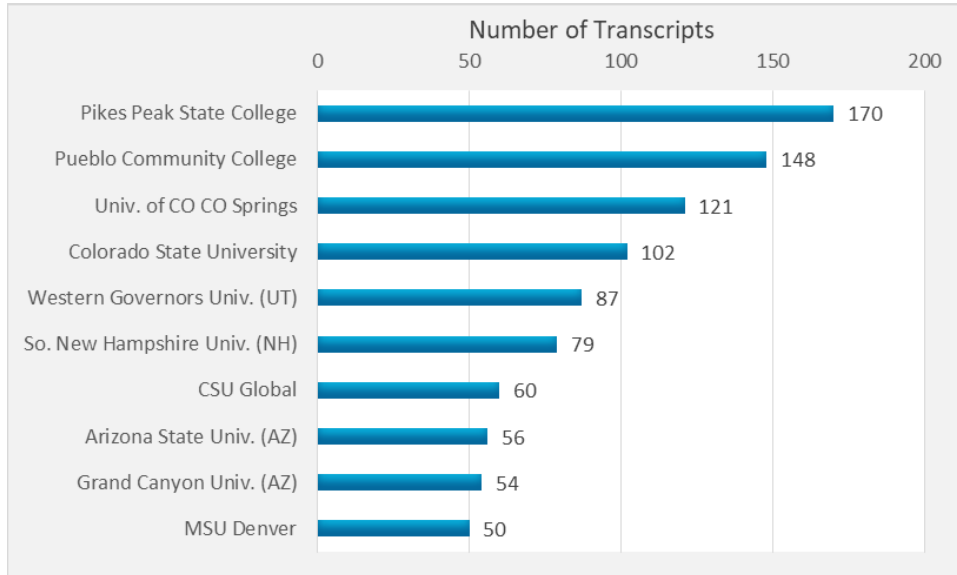


Figure 10. Top destinations for official CSU Pueblo transcripts, 2021-2022.

Graduation:

The cohort graduation rate at the 4, 5, and 6 year marks for CSU Pueblo students relative to peer institutions are included in Figures 11-13. The general trend in the graduation rates at CSU Pueblo at all 3 time intervals over the years assessed is positive. The one exception with this is the 6-year graduation rate for the cohort that was to graduate in 2022 (Figure 13).



Figure 11. Four-year graduation rate for CSU Pueblo (blue) and Institutional Peers (red). The shaded area is the interquartile range for the Institutional Peers.

In comparison to the group of Institutional Peers, CSU Pueblo’s graduation rates are below the median rate of the peers. The median graduation rates of the Peer Institutions has also improved in recent years as well. Therefore, which the graduation rates of CSU Pueblo cohorts is generally improving so have the rates at Institutional Peers resulting is a consistent gap. When recent 6-year graduation data is disaggregated an equity gap for largest minority groups attending CSU Pueblo (Hispanic/Latino, Multi-racial, and Black; Figure 14) with the largest gap existing for Black students. An understanding of when and why greater numbers of minority students stop-out is

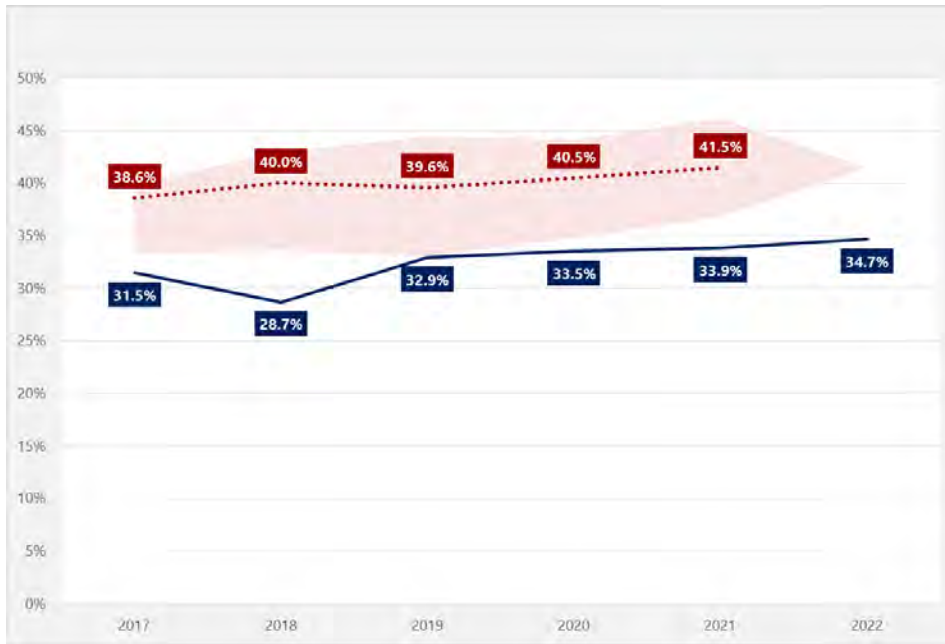


Figure 12. Five-year graduation rate for CSU Pueblo (blue) and Institutional Peers (red). The shaded area is the interquartile range for the Institutional Peers.



Figure 13. Six-year graduation rate for CSU Pueblo (blue) and Institutional Peers (red). The shaded area is the interquartile range for the Institutional Peers.

needed to best map strategies and tools to address this equity gap going forward. As with addressing equity and attainment gaps in persistence and retention, existing tools and strategies may be appropriate to address graduation gaps as well. CSU Pueblo needs to optimize the use of tools and strategies to maximize equitable benefits.

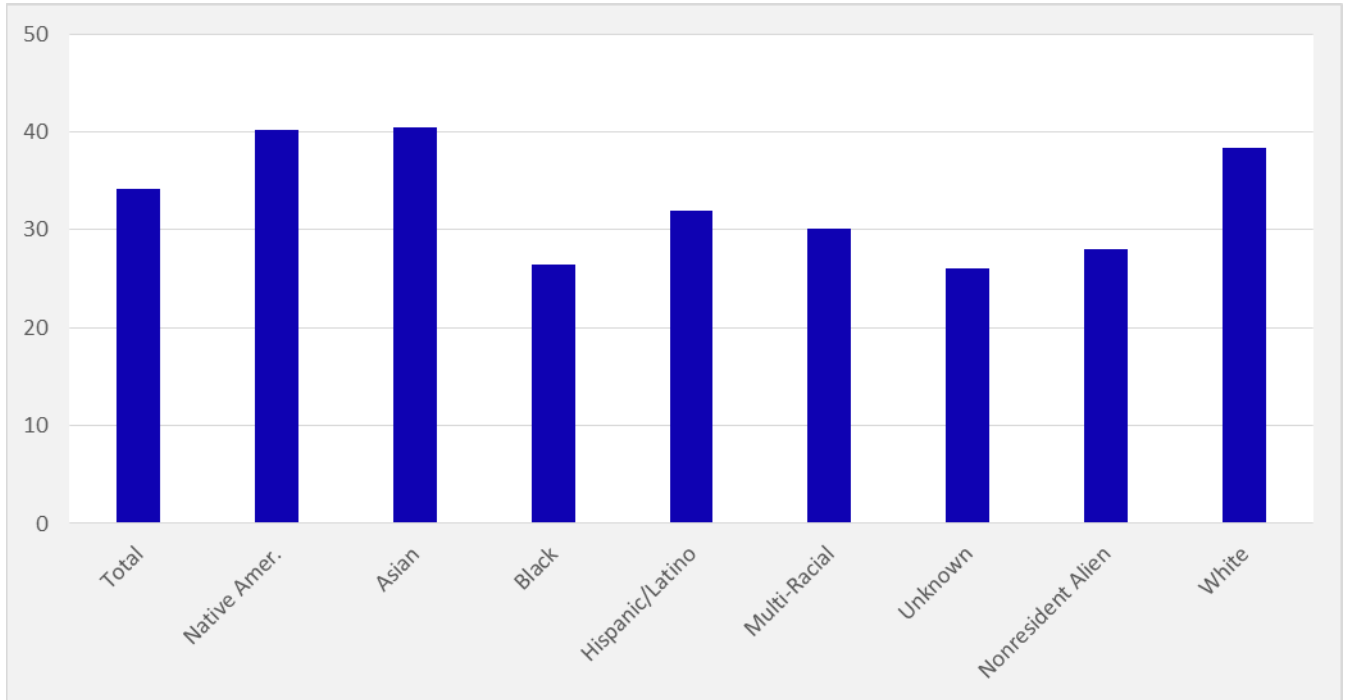


Figure 14. Average CSU Pueblo 6-year graduation rate by race/ethnicity - IPEDs data, 2016-2021.

REPORT:

CSU Global Dec 2022 Student Success Report

EXPLANATION:

Presented by Dr. Angela Hernquist, VP of Student & Faculty Operations - CSU Global

The following report summarizes the Dec 2022 student success data for the CSU Global campus.

Overview

CSU Global is proud to support the degree attainment of modern learners in a 100% online environment with three trimesters and continuous enrollment. This highly flexible modality provides students with 12 opportunities to enroll and register with CSU Global and pursue their education part-time or full-time. Students may also transition from full to part-time based on their unique needs and schedules.

CSU Global Degrees Awarded

	Degree Level	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	1-year % change
Degrees Awarded	Bachelor	2,138	2,062	1,915	1,965	1,881	-4.27%
	UG Certificate	12	65	101	230	117	-49.13
	Master-Level	1,145	1,384	1,423	1,476	1,512	2.43
	Graduate Certificate	29	91	155	230	129	-43.91
	Total	3,324	3,602	3,594	3,901	3,639	-6.71%

CSU Global Fall 2022 Enrollment Report (AY22-23)

Category	Classification	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1-year % change
		(Trimester)	(Trimester)	(Trimester)	(Trimester)	
Credit Hours	Student Credit Hours	79,052	81,330	69,646	60,786	-14.6%
	Average Student FTE ^a	0.56	0.59	0.59	0.57	-3.5%
Headcount	Undergraduate	7,740	7,529	6,520	5,974	-9.1%
	Graduate	4,526	4,570	3,912	3,128	-25.1%
	Non-degree Seeking	365	325	277	357	22.4%
New students	New Undergraduate Students	3,236	3,038	2,375	2,281	-4.1%
Attendance Status	Full-Time	2,063	2,388	2,034	1,795	-13.3%
	Part-Time	10,568	10,036	8,675	7,664	-13.2%
Gender	Male	5,063	5,145	4,586	4,065	-12.8%
	Female	7,449	7,154	6,025	5,236	-15.1%
	Unknown	119	125	98	158	38.0%
First Generation	First Generation	2,854	2,095	2,000	2,807	28.7%
State of Residence	Colorado	4,478	4,286	3,779	3,298	-14.6%
	Out of Colorado in US	8,024	8,000	6,778	6,028	-12.4%
	Foreign Country	129	138	152	133	-14.3%
Financial Aid	Not a PELL Recipient	10,477	10,352	9,006	8,000	-12.6%
	PELL Recipient	2,154	2,072	1,703	1,459	-16.7%
	Federal Loans Recipient	5,934	5,757	4,654	3,766	-23.6%
Rural Colorado	Rural Colorado	1,257	1,143	1,040	944	-10.2%
	Not-Rural Colorado	3,221	3,143	2,739	2,354	-16.4%

Report Item

Race/Ethnicity	Asian	529	529	465	456	-2.0%
	Black or African American	867	833	734	759	3.3%
	Native Hawaiian or Other Pacific Islander	39	14	10	6	-66.7%
	Hispanic/Latino	1,743	1,769	1,566	1,431	-9.4%
	Native American or Alaska Native	95	69	42	38	-10.5%
	White	7,367	6,993	6,193	5,415	-14.4%
	Two or more races	282	149	80	108	25.9%
	Nonresident Alien	61	72	82	84	2.4%
	Unknown	1,648	1,996	1,537	1,162	-32.3%
Age Category	24 or younger	1,682	1,717	1,506	1,454	-3.6%
	25-34	5,594	5,574	4,607	3,888	-18.5%
	35-44	3,354	3,353	2,942	2,656	-10.8%
	45-54	1,464	1,451	1,368	1,182	-15.7%
	55-64	305	299	261	260	-0.4%
	65 and older	32	30	25	19	-31.6%

^a = assumes undergraduate student take 12 student credit hours in trimester, graduate students take 9 hours

Fall 2022 Enrollment Highlights

Fall highlights include:

1. We see a marked decrease in the number of students pursuing and completing certificates at both the undergraduate and graduate levels
2. Our first-generation student population is strong and continues to be a focus for student success and retention team efforts
3. Female students are not enrolling at higher rates than male students
4. We are seeing a slight increase in the number of Black or African American student enrollments

CSU Global Retention and Graduation Rates

The below represents the undergraduate active student count for the Fall Trimester. Only undergraduate students and fall trimester enrollments (4 months) are included in the report.

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
Number Fall Cohort		1,924	1,961	1,820	1,537
First to Second Year (Year 2)	Retained %	82.59%	82.61%	70.44%	79.57%
	Graduate %	5.2%	5.05%	7.69%	5.20%
	Retained & Graduated %	87.79%	87.66%	78.13%	84.78%
Year 3	Retained %	38.46%	38.40%	37.53%	
	Graduate %	20.84%	19.07%	21.43%	
	Retained & Graduated %	59.30%	57.47%	58.96%	
Year 4	Retained %	21.93%	24.94%		
	Graduate %	30.46%	26.87%		

Report Item

	Retained & Graduated %	52.39%	51.81%
Year 5	Retained %	15.6%	
	Graduate %	34.04%	
	Retained & Graduated %	49.64%	

Opportunity Gaps

A review of the data, when also comparing race and gender, highlights the following:

1. Increases in first-generation students and ensuring we have the resources and support they need to be successful
2. Higher URM enrollments and attention to resources to support their success
3. A slight increase in the number of Black and African American students
4. While retained and graduated percentages have increased somewhat, we continue to focus on persistence initiatives and activities to improve retention and graduated metrics

Comparison to Peer Institutions

Similar online universities have experienced a lot of change in the past few years. Observations include:

1. Flexibility to learn on one's own schedule and the ability to attend classes despite location boundaries are important reasons for pursuing an online degree rather than on-campus.
2. Students chose to take fewer courses at a time
3. The cadence of courses may not be consistent as students take time off to accommodate other aspects of their lives (i.e., taking care of children or work responsibilities)
4. The program offered and cost are the most influential factors for attending CSU Global over other institutions
5. Increased employment options and job advancement opportunities are primary drivers of students seeking post-secondary education

Transfer Students

The vast majority of CSU Global students transfer to us with prior credit from typically one to three schools. The average undergraduate student is transferring around 50 student credit hours. The top five schools in which students have prior credits include

1. National American University
2. Argosy University
3. Davenport University
4. Devry
5. Colorado Technical University

Reasons that Students Do Not Retain or Join

Reasons for a student not retaining (or not joining once accepted) include:

1. financial reasons
2. employment commitments
3. family commitments
4. personal reasons



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**Enrollment and Student Success
Report to the Board of Governors
December 2022**

Janice Nerger, Ph.D.
Interim Provost and Vice President for Academic Affairs
Colorado State University Fort Collins

- Summary Student Data and Strategies for Student Success
- Enrollment, Retention and Graduation Rates: December 2022
- Why Students Leave CSU
- Information on Transfer Students

CSU Fort Collins



1

Summary Student Data and Strategies for Student Success

1. DATA

- Retention (1st to 2nd fall)
- Graduation rates (4-year, 5-year, 6-year)
- Equity gaps
- Gaps over time

2. Why some students choose to leave CSU

3. Strategies to address retention and equity gaps

4. Additional considerations

2

Retention and Graduation Rates (finalized after October meeting)

	Retention to 2nd fall		4-Yr. Grad.		5-Yr. Grad.		6-Yr. Grad.	
	FA20	FA21	FA17	FA18	FA16	FA17	FA15	FA16
Overall	85.7%	84.5%	46.6%	46.0%	62.8%	62.8%	68.2%	66.6%
Pell	81.3%	80.0%	38.4%	35.8%	55.4%	53.0%	58.7%	58.8%
Non-Pell	86.8%	85.5%	48.9%	48.8%	65.9%	65.6%	71.2%	68.5%
First Generation	78.5%	79.7%	38.0%	37.7%	55.7%	51.8%	60.8%	58.6%
Continuing Generation	87.6%	85.7%	49.2%	48.5%	66.1%	66.1%	71.4%	68.8%
Male	85.6%	82.8%	38.3%	38.1%	60.1%	58.6%	65.9%	63.5%
Female	85.8%	85.7%	53.7%	52.9%	66.5%	66.5%	71.1%	68.8%
Racially Minoritized	82.4%	81.2%	39.7%	41.3%	58.3%	54.1%	62.3%	61.5%
Non-Racially Minoritized	87.0%	85.7%	49.3%	47.9%	65.5%	66.2%	70.4%	68.1%
Non-Resident	84.6%	82.8%	44.4%	44.8%	62.1%	60.3%	64.7%	61.0%
Resident	86.3%	85.6%	47.7%	46.8%	64.4%	64.1%	70.4%	67.6%
Rural	80.1%	86.9%	47.2%	41.8%	58.0%	64.3%	66.5%	61.2%
Nonrural	86.0%	85.1%	47.8%	47.3%	65.2%	64.1%	70.9%	68.4%

3

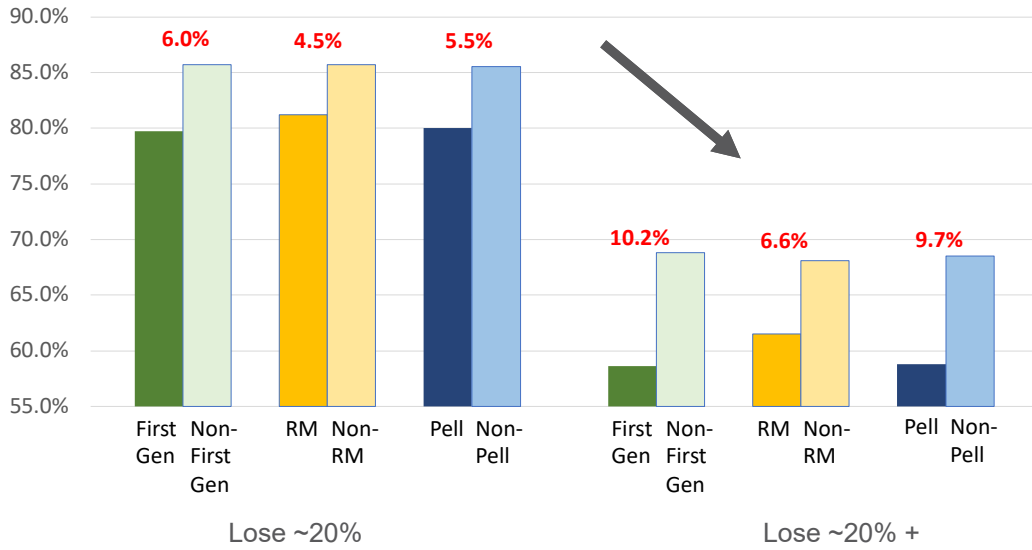
Equity Gaps

	Retention		6-yr Graduation	
	FA20	FA21	FA15	FA16
Overall	85.7	84.5	68.2	66.6
Pell	81.3	80.0	58.7	58.8
Non-Pell	86.8	85.5	71.2	68.5
First Generation	78.5	79.7	60.8	58.6
Non-first Gen	87.6	85.7	71.4	68.8
Racially Minoritized	82.4	81.2	62.3	61.5
Non-RM	87.0	85.7	70.4	68.1
Rural	80.1	86.9	66.5	61.2
Nonrural	86.0	85.1	70.9	68.4

4

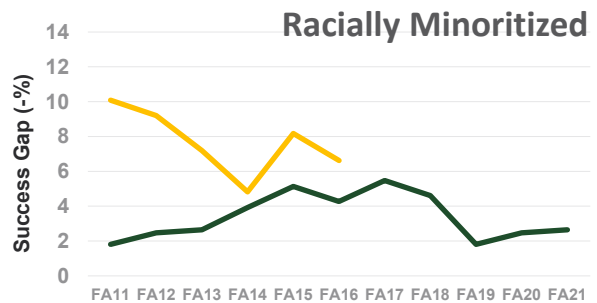
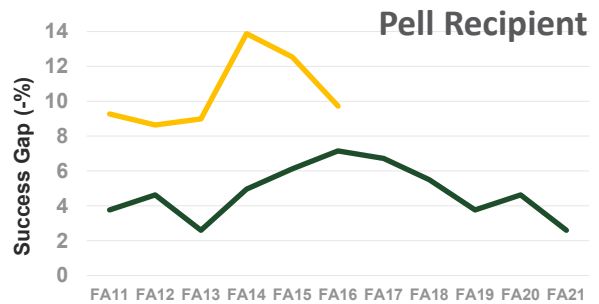
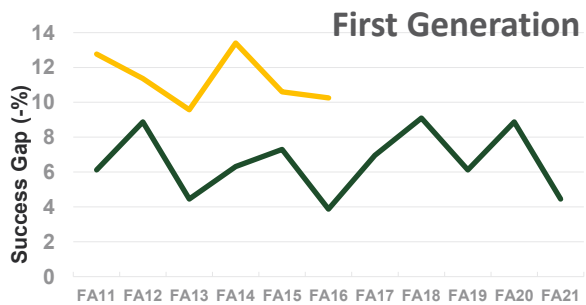
Retention to 2nd fall

6th year graduation rate



5

Change Over Time



Retention to 2nd fall
6-Year Graduation

6

When & Why Students Leave

WHEN

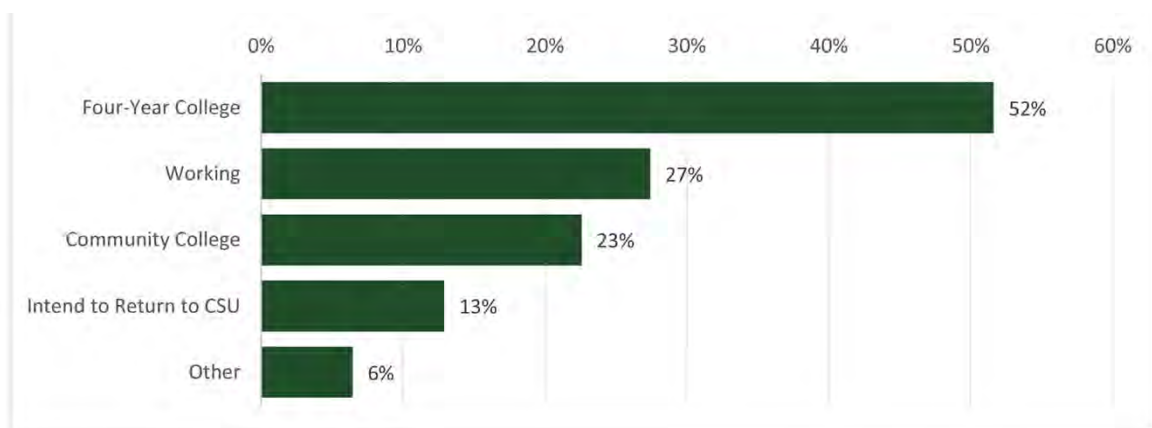
- Roughly half of all student attrition occurs prior to the second fall
- Attrition is greater for Pell, FG, RM
- Gaps in retention continue through to 6-year graduation

WHY*

- Financial reasons
- Mental Health/Health
- Social reasons; lack of community
- Academic/GPA

**Data from qualitative research, Spring 2022 (N=415)*

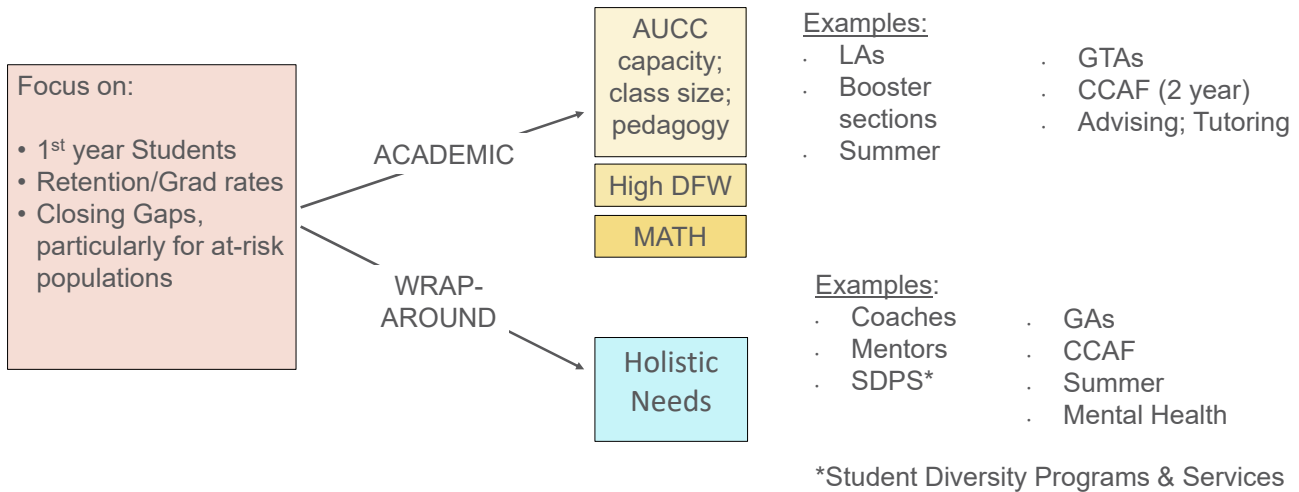
Where are our students going?



Data from a recent study of 62 students who left CSU after their first year (Fall 18, 19, 20)

How we are addressing retention and gaps:

Foster a campus culture that better understands, supports, and serves students.



Additional Considerations

- IPEDS* peer data: Retention to second fall 6 points higher; 4-year graduation rate 8 points higher; 6-year graduation rate 7 points higher
- Need systematic data collection from students who leave CSU
- Need integrated retention plan (academic and wrap around)
- Follow up with APLU 2022 Degree Completion award finalists: Virginia Commonwealth, Florida Atlantic, South Alabama, UT San Antonio
- Look at use of EAB data to prioritize students for structured supports and build support services around those needs

*Integrated Postsecondary Education Data System



CSU Fort Collins

Enrollment, Retention and Graduation Rates: December 2022

Executive Summary: RI (State Funded) Enrollment and FTE (data taken from Census 09.07.2022)

- The RI (state funded) entering class is the largest in history at 5,517
 - 28% racially minoritized
 - 25% first-generation
 - 60% Colorado residents
 - 9% Colorado rural
 - Median high school GPA = 3.74
 - 67% with a high school GPA 3.5 or higher; 30% with a 4.0 high school GPA
- Western Undergraduate Exchange (WUE) enrollment increased by 247 (12.6%); these students pay 150% of resident tuition.
- Largest increases in minority students seen in Hispanic (+107; 2.7%) and Asian (+23; 2.9%) students
- College of Agricultural Sciences, College of Business, College of Natural Sciences, and College of Veterinary Medicine and Biomedical Sciences each saw increases in student numbers. College of Business saw greatest growth at 9.5%.

Table 1: RI (State Funded) Enrollment and FTE

Note: All data reflect FA22 RI (state funded) student headcount except line 3 which is non-RI.

Colorado State University: Fort Collins Campus

	FA18	FA19	FA20	FA21	FA22		One Year Change
Student SCH (RI Only)	382,032	382,786	358,681	362,867	366,942	4,075	1.1%
Student FTE (RI Only)	13,092	13,144	12,300	12,437	12,577	140	1.1%
Non-RI Headcount	5,186	5,302	4,930	4,954	5,499	545	11.0%
Headcount (RI)	28,691	28,864	27,835	27,954	27,956	2	0.0%
Undergraduate	24,380	24,600	23,590	23,690	23,794	104	0.4%
Freshman (Less than 30 SCH)	6,488	6,291	5,540	6,305	6,880	575	9.1%
Sophomore (30 to 60 SCH)	5,402	5,710	5,552	5,131	5,209	78	1.5%
Junior (60 to 90 SCH)	5,465	5,525	5,532	5,450	5,159	-291	-5.3%
Senior & Post Bach. (92 Plus SCH)	7,025	7,074	6,966	6,804	6,546	-258	-3.8%
Graduate	3,728	3,676	3,648	3,658	3,557	-101	-2.8%
Graduate I & NDS	2,326	2,225	2,162	2,124	1,948	-176	-8.3%
Graduate II	1,402	1,451	1,486	1,534	1,609	75	4.9%
Professional	583	588	597	606	605	-1	-0.2%
New Entering Class (includes summer starts)	5,408	5,203	4,556	5,163	5,517	354	6.9%
Transfer Entering Class (includes summer starts)	1,678	1,616	1,315	1,551	1,423	-128	-8.3%

Table 1 (cont.)

*Note: FA22 Pell Grant data are too preliminary to report at census. Rural designations reflect Colorado Department of Education (CDE) definitions and are only available for resident undergraduate students.

	FA18	FA19	FA20	FA21	FA22	One Year Change	
Female	14,740	15,136	14,910	15,181	15,332	151	1.0%
Male	13,951	13,728	12,925	12,773	12,624	-149	-1.2%
Rural	1,053	1,104	1,091	1,092	1,095	3	0.3%
Small Rural	341	336	283	247	228	-19	-7.7%
Metro	13,497	14,136	14,150	14,164	14,466	302	2.1%
Nonresident, Non-WUE	7,949	8,070	7,505	7,571	7,549	-22	-0.3%
Nonresident, WUE	1,025	1,150	1,356	1,960	2,207	247	12.6%
Resident	19,717	19,644	18,974	18,423	18,200	-223	-1.2%
Not First-Generation (only asked of undergraduates)	18,311	18,550	17,944	18,260	18,242	-18	-0.1%
First-Generation (only asked of undergraduates)	6,069	6,050	5,646	5,430	5,552	122	2.2%
Not Pell (undergraduate only)	19,317	19,539	19,678	19,177	*	-501	-2.6%
Pell (undergraduate only)	5,063	5,061	4,667	4,513	*	-154	-3.4%
Nonminority	22,305	22,046	21,027	21,042	20,940	-102	-0.5%
International	1,930	1,862	1,516	1,369	1,334	-35	-2.6%
Unknown	413	330	252	265	261	-4	-1.5%
White	19,962	19,854	19,259	19,408	19,345	-63	-0.3%
Minority	6,386	6,818	6,808	6,912	7,016	104	1.5%
Asian	779	775	765	794	817	23	2.9%
Black	615	598	552	570	565	-5	-0.9%
Hawaiian/Pac. Islander	43	39	35	38	34	-4	-10.5%
Hispanic/Latino	3,727	3,974	4,008	4,014	4,121	107	2.7%
Multi-Racial	1,109	1,310	1,302	1,354	1,343	-11	-0.8%
Native American	113	122	146	142	136	-6	-4.2%
Agricultural Sciences	1,665	1,698	1,603	1,608	1,657	49	3.0%
Business	2,614	2,535	2,503	2,719	2,976	257	9.5%
Walter Scott, Jr. College of Engineering	3,359	3,260	3,074	3,055	2,967	-88	-2.9%
Health and Human Sciences	4,800	4,900	4,690	4,438	4,326	-112	-2.5%
Intra-University	2,796	2,657	2,304	2,265	2,199	-66	-2.9%
Liberal Arts	4,651	4,725	4,665	4,606	4,582	-24	-0.5%
Natural Sciences	5,097	5,309	5,248	5,464	5,477	13	0.2%
Veterinary Medicine & Biomedical Sci	1,785	1,820	1,839	1,847	1,873	26	1.4%
Warner College of Natural Resources	1,924	1,960	1,909	1,952	1,899	-53	-2.7%

Executive Summary: Retention and Graduation Rates (Table 2)

- The overall freshman retention rate is down 1.2 points; this decrease was expected given lower fall to spring retention for the FA21 FTFT (First Time Full Time) cohort (most likely pandemic related)
- Freshman retention rate is up for first-generation and rural cohorts
- Four-year graduation rates improved for RM students and nonresident students; five-year graduation rates increased for rural students but held steady overall
- Six-year graduation rate decreased overall but increased for Pell recipients and Hispanic students. Further, it decreased to a lesser degree for our most vulnerable student populations (first-generation and racially minoritized).

Table 2: Retention and Graduation Rates Summary

Note: Columns represent the entering cohort fall.

FTFT Cohorts	Retention		4-Yr. Grad.		5-Yr. Grad.		6-Yr. Grad.	
	FA20	FA21	FA17	FA18	FA16	FA17	FA15	FA16
Overall	85.7%	84.5%	46.6%	46.0%	62.8%	62.8%	68.2%	66.6%
Pell	81.3%	80.0%	38.4%	35.8%	55.4%	53.0%	58.7%	58.8%
Non-Pell	86.8%	85.5%	48.9%	48.8%	65.9%	65.6%	71.2%	68.5%
First Generation	78.5%	79.7%	38.0%	37.7%	55.7%	51.8%	60.8%	58.6%
Continuing Generation	87.6%	85.7%	49.2%	48.5%	66.1%	66.1%	71.4%	68.8%
Male	85.6%	82.8%	38.3%	38.1%	60.1%	58.6%	65.9%	63.5%
Female	85.8%	85.7%	53.7%	52.9%	66.5%	66.5%	71.1%	68.8%
Racially Minoritized	82.4%	81.2%	39.7%	41.3%	58.3%	54.1%	62.3%	61.5%
Non-Racially Minoritized	87.0%	85.7%	49.3%	47.9%	65.5%	66.2%	70.4%	68.1%
Non-Resident	84.6%	82.8%	44.4%	44.8%	62.1%	60.3%	64.7%	61.0%
Resident	86.3%	85.6%	47.7%	46.8%	64.4%	64.1%	70.4%	67.6%
Rural	80.1%	86.9%	47.2%	41.8%	58.0%	64.3%	66.5%	61.2%
Nonrural	86.0%	85.1%	47.8%	47.3%	65.2%	64.1%	70.9%	68.4%

Table 3: Retention and Graduation Rates Detail

First-Time, Full-Time Cohort	Retention to 2nd Fall (FA21 cohort)			4-Year Graduation (FA18 Cohort)			6-Year Graduation (FA16 Cohort)		
	Cohort Size	Rate	Percentage Point Change	Cohort Size	Rate	Percentage Point Change	Cohort Size	Rate	Percentage Point Change
Overall	4,970	84.5%	-1.2	5,280	46.0%	-0.6	4,916	66.5%	-2.2
Resident	2,926	85.6%	-0.6	3,340	46.8%	-0.9	3,353	67.6%	-2.8
Non-Resident	2,044	82.8%	-1.8	1,940	44.8%	0.4	1,563	64.0%	-0.7
Non-Resident - WUE	796	85.6%	-3.6	1,576	42.6%	-0.3	262	74.4%	-1.9
Non-Resident - Non-WUE	1,248	81.1%	-2.2	364	54.0%	3.5	1,301	61.9%	-0.6
Minority	1,378	81.2%	-1.2	1,482	41.3%	1.6	1,246	61.5%	-0.8
Hispanic/Latino	802	81.2%	-0.1	879	39.1%	-0.9	727	61.5%	2.3
Multi-Racial	270	81.9%	-1.1	262	45.8%	6.7	201	63.0%	-3.1
Native American	23			20			21		
Asian American	143	84.6%	-2.0	171	55.6%	13.9	146	67.8%	-4.6
Black	130	76.9%	-7.6	143	30.1%	-7.1	144	59.7%	-2.3
Hawaiian/Pac Islander	10			7			7		
Non-Minority	3,592	85.7%	-1.3	3,798	47.9%	-1.4	3,670	68.1%	-2.3
International	50			88	48.9%	7.9	85	72.9%	6.6
White	3,507	85.8%	-1.3	3,687	47.9%	-1.7	3,513	68.0%	-3.1
No Response	35			23			72	68.1%	10.5
Resident Minority	926	83.8%	0.1	1,072	42.5%	2.3	924	63.7%	-2.2
Resident Non-Minority	2,000	86.5%	-1.0	2,268	48.8%	-2.3	2,429	69.1%	-2.7
Non-Resident Minority	452	75.9%	-3.2	410	38.0%	-0.2	322	55.1%	3.0
Non-Resident Non-Minority	1,592	84.8%	-1.5	1,530	46.6%	0.5	1,241	66.3%	-1.3
Female Minority	827	83.1%	0.9	833	47.3%	2.3	740	63.6%	-2.1
Female Non-Minority	2,034	86.8%	-0.5	2,008	55.2%	-2.1	2,017	70.7%	-2.0
Male Minority	551	78.4%	-4.4	649	33.5%	0.6	506	58.4%	0.7
Male Non-Minority	1,558	84.3%	-2.3	1,790	39.7%	-0.5	1,653	65.0%	-3.0
Female	2,861	85.7%	-0.1	2,841	52.9%	-0.8	2,757	68.8%	-2.3
Male	2,109	82.8%	-2.8	2,439	38.1%	-0.2	2,159	63.5%	-2.4
Pell Recipient	952	80.0%	-1.3	1,128	35.8%	-2.6	1,021	58.8%	0.1
Not Pell Recipient	4,018	85.5%	-1.3	4,152	48.8%	-0.1	3,895	68.5%	-2.7
First Generation	1,056	79.7%	1.2	1,187	37.7%	-0.3	1,122	58.6%	-2.2
Not First Generation	3,914	85.7%	-1.9	4,093	48.5%	-0.7	3,794	68.8%	-2.6
STEM	2,022	86.3%	-1.4	2,192	45.7%	2.9	1,932	67.3%	-3.8
Non-STEM	2,948	83.2%	-1.1	3,088	46.3%	-3.0	2,984	65.9%	-1.2
Rural	283	87.3%	6.6	287	41.8%	-5.4	345	61.2%	-5.3
Non-Rural	2,643	85.4%	-1.4	3,053	47.3%	-0.5	3,008	68.4%	-2.5



Why Students Leave CSU Report to the Board of Governors December 2022 Colorado State University Fort Collins

CSU identifies the reasons students leave the university primarily via exit interviews either at the time of departure, e.g. checking out of a residence hall, via follow-up phone calls, and via a set of questions on a RamWeb site the student fills out when withdrawing from the university. A more systematic process is needed so we can 1) capture the information from more students who leave at different times in their academic careers and 2) use the same/similar set of questions so we can compare data across years and methodologies. Below are two examples of recent studies and a snapshot from students who withdrew via RamWeb in Spring 2022.

1. Institute for Research in the Social Sciences (IRISS) Study

In Spring 2022, CSU conducted a qualitative research study with IRISS exploring why students left CSU before graduation, with a student sample overrepresenting first generation and racially minoritized students. Sixty-two first-time freshman students were interviewed for this study. The most prevalent reasons students gave for leaving were **financial struggles** (47%) and **negative social experiences** (47%). The third most common reason across all cohorts was **negative academic experiences** (24%).

Related to financial struggles, students discussed the high cost of tuition and the challenges of paying for college along with other costs associated with being enrolled as an undergraduate at CSU. Some students said they felt the out-of-state tuition costs were too high compared to their home-state school. Students had concerns with taking on student loan debt. Some undergraduate students left CSU because of a lack of community and a lack of sense of belonging, which could be particularly strong for students from minoritized communities. Academically, students found it difficult to decide on a major, and their academic trajectory felt muddled and undetermined. Some students decided on a major not offered by CSU so left for an institution that offers the major. Others found school to be too challenging and left due to poor grades. Additional reasons for students leaving CSU included pandemic-related concerns, school/life balance, mental health concerns, quality of online classes, and a lack of access to resources.

Some exemplars for the themes noted above are:

- **Financial struggles:** A Colorado resident student shared, “I fell in love with the campus when I toured it. I’m into rock climbing, so I love the rock-climbing wall you guys have. I loved all my classes. I had a really great time, but the cost of CSU is what drove me

away. I was offered money by UCCS, so I transferred down there and saved a lot of money, which was nice, but I do definitely miss a lot of CSU.”

- **Negative social experiences:** Another Colorado resident in Health and Exercise Science shared, “It’s the residence halls that are for your specific majors. I was in a hall that was for all kids that were in my major. I also just didn’t really fit within everybody in my residence hall. I had some conflicts with some people in the residence halls, and that, honestly, resulted in me leaving.”
- **Negative academic experiences:** A Colorado resident student in the honors program, an economics major, shared, “Academics-wise, I didn’t do well at all. I just felt like I had to start over somewhere new. At the school I’m at currently, only my credits transferred, not my GPA. I don’t have to worry about this really horrible GPA following me.”

Researchers of this study concluded CSU should address financial barriers, increase community building efforts on campus, and adjust academic policies to better retain its undergraduate students.

2. Finish What You Started

In Spring 2022, CSU was awarded a \$3.65M grant from the Colorado Department of Higher Education through the Colorado Opportunity Scholarship Initiative. Tom Biedscheid and Taé Nosaka are co-PIs on this [Finish What You Started](#) (FWYS) grant aimed at incentivizing students to re-enroll at CSU after stopping out with the goal of completing their degree and joining the workforce.

As part of the application process, students filled out forms requesting information on why they left CSU. 159 students have thus far submitted completed forms giving the following reasons:

- **Financial** (36% of responses)
- **Mental Health/Health** (29% of responses)
- **COVID** (24% of responses)
- **GPA Concerns** (9% of responses)
- **Family Concerns** (5% of responses)
- **Other** (18% of responses): needing a break, joining the military, going into the workforce, not knowing if college was for them, having kids or not having adequate childcare

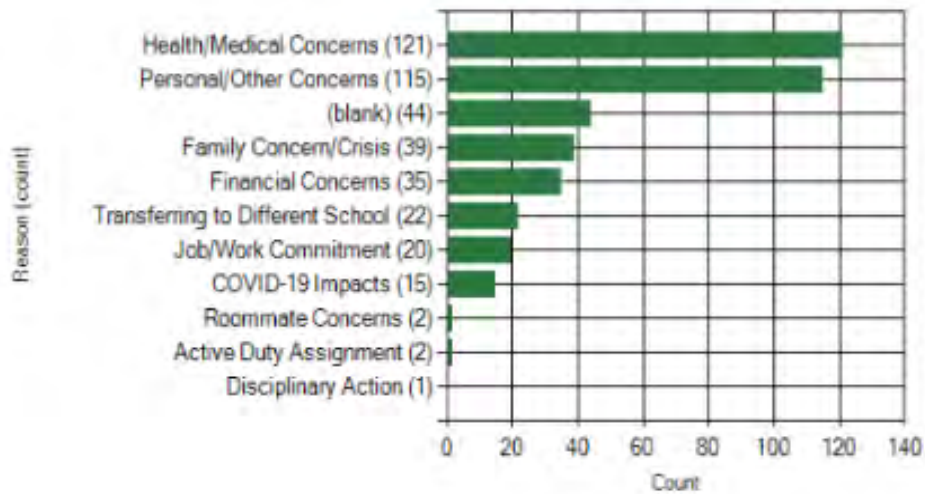
What we have learned through working with FWYS students is that there are typically complex reasons why students choose to leave the university. However, when they decide to re-engage with the university, they do so with a significant intentionality. Most students in the FWYS grant are still working full-time or part-time jobs. Through this program, students who come back to CSU are coached by a professional staff member, so they have connection to campus in potentially a different way than they did before. The FWYS program offers some financial

assistance and financial wellness workshops. Emergency funding and funds for childcare costs can be provided as well. There are currently more than 100 students in the program; three students returned and graduated since the program launched this summer.

3. Withdrawal Reason Code

When a student withdraws from the university using the online system on RamWeb, they are asked why they are withdrawing. In Spring 2022, 415 students withdrew via RamWeb; their reason-codes are indicated in the chart below. “Health and medical concerns” and “personal/other concerns” accounted for 64% of the responses.

By Reason for Spring 2022





108 Administration Building
1001 Campus Delivery
Fort Collins, Colorado 80523-1001
P: 970-491-6614

**Information on Transfer Students
Report to the Board of Governors
December 2022
Colorado State University Fort Collins**

Fall 2022 incoming transfer class:

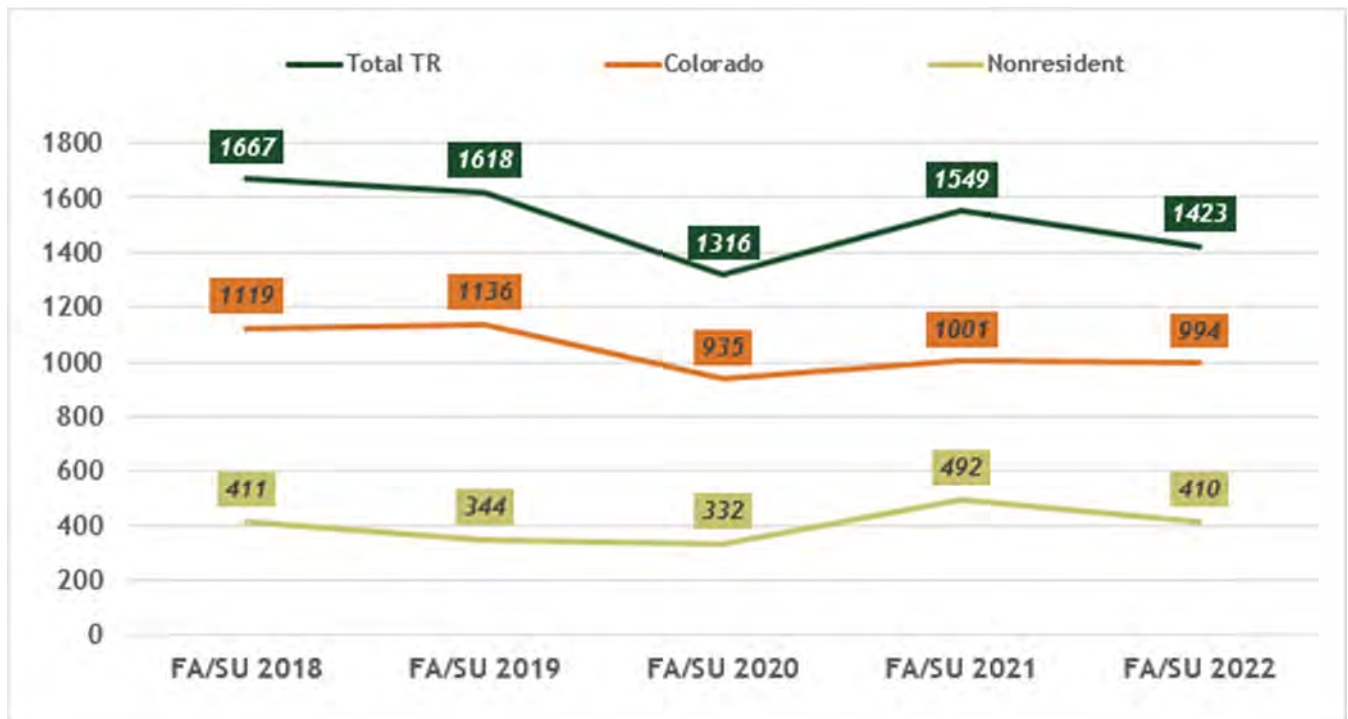
- 1423 total transfer students (with RI credits)
 - 15% fewer compared to FA/SU 2018
 - 8% fewer compared to FA/SU 2021
- Average GPA = 3.24 (consistent with previous years)
- Average credits = 51 (consistent with previous years)
- 52% Colorado students
- International transfers declined by 86% from FA/SU 2021
- 26% identify as Racially Minoritized (compared to 24% in FA/SU 2021)
- 28% identify as First Generation (compared to 30% in FA/SU 2021)
- 54% transferred from a 2-year institution
 - 35% from Colorado
 - 19% from out-of-state
- 46% transferred from a 4-year institution
 - 17% from Colorado
 - 29% from out-of-state
- Top 5 Colorado institutions where students transferred from:
 - Front Range Community College
 - Arapahoe Community College
 - Aims Community College
 - University of Colorado-Denver
 - University of Northern Colorado
- Top states students transfer from:
 - California
 - Illinois
 - Texas
 - Washington
- 21% were previously admitted to CSU as a first-year student but did not enroll at that time. This percentage has increased slightly over the years, indicating an opportunity to engage with students that do not select CSU when applying as first-year students.

Five Year Summary of Transfer Applications (FA/SU 2018 to FA/SU 2022):

TOTAL TR	FA/SU 2018	FA/SU 2019	FA/SU 2020	FA/SU 2021	FA/SU 2022	5Yr Change
Applicants	4651	4395	4075	4354	4368	-6%
Admits	2949	2925	2561	2850	2782	-6%
Enrolled	1667	1618	1316	1549	1423	-15%
Admit Rate	63%	67%	63%	65%	64%	
Yield	57%	55%	51%	54%	51%	

COLORADO	FA/SU 2018	FA/SU 2019	FA/SU 2020	FA/SU 2021	FA/SU 2022	5Yr Change
Applicants	2115	2111	1983	1979	2048	-3%
Admits	1539	1557	1377	1411	1411	-8%
Enrolled	1119	1136	935	1001	994	-11%
Admit Rate	73%	74%	69%	71%	69%	
Yield	73%	73%	68%	71%	70%	

NON RES	FA/SU 2018	FA/SU 2019	FA/SU 2020	FA/SU 2021	FA/SU 2022	5Yr Change
Applicants	2173	1936	1849	2176	2034	-6%
Admits	1211	1152	1059	1307	1239	2.3%
Enrolled	411	344	332	492	410	-0.2%
Admit Rate	56%	60%	57%	60%	61%	
Yield	34%	30%	31%	38%	33%	



Persistence, Retention, and Graduation

Colorado State University Pueblo

December 2022

Chad Kinney, Ph.D.

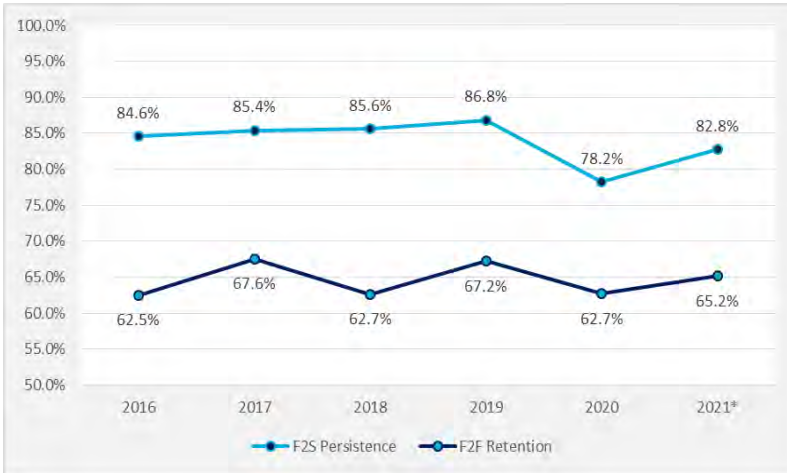
Interim Provost & Executive Vice President for Academic Affairs



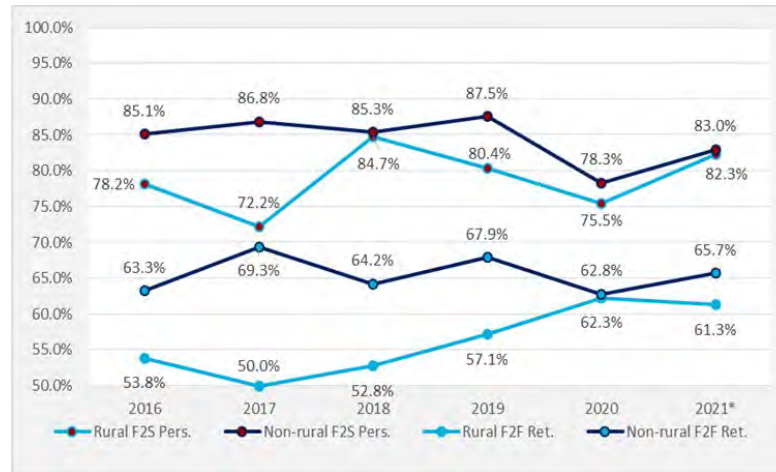
COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

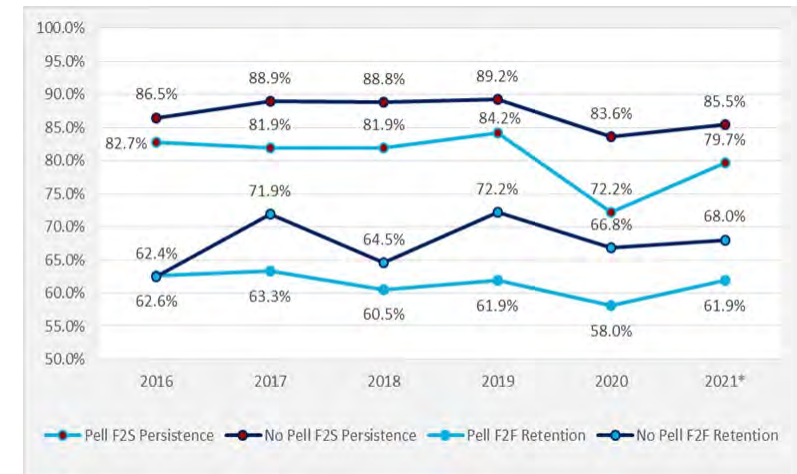
Persistence and Retention



Overall First-Time, Full-Time Cohort Persistence & Retention, 2016-2021

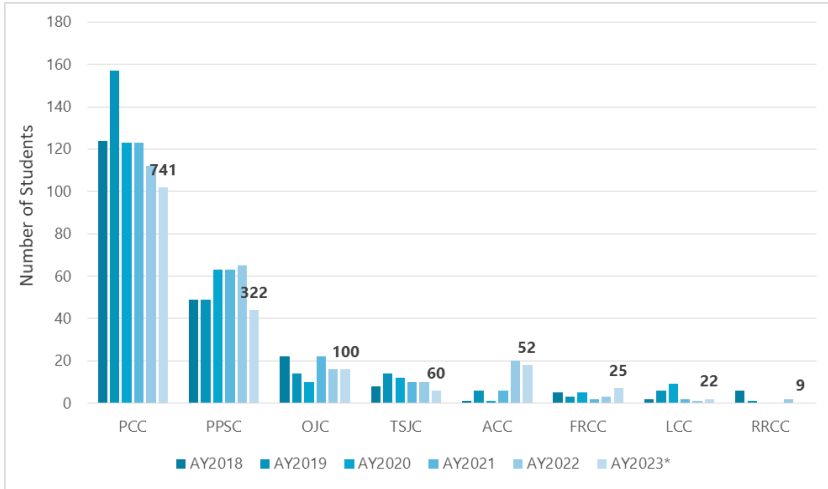


First-Time, Full-Time Cohort Persistence & Retention, Rural vs. Non-rural, 2016-2021.

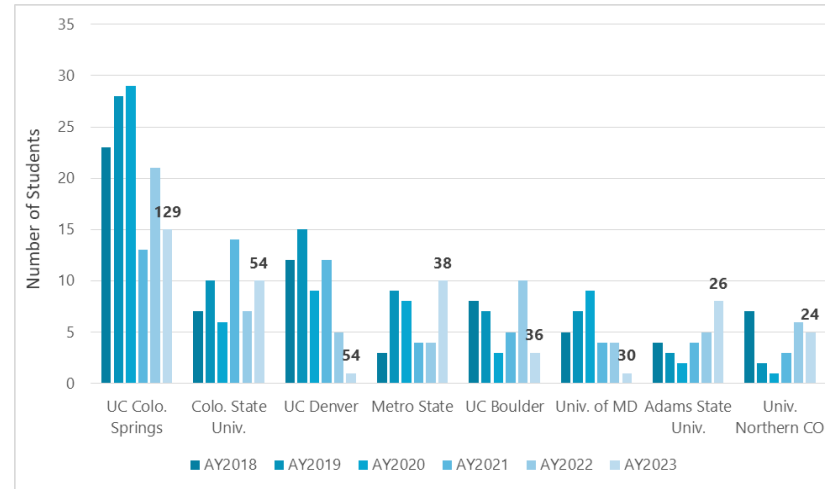


First-Time, Full-Time Cohort Persistence & Retention, Pell vs. No Pell, 2016-2021

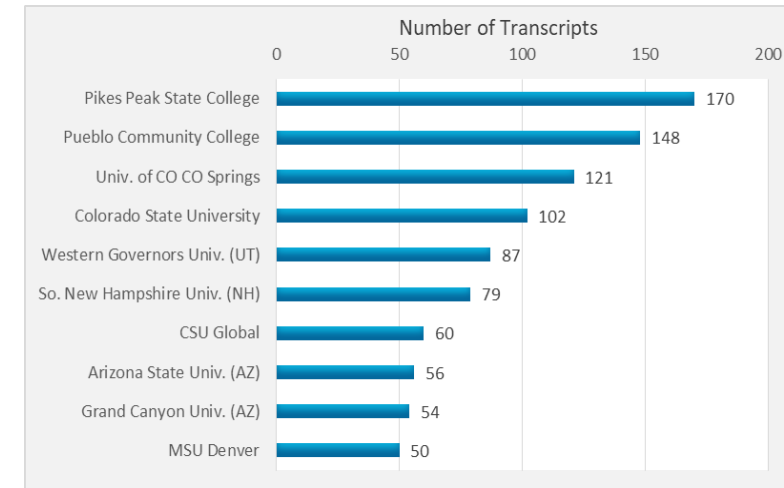
Transfers



Most common 2-year Institution of origin for students transferring to CSU Pueblo, 2016-2021.



Most common 4-year Institution of origin for students transferring to CSU Pueblo, 2016-2021.



Top destinations for official CSU Pueblo transcripts, 2021-2022.



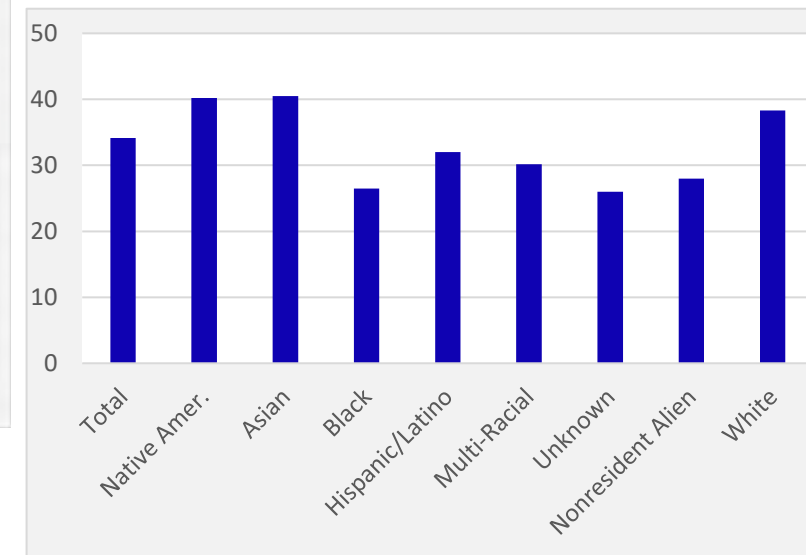
Graduation



Four-year graduation rate for CSU Pueblo (blue) and Institutional Peers (red). The shaded area is the interquartile range for the Institutional Peers.



Six-year graduation rate for CSU Pueblo (blue) and Institutional Peers (red). The shaded area is the interquartile range for the Institutional Peers.



Average CSU Pueblo 6-year graduation rate by race/ethnicity - IPEDs data, 2016-2021.



COLORADO STATE UNIVERSITY
PUEBLO



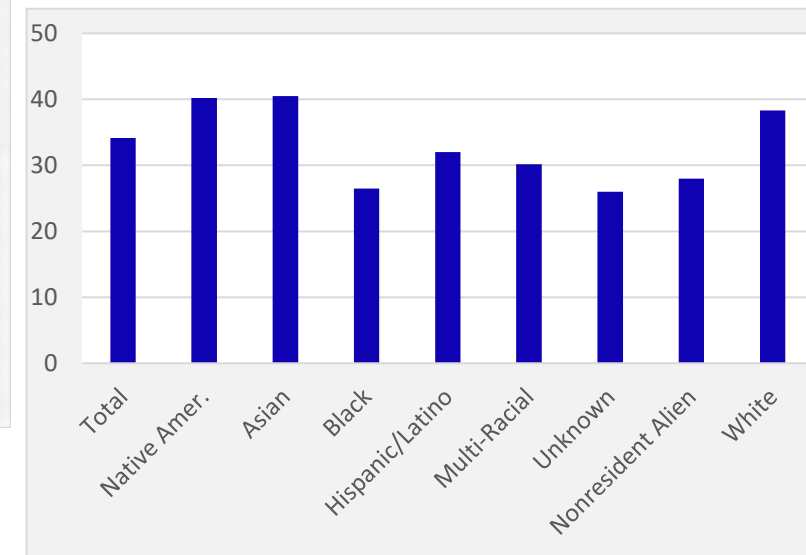
Graduation



Four-year graduation rate for CSU Pueblo (blue) and Institutional Peers (red). The shaded area is the interquartile range for the Institutional Peers.



Six-year graduation rate for CSU Pueblo (blue) and Institutional Peers (red). The shaded area is the interquartile range for the Institutional Peers.



Average CSU Pueblo 6-year graduation rate by race/ethnicity - IPEDs data, 2016-2021.



COLORADO STATE UNIVERSITY
PUEBLO





CSU GLOBAL



Board of Governors - *Student Success* November, 2022

Student Success

Our Vision: CSU Global develops professionals for the workforce of the future!

Strategic Pillar: Drive achievement, credentialing, and return on investment for our students





CSU Global Audience



Our Students

Adults in the US who have some college but no degree; looking to finish degree, upskill in current career, or change careers

Affordable Low locked-in tuition rates

Student-Focused Services, support, and tools designed specifically for online learners

Career-Relevant Programs and courses that meet the needs of industry



Our Students!

Who are our CSU Global students?

- **30.56%** are URM (underrepresented minority students)
- **54.34%** are female
- **32.75%** are 23-30 years old
- **36.67%** are Colorado residents
- **24.18%** are first generation students
- **The top 5 states by active students:** CO, CA, TX, FL, WA
- **The top 5 states by new students:** CO, TX, CA, GA, FL



Our Students!

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
Number Fall Cohort		1,924	1,961	1,820	1,537
First to Second Year (Year 2)	Retained %	82.59%	82.61%	70.44%	79.57%
	Graduate %	5.2%	5.05%	7.69%	5.20%
	Retained & Graduated %	87.79%	87.66%	78.13%	84.78%
Year 3	Retained %	38.46%	38.40%	37.53%	
	Graduate %	20.84%	19.07%	21.43%	
	Retained & Graduated %	59.30%	57.47%	58.96%	
Year 4	Retained %	21.93%	24.94%		
	Graduate %	30.46%	26.87%		
	Retained & Graduated %	52.39%	51.81%		
Year 5	Retained %	15.6%			
	Graduate %	34.04%			
	Retained & Graduated %	49.64%			

Student Success Updates



Student Retention:

- **Focus on URM course completion rates:** survey of students and focus groups to identify gaps in our support systems and resources for these students
- **Comprehensive student retention plan:** delivered course experience report, worked with student finance on opportunities to reduce registration holds, completed Hanover Research Study on Student Satisfaction
- **Student retention grants:** developing new standards for registration holds and grants to address and reduce student financial challenges
- **Student resources:** Launched Virtual Orientation videos and Learning Resource Guide in student portal, created new full time Academic Resources team to oversee Library, tutoring, the Writing Center, and Espyr (Student Assistance Program)

Student Experience:

- **Commencement:** In-person at First Bank Center in Broomfield, CO on June 3, 2023!
- **Enhanced our mobile app:** now has more features and capabilities and access through any mobile device to our courses and student portal

Student Success Updates



Student Success Counselors:



- **Targeted student advising:** student success teams organized by program, informed by Program Directors, to help guide students in their academic journey
- **Student enrollment and hand off:** cross functional teams created new workflow and messaging from enrollment through the new student acceptance and advising process
- **President's welcome video:** video created and sent to new degree students when they enroll; next step Program Director welcome videos!
- **Register all certificate students for their entire schedule of courses:** 60%+ student scheduled for their entire academic plan
- **Goal of 75% trimester to trimester registration by each SSC:** prioritizing current caseloads and tracking tools to help SSCs register degree students and increase retention
 - Spring22 to Fall22 Trimester to Trimester Retention = 76%
- **Tracking student success with Detective Dropout:** implementation of new tracking tool in Canvas (LMS) that offers real time data on student engagement, assignments submitted, grades, and risk factors. Faculty can enter alerts right in Canvas and student success teams receive data daily
- **Student withdrawal codes:** reassessed all withdrawal codes so we now get actionable data

Section 10

Annual Research Reports

- Colorado State University, VP for Research
- CSU Pueblo, Provost



United in Discovery

Alan Rudolph

Annual Report
FY2021-22



VICE PRESIDENT
FOR RESEARCH
COLORADO STATE UNIVERSITY



**RESEARCH AND
IMPACT SUMMARY**
2022

IDEAS INTO IMPACT AND THIRD YEAR OF RECORD-SETTING PERFORMANCE

SUMMARY OF FY22 RESEARCH PROPOSALS AND SPONSORED PROJECTS EXPENDITURES



\$1.18
BILLION

TOTAL AMOUNT OF
PROPOSALS

\$456.9
MILLION

TOTAL AMOUNT OF
SPONSORED PROJECTS
EXPENDITURES

AN UNPRECEDENTED PERIOD OF GROWTH

RESEARCH EXPEDITURES
HAVE INCREASED

46%

IN 10 YEARS

MILLIONS of DOLLARS



RESEARCH AWARDS SOURCES 2022

73%

OF CSU RESEARCH AWARDS COME FROM DIVERSE FEDERAL AGENCIES



FEDERAL
\$285M



NON-PROFIT
\$31M



OTHER UNIVERSITIES
\$31M



STATE GOVERNMENT
\$25M



INDUSTRY
\$21M



TOTAL
\$391,719,535

CSU SCHOLARSHIP ACTIVITY 2022

CSU FACULTY
PRODUCED

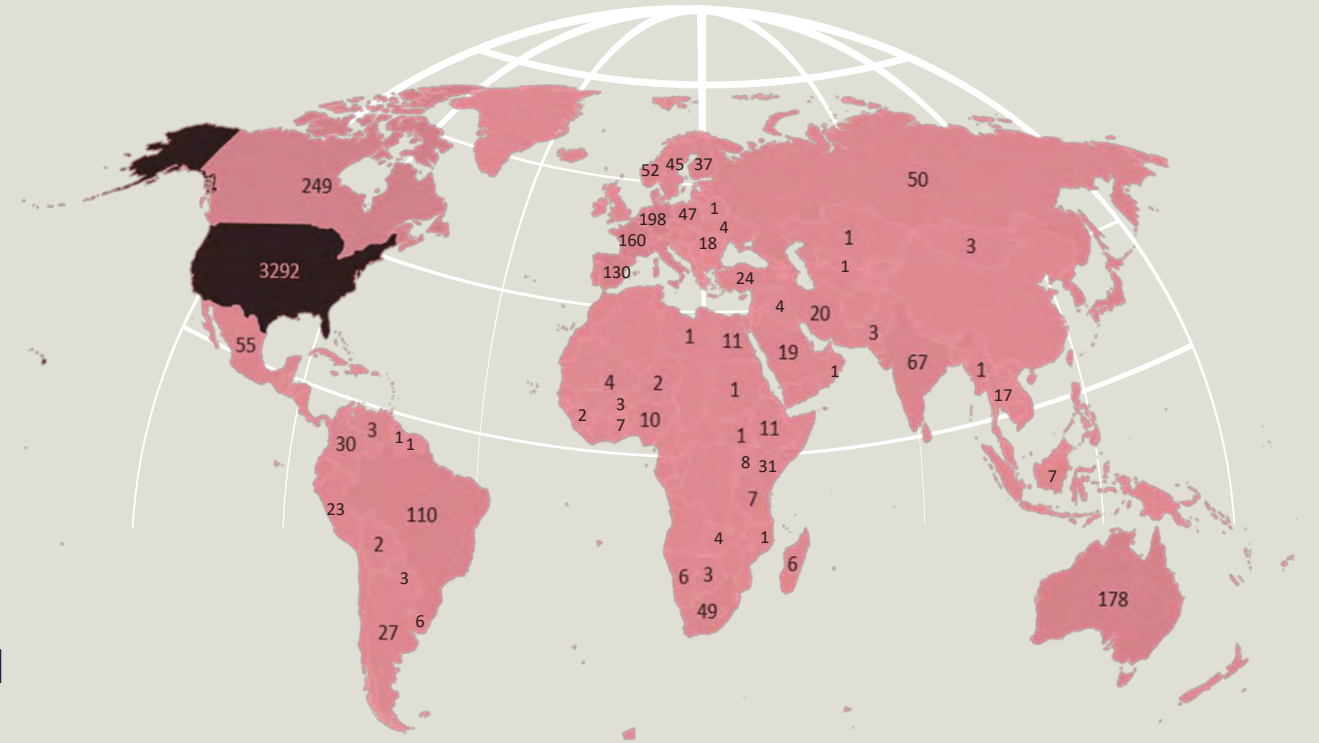
3,526

SCHOLARLY
PUBLICATIONS –
ABOUT 10 PER DAY...

...73%


OF WHICH ARE
PUBLISHED RESEARCH
ARTICLES...

...IN COLLABORATION WITH
RESEARCHERS IN THESE
COUNTRIES



NATIONAL IMPACT VISITS

- **White House Office of Science and Technology Policy**
Dr. Matt Hepburn, Operation Warp Speed
- **CDC Director of Pandemic Prediction**
Dylan George, Dept. of Microbiology, Immunology and Pathology, CSU alumnus
- **DARPA Forward** National Conference on Science in National Security, engaged broad faculty



Can we forecast disease outbreaks like the weather?

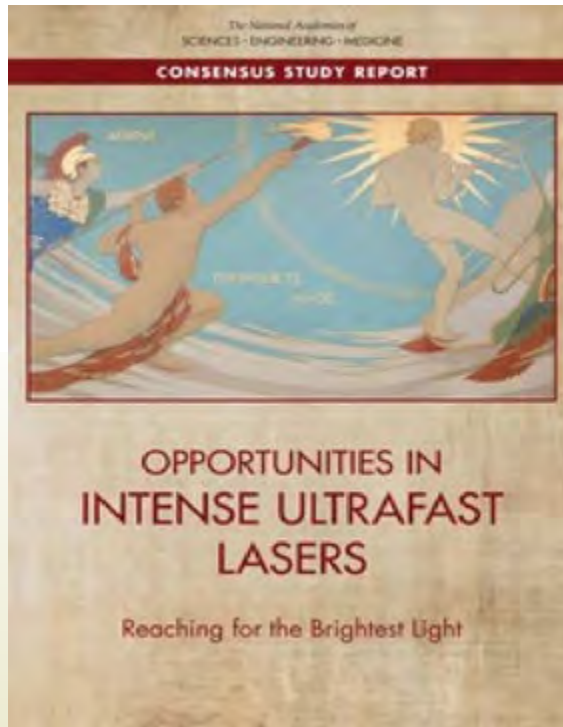
Dylan George, Ph.D. U.S. Centers for Disease Control and Prevention

WEDNESDAY
OCT. 19

4 - 5 p.m.
Stadium Club
751 W. Pitkin, Fort Collins



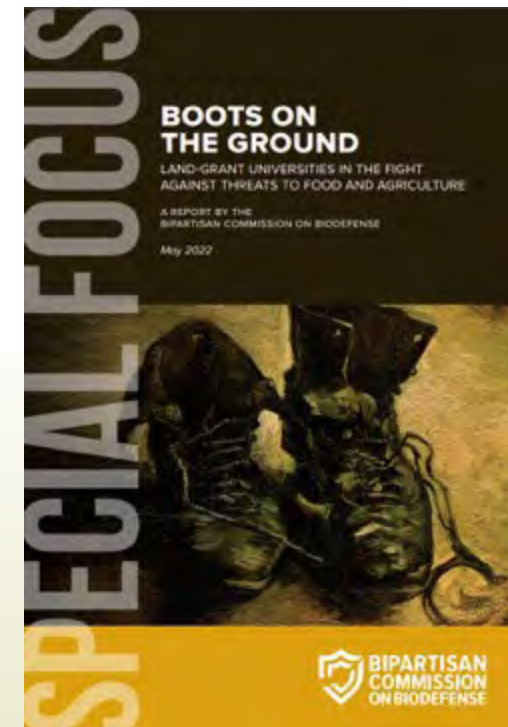
SPOTLIGHT NATIONAL POLICY IMPACTS



**NATIONAL ACADEMIES
STUDY**
on Ultrafast Lasers



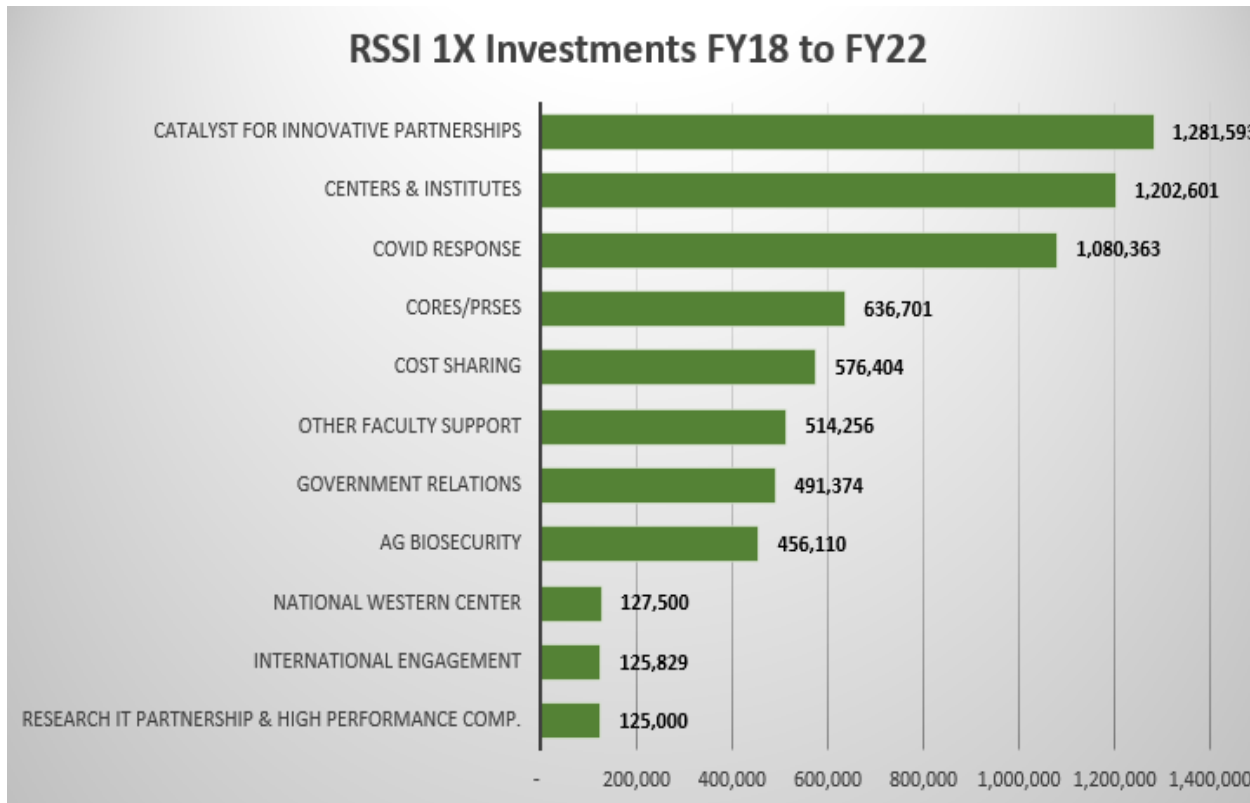
**NATIONAL ACADEMIES
STUDY**
on Solar Climate
Intervention



**BIPARTISAN COMMISSION
ON BIODEFENSE**
Role of Land Grants in Ag
Biosecurity

FIVE YEAR GROWTH

Our Growth is Correlated to the **Research and Scholarly Success Initiative**, a 5-year Investment in Research Administrators and 1X Programmatic Investments



We also increased research administrative investments in Office of Sponsored Programs and Compliance

Increase in government relations funding

CONGRESSIONALLY DIRECTED SPENDING

- Woodberry Associates provides oversight working through OVPR and out to CSU System
- Prioritized list of projects derived from ongoing work with CO delegation and RFP process with campuses
- Selected projects posted on Delegates websites and submitted to Appropriations Committee

CSU Congressionally Directed Spending On-Campus Process and Timeline

November 14, 2022	Earmark Request Issued to Campus Leadership
December 16, 2022	Deadline for Completed Earmark Form Submission
December 17, 2022- January 13, 2023	Internal Review of Submissions
January 16, 2023- February 2, 2023	Requests for Additional Information and Community Letters of Support from Selected Concepts
Early February, 2023	Earmark Proposals Submitted to CO Delegation

Congressionally Directed Spending History

FY22 - 2 projects funded:

- \$1M for Soil Carbon Solutions Center
- \$1M (+\$1M to Adams State) Partnership in Mech Eng.

FY23 - 5 projects submitted, no projects funded:

- Near-term Climate Impacts and Solar Climate Intervention
- AgNext
- Targeted Control of West Nile Virus in Larimer County
- AI for Infectious Disease Research Computational Infrastructure
- Testbed for Future Biomanufacturing

FY23 - 3 other projects pursued as plus-ups:

- A DoD Center for Effecting Research Advances in Meteorology—Honing Operational Readiness via Next-generation Satellites (RAM-HORNS)
- USACE-ERDC, CSU, and TSU: Research and Development—substantial improvement of levee breach models
- Lasernet US: CSU High Power Laser Facility

SPUR RESEARCH SUPPORT

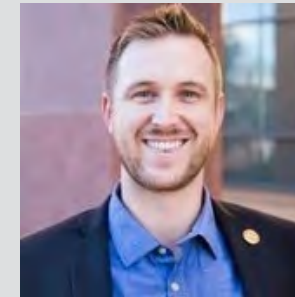


Ongoing inventory of OVPR and related FtCo functions to assess current and anticipated support and resources

TECHNOLOGY TRANSITION HIGHLIGHTS

- OVPR, CoB and Presidents Office Working Seamlessly with **CSU STRATA**
- **Crompton Group** assessment of innovation themes in patent portfolio
- **Lab to Life** program and **Pivot program** EDA grants, **Advanced Industry grants** from **OEDIT**
- Soil Carbon industry data consortia formed
- **2022 metrics:**
 - 32 licenses
 - 71 invention disclosures
 - 157 intellectual property applications
- **NSF and DoE Sponsored Entrepreneurship training** to over 250 faculty/students

SCOTT SHRAKE



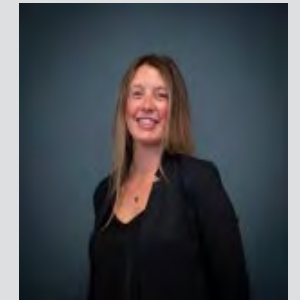
AMBER KRUMMEL



RICHARD
MAGID



JIM POSS



JILLIAN LANG





**RESEARCH UPDATES
AND HIGHLIGHTS**
2022

AGRICULTURE

Focus on sustainable, regenerative and climate smart

- **AgNEXT** explores how to enhance animal welfare, ecosystem protection and supply chain stability to solve food insecurities and has raised significant assets at Ag experimentation stations
- **Coalition for Epi Response Engagement and Science** (CERES) is six land-grant universities working to protect agricultural industry against global threats like African Swine Fever
- **Center for Soil Carbon Solutions** pursues new technologies to promote carbon sequestration and soil health in agricultural and has seen dramatic expansions

The logo for AgNext, featuring the word "Ag" in a stylized green font with a white outline, followed by "Next" in a bold green sans-serif font.

COLORADO STATE UNIVERSITY

**SUSTAINABLE SOLUTIONS
FOR ANIMAL AGRICULTURE**

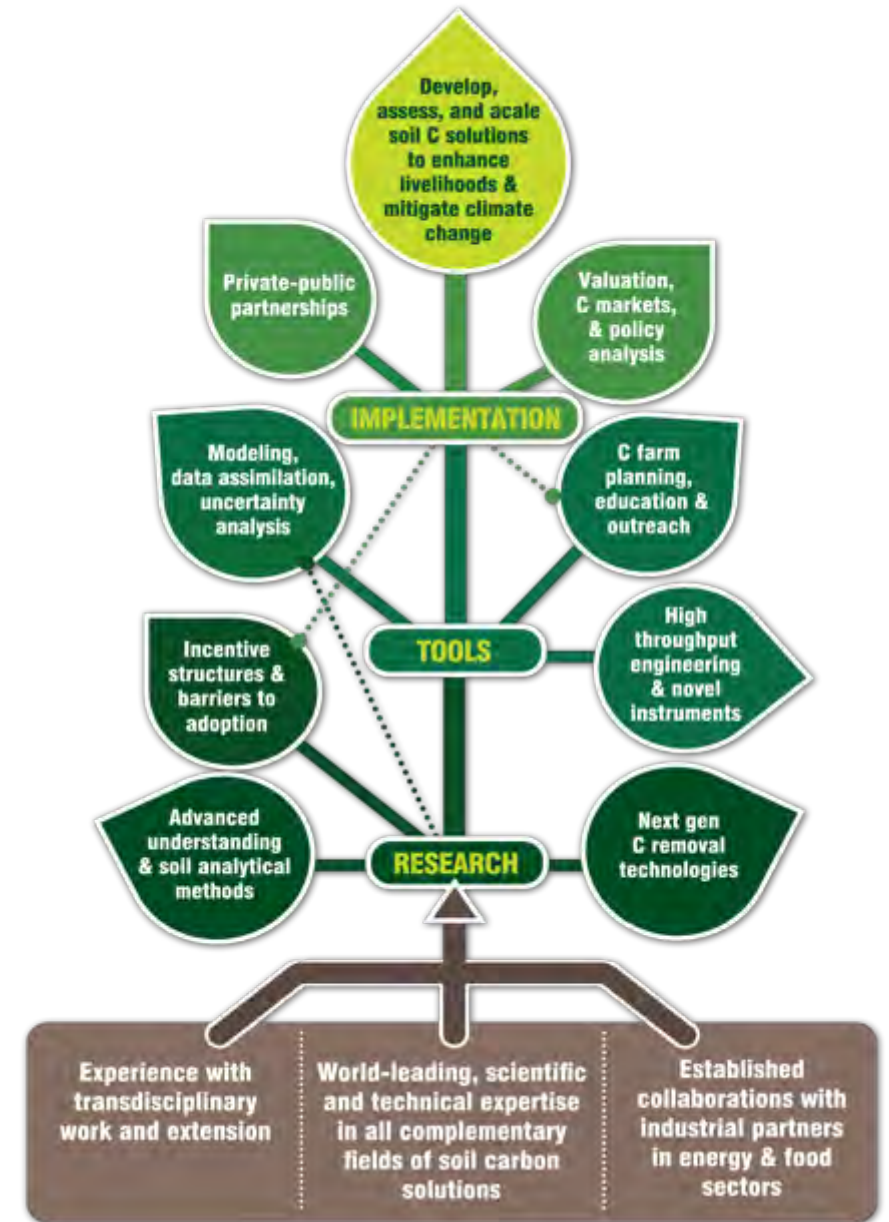
AGRICULTURE (continued)

Soil Carbon Solutions Center

Soil is one of the largest natural carbon reservoirs and we are leaders in defining the potential to **store carbon** in the soil addressing GHG emission goals.

Soil Carbon Solutions Center leverages world-class expertise across sectors to **build** the tools needed to **accelerate** credible soil-based climate solutions, measure their impact, and bring them to **scale**.

We have established an industry consortium and open source model of access to models and data to **establish standards**



WE LAUNCHED A NEW PROGRAM IN PANDEMIC RESILIENCE

The Anschutz Foundation-CSU pandemic response programs

Research Projects

CSU researchers and students explore new ways to respond to pandemics

7 ongoing projects, \$2m in funds, 13 interdisciplinary teams, including:

- anti-viral nasal sprays
- wastewater virus tracking
- rapid vaccine manufacturing
- integrating models for CDPHE to respond to animal outbreaks
- curriculum to understand and develop countermeasures to the spread of misinformation

Anschutz Graduate Fellowship Program

9 graduate student fellows, \$500k, 3 colleges

INSPIRATION FROM NATURE: THE RESILIENT WATER BEAR

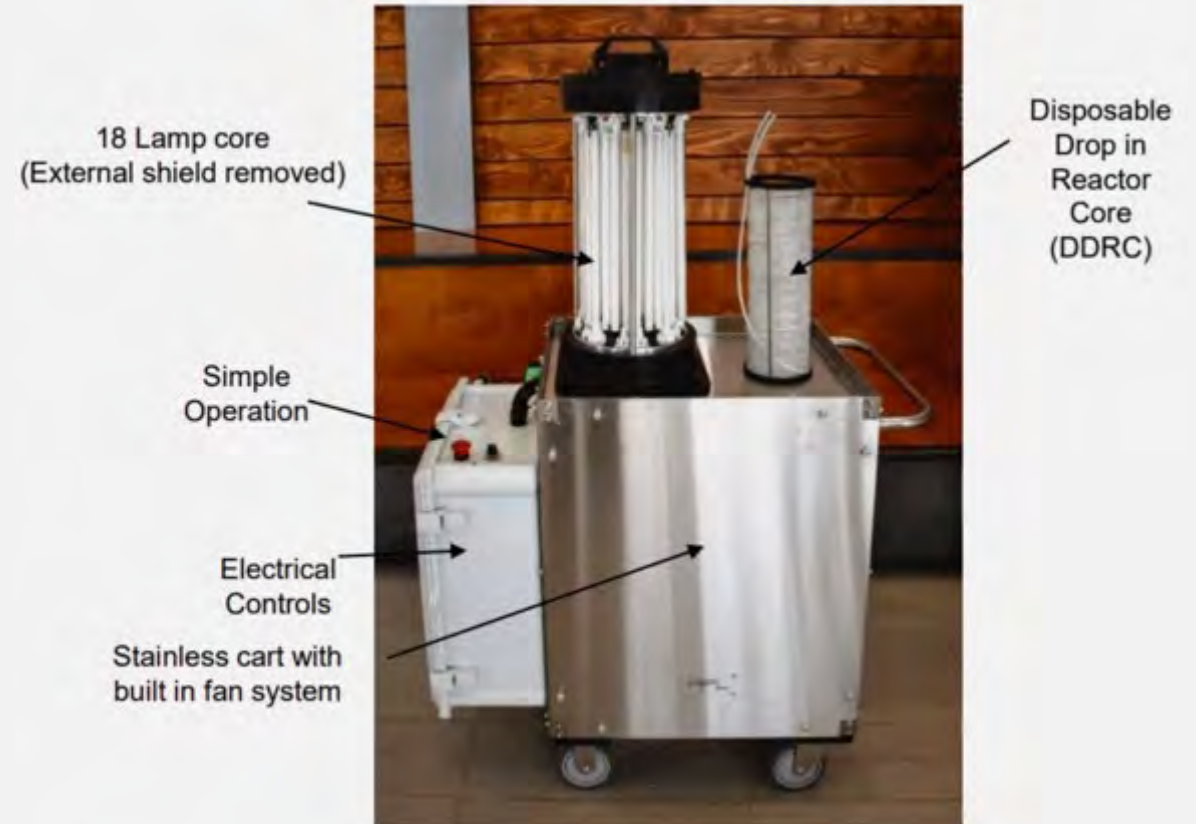


Survives drought, high temps,
radiation and infection

VACCINES ON DEMAND

VacciRAPTOR rapid vaccine manufacturing system

- Completed fabrication in August 2021
- Compact, high-capacity, rapid deployment of vaccine
- ~100 million doses per month
- Provide rapid response to emerging disease outbreak
- Proof of concept completed and working with CSU STRATA for transition to scale



ONE HEALTH SURVEILLANCE

The pandemic has shown us the power of health surveillance across humans, animals, and the environment

Two project highlights:

- An expanded project in the control of West Nile Virus in Fort Collins
- Supporting efforts in wildlife disease surveillance and in chronic wasting disease
- **Global impacts CSU-led disease surveillance in Guatemala and Panama** shows how pathogens move through the environment, animals and people



TACKLING OUR BIGGEST FUTURE CHALLENGE: MENTAL HEALTH RESILIENCE

Highlights:

- **Collaborations in Mental Wellness** workshop, Aug. 29 at Fort Collins Hilton
- **You@CSU**, expanding our investment in this digital platform to help students, faculty, staff and our veterans cope with college challenges, partnered with GRIT Digital Health technologies (Joe Conrad, CSU Alum)
- **VR student challenge** Nov. 4-6 at CSU, with focus on mental wellness

Colorado State University

Collaborations in Mental Wellness

Science, cinema and technology serving students, military and veterans







MONDAY, AUG. 29
4:30-7 p.m. | FREE w/registration

HILTON FORT COLLINS
425 W. PROSPECT RD.
FORT COLLINS, CO.


Join filmmakers, CSU experts and Defense Department officials for an evening discussion about mental wellness in challenging times. The session will feature Frederick Marx of the Veterans' Project documentary film series, a panel discussion and technology solutions. Hosted by the Office of the Vice President for Research, the session begins the 2-day DARPA Forward conference at CSU on Aug. 30-31.

FREDERICK MARX
of the Veterans' Project
Documentary Film series

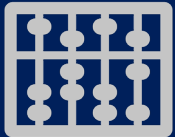
PANELISTS Collaborations & Solutions

 JOE CONRAD Founder and CEO, GRIT Digital Health	 DEANA DIVALOS CSU Professor of Cognitive Neuroscience, Department of Psychology	 BRUCE DRAPER DARPA Program Manager, Information Architecture Office
 COL. CLARENCE "Coolhand" LUKES, Jr. Wing Commander of Cadets, U.S. Air Force Academy, Colorado	 DAVE MCPHEE CSU Professor Emeritus and Director, Precision Research Center	 GREG WITKOP, M.D. DARPA Program Manager, Defense Science Office

SCAN TO REGISTER FOR THIS FREE EVENT
For more information, please contact: Patti Nash
patti.nash@colostate.edu

Hosted by
 **VICE PRESIDENT FOR RESEARCH**
COLORADO STATE UNIVERSITY

A NEW INSTITUTE FOCUSED ON BIG DATA AND PREDICTIVE ANALYTICS



CSU's Data Science Research Institute wields mathematics to solve wicked problems



Volumes of data – emails, mobile apps, social media networks, consumer databases, medical records and more – harbor important information



DSRI works with CSU experts to find patterns, trends and discoveries to aid in disease prevention, cybersecurity, environmental protection and agriculture



Big data analytics, statistical models and machine learning tools help make people, communities and the planet more resilient

DATA SCIENCE RESEARCH INSTITUTE

Director: Michael Kirby

~80 faculty and student affiliates

New High-Performance Computing Assets: "Spock"

10 petaflops (gpu AI)

2 TB memory computing

New Data Repository 3PB storage

Collaborations: CSU Data Ecosystem

- Center for Metabolomics Infectious Disease
- Infectious Disease Research Center
- One Health Institute
- **Center for Health Aging**
- **Infectious Disease and Response Network**

Activities 2022-23

- Research acceleration seminar
- Distinguished speaker series
- **Diversity, Equity, Inclusion and Justice Seminar**
- Undergraduate research opportunities program
- **Submitting 20M application to NSF for support**

DSRI Impact

- **AI and Machine Learning growth**
- Predictive Analytics for Disease Modeling
- Mental Health Research
- Seed grant support 2023
- **Industry access and support**



ENHANCED NATIONAL POSITION IN ATMOSPHERIC AND CLIMATE SCIENCE AND MITIGATION

NASA-JPL and CSU partner on \$177m satellite mission to study the behavior of storms in the Tropics to improve weather forecasts and climate models

THE ROYAL SOCIETY

Next generation climate models:

a step change for net zero and climate adaptation

NBC NEWS

Front Range scientists to study controversial climate modification method

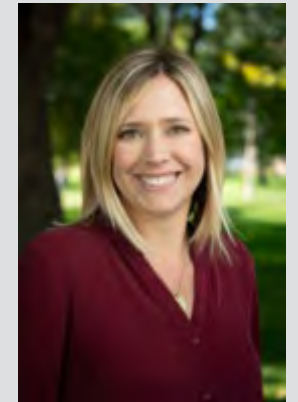
Scientists at Colorado State University will review the pros and cons of climate intervention.



SUE VAN DE HEEVER



JIM HURRELL



COURTNEY SCHULTZ

CSU IS A NATIONAL LEADER IN FAST LASER SCIENCE AND APPLICATIONS

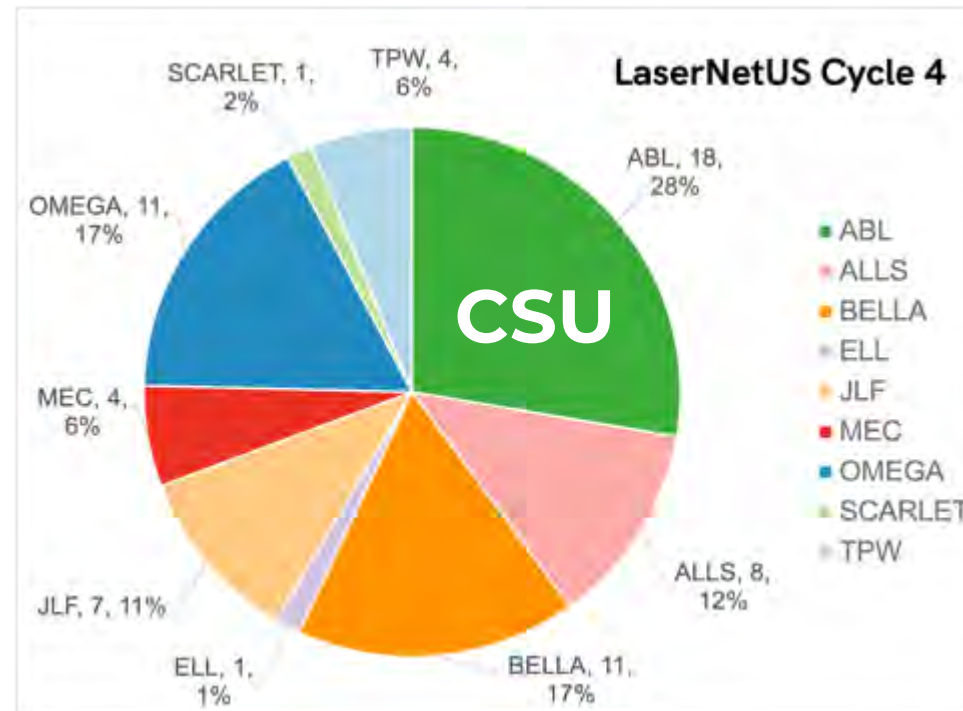
- Located at **Foothills Campus**
- **Catalyzes research collaborations** between CSU colleges, private sector, national labs and other universities
- **Created a new generation** of ultrafast powerful lasers critical to discovery science, clean energy, advanced manufacturing and national defense
- **LaserNetUS** is a consortium of leading universities under auspices of U.S. Department of Energy
- Poised to expand under DoE and industry sponsorship



CSU's ULTRAFAST NATIONAL LASER FACILITY IN DEMAND AND POISED FOR GROWTH

Had 28% of the DoE primary requests and 37% of primary and secondary choices for 2022-23

User Experiments Awarded



Cycle 4: of 65 proposals, 24 requested beamtime at CSU (18 as first choice)

CATALYST PROGRAM OUR PREMIER INTERDISCIPLINARY TEAMING PROGRAM

Catalyst and Pre-Catalyst: Our Flagship Teaming Programs

- \$3.6M Investment (RSSI + OVPR)
- 3 cohorts, 17 teams total, spanning 8 colleges
- 430 CSU researchers and 80+ external partners

2022-2023: Focus on *building capacity* with expanded team training

Catalyst impacts to date*

\$342.5M in
Proposal
Submissions (368)

\$46.3M in Awards
Received
(124)

268+ Publications

432+
Presentations



Partnership for Air
Quality, Climate, and
Health



Rural Wealth Creation
→ Food Systems



Soil Carbon Solutions
Center

*Data based on team-reported metrics at program completion. Cohort 3 is in progress; these data reflect only Year 1 of Cohort 3

Images:
<https://engr.source.colostate.edu/new-grants-bolster-csu-expertise-wildfire-smoke-impacts/>
<https://source.colostate.edu/csus-food-systems-institute-brings-interdisciplinary-work-to-one-table/>
<https://www.soilcarbonsolutionscenter.com/research>

WE ARE NATIONAL LEADERS IN THE SCIENCE OF TEAM SCIENCE

NOTED IN THE PRESS:

Nature.com, October 22, 2022

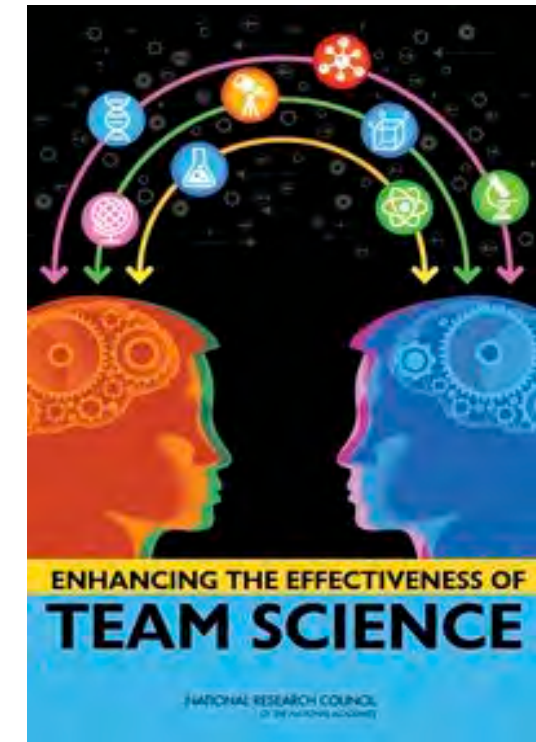
Towards understanding the characteristics of successful and unsuccessful collaborations: a case-based team science study

IDENTIFIED KEY CHARACTERISTICS:

GENDER

EXPERIENCE & MENTORSHIP

COMMUNICATIONS





Things To Come...

2023 and Beyond

NEW INTERDISCIPLINARY TEAMING PROGRAM

THEMATIC UNITS OF EXCELLENCE (TUNE) IS A NEW INSTITUTIONAL PROGRAM

Goal is more attention and investment in themes that achieve recognition for scholarly and research excellence

TUNE encourages ideas and collaborations with local, regional, national, and international impact

TUNE reflects institutional priorities and strength and will support graduate research students

TUNE may include themes poised for significant impacts (e.g. Climate, One Health, Ag, AI)



We will invest in 2-3 teams with significant resources (up to \$800K)

ENHANCED CORE RESEARCH FACILITIES



A New National Bat Facility on Foothills Campus (\$10M)

NIH Supported (OVPR subsidized)
to study bat viruses and zoonotic
contribution to diseases like SARS

Additional investments in Regional Biocontainment Facilities (\$3.5M from NIH)

NEW INTERDISCIPLINARY PROGRAM OPPORTUNITIES

Regional Proposals in Scaling Climate Solutions and Advanced Energy

National Science Foundation Regional Innovation Engine Proposal

- \$160m over 10 years
- Methane monitoring, soil carbon offsets, Earth monitoring for water resources and fires
- Science innovation serving society, enhanced workforce development

4 State DoE \$1B Hydrogen Hub to develop hydrogen production and distribution in the Mountain West



HIGH-IMPACT EVENTS TO COME

The region's first drone airshow will be hosted at Christman Field next fall

We are expecting broad participation from regional partners

Extends CSU lead in autonomous navigation and broad applications of drones in ag, energy, sensors and payloads

Complementary efforts in developing new applications in autonomous firefighting



COLORADO DRONE AIRSHOW 2023

▶ CHRISTMAN FIELD
▶ FORT COLLINS, CO
▶ OCTOBER 6-7, 2023

SCAN FOR MORE INFO!

Join Colorado State University as we establish Colorado's first public outdoor drone airshow. This is an amazing partnership opportunity for sponsors, vendors and manufacturers to reach a large audience and be associated with today's latest technologies. Drones are fast becoming more important in business, government, recreation, and the Colorado Drone Airshow will be an event not to miss.

Partners will be able to:

- Display and demo technology and products
- Connect with consumers and peers
- Show how drones advance research and discovery
- Support local communities

Partnership opportunities are available for:

- Manufacturers
- Equipment makers
- Educators and trainers
- Drone enthusiasts
- Civic service groups
- Government agencies
- Scientific research organizations
- Vintage aircraft operators
- Student organizations
- Food vendors
- Live music

For more information, please contact:
Christopher Robertson
Director | CSU Drone Center
christopher.robertson@colostate.edu
970-491-8985

 **COLORADO STATE UNIVERSITY**
research.colostate.edu/csudronecenter

OVPR ADDITIONS AND TRANSITIONS



HUI WANG
Executive Director
Office of Sponsored Programs



WILEY BARNES
Executive Director
Office of Defense Engagement



MEG SUTER
Assistant VP
Office of Vice President
for Research



CHRISTA JOHNSON
Sr. Associate VP
Office of Vice President
for Research

CSU: CATALYST FOR CHANGE

CSU is a key cog in a burgeoning technology innovation ecosystem on the Front Range



Alan Rudolph

Vice President for Research

Alan.Rudolph@colostate.edu

RESEARCH.COLOSTATE.EDU



VICE PRESIDENT
FOR RESEARCH
COLORADO STATE UNIVERSITY

RESEARCH REPORT

Colorado State University Pueblo

December 2022

Chad Kinney, Ph.D.

Interim Provost & Executive Vice President for Academic Affairs



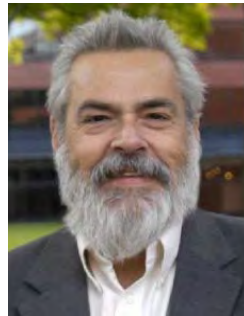
COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL



Abby Gade

Pre-Award Grant Specialist



John Williamson, Ph.D.

Senior Director of Research

Proposals Submitted 2022

SPONSOR	AMOUNT REQUESTED*
Dept. of Ed	\$7,401,665
NSF	\$2,470,851
USDA	\$268,955
OTHER	\$1,512,998
TOTAL	\$11,654,468

**Data as of October 25, 2022*



COLORADO STATE UNIVERSITY
PUEBLO



Continued and New External Funding

Sponsor	FY21	FY22	FY23
U.S. Dept. of Education	\$4,278,232	\$ 7,709,167	\$9,078,003
Institute of Cannabis Research	\$1,000,000	1,800,000	\$2,799,999
Other State and Federal Sources	\$ 731,649	\$ 2,985,719	\$4,733,751
Total	\$6,009,881	\$ 12,494,886	\$16,611,753

**Data as of October 25, 2022*



Research Interests and Funding Highlights

**COLORADO STATE
UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL



New Notable Awards

- *La Distancia* – Dept. of Education (HSI)– \$2,966,151
- RUI: A Mosaic Model of Host-Microbe Thermal Relationships – National Science Foundation - \$713,098
- Helping Kids find FANH careers: Just Follow the Yellow Brick Road – USDA National Institute of Agriculture - \$268,955
- CISE-MSI: Artificial Intelligence (AI)-enabled Vulnerability Assessment – National Science Foundation (HSI) - \$220,000
- GCR: Collaborative Research – National Science Foundation - \$209,167
- CRISI (Consolidated Rail Infrastructure and Safety Improvements) program - US Dept. of Transportation & Mineta Transportation Institute, San Jose State University Research Foundation - \$126,042 - SCITT

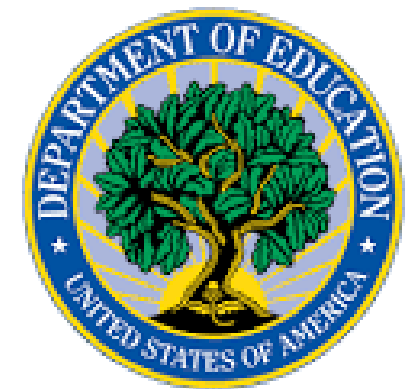
**As of October 25, 2022.*

Project La Distancia

Title V *La Distancia* Project for Hispanic Student Success



- Department of Education funded grant
- To support students who need to pursue higher education online or from a distance. Will provide support structures that will enable students to go “the distance” and achieve a college degree.
- Almost \$3M over 5 years
- PD: Dr. Derek Lopez



RUI: A Mosaic Model of Host-Microbe Thermal Relationships

- Funded through National Science Foundation's HSI Program: Improving Undergraduate STEM Education
- To provide empirical support for a new approach to studying thermal host-pathogen relationships in the field of ecoimmunology, based on a clear separation of mechanisms that occur on the cellular level of leukocyte-microbe interactions and the organismal level of the host.
- \$713,098 awarded
- Co-PI's: Dr. Fran Sandmeier, Dr. Elizabeth Peterson and Dr. Lauren Gillespie from Central Community College in Nebraska



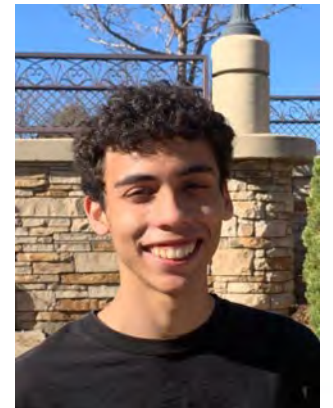
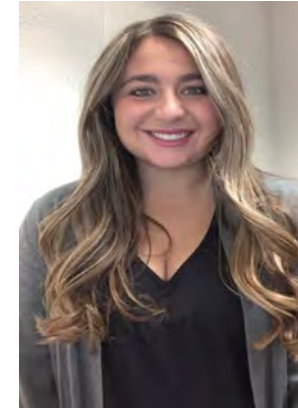
**COLORADO STATE
UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL



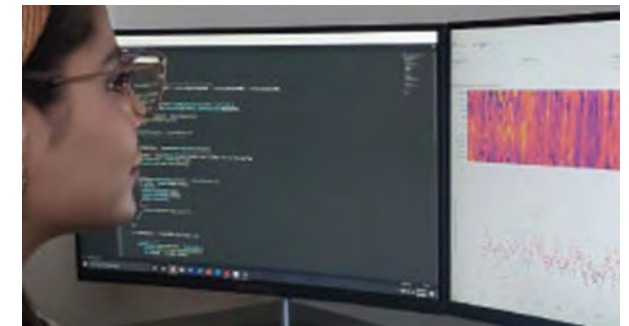
Helping Kids find FANH Careers: Just Follow the Yellow Brick Road

- US Department of Agriculture – National Institute of Food and Agriculture
- The proposed DRK-12 Exploratory Study will create a “Yellow Brick Road” that guides high-school students toward research experiences, leadership training, and community-based support that correlate with both college readiness and success in a 21st century job market.
- \$268,955 awarded
- PI: Lee Anne Martinez



CISE-MSI: DP: SaTC: MSI Research Capacity Building for Artificial (AI)-enabled Vulnerability Assessment and Remediation in Cyberinfrastructure

- Funded by the National Science Foundation
- Collaborative effort between CSU Pueblo and University of Arizona to foster the development of cybersecurity professionals from underrepresented demographics. Will provide significant roles for undergraduate and graduate students to collect and maintain data as well as design and implement novel deep learning algorithms for critical cybersecurity tasks.
- Total awarded to CSU Pueblo - \$600,000
- Co-PIs: Dr. Roberto Mejias and Dr. Hsinchun Chen



GCR: Collaborative Research: Relevant, Rich, and Realistic Representations of Housing, Well-Being, and Energy-Coupled Transitions

- Funded by National Science Foundation
- Collaboration between multiple organizations: CSU Pueblo, CSU, Yale University and University of Illinois at Urbana
- Using hybrid statistical-dynamic model beyond the scope of current non-multidisciplinary frameworks, the project examines how the push towards energy-related decarbonization affects community perceptions related to the improvement of well-being. The results of such a project will serve as the model for stimulating transdisciplinary inquiry and shared understanding of frontiers among multiple intellectual communities.
- PI: Dr. Chris Messer



CRISI (Consolidated Rail Infrastructure and Safety Improvements) program

- Funded by the US Department of Transportation
- Collaboration between multiple organizations: CSU Pueblo, Mineta Transportation Institute and San Jose State University Research Foundation
- To develop, demonstrate and disseminate risk mitigation strategies and preventative measures aimed at improving the U.S. rail network's resiliency against impacts of climate change and extreme events caused by the environment.
- \$126,042 awarded to CSU Pueblo
- PI: Dr. John Williamson





Southern Colorado Institute
of Transportation Technology



May 27, 2022

Research & Trends In Transportation Tech.

- Smart Bicycles
- Maglev Trains
- Multi-Directional Elevators
- Next-Generation Lithium-Ion Batteries
- Safer Autonomous Navigation
- Enhanced Drones
- Hypersonic Air Travel



July 7, 2022

Inaugural Director Named
Md Rashad Islam, Ph.D.

Potential Funding Partners



SMART



FEMA



Institute of Cannabis Research

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL



- FY23 – appropriation increased from \$1.8 million to \$2.8 million
- Conducted the second statewide cannabis research grant competition
- Received external support from Pueblo County, Chuncheon Bioindustry Foundation, Grow Doc and Vyripharm Industries.
- FY24 – budget request submitted to OSPB to support expansion of research staff and provide resources for a third statewide competitions for cannabis research funding.



Lambert Center for the
Study of Medicinal
Cannabis & Hemp



The Panacea Life
Sciences
Cannabinoid
Research Center



Global Hemp
Innovation Center





AUGUST 8-10, 2022

HOSTED BY



IN PARTNERSHIP WITH



ICR Webinars Series

- **Cannabis Research Webinar Series** – in partnership with the Lambert Center at TJU. Series focusses on cannabis research related public health, medicine, and policy.
- **Cannabis Cultivation Webinar Series** – in partnership with the Volcani Center for agricultural research in Israel. Series focusses on farming technology, cultivation challenges, and entrepreneurship topics related to cannabis.



Cannabis
Research
Webinar
Series

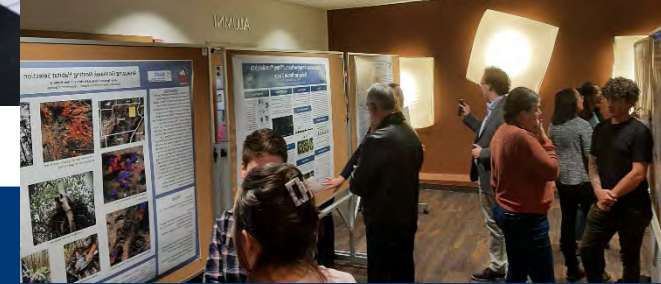
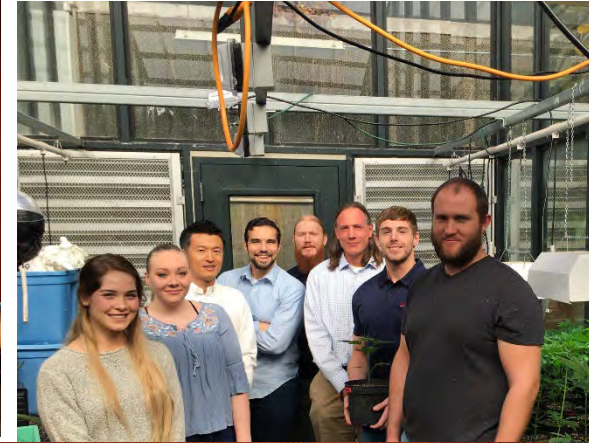
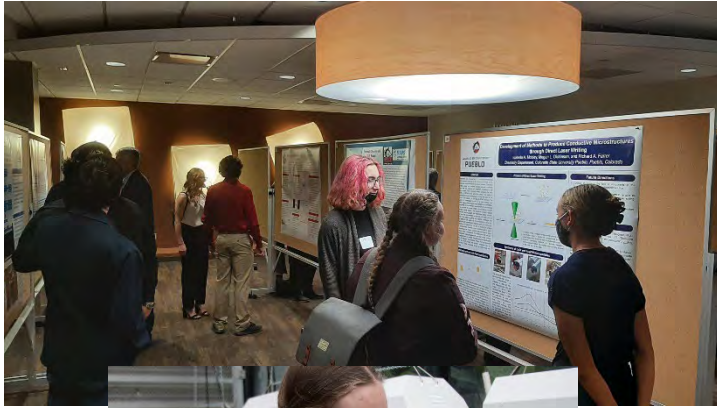


CANNABIS CULTIVATION
Webinar Series



Research = Student Opportunities

COLORADO STATE UNIVERSITY SYSTEM
COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL



Questions?



Section 11

Annual Campus Safety Reports

- Colorado State University
- Colorado State University – Pueblo

CAMPUS SAFETY THE CLERY ACT



The Clery Act

Three Primary Requirements:

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



Campus Safety at CSU Pueblo

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

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL



CSU Pueblo Statistics

- Safety statistics from CSU Pueblo's annual safety report
 - CSU Pueblo had 2 sex offenses to report for Clery in 2021
 - 1 reportable incident of Dating Violence, Domestic Violence and/or Stalking
 - Consistent with previous year



Campus Safety at CSU

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



CSUPD

CSUPD Chief Jay Callaghan:

Changes and Challenges in Campus Policing

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL



CSU Statistics

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



Questions?

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL





**COLORADO STATE
UNIVERSITY**

2022 – 2023 Academic Year

Annual Security and Fire Safety Report

<https://clery.colostate.edu/annual-security-and-fire-safety-report/>

Prepared by the Clery Compliance Committee
Includes Policy Statements for the 2022-2023 Academic
Year and Crime Statistics for Calendar Years 2019,
2020 and 2021

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About this Report

A landmark federal law adopted in 1990 and amended in 1998, now called the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, section 485(f) of the Higher Education Act of 1965, requires institutions of higher education to disclose campus crime statistics and security information.

This report – called the Annual Security and Fire Safety Report, or the ASFSR -- meets the Clery Act's requirements and provides valuable information to current and prospective students, employees, and their families about safety and security at Colorado State University. This report also outlines the university's policies on drugs, alcohol, and interpersonal violence, among other policies. Interpersonal violence includes sexual assault, domestic violence, dating violence, and stalking.

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

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

The Annual Security and Fire Safety Report informs the university community about statistics for the types of crimes that the Clery Act requires the university to publish.

These crime categories are:

- Criminal homicide (murder and non-negligent manslaughter)
- Sex offenses (sexual assault, rape, fondling, incest, statutory rape)
- Aggravated assault
- Arson
- Robbery
- Burglary
- Motor vehicle theft

- Hate crimes, defined as “a criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator’s bias against the victim,” including the above crimes plus larceny -- theft, simple assault, intimidation, destruction or vandalism of property
- Dating violence, domestic violence, and stalking

This report is published every fall and is required by the Clery Act to be distributed to all students and employees on or before October 1st of each year.

Statistics of these crimes are provided for the previous three years. The statistics show these crimes that occurred on university property and certain non-campus property and public property associated with the university.

In addition, statistics are reported for students who are arrested or referred to university disciplinary action for liquor law violations, drug law violations, and carrying and possessing illegal weapons. Referrals are counted when there is not arrest. When there is both a referral and an arrest, only the arrest is reflected in the chart (the referral is not).

CSU reports statistics for Clery crimes that occurred on properties that are within the university’s Clery geography, which are geographic areas defined by the Clery Act.

This includes:

- On-campus property: all properties that the university owns or controls within the same reasonably contiguous geographic area that are used in any manner related to the institution’s educational purposes, including the residence halls and apartments. This counts all university campuses.
- Public property: all public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within a campus, or immediately adjacent to and accessible from a campus, not including private homes and businesses.
- Non-campus buildings and property: all other property that the university owns or controls that is used in direct support of, or in relation to, the institution’s educational purposes, is frequently used by students, and that is located outside of the reasonably contiguous campus area, including buildings or property owned or controlled by a student organization officially recognized by CSU.

Statistical information is requested from our law enforcement partners within Colorado, in other states, and in international locations, when the property is considered university non-campus property under the Clery Act.

Statistics are maintained for all fires that occurred during the previous three years in on-campus student housing.

A Clery compliance committee requests and compiles statistics for the report each year, based on

information received from offices and agencies listed above and from campus security authorities. Those statistics are counted and compiled into classifications for the report.

Offices across the university review content associated with their responsibilities before it is included in the report. The Clery compliance committee works to ensure that the report meets requirements of the Clery Act and provides the most accurate information regarding crime, fire, safety, and related policies at Colorado State University.

The report is sent each year via email to students and employees, and published online to be made available to parents, potential students and employees, and the general public.

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

- How to report a crime to CSU police
- Law enforcement databases of registered sex offenders
- Drug, alcohol and interpersonal violence
- How and when the university issues warnings to students, faculty and staff of potentially dangerous criminal and emergency situations
- University building and grounds evacuation procedures

This report is available online at clery.colostate.edu. A printed copy is available by request from the Clery compliance program director or may be printed from the online PDF version (also at clery.colostate.edu). The police department makes a daily crime and fire log for relevant campuses available to anyone on request and publishes the log online at police.colostate.edu/daily-crime-and-fire-log/.

This annual report is published no later than October 1 of each year, unless otherwise determined by the US Department of Education, and a notice of its publication with a link is emailed to every current CSU student and current employee on or before that date. The Office of Admissions notifies prospective students of the report's availability, and prospective employees are notified as they apply through the talent management system.

CSU Drug, Marijuana, Alcohol and Tobacco Policies

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

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

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

CSU does permit the lawful use of alcohol at events and in connection with activities on CSU property, with permission from the university Office of Risk Management and Insurance. For more information, see the policy at <http://policylibrary.colostate.edu/policy.aspx?id=738>.

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

Students

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

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

- Prescription drugs used in a manner other than as prescribed

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

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

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

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

Employees

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

Employees covered by the Alcohol and Drugs policy, policylibrary.colostate.edu/policy.aspx?id=738, may not report to work or be at work while impaired by alcohol or drugs, even those lawfully prescribed, as determined under a reasonable suspicion standard. Employees who violate the university's policies concerning illicit drugs face discipline outlined in university policies and procedures.

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

Each employee must notify the university's Human Resources executive director in writing no later than five days after being convicted for any criminal alcohol or drug statute violation. A conviction is a finding of guilt (including a plea of no contest or nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of criminal drug statutes. The university must take disciplinary action within 30 days after receipt of any notice; disciplinary sanctions include reprimand, probation, expulsion, eliminating or lowering salary increases for a period of time, temporary suspension with or without pay, termination, and referral to civil authorities for prosecution consistent with local, state, and federal law and University policy.

Colorado Immunity from Arrest and Prosecution Law

Colorado law protects people from criminal prosecution for certain drug and alcohol violations if they call for help in an alcohol- or drug-related emergency, including marijuana (C.R.S. §18-1-711).

The caller will be immune from criminal prosecution if they comply with the following:

- The caller must provide their name to police or emergency medical services

- The caller must remain on scene until help arrives
- The caller must cooperate with police and emergency medical services

Immunity also extends to the person in need of medical attention if that person complies with these same requirements

CSU Responsible Action Exemption Policy for Students

Students or organizations, both on and off campuses, who seek medical attention for themselves or on behalf of another student related to the use of drugs or alcohol will not be charged with violations of the Student Conduct Code related to that incident under this exemption (resolutioncenter.colostate.edu/responsible-action-exemption/).

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

Marijuana Use and Possession on Campuses

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

Colorado constitution amendment 64 (fcgov.com/mmj/pdf/amendment64.pdf) legalizes certain activities related to marijuana under Colorado law, yet amendment 64 specifically authorizes the university – as a school and an employer – to prohibit the possession and use of marijuana.

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

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

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

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

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

While performing their job duties:

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

CSU Employee Drug, Alcohol Treatment and Educational Programs

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

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

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

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

Colorado State University's Employee Assistance Program offers on-site assessment and referrals, third party counseling and support in linking to treatment and counseling for employees struggling with mental health and substance related issues. More information can be found at the Employee Assistance Program website at hr.colostate.edu/employee-assistance-program/.

A CSU employee can learn more about the Employee Assistance Program and engage in services by contacting the Employee Assistance Coordinator at 970-491-3437.

More information about community resources can be obtained by viewing the CARE Program website at hr.colostate.edu/care-program/ or contacting the Community Resources Coordinator by phone at 970-491-4839.

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

- National Institute on Drug Abuse www.drugabuse.gov/publications/drugfacts/marijuana
- Substance Abuse and Mental Health Services Administration www.samhsa.gov
- CSU Health Network Marijuana Resources <https://health.colostate.edu/marijuana/>

Student Drug and Alcohol Treatment and Educational Programs

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

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

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

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

DAY offers five specialized programs:

- Live Safe is a three-hour education and discussion group for students who want to learn more about substance use or those who have had a conduct violation.
- BASICS (Brief Alcohol Screening and Intervention for College Students) involves an online assessment of your substance use history and patterns. Individualized feedback is provided during an initial appointment and one follow-up meeting with a counselor. Students may initiate the screen themselves or are referred by the conduct office.
- Taking Steps provides weekly group support for students making changes in their use of

drugs and alcohol. This program is open to those voluntarily seeking help and those mandated to treatment by the conduct system.

- Open to Change is an eight-week program for students who both voluntarily complete the program or are mandated by the university to complete the program. Students achieve eight consecutive weeks of abstinence with individual and group counseling.
- Back on TRAC is an abstinence-based, drug court program for students with serious alcohol or drug violations who are mandated to complete the program or would otherwise be dismissed from the university.

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

Drug Free Schools and Communities Act Compliance

The Drug and Alcohol Prevention Program website and document developed in accordance with the Drug Free Schools and Communities Act — called DFSCA — of 1989 hold all the information related to our Drug and Alcohol Prevention Program and DFSCA compliance.

This includes standards of conduct that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees, a list of applicable legal sanctions under federal, state, or local laws for the unlawful possession or distribution of illicit drugs and alcohol, a description of the health risks associated with the abuse of alcohol or use of illicit drugs, a list of drug and alcohol programs that are available to employees or students, and a clear statement that CSU will impose disciplinary sanctions on students and employees for violations of the standards of conduct and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution.

This information is sent to all students and employees twice during the year in addition to being included in this report. The website can be found at clery.colostate.edu/dfsca/ where there is a PDF of the Drug And Alcohol Prevention Program for download (https://clery.colostate.edu/wp-content/uploads/sites/6/2022/08/DAAPP_fall2022.pdf).

More information about alcohol and drugs educational programs and individual assistance can be obtained by contacting:

Manager of Substance Misuse Prevention and Assessment
CSU Health Network
151 W Lake St, Fort Collins, CO 80524
(970) 491-7121
health.colostate.edu

Student Rights and Responsibilities

Colorado State University expects students to:

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

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

The [Colorado State University Student Conduct Code](#) (resolutioncenter.colostate.edu/wp-content/uploads/sites/32/2018/08/Student-Conduct-Code-v2018.pdf) applies to conduct that occurs on or off campus and at university programs or activities. Where the alleged conduct involves sexual assault, domestic violence, dating violence, or stalking, different procedures may apply.

See the university's [Title IX website](#) for more information (<https://titleix.colostate.edu>) and the section on interpersonal violence in this report.

Prohibited conduct is described in detail in the Student Conduct Code. Violations of university drug and alcohol policies and state drug and alcohol laws, and all forms of sexual harassment, sexual misconduct, and sexual assault are Student Conduct Code violations regardless of whether criminal charges result from the conduct.

[Disciplinary procedures](#) (<https://resolutioncenter.colostate.edu/sc-procedures/>) under the Student Conduct Code include the following steps:

Reports: The student conduct process begins when Student Conduct Services receives a written account of an incident. These reports include but are not limited to police reports, investigation reports from the Office of Title IX Programs and Gender Equity, or incident reports from faculty, staff, or students. A hearing officer will review the information available to decide next steps.

Review: If a hearing officer reviews a report and determines that misconduct did not occur, no action will be taken. If, however, it appears the student may have engaged in prohibited conduct as identified in the Student Conduct Code, a hearing officer may assign charges from the Student Conduct Code and schedule a student conduct hearing or pursue an alternative resolution process.

In cases where a student organization is alleged to have engaged in misconduct, the incident will first be reviewed by the lead team to examine the alleged violations and make a recommendation to the director or their designee on next steps which may include but are not limited to: Rams Taking Responsibility, a hearing with the director or their designee, or a hearing conducted with the All University Hearing Board.

Notification of Student Conduct Hearing: The student or organization is notified of the charges in writing, along with the date, time, and location of the hearing. Documentation of the incident will be included with the notice letter. Any information not included in the notice letter that may be considered to determine responsibility will be made available to the responding party for viewing with staff of the Student Resolution Center upon request.

Reproduction of that information in any form is prohibited. Police reports may be made available by the responding law enforcement agency (usually for a fee) or may be made available to the responding party for viewing with staff of the Student Resolution Center upon request.

Requests to reschedule a hearing will be considered by the hearing officer and may be granted at the hearing officer's discretion.

The hearing notice letter is sent to the student's current email address on record with the University. In cases involving a student organization, the notice of hearing will be emailed to the student president of the organization on record.

The student or student organization will have at least two business days to prepare for the hearing unless the student or organization and the hearing officer agree in writing to waive the two business day notice.

In cases where a hearing officer has identified an impacted party, the hearing Officer may provide that impacted party with the responding party's charges, along with the date, time, and location of the hearing. Documentation of the incident will be included with the notice letter.

Any information not included in the notice letter that may be considered to determine responsibility will be made available to the impacted party for viewing with Student Resolution Center staff upon request. Reproduction of that information in any form is prohibited.

An impacted party will have the opportunity to participate in the student conduct process. Participation includes the right to present information and provide written statements prior to the responding party's hearing, observe the hearing, bring an advisor and support person to the hearing, and appeal the outcome decision of the hearing. The responding party will have an opportunity to address any information that may affect the findings in the case.

Notification of Alternative Resolution Process: In some cases, a hearing officer may offer a resolution option other than a student conduct hearing (e.g., educational workshop, conflict coaching, mediation, restorative justice). If the student or organization chooses to participate in an alternative resolution process and complies with all requirements of that process and its resolution, that incident will not be maintained as part of a reportable student conduct record.

When offering a resolution outside of a student conduct hearing, the hearing officer will consider the severity of the case, the conduct record of the individual student or student organization, and the

educational outcomes available. The student or organization will receive in writing the [resolution opportunity available to them](#).

If the student or organization does not wish to participate in the alternative resolution opportunity, they may request a student conduct hearing. Alternative resolution processes are binding and not subject to appeal. If the student or organization does not complete the alternative resolution process, they may face additional disciplinary action.

Alternative resolution processes include but are not limited to:

Responsible Action Exemption: The University has adopted a Responsible Action Exemption policy for students seeking medical assistance for themselves or others for emergency situations that result from alcohol and other drug abuse.

Students or organizations, both on and off campus, who seek medical attention for themselves or on behalf of another student related to the use of drugs or alcohol will not be charged with violations of the Student Conduct Code related to that incident, provided that the student completes an assessment and any recommended treatment by the hearing officer. If a student is under 21 years of age, parents may be notified. A student organization must also cooperate with University officials and provide training or educational programs for its members as required by the hearing officer. The University reserves the right to adjudicate any case in which the violations are egregious. Students in need of medical assistance can only receive one exemption, regardless of who calls for assistance.

The University may consider all prior exemptions granted to student organizations in determining whether additional exemptions should be granted. If it is determined that a student organization is engaging in repeat, similar conduct that results in alcohol or drug related incidents that negatively impact the campus or community, exemptions may be denied. No exemptions will be provided related to any activities that may constitute hazing in violation of the Student Conduct Code or Colorado law. Failure to complete an assessment and treatment may result in charges filed by Student Conduct Services.

If a student or student organization believes they qualify for a responsible action exemption, the following steps must be completed:

- The student or student organization must make initial contact with the appropriate resource (i.e., law enforcement, medical personnel or University staff) as a result of their actively seeking out medical assistance for themselves or on behalf of another individual.
- The student or student organization seeking assistance for an intoxicated student must give their name to law enforcement or staff, remain on scene, and cooperate with medical personnel, law enforcement, or University staff.
- The student or student organization seeking an exemption must meet with Student Conduct Services staff and complete an assessment, educational program, or any additional treatment requirements of the hearing officer.
- Verification of completion must be provided to the Student Conduct Services.

Option Letter: When a report of an alleged violation of the Student Conduct Code is received, a hearing officer may assign charges and offer a student the option to resolve the situation by forgoing a student conduct hearing.

The option letter will be sent to the student's current email address on record with the University and will include the applicable Student Conduct Code charges along with a finding of responsibility. Additionally, the hearing officer will impose one or more discretionary outcomes but will not apply a disciplinary standing. Documentation of the alleged violations may be included with the option letter.

If the student agrees with the findings and sanctions and chooses to complete all discretionary outcomes assigned by the hearing officer, the incident will not be maintained as part of the individual student's reportable conduct record.

If the student disagrees with the findings and sanctions they can choose to schedule a student conduct hearing and all procedures in the Student Conduct Hearing section of this code will apply.

If the student does not contact the Student Resolution Center within ten business days after the option letter is sent it will be assumed that the student accepts responsibility for the charges and will complete all discretionary outcomes by the assigned deadlines.

Rams Taking Responsibility: When an alleged violation of the Student Conduct Code involves a student organization, an alternative resolution process may be granted at the discretion of Student Conduct Services.

Student organizations may be offered the opportunity to participate in Rams Taking Responsibility which is an accountability process where the organization conducts its own investigation to identify areas of concern, growth opportunities, and required educational programming to mitigate these concerns.

By participating in Rams Taking Responsibility, the organization must comply with all requirements of that process and its resolution which are binding and not subject to appeal. The incident will not be maintained as part of the organization's reportable discipline record though other notifications may be required. If the student organization does not complete the alternative resolution process, they may face additional disciplinary action.

Student Conduct Hearing: A [student conduct hearing](#) is facilitated by a hearing officer authorized by the director of the Student Resolution Center. When the responding party is a student organization, the hearing will be conducted either by the director (or designee) or by the All University Hearing Board.

The purpose of the student conduct hearing is to discuss alleged violations of behavioral expectations as identified in the Prohibited Conduct section of the Student Conduct Code.

As part of this process, students or organizations will be asked to share their perspective related to the alleged violations and discuss personal responsibility as well as community impact.

Those charged with engaging in prohibited conduct will have the opportunity to receive a fair hearing. The formal rules of process, procedure and evidence used by the criminal justice system do not apply to the student conduct process.

Standard of Proof: To find that a student or student organization has engaged in prohibited conduct, the standard of proof required is a preponderance of the information contained in the record. The information must demonstrate that it is more likely than not that the violation occurred.

Support Persons or Advisors: A responding party and any impacted party may bring a support person or advisor to the hearing, at their own expense. The support person or advisor may be an attorney.

The support person or advisor may not speak on the student or organization's behalf or participate directly in the hearing. The support person or advisor may not serve in a dual role as a witness in the hearing.

In cases involving alleged violence (including domestic violence and dating violence), sexual misconduct, or stalking a support person or advisor may not be another student except for extraordinary circumstances and approved by a hearing officer.

Recordings: All student conduct hearings may be recorded. If the student or organization wishes to have their hearing recorded a request must be made prior to the hearing. If the student or organization requests a copy, the recording of the hearing will be transcribed at the expense of the student or student organization and prepared by a credentialed transcriptionist.

Alternatively, the recording may be made available to the responding party and any impacted party for viewing at the Student Resolution Center. Reproduction of the recording in any way by a responding party, impacted party, or support people or advisors is prohibited.

Witnesses: The responding party and any impacted party may bring or request relevant witnesses. A request for witnesses must be made at least one business day prior to a scheduled hearing.

Witnesses may be present only when they are giving information. Witnesses may not serve in the dual role as a support person. Only the hearing officer may ask questions; the responding party or impacted party may suggest questions for each other or witnesses. The hearing officer has the discretion to ensure questions are relevant to the case.

Missed Hearings: If the responding party misses the scheduled hearing, the hearing officer may proceed in the student's absence and will decide with the information available on record.

Accommodations: Student Conduct Services is committed to providing necessary accommodations to ensure a fair and safe process for participants.

Accommodations will take into consideration disabilities, personal safety and language differences.

Decisions: The hearing officer determines the [finding of responsibility](#) for each charge based on the preponderance of information standard—whether it is more likely than not that the responding party engaged in prohibited conduct.

If found responsible for engaging in prohibited conduct as outlined in the Student Conduct Code, the hearing officer will determine appropriate sanctions based on the incident’s severity, impact on others, and the responding party’s student conduct record.

A hearing officer has ten business days from the date of the hearing to provide a decision to a responding party.

The number of days may be extended at the discretion of the hearing officer, who will notify all parties of any delay. The hearing outcome will include the findings of responsibility, rationale for the findings, sanctions (if applicable), and information on the appeal process. In cases involving an impacted party, they will also be notified of the hearing officer’s decision. A copy of the decision may be shared with appropriate University offices.

Sanctions: The student conduct process is based on an individual review of each case. The hearing officer will consider the totality of information in each case when determining appropriate [sanctions](#). This includes but is not limited to the severity of the incident, the student or student organization’s student conduct record, demonstrated understanding of the impact of their behavior, and the role that alcohol and drugs may have played in an incident.

The hearing officer may impose one or more sanctions as appropriate for student development and community well-being. More than one sanction listed below may be imposed for any single violation. If the student or student organization fails to complete sanctions by the stated deadline, a “hold” will be placed on the student’s registration status.

A student or organization could face additional disciplinary action for failure to comply with sanctions. The following sanctions may be applied when appropriate.

Disciplinary Standings: A hearing officer may apply a disciplinary standing as a sanction for violating the Student Conduct Code.

Disciplinary Probation

Disciplinary probation is for a designated period of time during which a student or organization is expected to show appropriate changes in behavior. A violation of the Student Conduct Code while a student or organization is on disciplinary probation or any subsequent misconduct may result in further disciplinary action, including loss of good standing, suspension, or expulsion.

Loss of Good Standing

Loss of good standing is for a designated period of time during which the student or organization is expected to show appropriate changes in behavior. A student or organization who is not in good standing with the University and is prohibited from:

- o representing the University through official events
- o serving on a University committee
- o participating in intercollegiate or sports club athletics
- o holding office in a student organization

A violation of the Student Conduct Code while a student or organization is not in good standing or any subsequent misconduct may result in further disciplinary action, including suspension, or expulsion. A student or organization may be given the option of earning back their good standing at the discretion of the hearing officer.

Disciplinary Suspension

Suspension is for a designated period of time during which the student may not attend classes, access any University premises, participate in University activities, or be employed by the University. In some instances, the student must fulfill specified conditions before the University will consider re-admission. Disciplinary suspension is noted on the student's official transcript during the period of suspension and until all other sanctions or conditions for re-admission have been completed.

Deferred Disciplinary Suspension

Disciplinary suspension is deferred while the student participates in a designated program. The student may remain enrolled if the student is compliant with the designated program.

Disciplinary Expulsion

The student is permanently separated from the University and may not return. The student may not attend classes, access any University premises, participate in University activities, or be employed by the University. The expulsion is permanently noted on the student's official transcript.

Loss of Student Organization Recognition

The All University Hearing Board or hearing officer may recommend to the dean of students that a student organization lose recognition after a student conduct hearing. Approval of this action deprives the student organization of the use of university resources, the use of the University's name, and the right to participate in university sponsored activities or recruit Colorado State University students. This loss of recognition may be for a specific period, for an indefinite period of time, or until stated conditions are met.

Should the dean of students approve this action, an official request will also be sent to the national office that the local student organization's charter be revoked.

Discretionary Sanctions: A hearing officer may require the student or organization to complete or comply with discretionary sanctions. Discretionary sanctions include but are not limited to:

Academic

- Academic penalties: Instructors may impose a “grading penalty” upon a finding that a student has, either intentionally or unintentionally, committed academic misconduct. The minimum is reduced credit on the assignment and the maximum is course failure, regardless of academic performance. The instructor may also remove the repeat/delete option for a student.
- Academic misconduct transcript notation: The “AM” notation by a course grade as a result of academic misconduct may only be added to the official transcript with agreement of both the course instructor and a hearing officer. That negative notation is generally permanent.

Admissions

The University may revoke a student’s admission to the University for fraud, misrepresentation, or for other serious violations committed by the student prior to matriculation.

Alcohol and Other Drugs

[Drugs, Alcohol, and You – or DAY- Programs](#) at the CSU Health Network provides a continuum of services including assessment, educational workshops, and treatment that student may be required to complete.

Conflict Resolution

- **Conflict Coaching:** Students have the opportunity to talk about conflict and gain skills to handle conflict in a supportive and confidential environment. Conflict Resolution staff assist students in identifying goals, developing clarity, and managing conflict in the future.
- **Mediation:** Mediation is a voluntary and confidential process where a neutral third-party facilitator helps two or more people in conflict have a constructive conversation about important issues. The mediator does not take sides, give advice, or tell parties what to do. Student Resolution Center staff will mediate small group disputes (i.e., roommate conflicts) and will also facilitate large-scale discussions involving multiple parties.
- **Restorative justice:** A restorative justice conference brings together those who were impacted by an offense, including those who were harmed, those who were responsible for causing the harm, and impacted community members. Through a facilitated dialogue, they discuss what happened and determine the best ways to

repair harm and improve relationships.

- **Impact Circles:** Impact circles are a form of Restorative Justice that brings together small groups of students, who have been found responsible for similar types of offenses, with relevant community stakeholders. Through answering questions about their specific incidents and hearing others' stories and perspectives, students gain a better understanding of the impacts of their behaviors on the larger community.

Degree Conferral

- **Withholding degree:** The University may withhold awarding a degree otherwise earned until the completion of the student conduct process, including the completion of sanctions imposed.
- **Revocation of degree:** The University may revoke a degree for serious violations of the Student Conduct Code committed by the student prior to graduation. Only the Board of Governors may authorize the revocation of a degree.

Educational Workshops

Students may be required to participate in one or more of a variety of workshops designed to address specific knowledge or skill areas. These workshops are intended to help a student learn more about themselves and our shared communities.

Housing Modifications

- **Residential reassignment:** A student may be reassigned to another residence hall room or building for disrupting the residential community or to appropriately separate persons.
- **Residential expulsion:** The student is permanently banned from all residence halls.

Interpersonal Violence

A student may be required to complete an evaluation and recommended treatment.

Loss of Privileges

Privileges afforded to student organizations may be temporarily restricted in relation to the severity of the behavior and the relevant conduct history of the organization. These restrictions may include, but are not limited to:

- Restrictions on social events, including but not limited to restriction of the presence of alcohol at social events.
- Restrictions on recruitment of new members into the organization for a designated period of time.
- Restrictions on the organization's ability to participate in meetings or events.

Parent or Guardian Notification

The University may notify parents or guardians when a student under the age of 21 is found responsible for violations of the Student Conduct Code involving alcohol, drugs, or violence. Parental or guardian notification may also be made when a student is suspended or expelled from residence halls or the University.

Restitution

Monetary compensation for loss or damages to University property.

Appeal Process:

Appeal of a Disciplinary Decision for an Individual Student: A responding party may appeal a hearing officer's decision. In cases where an impacted party has been identified by a hearing officer, that individual also has a right to appeal the Hearing Officer's decision. An appeal must be submitted online within ten business days after the hearing officer's decision is sent to the parties involved.

A hearing officer's decision is considered final if an appeal is not submitted within the specified time. Appeals submitted by another party on a student's behalf will only be accepted when a student acknowledges and affirms that the appeal represents their position. Once an appeal is submitted it is reviewed by the chair of the Appeal Committee. While an appeal is pending, the responding party must comply with all sanctions and restrictions from the hearing officer's decision, unless otherwise specified by the hearing officer.

An appeal is limited to a review of the record of the hearing and supporting information that was evaluated in the decision-making process. New information will only be considered if the chair determines that the information was not available at the time of the hearing.

The appeal will only be granted on one or more of the following grounds:

1. The hearing was not conducted fairly, giving the responding party or any identified impacted party the opportunity to present relevant information. Minor deviations from designated procedures will not be a basis for supporting an appeal unless there is an adverse effect on the outcome of the hearing.
2. The information presented in the case, if believed by the hearing officer, was insufficient to establish that a violation of the Student Conduct Code occurred.
3. The sanctions imposed were not appropriate based on totality of the circumstances.
4. There is new information not available at the time of the original hearing that may be relevant to the final decision.

The chair of the Appeal Committee will review the appeal and the record of the hearing to determine one of the following actions:

- Deny the appeal.
- Send the case to the director of the Student Resolution Center or designee to review the record, make any necessary modifications, and render a final decision. When the director

served as the original hearing officer, the chair of the Appeal Committee will send the appeal to the dean of students or designee to review the record of the case, make any necessary modifications and render a final decision.

- Grant the appeal and convene the Appeal Committee to review the record of the case. New information will be considered at this time.

If the Appeal Committee is convened, upon conclusion of its review, will do one of the following:

- Affirm the findings of responsibility and sanctions. Decisions affirmed by the Appeal Committee are final. Written notification will be provided to the responding party and any impacted party.
- Affirm the findings of responsibility and return the case to the original hearing officer or director of the Student Resolution Center or their designee with recommendations to modify the sanctions. Decisions made after review of the recommendations are final and written notification will be provided to the responding party and any impacted party.
- Recommend reversal of the findings of responsibility if the Appeal Committee disagrees with the hearing officer's evaluation of information in the record and does not believe sufficient information exists to support a violation of the Student Conduct Code. If the Appeal Committee recommends a reversal, the chair will submit a recommendation in writing, as follows:
 - In all cases involving suspension or expulsion from the University (whether imposed by the original hearing officer or recommended by the appeal committee after review), the chair of the Appeal Committee will make a recommendation in writing to the vice provost for Faculty Affairs and the vice president of Student Affairs for a final decision.
 - In all cases involving any form of sexual misconduct or sexual harassment, the chair of the Appeal Committee will make a recommendation in writing to the vice provost for Faculty Affairs and vice president of Student Affairs, who may also consult with the director of Equal Opportunity for a final decision.
 - In all other cases involving individual student violations of the Conduct Code, the chair of the Appeal Committee will make a recommendation in writing to the dean of students or designee who will make a final decision.

If the vice provost for Faculty Affairs and vice president of Student Affairs are unable to agree on the action to be taken, the decision will be referred to the executive vice president and provost for final action.

Composition of an Appeal Committee for an Individual Student:

In most circumstances the Appeal Committee will be comprised of:

- A chair who will be either a faculty or staff member
- One additional faculty or staff member
- One student appointed by the Associated Students of Colorado State University

In cases involving academic misconduct the Appeal Committee will be comprised of:

- a chair who will be a faculty member
- one additional faculty member
- one student appointed by the Associated Students of Colorado State University

In cases involving interpersonal violence (including domestic violence, dating violence, sexual misconduct, or stalking) the Appeal Committee will be comprised of:

- A chair who will be either a faculty or staff member
- Two additional faculty or staff members
- The director of Equal Opportunity or designee, as a non-voting member.

When an appeal is granted, a list of Appeal Committee members is provided to the responding party and any impacted party. If the responding party or impacted party believes there is a conflict of interest and provides rationale to the chair of the Appeal Committee, they may request the removal of a member. The chair decides whether sufficient reason exists to remove a member.

Members of the Appeal Committee are expected to recuse themselves if they have a conflict of interest. If the chair of the Appeal Committee is recused, has an identified conflict of interest or is unavailable within a reasonable period of time, the director of the Student Resolution Center or designee, will appoint another faculty or staff member to serve as chair. When a member is removed, they will be replaced by another representative from the pool.

Appeal of a Disciplinary Decision for a Student Organization:

A student organization may appeal the decisions made by the All University Hearing Board or a hearing officer. In cases where an impacted party has been identified by a hearing officer that individual also has a right to appeal the decision. An appeal must be submitted online within ten business days after the decision is sent to the parties involved.

The director of the Student Resolution Center or designee serves as the appellate officer for review of decisions made by the All University Hearing Board or a hearing officer. If the director serves as the original hearing officer, the vice president of Student Affairs will appoint a three-person Student Organization Appeal Committee to consider the appeal. The committee will then make recommendations to the vice president of Student Affairs, who will make the final decision regarding the appeal.

A hearing officer's decision is considered final if an appeal is not submitted within the specified time. While an appeal is pending, the student organization must comply with all sanctions and restrictions from the decision unless otherwise specified by the hearing officer or All University Hearing Board.

An appeal is limited to a review of the record of the hearing and supporting information that was evaluated in the decision-making process. New information will only be considered if the director or committee determines that the information was not available at the time of the original hearing.

The appeal request may be granted based on one or more of the following grounds:

1. The original hearing was not conducted fairly or did not give the responding party organization or impacted party the opportunity to present relevant information.
2. The decision was not based on substantial and sufficient information.
3. The sanctions imposed were not appropriate based on the totality of the circumstances.
4. There is new information not available at the time of the original hearing that may be relevant to the final decision.

After reviewing the appeal, the director of the Student Resolution Center or designee or the vice president of Student Affairs will take one of these actions:

- Deny the appeal.
- Grant the appeal to review the record of the case. New information will be considered at this time. While the case is being re-considered, the student organization must continue to abide by any stated conditions imposed by the original hearing officer or All University Hearing Board.

The director of the Student Resolution Center or designee may make one of the following decisions:

- Affirm the decision.
- Reverse the decision.
- Amend the decision to clarify sanctions or offer additional resources to support the responding party student organization.

The director or designee will communicate the decision to the student organization in writing which will be considered the final outcome.

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

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

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

- Appeals process related to student conduct outcomes

Behavioral Expectations of Students Living in University Housing

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

- Federal, state, and local laws
- Student Conduct Code (<https://resolutioncenter.colostate.edu/wp-content/uploads/sites/32/2018/08/Student-Conduct-Code-v2018.pdf>)
- Expectations outlined in the residential contract and university housing policies and procedures (<https://housing.colostate.edu/halls/policies/>)

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

Disciplinary Records

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

CSU Police Department and How to Report a Crime

CSU police officers work closely with university offices to identify safety needs and concerns.

CSU Police Qualifications and Authority

About CSUPD

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

About CSUPD officers

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

About CSUPD's jurisdiction

- Colorado State University Police Department's jurisdiction and primary focus is all property owned, leased or controlled by Colorado State University. While possessing commissions from Larimer County and the city of Fort Collins, CSUPD does not routinely patrol the county's or city's jurisdiction. However, CSUPD will assist on in-progress calls and specific interdiction initiatives at the request of the Larimer County Sheriff's Office and Fort Collins Police Services.

About the CSU Police Department's work on campuses

- Colorado State University police officers routinely patrol all buildings on campuses.
- Officers patrol campuses grounds on foot, by bicycle and in vehicles.

- Campus Safety Officers are student employees who assist at university events and provide safe escorts across campus via SafeWalk. These employees receive more than 50 hours of training. More information at police.colostate.edu/safe-walk/.

How to Report an Emergency or Crime

CSU encourages all community members to make accurate and prompt reports of crimes and other emergencies on campus and other CSU-owned or controlled property. Reports about incidents on campuses should be made to CSU police immediately; incidents off campuses should be reported to the agency with jurisdiction (such as Fort Collins Police Services). Promptly reporting crimes provides law enforcement agencies with the best opportunity to effectively address safety issues. If the victim of a crime elects to or is unable to make such a report, others are encouraged to promptly do so.

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

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

- To report a crime in progress or immediate threat to campus safety call or text 911 from any phone. If you are on a campus, tell the dispatcher so immediately.
- To report a crime that is no longer in progress and is not an immediate threat, call (970) 491-6425 or visit police.colostate.edu/. Crimes may be reported anonymously online at police.colostate.edu/anonymous-crime-report/.
- To report a fire, call or text 911 from any phone. If you are on campus, identify your location as Colorado State University first, and the campus location of the fire.
- To report any other emergency in progress, call or text 911.
- Students at the Sturm Collaboration Campus are encouraged to promptly report unusual activity or incidents to the Arapahoe Community College Police Department by calling 303-797-5800. If there is no answer, call 911. 911 calls from cellular phones are free. An Arapahoe Community College officer will meet with them to gather the information.

Tips for Reporting an Emergency when Contacting 911

- Call 911 from any phone or call or text from a cell phone.
- CSUPD dispatchers have an enhanced system that allows the dispatcher to see where the call is from. This does not work for cell phones without location services turned on.
- The dispatcher will need to know the address of the emergency, which is not necessarily where the call is coming from.
- 911 calls made from cell phones from within the city will be routed first to Fort Collins Police Services, so if you are calling from a CSU campus, be sure to tell the dispatcher that right away.

- When you are reporting a crime, it is important to report it immediately from a safe location.
- When speaking to a dispatcher, stay on the line and, as accurately as possible, tell the dispatcher everything you can remember about the incident. If reporting about a suspect, try to recall details such as the suspect's clothing, if they were driving a vehicle, what it looked like, and direction of travel either on foot or in a vehicle.
- If you can give first aid to someone or to relay information to another rescuer, CSU and other local dispatchers are prepared to tell you what to do until emergency responders arrive.
- If reporting a fire or someone in need of an ambulance, CSU police will immediately notify fire or emergency medical personnel, then help with emergency measures such as evacuation and managing traffic so that fire trucks and ambulances can access the scene. Report all campus fires to CSU police immediately by calling 911.

How to Report an Incident of Sexual Harassment or Interpersonal Violence

In addition to the option of making a report to law enforcement, anyone may report an incident of sexual harassment, interpersonal violence, or gender-based discrimination to the Office of Title IX Programs and Gender Equity as follows:

In-person during business hours:

Office of Title IX Programs and Gender Equity

123 Student Services Building (corner of University Ave. and Libby Coy Way) Fort Collins, CO, 80523

Telephone: (970) 491-1715 **Email:** titleix@colostate.edu

Online: The Office of Title IX Programs and Gender Equity website reporting form - <https://titleix.colostate.edu/title-ix/reporting-options/>

Postal Mail:

Office of Title IX Programs and Gender Equity 0160 Campus Delivery
Fort Collins CO 80523-0160

For definitions of interpersonal violence including dating violence, domestic violence, sexual assault, and stalking and more information about reporting, please see the section on Reporting Interpersonal Violence in this report.

Report a Crime Anonymously

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

- Information you submit will be sent securely to CSU police without your identity being revealed.
- Include as much detail as possible.

- If the crime you are reporting is an emergency, please call or text 911.
- Crimes reported anonymously to CSU police will be included in the Annual Security and Fire Safety Report as required by the Clery Act.

Confidentiality of Crime Reports

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

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

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

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

Other Voluntary, Confidential Reporting Options

In addition to the above reporting options, students and employees may seek support and guidance from confidential university or community resources that maintain the confidentiality of the victim or other person reporting.

While confidential resources may encourage a victim to report the incident to police, these offices will maintain confidentiality and not share identifying information with police.

- The Victim Assistance Team, through the Women and Gender Advocacy Center, provides confidential support and advocacy to Colorado State University students and any family or friends who have experienced sexual assault, dating or domestic violence, or stalking on or off campus, 24 hours a day, every day of the year. Call 970-492-4242. During regular university business hours, their offices are open to visit in person at 112 Student Services Building or in the

satellite office in Room 234 of the Lory Student Center.

For more information, visit wgac.colostate.edu/victim-assistance-team-volunteers. The Women and Gender Advocacy Center provides statistical information for this report but does not provide any personally identifiable information and maintains confidentiality with all clients.

- Confidential reports may also be made to pastoral and professional counselors, licensed psychologists, licensed clinical social workers, or graduate student staff in the CSU Health Network Counseling Services Office, and these reports are considered confidential. CSU's pastoral and professional counselors inform clients of the institution's policy as to maintaining confidentiality. While counselors can assist their clients with reporting to law enforcement when requested, no university policy or procedure exists that encourages counselors to inform their clients of voluntary, confidential reporting procedures at Colorado State University. Counselors assist clients on a case-by-case basis and discuss options and resources as may be appropriate for each individual client. Crimes reported to pastoral or professional counselors are not assessed for a timely warning.
- The CSU Health Network Counseling Services office is located in the Health and Medical Center at the corner of College Ave. and Prospect Rd. Counseling Services may be reached during regular business hours by calling 970-491-6053. Emergency after-hours counselors are also available at 970-491-7111.
- The Women's Clinic at CSU Health Network is located in the Health and Medical Center at the corner of College Ave. and Prospect Rd. Call 970-491-1754 or visit <https://health.colostate.edu/womens-clinic/>.

For employees, confidential resources include:

- Office of the Ombuds
970-491-1527
<https://ombuds.colostate.edu/>
- Employee Assistance Program
<https://hr.colostate.edu/employee-assistance-program/>
970-491-3437
- ComPsych
<https://hr.colostate.edu/employee-assistance-program/compsych-guidance-resources/>
(800) 497-9133

Non-university confidential resources include:

- Sexual Assault Victim Advocate Center Fort Collins Office

970-472-4204

<https://savacenter.org/>

- 24-hour Rape Crisis Hotline
970-472-4200 or 1-877-352-7273
- Crossroads Safehouse
<https://crossroadssafehouse.org/>
970-482-3502 or 1-888-541-SAFE (7233)
- RAINN - Rape, Abuse & Incest National Network
<https://www.rainn.org/>
1-800-656-HOPE (4673)

Campus Security Authorities

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

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

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

Each year the Clery Compliance Program Director will analyze and maintain a working document of all campus security authorities, adjusting as needed with the assistance of the Clery Compliance Committee and the university community.

Campus security authorities are required to:

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

For more information about campus security authorities, see clery.colostate.edu.

Crime Prevention and Security Awareness Programs

General Programs

CSU police, residence hall staff, Support and Safety Assessment, and the Women and Gender Advocacy Center are among groups on campus that provide safety and crime prevention educational programs in a variety of settings.

General university educational programs include fire safety, personal safety, interpersonal violence prevention, alcohol and drug awareness, and computer crimes. Many programs can be tailored to fit the needs of the audience. Interpersonal violence trainings include information about the crimes of sexual assault, domestic violence, dating violence, and stalking.

For more information about educational, outreach and events related to interpersonal violence, or to request a program contact:

CSU Police
Department (970)
491-6425
750 Meridian Avenue - Green Hall (at the corner of Laurel and Meridian streets)
Police.colostate.edu

Title IX Programs and
Gender Equity (970) 491-
1715
123 Student Services Building (East Drive – Corner of University Ave & Libbie Coy Way)
titleix.colostate.edu

The Women and Gender
Advocacy Center (970) 491-6384
112 Student Services Building (East Drive – Corner of University Ave & Libbie Coy Way)
wgac@colostate.edu

In 2021 the CSU Police Department delivered 24 programs or presentations to 1164 people, including students, parents, faculty, and staff. All trainings are offered year-round, and if a group would like a post-training follow-up, that is always an option. However, CSUPD does not schedule classes unless they are requested.

CSUPD training topics include:

Active Assailant Response Series

- **Active Assailant Response 100:** This course is about raising awareness of participants in many different and difficult situations. Curriculum includes tips on what to do if presented with various active assailant scenarios; pre-attack cursors of active killers in the United States; how to intervene early to help others connect with CSU resources.
- **Active Assailant Response 101 – Lecture and Lab:** This course is about raising awareness of participants in many different and difficult situations. Curriculum includes tips on what to do if presented with various active assailant scenarios; hands-on practice in a controlled safe environment; pre-attack cursors of active killers in the United States how to intervene early to help others connect with CSU resources.
- **Active Assailant Response 200 – Stop life-threatening bleeding:** Curriculum covers how to recognize life-threatening bleeding and intervene effectively. The person next to a bleeding victim may be the one who's most likely to save him or her.
- **Active Assailant Response 300 – Tabletop exercise:** Based on needs and size of the class, this course is tailored to help university employees understand their response roles by realistically simulating an active assailant attack in a discussion-based, informal classroom setting. The exercise is customized to attendees and their university roles.
- **Active Assailant Response 40(0-4) Full Drill:** Scaled to meet the needs of the group, these trainings are designed to give participants the chance to adapt and apply knowledge they have received in previous courses.

Additional Safety Training

- **Safety 101:** General safety and awareness for many different emergencies.
- **Alcohol Education and Awareness:** General education on effects of alcohol on the body and alcohol laws.
- **Drug Education and Awareness:** General education on effects of illicit and effects on the body and drug-related laws.
- **Marijuana Education and Awareness:** General education on effects of marijuana on the body and marijuana-related laws.
- **Safe and legal cycling on campuses:** Biking tips and tricks on how to stay safe, following laws and CSU policies, and fastest routes around campuses.
- **Intro to US and Colorado laws for international students:** Introduction to laws to help international students be safe and successful at CSU.
- **Welcome to CSU for new student families and friends:** Brief introduction on Colorado Laws, CSU policies and how to keep you and your stuff safe.
- **New student alcohol laws and amnesty:** Introduction to the amnesty law to encourage students to call 911 during times of extreme need.
- **CSUPD and you:** Introduction to CSUPD covering officer training, equipment and guardian-centric model of policing.

- **Realistic Safety Strategies:** Provide the attendee with risk reduction tools to help with their self-awareness, self-defense technique, and empowerment.

In 2021 Support and Safety Assessment held six presentations and 300 people attended.

Support and Safety Assessment's presentation is intended for all members of the CSU community and is offered on request. It was also held at the Professional Development Institute, a continuing education opportunity for CSU employees.

Tell Someone: How to report to the university if you are concerned about safety or mental health – your own or someone else's. ([TellSomeone.Colostate.edu](https://tellsomeone.colostate.edu))

Bias Reporting: How to report information about incidents of bias. Reports are reviewed by the Bias Assessment Team. Reports are reviewed by the Bias Assessment Team
<https://biasreporting.colostate.edu/>.

Threat Assessment, Student, and Employee Consultation Teams: These teams work to prevent, identify, assess, intervene, manage, and coordinate a response to situations involving students and employees that may pose a threat to the safety and well-being of themselves, other individuals and the university community <https://supportandsafety.colostate.edu/consultation-teams/>.

CSU Education Abroad holds programs related to departure and travel security. The intended audience is typically students who are travelling abroad and includes faculty who may be leading trips abroad and other stakeholders involved.

In 2021 topics included:

- Ten region specific pre-departure orientation that focused on culture, CSU travel requirements and included a health and safety portion which covered travel safety and crime prevention.
- Travel petitions were required of each student and asks that they research and document any health and safety information related to their specific destination.
- Two faculty leader trainings which were held individually and in groups to discuss managing student health and safety abroad.
- Fifty highly site-specific in country trainings occurred which covered topics such as parts of city to avoid, transportation safety tips and other location specific information.

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

- Regularly patrolling residence halls
- Regularly patrolling all buildings on campus and checking doors and windows for security concerns, particularly after hours
- Reporting facilities issues such as lights and door locks that do not work correctly

- Surveying university grounds for security and safety issues
- Presenting educational programs to students, parents, and employees about general safety, sexual violence safety, DUI enforcement, substance abuse, bike safety and education.
- Offering SafeWalk, a CSUPD service that provides a security escort from any campus location to another campus location or a location within three blocks of campus, year-round, from dusk to dawn.
- Educating the university community about proactive reporting options to connect people who are struggling with mental health issues or who may be a risk to themselves or others with university resources and alerting campus offices that can address safety concerns presented by these individuals.
- Providing a comprehensive resource to all employees regarding university offices that can help them address people who present safety concerns.
- Collaborating with committees and individuals across the university to identify and address safety and security needs for special events, new buildings, and concerns.

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

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

New students are required to complete Vector Solution's Sexual Assault Prevention for Undergraduate and graduate student program, which is the university's online sexual assault awareness and prevention program, which educates students on jurisdictional definitions of and issues associated with consent, sexual assault, dating and domestic violence and stalking.

Students learn about consent, including how alcohol and drugs impair a person's ability to give or receive consent, as well as how to help a friend, and how to intervene in a situation that might escalate to sexual assault. It also includes information about the procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking, as well as the procedures a victim should follow if one of these crimes has occurred.

New employees are required to complete Vector Solution's Preventing Harassment and Discrimination Training program, which includes jurisdictional definitions of and issues associated with consent, sexual assault, dating and domestic violence and stalking in addition to information regarding discrimination and harassment. It also includes information about the procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking, as well as the procedures a victim should follow if one of these crimes has occurred.

Included in both the employee and student modules is robust information regarding safe and positive options for bystander intervention. The modules provide students and employees with realistic sexual

assault and relationship violence scenarios to help them identify problematic situations and practice intervention strategies. The scenarios escalate through each of four scenes, each getting increasingly problematic.

Students and employees are then asked which scene they started to feel uncomfortable with the behaviors, how they would feel about doing something to address this situation, and what they would do to intervene. Students and employees are provided with a range of intervention options and a toolbox of skills to practice to increase their confidence as bystanders. Students receive tailored feedback supporting their response and providing them with additional perspectives and strategies to reinforce intervention.

The key message is that it doesn't matter so much what students do in problematic situations, it's that they do something.

Also included in both the employee and student modules is information regarding risk reduction information. Learners explore many characteristics of health relationships, including jurisdictional definitions of consent, and how to recognize relationship abuse both in person and online. This programming helps learners identify strategies intended to stop relationship violence and abuse before it occurs by encouraging positive and health behaviors that foster health, mutually respectful relationships.

This primary prevention programming includes a clear statement that the institution prohibits sexual assault, domestic violence, dating violence, and stalking in its policies.

CSU through its Women and Gender Advocacy Center works to educate the university community about interpersonal violence to prevent sexual assault, domestic violence, dating violence, and stalking before it occurs. This work is done through ongoing prevention and awareness campaigns which are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing consent, dating violence, domestic violence, sexual assault, and stalking. This programming highlights the impact of changing social norms, risk reduction strategies and other approaches.

These programs, initiatives, strategies, and campaigns are designed to be comprehensive, intentional to end domestic violence, dating violence, stalking, and sexual assault. They:

- Are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and informed by research or assessed for value, effectiveness, or outcome.
- Consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community, and societal levels.
- Decrease perpetration and bystander inaction and increase empowerment for victims to promote safety and to help individuals and communities address conditions that facilitate violence.
- Are offered in a multitude of formats (print, digital, in person, etc.) and to the full

spectrum of university community members (students, faculty, staff, etc.).

The Women and Gender Advocacy Center reports that in 2021, they provided 63 ongoing prevention and awareness campaigns or presentations that reached 4,017 people.

The programs from 2021 included:

Interpersonal Violence Programs: These programs aim to educate attendees on interpersonal violence such as sexual violence, relationship violence, and stalking, and how societal norms allow it to continue. These programs help raise awareness to decrease perpetration.

Consent: Help students learn about consent and better understand the nuances of what is and isn't consensual. Colorado jurisdictional definition of consent is utilized in these programs. The SAFE model (Say it, again, firm, exit) is often used in these trainings and it helps participants learn how to be explicit with their wants, empowering them and promoting safety.

Sexual Assault 101: Attendees learn more specifically about sexual assault than general interpersonal violence programs. These programs help raise awareness to decrease perpetration.

Healthy Relationships: Help attendees understand what is healthy, unhealthy, and abusive in a relationship and how to navigate unhealthy and abusive behaviors. These programs help raise awareness to decrease perpetration.

Stalking: Illuminates realities of stalking behaviors and encourages participants to consider if their behaviors are stalking or cute. These programs help raise awareness to decrease perpetration.

Supporting Survivors: These programs aim to directly support survivors and coach others on how to better support survivors in their lives whether or not they know survivors are around them. Several versions of these programs were offered with topics regarding coping with triggers, navigating boundaries during a pandemic, workshops and discussions. These programs empower survivors.

Masculinity: Discuss healthy and unhealthy masculinities and behaviors and help students to identify the difference. These programs address conditions that may facilitate violence.

Body Positivity: Helps attendees build community, end harmful societal body norms, and reduce body shaming behaviors.

Bystander intervention: Bystander intervention means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking.

Trainings teach learners about the "Five Ds of bystander intervention," which are tools that can be used to support someone who is being harmed. This includes training participants on how to use a spectrum of different intervention options. The spectrum ranges from the most engaged to the least (while noting

that any are helpful).

The Five Ds are:

- Direct - directly intervene in a situation
- Delegate - get help from someone else
- Delay - after the incident is over, check in with the person who was harmed
- Distract - take an indirect approach to de-escalate the situation
- Document - if someone is already intervening and you believe the person causing harm behavior is escalated, document the situation

These allow for varying levels of intervention based on the situation and the bystanders level of safety.

Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene (wgac.colostate.edu/education/anti-violence-strategies-and-campaigns/).

When it comes to sexual violence on college campuses CSU believes that bystander intervention complements prevention efforts that focus on potential perpetrators (as they are the only ones, through making the conscious choice to not perpetrate, who can truly prevent sexual violence) and risk reduction strategies which focus on potential victims.

The Red Whistle Brigade: Through the Women and Gender Advocacy Center, students are trained to provide interpersonal violence education programs to their peers.

The Office of Equal Opportunity offered a Sexual Harassment Awareness Training which discussed elements of sexual harassment. It highlighted information from various policies and touched on topics regarding discrimination, harassment, consensual relationships, reporting obligations and resources. This training was offered six times in 2021 when departments would request in person training. Those six presentations reached 146 CSU employees, including student employees, and Associated Students of Colorado State University.

Safety information is available to CSU students and employees on the university's safety site (Safety.colostate.edu). During new employee orientation, employees are also provided with this link. Students receive information about the safety website during Ram Welcome.

Safety messaging about sexual assault from the Public Safety Team. This includes preventative information in required and voluntary alerts.

CSU is a recognized city of Fort Collins partner, the first municipality in the nation to become an "It's On Us" city, committed to preventing, reducing and understanding incidents of interpersonal violence.

More information about crime on campuses:

- [Safety.colostate.edu](https://safety.colostate.edu), the university's safety website
- Emails from the university, which are received by all students, faculty and staff.
- Special text alerts shared by the university. Students, faculty and staff are strongly encouraged to sign up for emergency text alerts. Students sign up via RamWeb (ramweb.colostate.edu/registrar/Public/Login.aspx). Employees may sign up via the administrative applications portal at aar.is.colostate.edu/
- Printed safety alert bulletins describing specific crimes or perpetrators
- Social media posts to the shared CSUPD and Public Safety Team accounts

Campus Security Programs

University Building and Facility Access and Security

- Most university buildings and facilities are accessible to members of the university community, guests, and visitors during normal business hours Monday through Friday, excluding holidays and when the university is closed, such as during a snow day.
- Some buildings are open for designated hours on weekends, such as Morgan Library.
- Exterior doors on university buildings are locked each evening by Facilities Management. Most buildings are locked manually, and others are secured remotely and accessible by key cards.
- The remaining buildings are always locked and accessible by keycards, prox key and punch codes.
- Buildings may be secured at different times based on factors such as night classes, special events, or computer lab times.
- Do not prop building doors open or allow strangers into university buildings that have been secured.
- Do not lend keys or key cards or leave them unattended in your work or living space.
- Do not give door entry or alarm codes to anyone you don't know or who doesn't have an authorized reason to have the code.
- Report unlocked buildings after hours, problems with locks or security devices, and any other building security or safety issues to the responsible building proctor (contact information is on the Facilities Management website at fm.colostate.edu/proctors), or Facilities Management dispatch, 970-491-0077.
- To gain access to CSU's portion of the Sturm Collaboration Campus on the Arapahoe Community College Campus after hours, students or employees must call 303-660-3160.
- Emergencies and situations posing an immediate threat to safety should be reported to CSU police immediately by calling 911.
- CSU's policy on building access, security and keys provides more detail on these matters policylibrary.colostate.edu/policy.aspx?id=556
- CSU Police Department regularly patrols campus buildings to enhance relationships with faculty, staff, and students and to increase security and safety awareness.

Residence Hall Security

Residence hall security includes the following measures:

- Lobbies and common areas are open during dining center hours and then accessible only by residents of the building after hours via keycard access.
- Floors and rooms are only accessible by residents with keycard access.
- All common bathrooms on the floors are also secured.
- Residents should not allow strangers access to the building, either by propping doors,

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

Campus Planning and Safety

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

Exterior lighting is an important part of the university's commitment to university safety. The CSU Police Department monitors exterior lighting and reports issues to Facilities Management.

Once a year, a comprehensive survey of all exterior lighting, building safety, and security is conducted by CSU police, Facilities Management, Risk Management and Environmental Health Services.

The university community is encouraged to call the CSU police (970-491-6425) or Facilities Management dispatch (970-491-0077) when they see a light out. Light posts have numbers on them that help repair people find them. If possible, provide the number when reporting a light out.

Facilities Management monitors door and security hardware daily. CSU police officers also report defective locking mechanisms to Facilities Management as soon as they are discovered.

Shrubbery, trees, and other vegetation on campuses are trimmed on a regular basis. Fencing, roadway, and sidewalk repairs are reviewed and completed at least annually.

The CSU Public Safety Team coordinates university emergency preparedness, mitigation, response and recovery. This team, made up of members from several university departments, also recommends safety and security policy for campuses.

Emergency Blue Light Phones

More than 60 emergency blue light phones are located throughout Main Campus. These emergency phones ring directly into the CSU Police Department dispatch center by simply pushing a button. Visit colostate.edu, click on “Resources” and then click on “Campus Maps.” On the Campus Maps page, click on the menu option for emergency blue light phones for locations.

Crimes on Non-Campus Property

Sororities and fraternities

Greek houses are located off campuses and are not owned by the university. Because they are located off campuses, they are under the jurisdiction of Fort Collins Police Services.

Security in sorority and fraternity houses is managed by a variety of methods and people, and that information is available through the Office of Fraternity & Sorority Life at 970-491-0966.

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

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

Off-campus locations

The CSU Police Department annually receives reports from Fort Collins police of all crimes that occurred within CSU’s Clery geography, including CSU property that is not on campus. CSU police officers and dispatchers monitor Fort Collins police radio traffic and view daily crime logs from that agency. Student Conduct Services also regularly receives reports of crimes reported to Fort Collins Police that involve students.

For all other CSU property that is not on a campus, the CSU Police Department regularly requests annual crime reports from law enforcement agencies, including for any international locations that fall within CSU’s Clery geography at any time.

Emergency Response and Evacuation Procedures

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

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

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

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

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

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

Major university emergencies will be coordinated from an Emergency Operations Center, depending on the nature of the emergency, using either a primary or secondary physical location, or a virtual center if deemed necessary by leadership. Strategic decision making will rest with the university Executive Public Safety Team in consultation with the university president.

Every employee is responsible for:

- Helping notify the university about risks in buildings and on university grounds and educating colleagues about risks in their areas.
- Knowing and understanding the building safety plan for buildings they primarily occupy.
- Learning the locations of exit routes, exit stairwells, pull stations, fire extinguishers and automatic external defibrillators, called AEDs.
- Knowing and posting emergency phone numbers.
- Participating in all fire drills, treating every alarm as an actual emergency and evacuating a building during an alarm.
- Learning the needs of anyone for whom you are responsible who may need assistance during an emergency.
- Knowing rally point locations.
- Calling 911 immediately during an emergency.

The university's emergency response plan is available online. As part of that plan, each building on a campus is required to have a building safety plan. Building safety plans contain specific evacuation procedures for that building.

In general, evacuation procedures include:

- Faculty who are teaching classes at the time of an emergency are responsible for the orderly evacuation of class participants and should be the last one out of the classroom to verify evacuation for responders.
- DO NOT take time to turn off computers, printers or office lights. Close, but DO NOT lock, office door and windows.
- Gather your personal belongings if it is safe to do so. (Reminder: take prescription medications out with you if possible; it may be hours before you are allowed back in the building.)
- Exit the building through the closest exit. DO NOT use the elevator.
- All personnel should be familiar with exit paths for their areas. Refer to your floor plan and be familiar with the shortest path possible and a secondary exit.
- Proceed in an orderly manner as quickly as possible to the nearest exit and then to the designated rally point. Be alert for individuals with disabilities or injuries who may need assistance. However, under no circumstances should an individual risk or jeopardize his or her personal safety attempting to rescue another person. All occupants who are physically incapable of exiting the building without assistance should go to the nearest stair tower or area of refuge and await rescue. Notify the building proctor or responding emergency personnel of any known individual that may be unable to independently exit the building.
- Stay at the designated rally point until you are instructed to leave. This way an accurate head count can be taken. Faculty and lab assistants are responsible for the students. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and

personnel.

- Upon arrival of CSUPD police or other first responders dependent on the location of the emergency, the proctor will assist them in as requested or directed. Poudre Fire Authority staff or Colorado State University police will clear the building, checking elevators, areas for the physically disabled and laboratory areas.
- Emergency alarms being turned off DOES NOT mean the building is clear and safe to re-enter. They are silenced so that emergency response personnel can communicate with each other. DO NOT RE-ENTER THE BUILDING for any reason until instructed to do so by fire department, Environmental Health Services, or police officials. In case of a full campus evacuation:
 - Evacuate as instructed in emergency announcement.
 - Leave by vehicle unless instructed otherwise.
 - Do not return to the area until instructions are received saying it is safe.
 - Move to designated rally points if unable to go home or if you are instructed to do so.
- Also see the evacuation procedures for fire emergencies described in the section on fire safety in Campus and Evacuation Procedures.

Lightning Detection and Warning System

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

All outdoor activities must cease during red alert periods, and everyone in the area should seek shelter immediately. Appropriate shelter includes surrounding buildings, automobiles, and, when one of those is not available, dense woods or low-lying areas. When the danger has passed (a minimum of 10 minutes after the original alarm), an all-clear signal is given – the strobe light will stop flashing, and three separate, five-second blasts from the horns will sound. After the all-clear signal has sounded, it is safe to resume outdoor activities. However, good judgment should still govern, and if the conditions do not appear to be safe to resume activity, wait until conditions improve.

More information about the system is available by emailing EHS@colostate.edu or calling 970- 491-4749.

The lightning system’s horns and strobe lights are tested the first Tuesday of every month at about 9 a.m.

Emergency Notifications and Timely Warnings

Emergency Notifications

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

When is an emergency notification necessary?

Under the Clery Act, the institution is required to notify the university community as soon as there is reasonable confirmation of a significant emergency or dangerous situation occurring on a campus that involves an immediate threat to the health or safety of students or employees. The university is not required to alert the university community if a threat is immediately contained.

An immediate threat includes an imminent or impending threat, such as an active assailant, approaching tornado, or fire currently raging in one of our buildings. To report an emergency that presents such a threat, call 911 immediately and identify your location to the dispatcher.

Additional emergency responders or university officials may raise the need and decide to notify the university community about non-police related emergencies, such as an infectious disease outbreak.

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

Police-related emergencies:

CSU police immediately gather information upon responding to a report of an emergency or dangerous situation and evaluate the situation as quickly as possible for any immediate risk to the university community.

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

When initiating the process for considering an emergency notification, the chief or designee will consider the overall safety of the university community. The chief or designee also will provide information appropriate to include in the notification about the incident to the public information officer or the information officer's backup to craft the alert. The chief of police or designee and the public information officer will, without delay, and considering the safety of the community, determine the content of the notification and initiate and send through the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a

victim or to contain, respond to or otherwise mitigate the emergency. Information that may harm the victim or compromise emergency response will not be included in a notification.

The information officer will coordinate notification language with the chief or designee for an immediate review for accuracy, and then send out the notification.

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

The decision to issue an emergency notification may be made by the CSU chief of police, an officer expressly authorized by the chief of police, or by the Public Safety Team. Because of the urgent nature of these notices, the university's primary objective will be to confirm whether emergency conditions exist as quickly as possible, and considering the safety of the community, determine the content of the notification and initiate the notification system without delay.

When it is confirmed by the university that a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees is occurring on or nearby a campus or other locations as required by the Clery Act, the university will issue an emergency notification.

An emergency notification is issued immediately upon confirmation that a dangerous situation or emergency exists or is threatened.

During extreme circumstances, such as an active assailant, CSUPD dispatch may send an emergency alert and then the chief of police or designee and the Public Information Officer will coordinate follow up message content and the public information office will send those messages, leaving dispatch available to manage emergency calls.

The university weighs possible risk of compromising law enforcement efforts or endangering a victim of a crime before sending an emergency notification.

If a threat has been immediately contained by law enforcement, or if the incident appeared to be targeted toward specific individuals known to the assailant and there is no threat to other individuals, no warning is issued.

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

- Approaching tornado or other extreme weather conditions.
- Large scale gas leak or chemical spill on, near, or possibly approaching a campus.
- Armed intruder, active assailant or active shooter on, near, or possibly approaching a campus.
- Explosion or large fire on, near, or possibly approaching campus.

The only reason that CSU would not immediately issue a notification for a confirmed ongoing emergency

or dangerous situation would be if doing so would compromise efforts to:

- Assist a victim.
- Contain the emergency.
- Respond to the emergency, or
- otherwise mitigate the emergency.

This determination will be re-evaluated and, if situations change, an emergency notification may be issued.

Non-police related emergencies:

University officials should gather information about non-police related emergencies, such as an infectious disease outbreak, as experienced with COVID. These officials include public health employees, environmental health employees, etc., who have knowledge of emergent situations and the risks they present.

Information can be limited in the early stages of an evolving situation, but university officials will work to quickly gather initial information from as many people as possible, assess the situation, and look for confirmation of an emergency. Emergency Notifications sometimes are issued before complete information is available and before police can determine if a report is credible.

If information available indicates that there is an immediate risk to health and safety of campus, the associate vice president of Safety and Risk Services or designee will determine, along with responding offices and the Clery compliance program director, if a notification should be issued.

The associate vice president will provide information appropriate to include in a notification or notifications about the risk or threat. The public information officer will, without delay, and considering the safety of the community, work with the associate vice president and other responding units to determine the content of the notification. The public information officer will write, initiate and send the notification through the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to contain, respond to or otherwise mitigate the emergency. Information that may compromise emergency response will not be included in a notification.

Determining Segments of the University Community to Receive an Emergency Notification

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

To determine who receives a notification, CSUPD and the public information officer will consult about whether a risk is contained to a specific population or area of a campus and the type of alert being

issued. For non-police related notifications, the public information officer and associate vice president, along with other responding units, will determine the recipients of the notification.

Most emergency notifications will be sent to the entire university community. Some messages may be segmented through a variety of communications channels to include verbal instructions or flyers to individuals in a specific building or area, or through message lists to segmented populations, such as individuals living in a specific residence hall.

These notifications can be expanded to include other segments or the entire university population as the situation unfolds. The entire university will be notified if a threat is not contained to one geographical location or one population. The university's text and other electronic alert systems generally do not segment populations but send to all university members who are enrolled to receive them. In addition, most alerts and notifications are copied verbatim and shared on social media and the university's safety website.

Generally, all university employees and students will receive notifications, including email messages, and a text message may be sent to subscribers. All employees and students are strongly urged to sign up for text alerts; no segment of the university population is automatically enrolled. Students may enroll and verify their information through RamWeb (<https://ramweb.colostate.edu/registrar/Public/Login.aspx>) and employees may enroll and verify their information through the Human Resources self-service portal (<https://hr.colostate.edu/current-employees/payroll/employee-self-service/>).

These notifications are sent any time an emergency is reported that meets the criteria for an emergency alert, including in the middle of the night.

CSU may target specific areas or buildings on a campus with emergency notification or timely warning information in addition to or instead of mass notification or may select only specific buildings in which to share an emergency alert.

The university may also post messages about the dangerous condition on the Safety website and the shared CSUPD and Public Safety Team social media accounts (Facebook and Twitter). If assistance is needed from additional law enforcement or emergency response agencies, they will be contacted by CSUPD to request assistance. If local media is helpful or necessary to disseminate any alerts, such outlets will be contacted for assistance.

In some cases, the main university social media accounts also will share emergency information.

Emergency notifications may be issued to the entire university community through some or all of the following:

- The CSU emergency email system, which sends emails to all students and employees. No one can opt out of receiving messages.
- Postings to the Safety website – safety.colostate.edu or other appropriate websites.

- The CSU opt-in emergency text alert system. Students and employees are strongly encouraged to sign up for the university's emergency text notification system and to periodically check to make sure that their mobile number in the system is correct. Students may enroll and verify their information through RamWeb (<https://ramweb.colostate.edu/registrar/Public/Login.aspx>) and employees may enroll and verify their information through the Human Resources self-service portal. It only takes a few moments to sign up for alerts and doing so may help save your life or the life of another.
- Students studying and employees working at the Sturm Collaboration Campus at the Arapahoe Community College are encouraged to sign up for Arapahoe Community College's emergency alert system. To do so, download the ACC Alert App onto your smart phone. You can download the app at <https://apparmor.apparmor.com/clients/arapahoe.edu/>.
- More information about Arapahoe Community College campus safety can be found at <https://www.arapahoe.edu/advising-support/student-support/campus-safety>.
- Fliers or printed notices sent to specific offices or university community members where the threat is targeted and not immediate.
- Posted on one or more of the university's social media sites.

Depending upon the level of threat and context of the emergency, emergency notifications may also be shared via:

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

Timely Warnings

When is a timely warning necessary?

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

How are timely warnings issued?

Once an initial report of a crime has been received that may fit the criteria for a timely warning, the

CSUPD chief or designee will determine if a timely warning should be issued. Determining if a timely warning will be sent depends on the information reported, the timing of the report, and if continuing threat to the university community is present.

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

- The CSU emergency email system, which sends emails to all students and employees. No one can opt out of receiving messages.
- Postings to the Safety website at www.safety.colostate.edu.
- The CSU opt-in emergency text alert system. Students and employees are strongly encouraged to sign up for the university's emergency text notification system and to periodically check to make sure that their mobile number in the system is correct. Students may enroll and verify their information through RamWeb (<https://ramweb.colostate.edu/registrar/Public/Login.aspx>) and employees may enroll and verify their information through the Human Resources self-service portal. It only takes a few moments to sign up for alerts and doing so may help save your life or the life of another.
- Students studying and employees working at the Sturm Collaboration Campus are encouraged to sign up for Arapahoe Community College's emergency alert system. To do so, download the ACC Alert App onto your smart phone. You can download the app at <https://apparmor.apparmor.com/clients/arapahoe.edu/>. More information about Arapahoe Community College campus safety can be found at <https://www.arapahoe.edu/advising-support/student-support/campus-safety>.
- Fliers or printed notices sent to specific offices or university community members where the threat is targeted and not immediate.
- Warnings may also be posted on one or more of the university's social media sites.

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

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

Emergency email and text notification systems will be tested throughout the year, using test messages.

Determining the Content of the Emergency Notification or Timely Warning

The chief of police or designated officer and the CSUPD public information officer or designee will determine the content of the message. These individuals will rapidly discuss known facts that can be released without compromising a police investigation.

The information officer or designee will coordinate notification language with the chief or designee for an immediate review for accuracy, and then send out the notification.

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

- Initial alerts warn all or part of the university community of a danger and the actions they should take to safeguard their safety.
- Information pertaining to the reported incident will be screened to include the most information as possible, based on what occurred, where it occurred, and when it occurred.
- To achieve this, notifications may include available information such as descriptive phrases or words about the incident (such as robbery, assault, or hazardous materials spill), the location where an incident was reported to have occurred, the time of the incident or threat, and information that may assist with emergency response, such as a suspect description.
- Messages distributed in the early stage of a rapidly unfolding emergency will generally be short, precise, and directive. Examples include: “CSU Alert: Assault reported outside of the south entrance to the Lory Student Center. Suspect is white female wearing a pink shirt, jeans. May be armed with a tire iron.”
- Subsequent messages may be sent to inform the university community about additional details of the situation if new information becomes available, or to clarify initial information that has already been shared. These messages are generally distributed once first responders have additional information about the reported situation. Examples include: “CSU Alert 2: Suspect last seen running south through Lory Student Center plaza. Call 911 if suspect seen. When available updates at www.safety.colostate.edu.”
- When possible, an all-clear notice is sent once the situation is nearly or completely resolved.
 - The purpose of this message is to reassure the community that the university is working diligently to resolve the dangerous situation.
 - It can also be used to provide additional information about the situation and where resources will be available.
 - The notification goal is to ensure individuals are aware of the situation and that they know the steps to take to safeguard their personal and community safety.
 - Some situations do not reach a clear resolution, such as the location and arrest of a suspect, so it is not possible to always issue an all-clear.

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

Sharing information with the community outside of the university

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

Missing Student Policy and Official Notification Procedures

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

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

When a student who resides in an on-campus and university student housing facility is reported missing, CSU will investigate to determine if the student is missing, including taking any or all of the following steps:

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

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

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

confidential contact person, then the student's designated emergency contact person or people shall be contacted.

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

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

- The university will notify the confidential contact person identified by the missing student within 24 hours after determining that the student is missing.
- If the missing student is an unemancipated minor younger than 18, the student's custodial parent or guardian as identified in CSU records will also be notified within 24 hours from the time the student is determined missing.
- The university will notify the local law enforcement agency within 24 hours of the determination that the student is missing, unless the local law enforcement agency was the entity that made the determination that the student is missing

Interpersonal Violence: Definitions and Reporting Options

Colorado State University prohibits sexual harassment, sexual assault, domestic violence, dating violence and stalking (collectively “interpersonal violence”).

Definitions You Should Know

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

- An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual’s participation in unwelcome sexual conduct
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University’s education program or activity. Depending upon the behaviors, examples of such conduct may include, but are not limited to:
 - Gender-based bullying, including towards trans and non-binary people
 - Direct propositions of a sexual nature
 - Pressure for sexual activity
 - A pattern of conduct that includes one or more of the following:
 - Unwelcome and unnecessary touching, patting, hugging, or brushing against a person’s body
 - Remarks of a sexual nature about a person’s clothing or body, whether or not intended to be complimentary
 - Remarks about sexual activity or speculations about previous sexual experience
 - Other comments of a sexual nature, including sexually explicit statements, questions, jokes or anecdotes
 - Written or digital communications such as emails, texts, live or streaming audio or video, social media posts, etc. containing sexual comments, words or images
 - Visual displays of sexually oriented images outside the educational context
- Sexual assault, dating violence, domestic violence, or stalking as defined in laws and regulations and set forth below

Sexual assault as defined by the Clery Act is an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI’s Uniform Crime Reporting program. Per the National Incident-Based Reporting System User Manual from the FBI Uniform Crime Reporting program, a sex offense is “any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent.”

- Rape is the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
- Incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- Statutory rape is sexual intercourse with a person who is under the statutory age of consent as determined by the law of the jurisdiction where the event takes place.

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

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

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

- Current or former spouse or partner of the victim

- Person with whom the victim shares a child in common
- Person who is cohabitating with or has cohabitated with the victim as a spouse or partner
- Person similarly situated to a spouse of the victim under the domestic or family violence laws of Colorado
- Or any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction

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

- Domestic violence means an act or threatened act of violence upon a person with whom the actor is or has been involved in an intimate relationship. Domestic violence also includes any other crime against a person, or against property, including an animal, or any municipal ordinance violation against a person, or against property, including an animal, when used as a method of coercion, control, punishment, intimidation, or revenge directed against a person with whom the actor is or has been involved in an intimate relationship.
- Intimate relationship means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time.

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

Dating violence as defined by the Clery Act means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be based on the reporting party's statement and with consideration of:

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

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

Stalking as defined by the Clery Act means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for a person's safety or the

safety of others or suffer substantial emotional distress.

- Course of conduct means two or more acts, including but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

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

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

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

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

Consent is defined under Colorado law as "cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent under the provisions of this [statute]. Submission under the influence of fear shall not constitute consent." [C.R.S. §18-3-401(1.5)].

It is the responsibility of every individual to ensure they have the consent of others to engage in sexual activity. Communication regarding consent consists of mutually understandable words or actions that indicate an unambiguous willingness to engage in specific sexual activity at the same time, in the same way. In the absence of clear communication or outward demonstration, there is no consent. Lack of protest, lack of resistance, or silence do not alone constitute consent.

Consent must be all of the following:

- **Knowing:** All individuals understand, are aware of, and agree as to the “who” (same partners), “what” (same acts), “where” (same location), “when” (same time), and “how” (the same way and under the same conditions) of the sexual activity.
- **Active:** Consent must take the form of “clearly understandable words or actions” that reveal one’s expectations and agreement to engage in specific sexual activity. This means that silence, passivity, submission, or the lack of verbal or physical resistance (including the lack of a “no”) should not – in and of themselves – be understood as consent. Consent cannot be inferred by an individual’s manner of dress, the giving or acceptance of gifts, the extension or acceptance of an invitation to go to a private room or location, or on a date.
- **Voluntary:** Consent must be freely given and cannot be the result of respondent’s intimidation (extortion, menacing behavior, bullying), coercion (severe or persistent pressure causing fear of significant consequences from respondent if one does not engage in sexual activity), force (violence, physical restraint, or the presence of a weapon), threats (indications of intent to harm, whether direct or indirect), or fraud (misrepresentation or material omission about oneself or the present situation in order to gain permission for sexual or intimate activity).
- **Present and Ongoing:** Consent must exist at the time of sexual activity. Consent to previous sexual activity does not imply consent to later sexual acts; similarly, consent to one type of sexual activity does not imply consent to other sexual acts. Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person.

Consent may also be withdrawn at any time, for any reason, provided the person withdrawing consent makes that known in clearly understandable words or actions. Even if a person agreed to a sexual interaction or continued sexual interaction, that person has the right to change their mind, at any time, irrespective of how much sexual interaction may have already taken place.

Consent to any one form of sexual activity does not imply consent to any other forms of sexual activity. The existence of a dating relationship or past sexual relations between the individuals involved is not conclusive evidence of consent in another instance (nor will subsequent sexual relations or dating relationship alone suffice as evidence of previous consent).

Reporting Interpersonal Violence

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

Procedures Victims Should Follow

When an incident of sexual assault, domestic violence, dating violence, or stalking is reported, victims are informed in writing that it is important to preserve evidence so that a successful criminal prosecution remains an option. This also aids in any action to obtain a protective order. The victim of a sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical exam – which is important both to address any health issues that may arise and so that evidence may be collected. Any clothing removed should be placed in a paper, not plastic, bag.

When an incident of interpersonal violence occurs, consider taking one or all of the following steps.

Reporting to Office of Title IX Programs through the following options: <https://titleix.colostate.edu/>
titleix@colostate.edu 970-491-1715

Document evidence of violence, such as bruising or other visible injuries, by taking photographs. Save evidence of stalking including any communication, such as written notes, text messages, emails, voice mail or other communications should be saved. Do not alter these messages by forwarding them or changing them in any way.

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

Additional options and how to complete them are as follows:

Report the incident to the police

- The victim or bystander may make a report to the CSU Police Department whenever a person has been impacted by one of these crimes. In an emergency or when threat of harm is imminent, immediately call 911. In non-emergencies, contact CSU police at 970-491-6425, or file a report online at police.colostate.edu/report-crime/. You may also go in person to the CSU Police Department in Green Hall.
- For crimes occurring off-campus, contact law enforcement for the local jurisdiction. Fort

Collins Police Services may be reached at 970-221-6540. When a police report is made, the police will interview the person making the report, the victims, any witnesses, and the person or people alleged to have committed a crime.

Receive assistance in reporting the incident to the police

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

Decline to contact law enforcement, but still get help

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

Victims are informed in writing that the Office of Title IX Programs and Gender Equity can issue no-contact orders to a student who is alleged to have committed discrimination, harassment, sexual harassment, sexual assault, interpersonal violence, stalking, or retaliation. The Office of Title IX Programs and Gender Equity can be reached at (970) 491-1715 or email titleix@colostate.edu.

No-contact orders and other interim and supportive measures may be issued by the Office of Title IX Programs and Gender Equity (see “Accommodations and Supportive Measures against Interpersonal Violence” in this report).

Criminal and civil courts can also issue restraining orders and other protective orders to crime victims, whether before, during, or after a criminal or civil trial (for example, by prohibiting the alleged perpetrator of the crime from having any contact with, or being within a certain distance of, the victim).

The University is not responsible for enforcing a restraining order issued by the court, however,

the existence or violation of a court order may be considered by the University when determining if interim measures or disciplinary action may be warranted under University policy. Restraining orders are obtained by petitioning the local court for the jurisdiction, and assistance with the process may be provided through Women and Gender Advocacy Center by calling 970- 491-6384 or emailing WGAC@colostate.edu.

Any accommodations or supportive measures provided by the university to the victim will be maintained as confidential, to the extent that maintaining confidentiality would not impair the ability of the institution to provide such measures. Information is shared with university officials on a need-to-know basis as determined by the Office of Title IX Programs and Gender Equity.

To file a request for an accommodation or supportive measure, students should contact the Office of Title IX Programs and Gender Equity online at https://cm.maxient.com/reportingform.php?ColoradoStateUniv&layout_id=17, via email at titleix@colostate.edu, by phone at 970-491-1715, and in person at the Office of Title IX Programs and Gender Equity 123 Student Services Building Colorado State University Fort Collins, CO 80523.

The Office of Equal Opportunity (970-491-5836) assists employees who have been impacted by these crimes.

Procedures the University Will Follow When a Crime of Domestic Violence, Dating Violence, Sexual Assault or Stalking is Reported

The university has procedures in place to help victims report sexual misconduct, including sexual assault, domestic violence or dating violence, or stalking. Victims are encouraged to report sexual misconduct to CSUPD or the Office of Title IX Programs and Gender Equity.

Procedures taken when a report is made include informing individuals of their right to file or not to file criminal charges; the availability of counseling, health, mental health, victim advocacy, legal assistance referrals, visa and immigration assistance, and other university and non-university services; and additional remedies to prevent contact between a complainant and an accused party, such as no-contact directives or housing, academic, transportation, or working accommodations, if reasonably available.

The university will make accommodations, if the victim requests them and if they are reasonably available, regardless of whether the victim chooses to report the crime to local law enforcement.

Victim Confidentiality

CSU recognizes the often-sensitive nature of sexual assault, domestic violence, dating violence, and stalking incidents. CSU offers confidential resources and protects the privacy of any

individual who makes a report to the extent possible, while also meeting any obligations related to the investigation and response to known reports to protect the victim, prevent a recurrence or protect campus safety.

Information about reports will only be shared with university personnel as needed to investigate and effectively respond to the report. Every effort will be made to limit the scope of information shared on an as-needed basis.

Reports made to medical professionals, licensed mental health counselors, and Victim Assistance Team members will not be shared with any third parties except in cases of imminent danger to the victim or a third party, or when abuse of someone currently under 18 is reported.

Advocates receive special training in the physical, psychological, and legal ramifications of sexual assault. Advocates are bound by state statute to maintain strict confidentiality. All publicly available records, including crime statistics published in this report given by advocates to other offices at the university will keep the confidentiality of the victim and any other necessary parties, to the extent allowed by law.

Information gained as part of victim advocacy must be treated confidentially and cannot be released without the victim's permission.

Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim.

Information about Registered Sex Offenders

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

The Larimer County sex offender registry can be found at <https://www.larimer.org/sheriff/sexoffenders#/app/agree>.

The Colorado convicted sex offender search website (<https://apps.colorado.gov/apps/dps/sor/>) includes information regarding sexually violent predators, multiple offenders, persons who have been convicted of a felony sex offense, and those sex offenders who have failed to register.

Disciplinary action in cases of alleged interpersonal violence

CSU strictly prohibits all acts of sexual harassment, sexual assault, domestic violence, dating violence, and stalking (interpersonal violence).

Interpersonal violence incidents involving students that are not governed by Title IX because they occur off-campus or outside the context of University education programs and activities are investigated by trained University investigators, and referred for review and potential discipline under the Student Conduct Code (<https://resolutioncenter.colostate.edu/wp-content/uploads/sites/32/2018/08/Student-Conduct-Code-v2018.pdf>). Incidents involving students that governed by Title IX because they occur on campus or as part of University education programs and activities are addressed through the Title IX Sexual Harassment policy (<http://policylibrary.colostate.edu/policy.aspx?id=773>).

In cases involving employees, the complaints are reviewed under the Title IX policy as well as the CSU Policy on Discrimination and Harassment (<http://policylibrary.colostate.edu/policy.aspx?id=710>). Individuals may also face criminal investigation and prosecution in addition to any actions under CSU policies and procedures.

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

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

A report of interpersonal violence can be made online (https://cm.maxient.com/reportingform.php?ColoradoStateUniv&layout_id=17), via email at titleix@colostate.edu, by phone at 970-491-1715, and in person at the Office of Title IX Programs and Gender Equity 123 Student Services Building Colorado State University Fort Collins, CO, 80523. For complaints against an employee for sexual harassment, sexual assault, domestic violence, dating violence, or stalking, complainants may also contact:

Office of Equal Opportunity
970-491-5836
oeo@colostate.edu
Room 101 in the Student Services Building

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

Information About Disciplinary Proceedings for Students Under the Title IX Policy

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

The main steps in the disciplinary process for students when handled by the Title IX office and anticipated timelines for each include:

- Report received. Office of Title IX Programs and Gender Equity is responsible for receiving and reviewing reports of interpersonal violence.
- Preliminary inquiry. Office of Title IX Programs and Gender Equity is the responsible decisionmaker and determines if the reported behaviors may constitute a policy violation. The approximate timeline for this step is 30 days.
- Investigation and issuance of investigation report is the responsibility of Office of Title IX Programs and Gender Equity. This step may take approximately 90 days.
- Informal resolution, where applicable involving student responding parties. Student Resolution Center is the office responsible for assisting in informal resolution (defined below) within approximately 60 days.
- All parties (complainant and respondent) are given 10 business days to review and respond to the investigation report.
- Formal hearing or issuance of findings is the responsibility of a hearing officer. This process may take up to 45 days.
- The complainant and respondent are provided 10 business days to file appeals.
- If an appeal is filed, an appeal panel has 21 days to consider the appeal and decide.

The informal resolution process is voluntary. It is designed to resolve complaints without a hearing while meeting the needs and interests of the parties. It is available only after a formal complaint has been filed and at any time during the investigation.

All parties and the Title IX Coordinator or designee must agree in writing to participate for an informal resolution procedure to be used, and all parties must agree in writing to the proposed resolution. If the parties are unable to agree, or if any party chooses not to engage in or to withdraw from the informal resolution procedure before it concludes, then the informal resolution procedure will terminate, and

formal grievance procedures will be followed.

Pursuing an informal resolution does not preclude later use of a formal investigation if new information becomes available or if the informal resolution does not achieve its intended purpose. The Title IX Coordinator or designee may initiate an investigation at any time that the Title IX Coordinator deems it appropriate, solely at the discretion of the Title IX Coordinator.

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

Procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking when governed under the Title IX Sexual Harassment policy include the following:

- A signed written, formal complaint submitted by impacted party outlining allegations requesting a formal investigation into the allegations.
- Complaint is reviewed by the Title IX Coordinator who issues a determination to open investigation or dismiss complaint.
- The need for accommodations or protective measures is assessed and these measures are issued if needed.
- A notice of investigation is issued simultaneously to both impacted party and responding party.
- Both impacted party (the complainant or victim) and responding party (the accused) are entitled to updates throughout the investigation.
- Both parties are afforded the same rights during the investigation, adjudication and appeal stages of the proceedings.

If disciplinary proceedings are appropriate, written notice will be provided to both parties and a hearing will be scheduled.

A hearing officer will conduct a live hearing. The parties will have the opportunity to cross examine each other and witnesses. At no time may parties conduct cross examination. All cross examination will be conducted by party's advisor.

Determinations are made by the hearing officer using the preponderance of the evidence standard, which means that a responding party is found responsible for violating the policy if it is more likely than not that the alleged misconduct occurred. This standard of evidence is used for all interpersonal violence allegations.

In all proceedings, including any related meetings or hearings, both the impacted party and responding party are entitled to the same opportunities to have others present at the hearing. This includes the right to be accompanied by a support person of their choice as well as an advisor. A support person is any individual who provides the party support, guidance or advice and may, but need not be, an

attorney. An advisor is someone who during a live hearing will conduct cross-examination of the other parties and witnesses; the party cannot personally conduct cross-examination of the other party. If during the hearing a party does not have an advisor present the university will appoint one to conduct cross examination on their behalf.

Both parties are informed simultaneously in writing of the outcome of the proceeding and the procedure and timeframe in which to file an appeal of the outcome, of any change to the results that occurs because of the appeal, and when such results become final

Responding parties found responsible for interpersonal violence face university disciplinary action. Remedies will be issued to the impacted party.

All investigations and proceedings are conducted by officials who receive annual training on interpersonal violence investigation and adjudication, how to investigate fairly and impartially, and how to conduct a proceeding in a manner that protects the safety of the parties and promotes accountability.

Full text of procedures, policies, and definitions can be found at this Title IX website (<https://titleix.colostate.edu/procedures/>).

Information About Disciplinary Proceedings for Students Under the Student Conduct Code

The student conduct process begins when Student Conduct Services receives a written report of an incident. These reports include but are not limited to police reports, investigation reports from the Office of Title IX Programs and Gender Equity, or incident reports from faculty, staff, or students. A Hearing Officer will review the information available to decide next steps. If a Hearing Officer reviews a report and determines that alleged behaviors do not violate the Code, no action will be taken. If, however, it appears the student may have engaged in prohibited conduct as identified in the Code, a Hearing Officer may assign charges and schedule a hearing or pursue an alternative resolution process.

If a hearing is necessary, it is facilitated by a Hearing Officer authorized by the Director of the Student Resolution Center. The purpose of the student conduct hearing is to discuss alleged violations of the Code. As part of this process, students will be asked to share their perspective related to the alleged violations and discuss personal responsibility as well as community impact. Those charged with engaging in prohibited conduct will have the opportunity to receive a fair hearing. The formal rules of process, procedure and evidence used by the criminal justice system do not apply to the student conduct process.

The standard of proof for code violations is a preponderance of the evidence standard. The evidence must demonstrate that it is more likely than not that the violation occurred.

Parties involved in the hearing may bring a support person or advisor to the hearing, at their own expense. The support person or advisor may be an attorney. The support person or advisor may not speak directly on the student's behalf. The support person or advisor may not serve in a dual role as a witness in the hearing. In cases

involving alleged violence (including domestic violence and dating violence), sexual misconduct, or stalking a support person or advisor may not be another student except for extraordinary circumstances and approved by a hearing officer.

The parties may bring or request relevant witnesses. A request for witnesses must be made at least one business day prior to a scheduled hearing. Witnesses may be present only when they are giving information. Witnesses may not serve in the dual role as a support person. The Hearing Officer has the discretion to ensure questions are relevant to the case.

Student Conduct Services is committed to providing necessary accommodations to ensure a fair and safe process for participants. Accommodations will take into consideration disabilities, personal safety and language differences.

The hearing officer decides and determines the finding of responsibility for each charge based on the preponderance of information standard. If found responsible for engaging in prohibited conduct as outlined in the Student Conduct Code, the hearing officer from the date of the hearing to provide a decision to a responding party. The number of days may be extended at the discretion of the hearing officer, who will notify all parties of any delay. The hearing outcome will include the findings of responsibility, rationale for the findings, sanctions (if applicable), and information on the appeal process.

An appeal must be submitted online within ten business days after the hearing officer's decision is sent to the involved parties. A hearing officer's decision is considered final if an appeal is not submitted within the specified time. Appeals submitted by another party on a student's behalf will only be accepted when a student acknowledges and affirms that the appeal represents their position.

Once an appeal is submitted it is reviewed by the chair of the Appeal Committee. While an appeal is pending, the responding party must comply with all sanctions and restrictions from the Hearing Officer's decision, unless otherwise specified by the Hearing Officer. An appeal is limited to a review of the record of the hearing and supporting information that was evaluated in the decision-making process. New information will only be considered if the chair determines that the information was not available at the time of the hearing.

Information About Disciplinary Proceedings Involving Employees

Investigation of interpersonal violence incidents are coordinated between the Title IX office and the Office of Equal Opportunity. Incidents that occur on campus or as part of University education programs and activities are addressed under the Title IX policy, as set forth above. Incidents that are not subject to Title IX are reviewed under CSU's Discrimination and Harassment policy and Sexual Harassment Complaint Procedures.

All proceedings involving employees will:

- Include a prompt, fair, and impartial process from the initial investigation to the final

result.

- Be conducted by officials who, at a minimum, receive annual training on the issues related to dating violence, domestic violence, sexual assault, and stalking and on how to investigate and hearing process that protects the safety of victims and promotes accountability.
- Provide the accuser and the accused with the same opportunities to have others present during any institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.
- Not limit the choice of advisor or presence for either the accuser or the accused in any meeting or institutional disciplinary proceeding; however, the institution may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
- Provide for simultaneous notification, in writing, to both the accuser and the accused, of:
 - The result of any institutional disciplinary proceeding that arises from an allegation of dating violence, domestic violence, sexual assault, or stalking.
 - The institution's procedures for the accused and the victim to appeal the result of the institutional disciplinary proceeding, if such procedures are available.
 - Any change to the result.
 - When results become final.
 - Options for appeal.

Tenured faculty members found responsible for policy violation may be entitled to additional due process pursuant to Section E.15 of the Faculty Manual (<https://faculty council.colostate.edu/faculty-manual-section-e/#E.15>).

If a tenured faculty member does not accept disciplinary action in response to a finding of responsibility for a policy violation, the matter may proceed to formal hearing, which includes:

- notice of the alleged violation
- a discussion to determine if an agreement may be reached on appropriate discipline (within 3 days of notice)
- if no agreement is reached, the faculty member may provide a written response to the allegations (within 10 days of notice)
- a hearing committee will be convened and a hearing will be conducted
- following the hearing, if 2/3 of the committee believe disciplinary action is appropriate, the committee will make a recommendation for disciplinary action
- the applicable academic supervisor will review the recommendations and make a

- recommendation to the applicable dean of the college
- and the dean will make a recommendation for disciplinary action to the provost
- the provost will then make a recommendation to the university president for final disciplinary action

Discipline of state classified employees is governed by state personnel board rules.

Prior to imposing discipline, the appointing authority for the University must meet with the employee to present information about the reason for potential discipline, disclose the source of that information unless prohibited by law, and give the employee an opportunity to respond.

The purpose of the meeting is to exchange information before making a final decision. The appointing authority and employee are each allowed one representative of their choice. Statements during the meeting are not privileged. The employee will be allowed up to five business days after the meeting to provide the appointing authority any additional information relating to issues discussed at the meeting. The appointing authority must provide written notice of the meeting at least three business days prior to the meeting.

The written notice must contain the date, time, and location of the meeting; the purpose of the meeting; general information about the underlying reasons for scheduling the meeting; the employee's right to present information at the meeting; and the right to have a representative of choice accompany the employee to the meeting.

If reasonable attempts to hold the meeting fail, the appointing authority may send written notice advising the employee of the possibility of discipline and stating the alleged reasons. The employee has 10 days from receipt of the notice to respond in writing. After the meeting or review of any information submitted by the employee, discipline may be imposed.

Disciplinary Sanctions for Students

For a student found responsible for violating the Student Conduct Code, disciplinary sanctions may be imposed pursuant to the Student Conduct Code, up to and including expulsion from CSU.

Disciplinary sanctions include:

- Disciplinary standings
 - Disciplinary probation
 - Loss of good standing
 - Disciplinary suspension
 - Deferred disciplinary suspension
 - Disciplinary expulsion
 - Loss of student organization recognition
- Discretionary sanctions

- Alcohol and drug education, intervention, or treatment
- A continuum of conflict resolution processes
- Withholding or revocation of a degree
- Educational sanctions
- Restorative sanctions
- Temporary or permanent University housing modification including removal from University housing
- Interpersonal violence evaluation/treatment
- Parent or guardian notification (student under the age of 21)
- Compliance with court-ordered sanctions

Disciplinary Sanctions for Employees

For an employee found responsible for violating a university policy, disciplinary sanctions may be imposed pursuant to applicable policies and procedures, up to and including termination from university employment.

Any disciplinary action for a tenured faculty member must follow the procedures outlined in Section E.15, Disciplinary Action for Tenured Faculty, of the Faculty and Administrative Professional Manual.

Disciplinary sanctions include:

- Coaching
- Verbal reprimand, documented conversation
- Pay reduction
- Suspension without pay
- Demotion
- Facilitation or mediation
- Change in job responsibilities
- Letter of expectation
- Termination
- Loss of tenure, if applicable

For state classified employees, this may include a corrective action, which is intended to correct and improve performance or behavior and does not affect current base pay, status, or tenure.

Additional disciplinary actions may include but are not limited to an adjustment of base pay to a lower rate in the pay grade; base pay below the grade minimum for a specified period not to exceed 12 months; prohibitions of promotions or transfers for a specified period of time; demotion; dismissal; and suspension without pay.

Notification of Victims' Rights and Options

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

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

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

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

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

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

Resources and services at Colorado State University include:

CSU Police Department 970-491-6425
750 Meridian Ave. Fort Collins, CO <https://police.colostate.edu/>

Sexual Assault Victim Assistance Team through the Women and Gender Advocacy Center 970-491-6384
112 Student Services Building, Fort Collins, CO
<https://wgac.colostate.edu/involvement/courses/victim-assistance-team-volunteers/>

CSU Health Network (available to students who pay fees) 970-491-7121
151 W. Lake Street (corner of College Ave. and Prospect Rd.) Fort Collins, CO
<https://health.colostate.edu/>

Counseling Services (available to students who pay fees) 970-491-6053
151 W. Lake Street (corner of College Ave. and Prospect Rd.) Fort Collins, CO
<https://health.colostate.edu/about-counseling-services/>

Support and Safety Assessment 970-491-7407
226 Student Services Building, Fort Collins, CO <https://supportandsafety.colostate.edu/>

Student Resolution Center 970-491-7165
501 W. Lake St, Suite A, Aggie Village, Walnut Hall Fort Collins, CO
<https://resolutioncenter.colostate.edu/>

Student Legal Services 970-491-1482
284 Lory Student Center Fort Collins, CO <https://sls.colostate.edu/>

Student Legal Services assists students who are victimized by crime, including assistance with non-immigrant visas through a free initial consultation and a referral to an immigration attorney.

Student Legal Services will advise victims regarding legal and university processes, victim impact statements for the prosecutor's office, no contact orders, civil protection or restraining orders, and other options.

When Student Legal Services has a conflict of interest preventing assistance for a victim, the office will assure that the student is put in contact with the victim advocacy program through the District Attorney's office.

If there are other areas of need not served by that program, Student Legal Services may refer a victim for an initial advisement by a community attorney at no charge to the student.

Office of International
Programs
970-491-5917
Laurel Hall Fort Collins, CO
<https://international.colostate.edu/>

The Office of International Programs can help with visas to return to the United States after an absence, and referrals to immigration attorneys.

Office of Financial Aid 970-491-6321
Centennial Hall, 1000 East Dr, Fort Collins, CO <https://financialaid.colostate.edu/>

Office of the Registrar
970-491-4860
Centennial Hall, 1000 East Dr, Fort Collins, CO <https://registrar.colostate.edu/>

Office of the Ombuds 970-491-1527
316 General Services Building, 1251 S. Mason St. Fort Collins, CO <https://ombuds.colostate.edu/>

Employee Assistance Program 970-491-3437
316 General Services Building, 1251 S. Mason St. Fort Collins, CO
<https://hr.colostate.edu/employee-assistance-program/>

Resources available in the community include:

SAVA - Sexual Assault Victim Advocate Center 970-472-4204
<https://savacenter.org/>

Crossroads Safehouse 970-530-2353
<https://crossroadssafehouse.org/>

RAINN - Rape, Abuse & Incest National Network 1-800-656-HOPE (4673)
<https://www.rainn.org/>

Rocky Mountain Victim Law Center
303-295-2001
<https://www.rmvictimlaw.org/>

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

Victims who receive personal support from university resources can expect:

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

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

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

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

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

About Support Offered by the CSU Women and Gender Advocacy Center

The CSU Women and Gender Advocacy Center (970-491-6384, www.wgac.colostate.edu) provides ongoing advocacy for survivors of interpersonal violence and their support systems. The center provides support around legal, medical, emotional, academic, and university disciplinary options and concerns and will go with a survivor to on-campus or off-campus services, including to the police or hospital.

The Women and Gender Advocacy Center also trains and oversees the CSU Victim Assistance Team (<https://wgac.colostate.edu/involvement/courses/victim-assistance-team-volunteers/>).

The university provides a Victim Assistance Team to students who are the victims of interpersonal violence and their support system. In some circumstances employees can receive services as well.

- Team members receive special training in physical, psychological, and legal ramifications of interpersonal violence.
- Team members are bound by state statute to maintain strict confidentiality.
- Any information a victim's advocate learns while supporting a victim must be treated confidentially and cannot be released without the victim's permission.
- Team members will provide information about options related to crime reporting, medical needs (including SANE exams), and other resources but the final decision to report is up to the individual victim.
- The Victim Assistance Team confidentially supports university community members who have experienced interpersonal violence.
- Team members are on call 24 hours a day, every day of the year.
- Request an advocate by calling 970-492- 4242.
- The Victim Assistance Team hotline can be used in situations resulting from interpersonal violence, including coping skills and sensory grounding.
- Team members can perform safety assessments and help create a safety plan.
- Contacting the team does not require the caller to make a police, university, or Title IX report.
- General information regarding Victim Assistance Team can be obtained by calling the Women and Gender Advocacy Center at 970-491-6384.

The advocates in the Women and Gender Advocacy Center can provide all of the support found above. In addition, advocates within the Women and Gender Advocacy Center:

- Strive to support survivor self-actualization, meaning making, and sense of control over both their experiences with services and broader life circumstances.
- Aim to address the significant mental and physical impact of trauma caused and exacerbated by violence.
- Increase knowledge of and access to basic needs, academic resources, criminal and/or civil legal systems, and health and psychological services both on and off campus.
- Work to reduce isolation by supporting students in identifying, building, and repairing formal and informal support networks.
- Help survivors with academic safety planning and support in addressing the educational impact of experiencing interpersonal violence.
- Improve survivor outcomes by educating the whole university community on trauma informed care and the intersections of interpersonal violence with other forms of oppression, thus increasing the understanding of services, promoting survivor needs, and minimizing harm.

Fort Collins Police Services provides a free, non-confidential advocacy service that can assist employees and other members of the community who are engaged in reporting to that law enforcement agency. More information is available at <https://www.fcgov.com/police/victims-assistance.php>.

Personal Safety Tips

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

Accommodations and Protective or Supportive Measures against Interpersonal Violence

CSU is committed to providing a safe learning and working environment. Reasonable and available accommodations and supportive measures are available to victims of dating violence, domestic violence, sexual assault, and stalking regardless of whether a report is made to law enforcement, or the victim wishes to pursue formal action through the university.

Student accommodations and supportive measures

Following an alleged offense of interpersonal violence, CSU will comply with a student's reasonable requests for supportive measures. Supportive measures include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, university escort services, referrals for medical services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campuses, and other similar measures.

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

Employee supportive measures

Employees of CSU who are victims of crime will also receive information regarding supportive measures that CSU may take to protect and aid the employee, by contacting

Office of Equal Opportunity 970-491-5836
oeo@colostate.edu
Room 101 in the Student Services Building Oeo.colostate.edu

Supportive measures available to employees are: counseling, extensions of work deadlines, modifications of work schedules, campus escort services, mutual restrictions on contact between the parties, referrals for medical services, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campuses, and other similar measures.

Interim measures

During the investigation and disciplinary process, interim measures may be required of the responding party (the person accused of interpersonal violence behaviors).

Interim measures, which are temporary, are:

Interim no-contact order: The parties are prohibited from having any contact with each other until the conclusion of the disciplinary process. This may prohibit a student from attending specific events, activities or classes.

Interim trespass order and emergency removal: The responding party may be prohibited from being in or around specifically identified locations, events, activities or classes until the conclusion of the disciplinary process. A responding party can be restricted from residence halls, dining facilities, and all university properties.

Interim university suspension: The responding student is denied access to campus, classes, and university activities and privileges until the conclusion of the disciplinary process.

Other actions the university may take are:

- Interim transcript notation
- Interim registration hold
- Interim degree hold
- Request for academic adjustments
- Change to dining and/or transportation arrangements
- Adjustment to on-campus working arrangements
- Limitation or prohibition regarding participating in University activities absent written authorization from an appropriate University official

The responding party who is a student will be referred to Student Case Management and counseling services for support and assistance in accessing accommodations. Responding parties who are employees will be referred to the Ombuds and the Employee Assistance Program for support and assistance in accessing accommodations.

Crime Statistics for Colorado State University

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

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

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

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

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

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

2021 Clery Crime Statistics

Colorado State University	All On-Campus Property	Non-Campus Property	Public Property	Total	On-Campus Residential Only	Unfounded
Reportable Criminal Offenses						
Murder & Non-negligent Manslaughter	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	3	1	1	5	3	0
Burglary	16	2	0	18	5	0
Motor Vehicle Theft	8	0	1	9	0	1
Arson	2	0	0	2	2	0
Sexual Assault, including:						
Rape	10	1	0	11	10	0
Fondling	8	1	0	9	6	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
VAWA Offenses						
Domestic Violence	3	0	0	3	2	0
Dating Violence	8	0	0	8	7	0
Stalking	12	0	1	13	5	0
Liquor, Drug & Weapon Violations						
<i>Arrests:</i> Liquor Law Violations	17	0	9	26	7	0
<i>Disciplinary Referrals:</i> Liquor Law Violations	783	1	25	809	747	0
<i>Arrests:</i> Drug Law Violations	13	2	10	25	3	0
<i>Disciplinary Referrals:</i> Drug Law Violations	100	0	1	101	76	0
<i>Arrests:</i> Weapon Violations	1	1	0	2	0	0
<i>Disciplinary Referrals:</i> Weapon Violations	1	0	0	1	1	0
Reportable Hate Crimes						
Race	0	0	0	0	0	NA
Gender	0	0	0	0	0	NA
Gender Identity	0	0	0	0	0	NA
Religion	0	0	0	0	0	NA
Sexual Orientation	0	0	0	0	0	NA
Ethnicity	0	0	0	0	0	NA
National Origin	0	0	0	0	0	NA
Disability	0	0	0	0	0	NA

Footnotes

Unfounded: There was 1 reportable crime that was unfounded in 2021.

Hate Crimes: There were 0 reportable hate crimes in 2021.

2020 Clery Crime Statistics

Colorado State University	All On-Campus Property	Non-Campus Property	Public Property	Total	On-Campus Residential Only	Unfounded
Reportable Criminal Offenses						
Murder & Non-negligent Manslaughter	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	3	0	1	4	1	0
Burglary	0	3	0	3	0	0
Motor Vehicle Theft	0	1	0	1	0	0
Arson	0	0	0	0	0	0
Sexual Assault, including:						
Rape	6	0	0	6	5	0
Fondling	9	0	0	9	5	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
VAWA Offenses						
Domestic Violence	10	0	0	10	10	0
Dating Violence	20	0	0	20	12	0
Stalking	12	0	0	12	4	0
Liquor, Drug & Weapon Violations						
<i>Arrests:</i> Liquor Law Violations	1	0	0	1	0	0
<i>Disciplinary Referrals:</i> Liquor Law Violations	706	2	13	721	650	0
<i>Arrests:</i> Drug Law Violations	14	0	10	24	1	0
<i>Disciplinary Referrals:</i> Drug Law Violations	337	0	2	339	296	0
<i>Arrests:</i> Weapon Violations	0	0	1	1	0	0
<i>Disciplinary Referrals:</i> Weapon Violations	0	0	0	0	0	0
Reportable Hate Crimes						
Race	0	0	0	0	0	0
Gender	0	0	0	0	0	0
Gender Identity	0	0	0	0	0	0
Religion	0	0	0	0	0	0
Sexual Orientation	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0
National Origin	0	0	0	0	0	0
Disability	0	0	0	0	0	0

Footnotes

Unfounded: There were 0 unfounded crimes in 2020.

Hate Crimes: There were 0 reportable hate crimes in 2020.

Correction: The 2020 statistics table showing domestic violence and dating violence categories has been updated to reflect separation of dating violence and domestic violence into two categories. Some of the statistics in these categories were incorrectly combined in last year's report when they should not have been.

2019 Clery Crime Statistics

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

Footnotes

Unfounded: There were 0 unfounded crimes in 2019.

Hate Crimes: There were 2 hate crimes reported in 2018:

- 1 intimidation characterized by race
- 1 destruction, damage, or vandalism of property characterized by religion

Fire Safety on Campuses and Evacuation Procedures

In University Housing, including residence halls

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

Poudre Fire Authority and CSU:

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

To maintain safe campus environments in university housing, smoking, candles, and open flames are not allowed in residence halls and only safe, low wattage, UL-approved electrical appliances without open coils may be used. More detailed information about fire safety policies can be found on the Housing & Dining Services website (<https://housing.colostate.edu/halls/policies/>) or by calling University Housing at 970-491-4719.

University Housing Policies

Housing policies related to fire safety include but are not limited to the following.

- Halogen lamps are prohibited.
- Candles and open flames are not allowed. Due to fire safety and the Poudre Fire Authority's adoption of the 2018 International Fire Code, candles -- including unburned or decorative -- and any items with an open flame or exposed heating coils, are not allowed in residence hall rooms. Incense burning is also not permitted.
- Flammable liquids such as kerosene, gasoline, lighter fluid, and other flammable liquids are NOT permitted in the residence halls.
- Appliances are allowed on a limited basis. The misuse and illegal use of electrical appliances create serious hazards in residence halls. Only safe, relatively low-wattage appliances are permitted in your room. These include hair dryers, shavers, hot curlers, study lamps, radios, televisions, DVD and CD players, electric blankets, thermostatically controlled coffee makers, popcorn poppers, small microwave ovens, and compact refrigerators. Do not cook with open flames or coils. Toasters, toaster ovens, or electric coil cook tops are not allowed. Do not leave food in an appliance unattended. Fires have even been caused by popcorn burning in a microwave.
- Electrical light fixtures are not to be modified in any way. If additional outlets are needed,

special multiple-outlet boxes with built-in breakers (power strips) can be purchased at a hardware store.

- Each power strip used must be plugged into a wall outlet – do not plug power strips into other power strips. Appliances such as microwaves and refrigerators must be plugged directly into a wall outlet, not an extension cord or power strip.
- Fire extinguishers are located on every floor as well as in the main office of each residence hall.
- Each residence hall conducts a minimum of two drills per year, with some conducting as many as four. Drills prepare building occupants for an organized evacuation in case of a fire or other emergency. During the drills, students learn the locations of the emergency exits and how to exit the building.
- Plans for future fire safety improvements are considered when residence halls are constructed or remodeled, and CSU conducts health and safety inspections to constantly monitor the fire safety systems to be sure they are working and makes repairs as needed.
 - Allison and Newsom halls have both received upgraded fire suppression systems.
 - Westfall and Durward were updated with digital fire alarm systems.
 - Additional horns were installed in corner suites in Westfall and Durward.
 - Plans are in motion to replace the Summit Hall fire suppression system in summer 2023.

Colorado State University residence halls are equipped with:

- Smoke and heat detectors
- Fire alarm pull stations
- Fire sprinkler flow switches
- Alarm notification devices
- Fire extinguishers

Housing & Dining Services staff receive significant fire and life safety training, including, but not limited to:

- All Housing & Dining staff receive fire extinguisher training. Staff who are in spaces where CO2 extinguishers are present (such as mechanical and server rooms) receive additional training specific to this extinguisher type.
- All Housing & Dining Facilities staff are required to complete the EHS online training “Right-to Know HazCom Fire Safety Training.”
- All Housing & Dining Facilities staff participate in weekly safety huddles, and topics covered include, but are not limited to emergency action plans, fire prevention, fires: fight or evacuate, carbon monoxide, fire extinguisher usage, first aid for burns, and first aid for health emergencies.
- Residential Dining Services staff who perform certain roles in kitchens receive kitchen hood systems training to mitigate fire hazards.
- All residential spaces are inspected at least annually while occupied to check for fire safety

hazards and educate residents on fire safety as needed.

- All residential facilities have a minimum of two fire drills per year (at the beginning of the fall and spring semesters).
- Administrative buildings undergo fire drills at least once a year.
- Fire safety resources – including fire alarm system sounds – are on our website at <https://housing.colostate.edu/safety/>. A hall evacuation safety video is also on the website.
- ADA accommodations pertaining to fire safety (such as strobe light systems for the hearing impaired, specific evacuation plans, etc.) are provided to students with disabilities.
- Fire safety training and outreach activities are offered to staff and students throughout the academic year and by request:
 - Fire science experiments with Poudre Fire Authority
 - Fire safety trivia at the Ramskellar
 - Live grease fire demonstration
 - Movie Night with Backdraft (pop-ups about inaccuracies and misconceptions in the movie) and Fire Line: Wildfire in Colorado
 - Real Heroes Firefighter on the Wii
 - Booths at resource fairs
 - Fire safety for children at Aggie Family and University Village
 - Smoke filled room experience
 - Spray a fire hose experience
 - Virtual reality of a burn house (actual footage from Poudre Fire Authority from a CSU student house fire – students were all okay)
 - Fire safety display at Lory Student Center display cabinet
 - Resident Assistants have put up safety related bulletin boards

On campuses in all buildings

- All fire alarm panels display a detailed graphic map pinpointing the exact location of the device in alarm or trouble in the building for CSUPD.
- Fire extinguishers and suppression systems are regularly tested.
- In 2021 4,706 residents completed an online fire evacuation knowledge check.
- Fire extinguisher training is available to building proctors, housing staff (Residence Directors, Assistant Residence Directors, Residence Assistants), and faculty and staff.
- Annual evacuation drills are conducted in university buildings including identifying the location of fire alarm pull stations, AEDs, alternate exits and areas of refuge.
- Annual evacuation drills are coordinated by the University Emergency Manager for academic buildings.
- Evacuation drills may be done in collaboration with CSUPD and Poudre Fire Authority.
- Drills are to prepare building occupants for an organized evacuation in case of a fire or other emergency.
- During a drill, occupants learn the locations of the emergency exits in the buildings and

- the direction to travel when exiting the building.
- Each university building has an assigned building proctor, an assistant proctor, and a building safety plan, developed with the assistance of building proctors.
 - Building proctors are trained to assist in emergencies and drills. Building proctors are listed at <http://www.fm.colostate.edu/proctors>.

Special Notes

- Due to COVID-19 mitigation strategies the Spring 2021 fire drill was held virtually. This required Fire Evacuation Knowledge Check led students through video modules to help them understand what constitutes a fire alarm, what fire equipment and system notification occurs, how to evacuate their building, what a “post-evacuation assembly site” is, understand the dynamics of fire and smoke, learn what it means to “shelter in place”, and learn what happens to an Emotional Support Animal (ESA) during a fire alarm activation.

To report a fire

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

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

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

General evacuation procedures and university emergency response:

- When a fire alarm is activated, all residents, guests, and staff are to evacuate the building immediately. NO EXCEPTIONS!
- Before an emergency arises, make sure you know the location of exits and your meeting area.

In a fire situation:

- Do not panic; stay as calm as possible. You will need to think clearly to make the right decisions.
- If you are inside of a room with a door with a doorknob, feel the doorknob with the back of your hand or palm to test for heat.
- If the door is cool, brace yourself against it, and open it slowly to check for flames or smoke.
- If there is smoke in the air, stay low and move quickly in a crouched position or crawl to the nearest exit. The most breathable air is always near the floor.
- If one exit is blocked, try the next nearest exit.

- Alert others by shouting or knocking on doors as you make your way to an exit.
- Always escape via stairs – never use elevators during a fire.
- Once you evacuate, follow directions of fire and police personnel, and never re-enter the building until authorized.

Failure to evacuate a building is a serious act that could result in disciplinary action. Fire extinguishers are placed in academic and office buildings according to fire code.

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

If a potential or active hazard has been identified and a building evacuation is required

Leave: Evacuate the building immediately using the nearest safe exit.

Before opening doors, feel the door first using the back of your hand. If the door is hot, do not open it. If it is not hot, brace yourself against it and open it slowly to check for flames and smoke.

- Do not waste time gathering belongings, but if within your reach, gather essential items such as keys, phone, medications, and jacket.
- Use stairs to exit the building.
- Always know multiple ways out of a building in case an exit is blocked.
- Close doors behind you if it is safe to do so, but do not delay evacuation.
- NEVER ignore a fire alarm or assume it is a false alarm.

Alert: Direct others to evacuate by knocking on doors and shouting while you are leaving.

- DO NOT delay your evacuation to alert others.

Go: Go to designated emergency evacuation assembly area.

Inform: Call 911 if you have information about the cause of the building evacuation.

Shelter-in-Place

If safe evacuation is not possible, stay in room and shelter-in-place:

- Shut the door.
- Call 911.
- Prevent smoke from coming into room by taping or stuffing items around door and vents.
- Get the attention of emergency responders out a window.

Individuals with Disabilities

Individuals with disabilities who cannot evacuate the building using stairwells should seek shelter in the nearest exterior or enclosed stairwell and remain there. Once in the stairwell, call 911 and provide dispatch with the location of the stair tower (level and direction) which is indicated on a sign hung in the stairwell. If possible, the person should notify an individual of their location. If evacuation to a stair tower is not possible, shelter-in-place and call 911. Provide dispatch with the location of the room.

Fire Statistics for Colorado State University

As required by the Clery Act, CSU publishes the last three years' statistics for fires occurring in University housing, including residence halls.

2021 Residence Hall Fire Statistics and Safety Systems

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

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

*Due to COVID-19 mitigation strategies the Spring 2021 fire drill was held virtually. This required Fire Evacuation Knowledge Check led students through video modules to help them understand what constitutes a fire alarm, what fire equipment and system notification occurs, how to evacuate their building, what a "post-evacuation assembly site" is, understand the dynamics of fire and smoke, learn what it means to "shelter in place", and learn what happens to an Emotional Support Animal (ESA) during a fire alarm activation.

Property damage from fires:

Allison Hall – 1 intentional fire: pine tree – damage \$0-\$99

Newsom Hall – 1 intentional fire: toilet paper ignited by perpetrator causing sprinkler activation – damage \$1,000-\$9,999

LV Pinon Hall – 1 unintentional fire: mechanical HVAC – damage \$100,000-\$249,999

Aggie Village Family – 1 unintentional fire: accidental cooking fire - \$100-\$999

Aggie Village Family – 1 unintentional fire: unknown cause - \$0-\$99

2020 Residence Hall Fire Statistics and Safety Systems

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

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

*Due to COVID-19 mitigation strategies the Fall 2020 fire drill was held virtually. This required Fire Evacuation Knowledge Check led students through video modules to help them understand what constitutes a fire alarm, what fire equipment and system notification occurs, how to evacuate their building, what a "post-evacuation assembly site" is, understand the dynamics of fire and smoke, learn what it means to "shelter in place", and learn what happens to an Emotional Support Animal (ESA) during a fire alarm activation.

Property damage from fires:

Allison Hall – 1 unintentional fire: trash can – damage \$100-\$999

AV Aspen Hall – 1 unintentional fire: defective oven – damage \$0-\$99

AV Aspen Hall – 1 unintentional fire: accidental cooking fire – damage \$0-\$99

Parmelee Hall – 1 unintentional fire: accidental cooking fire – damage \$0-\$99

Walnut – 1 unintentional fire: accidental cooking fire – damage \$0-\$99

Aggie Village Family – 2 unintentional fire: accidental cooking fire – damage \$100-\$999 each

University Village – 1 unintentional fire: accidental cooking fire – damage \$100-\$999

2019 Residence Hall Fire Statistics and Safety Systems

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

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

Property damage from fires:

Alpine Hall – 1 intentional fire: arson: burned “no smoking” sign – damage \$100-\$999

Aggie Village Family – 1 unintentional fire: accidental dumpster fire – damage \$0-\$99

Corbett Hall – 1 unintentional fire: handling fireworks – damage \$100-\$999

Cottonwood – 1 unintentional fire: accidental toaster fire – damage \$0-\$99

Parmelee Hall – 1 unintentional fire: accidental cooking fire – damage \$0-\$99

Parmelee Hall – 1 unintentional fire: accidental cooking fire – damage \$0-\$99

Walnut – 3 unintentional fire: accidental cooking fires – damage \$0-\$99 each

University Village – 2 unintentional fire: accidental cooking fire – damage \$0-\$99 each

University Village – 1 unintentional fire: accidental cooking fire – damage \$100-\$999



COLORADO STATE UNIVERSITY

PUEBLO



2022 FIRE SAFETY AND SECURITY REPORT

▶ 2019 - 2021 CRIME STATISTICS



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▶ Colorado State University Pueblo Non-Discrimination Statement

Equal Opportunity/Affirmative Action Commitment & Notice of Non-Discrimination

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

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

The Director of Compliance/Title IX Coordinator has been designated by the President as the person with overall responsibility for the implementation and maintenance of the University's affirmative action programs. The Director of Compliance/Title IX Coordinator has also been designated as the University's Title IX Coordinator, Americans with Disabilities Act (ADA) Coordinator, and Section 504 of the Rehabilitation Act of 1973 Coordinator. As such, the Director of Compliance/Title IX Coordinator is responsible for addressing compliance with all federal, state, and local laws pertaining to nondiscrimination, civil rights, access, and equity. For any inquiries or concerns regarding discrimination, protected class harassment, or sexual misconduct, please contact Dr. Nicole Ferguson (nicole.ferguson@csupueblo.edu), Director of Compliance & Title IX Coordinator at (719) 549-2210, Occhiato Student Center – Room 201.

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

Employees seeking disability resources and accommodations or who have other related concerns, should contact Dr. Nicole Ferguson (nicole.ferguson@csupueblo.edu), Director of Compliance & Title IX Coordinator at (719) 549-2210, Occhiato Student Center – Room 201.

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



Message from Colorado State University Pueblo President

To the Campus Community:

The 2022 Fire Safety and Security Report contains important information about our campus environment.

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

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



Dr. Timothy P. Mottet, President



▶ Emergency Information

EMERGENCY

DIAL 911

ON-CAMPUS

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

OFF-CAMPUS

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

CAMPUS EMERGENCY CALL BOXES

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

Stay Informed – Daily Crime Log

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

csupueblo.edu/campus-safety/sheriffs-office/index.html



▶ Message from the Pueblo County Sheriff

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

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

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

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

sheriff.co.pueblo.co.us/



Kirk M. Taylor
Sheriff



SAFETY





Introduction

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

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

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

Preparing the Annual Report

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

- Pueblo County Sheriff's Office at CSU Pueblo
- Vice President of Student Affairs and Dean of Students
- Deputy General Counsel
- Director of Marketing, Communications, & Community Relations
- Coordinator of Student Conduct and Community Standards
- Assistant Dean of Student Life
- Parking and Safety Manager
- Human Resources and Institutional Equity
- Director of Facilities Management and Environmental Health Services

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

▶ Law Enforcement Qualifications & Authority

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

▶ Law Enforcement Partnerships

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



▶ This report is posted on the CSU Pueblo website:

Copies of the report are retained in the offices of:

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

CSUPueblo.edu/campus-safety/



Take Safety Precautions

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

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

Reporting a Crime

Victims and witnesses may report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. Reports should be made immediately to the Pueblo County Sheriff's Office (PCSO), located at CSU Pueblo office with accurate, timely information. They will respond to all reports and make appropriate referrals to the Pueblo County District Attorney's Office, appropriate University Administrators, and/or the CSU Pueblo Office of Student Conduct and Community Standards. The PCSO at CSU Pueblo is housed in Administration 118. Students may call (719) 549-2373 for general safety and security information or to contact individual Sheriff's Office staff.

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

Confidential Crime Reporting

A victim or witness of a crime who wishes to remain anonymous may call the CSU Pueblo Tip Line at (719) 549-2376. The Tip Line is a voice message system only; and therefore, immediate action will not be taken. Witnesses of crimes also may report to Pueblo Crime Stoppers at (719) 542-7867 (STOP). Victims and witnesses can also anonymously report a crime to a Campus Security Authority (CSA), law enforcement or the Office of Institutional Equity.

Reporting a Crime to a Campus Security Authority (CSA)

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

WHO IS A CAMPUS SECURITY AUTHORITY?

- Pueblo County Sheriff's Office at CSU Pueblo
- Parking Operations Staff
- Vice President of Enrollment Management and Extended Studies
- Vice President of Student Affairs and Dean of Students
- Assistant Dean of Student Engagement, Events and Leadership
- Office of Student Engagement and Leadership Staff
- Office of Human Resources and Institutional Equity Staff
- Student Organization Advisors
- Coordinator of Student Conduct and Community Standards
- Assistant Director, Health Education and Prevention
- Assistant Dean of Student Life
- Residence Life Area Coordinators
- Resident Assistants
- All Athletics Department Staff
- All Athletics Department Volunteers
- Extended Studies Student Advisor
- Site Manager, University Tower Location at Colorado Springs
- Site Manager, Fort Carson Location
- Director of the PACK Center
- PACK Center Success Coaches
- Director of Disability Resource and Support Center
- Thunderwolf Recreation Professional and Student Staff
- Director of Student Support Services (SSS)
- Education Development Specialist (SSS)
- Director of Facilities Management and Environmental Health Services
- Auxiliary Services Professional and Student Staff
- Career Center Professional Staff
- Director of Student Financial Services
- Financial Aid Counselors
- Assistant Dean for Student Support and Advocacy
- Director of English Language Institute
- Hasan School of Business Academic Advisors
- Assistant Director of CAMP and Inclusive Excellence
- Assistant Director of Inclusion and Global Initiatives
- Writing Room and General Education Coordinator
- Director of Honors Program
- Director of President's Leadership Program
- Director of Tutoring
- Director of MAPS

▶ Declination to Notify Authorities

All victims have a right to decline notification to authorities. However, Campus Security Authorities are required to report any crime brought to their attention to Campus Law Enforcement.

Exemption from Reporting

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

▶ Secure Access to Campus Facilities

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

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

▶ Secure Access to Residential Facilities

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

▶ Security Considerations in Building Maintenance

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

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

▶ Timely Warning & Emergency Notification

Timely Warning

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

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

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

Emergency Notification

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

The University, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgement of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

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

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

How to sign up for the Emergency Alert System

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

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

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

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

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

FACULTY AND STAFF REGISTER THROUGH THE FACULTY & STAFF PORTAL

MORE INFORMATION CAN BE FOUND ONLINE AT:

CSUPueblo.edu/campus-safety/csu-pueblo-alert.html



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

Text PackAlert to 67283

Crime Prevention

CSU Pueblo believes that crime prevention and awareness can aid in anticipating and minimizing potential dangers to our campus community. CSU Pueblo provides information and training towards these efforts for students, employees and university partners through the following programs.

Program Title	Program Description	Program Frequency	Target Group
Campus Blue Light Call Boxes	We have 14 Call boxes strategically placed across campus, which allows community members to contact the Pueblo County Sheriff's Office Communications Center directly.	Continuous	Students, Faculty, Staff, and Campus Community
911 Phone Service	Every campus phone is directly connected to the Pueblo County Sheriff's Office Communications Center.	Continuous	Students, Faculty, Staff, and Campus Community
Spok EA Console Sentry	This system is an enhanced 911 solution that provides information about the location of the caller, to include the building and room number in which they are located. Campus law enforcement, safety personnel and telecommunications personnel receive a desktop and email notification when a 911 call is made from a campus landline phone.	Continuous	Students, Faculty, Staff, and University Partners
Campus Safety Officers (CSOs)	CSU Pueblo student employees who provide additional foot patrol, building security, and parking enforcement. Call (719) 549-2373	Continuous	Students, Faculty, Staff, and Campus Community
Camera System	CSU Pueblo has deployed just over 300 cameras that monitor buildings, parking areas and outdoor space.	Continuous	Students, Faculty, Staff, and Campus Community
Card Access System	CSU Pueblo has deployed a card access system at all of our residence halls and many of our academic and other buildings. The system enhances the security of these buildings by controlling access.	Continuous	Students, Faculty, Staff, and Campus Community
New Hire Orientation	The Parking and Safety Manager provides an overview of the mission and services of the Parking and Safety Office and the partnership with the Pueblo County Sheriff's Office.	Continuous	Employees
New Student Orientation	The Parking and Safety Manager, in partnership with the Pueblo County Sheriff's Office, participates in New Student Orientation, Family Orientation, and Discover Days for interested students and parents.	Beginning of Fall and Spring Semesters	Students and Parents
Residence Life and Housing Staff Training	The Parking and Safety Manager, in partnership with the Pueblo County Sheriff's Office, provides training to all Residence Life professional and student staff. This training includes safety tips, resources and crime reporting procedures.	Beginning of Fall Semester	Students and Employees
Donuts with Deputies	The Pueblo County Sheriff's Office meets with students living in the residence halls to discuss personal safety, security and access to the residence halls, safeguarding personal property, how to contact law enforcement, and the services offered by the Safety Office.	Beginning of Fall Semester	Students
Operation Identification	This program involves the registering of valuable items with the Pueblo County Sheriff's Office at Colorado State University Pueblo. The Sheriff's Office will keep the record on file to be used for identification purposes should items be stolen or lost.	Continuous	Students, Faculty, and Staff
Active Shooter/Assault Response Training	Certified trainer from the Pueblo County Sheriff's Office presents information on situations that can occur on campus, in the workplace or in public.	Offered on Demand	Students, Faculty, Staff, and University Partners

Lighting Survey	Facilities personnel regularly survey outdoor lighting and address any concerns. Call (719)549-2211 to report lighting issues.	Continuous	Students, Faculty, Staff, and University Partners
Campus Safe Walk	A member of the CSU Pueblo community may call a deputy or Parking and Safety Officer to accompany them to a specific building or to their vehicle.	Continuous	Students, Faculty, Staff, and University Partners
Rave! Emergency Alert System	CSU Pueblo's system for alerting students, staff, faculty and university partners in the event of an emergency or threat on campus.	Used as Needed	Students, Faculty, Staff, and University Partners
Residence Hall and Building Patrol	Patrols include Sheriff's Deputies and CSOs patrolling in and around campus buildings.	Continuous	Students, Faculty, Staff, and University Partners
Individual or Departmental Safety Consultation	Campus members are encouraged to contact a Deputy with any safety or security concerns by visiting the Pueblo County Sheriff's office at CSU Pueblo or by calling (719)549-2373.	Continuous	Students, Faculty, Staff, and University Partners
Fire Extinguisher Training	This program teaches the fundamentals of the proper use of a fire extinguisher.	Offered on Demand	Students, Faculty, and Staff

SEX OFFENDER REGISTRY: Information about registered sex offenders enrolled, working, or volunteering at Colorado State University Pueblo may be obtained from the Pueblo County Sheriff's Office at CSU Pueblo in Administration 118 or (719) 549-2373. Additionally, information about registered sex offenders residing in Pueblo County is available at the Pueblo County Sheriff's Office Annex, 920 N. Main St., Pueblo, CO 81003 (719) 583-6400, or online at sotar.us. A list of registered sex offenders residing in the City of Pueblo can be found at the Pueblo Police Department's website, police.pueblo.us/p2c/sexoffenders.aspx. These lists include only those persons who have been required by law to register and who are in compliance with the sex offender registration laws.

Pueblo Police



Sotar



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



Additional information regarding crime prevention services can be found in the CSU Pueblo Student Pack Guide at CSUPueblo.edu/campus-life/about.html



Colorado State Law Definitions

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

Consent – Colorado Revised Statute § 18-3-401

(1.5) “Consent” for sexual activity means cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent. Submission under the influence of fear shall not constitute consent.

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

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

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

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

Colorado State Law Definitions - Cont.

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

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

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

Domestic violence means an act or threatened act of violence upon a person with whom the actor is or has been involved in an intimate relationship. Intimate relationship means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time. Domestic violence also includes any other crime against a person, or against property, including an animal, or any municipal ordinance violation against a person, or against property, including an animal, when used as a method of coercion, control, punishment, intimidation, or revenge directed against a person with whom the actor is or has been involved in an intimate relationship. (Note: in Colorado, "dating violence" is included with the broader definition of domestic violence).

Colorado State Law Definitions - Cont.

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

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

- a) Makes a credible threat to another person and, in connection with the threat, repeatedly follows, approaches, contacts, or places under surveillance that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship; or
- b) Makes a credible threat to another person and, in connection with the threat, repeatedly makes any form of communication with that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship, regardless of whether a conversation ensues; or
- c) Repeatedly follows, approaches, contacts, places under surveillance, or makes any form of communication with another person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship in a manner that would cause a reasonable person to suffer serious emotional distress and does cause that person, a member of that person's immediate family, or someone with whom that person has or has had a continuing relationship to suffer serious emotional distress. For purposes of this paragraph (c), a victim need not show that he or she received professional treatment or counseling to show that he or she suffered serious emotional distress. other crime against a person, or against property, including an animal, or any municipal ordinance violation against a person, or against property, including an animal, when used as a method of coercion, control, punishment, intimidation, or revenge directed against a person with whom the actor is or has been involved in an intimate relationship. (Note: in Colorado, "dating violence" is included with the broader definition of domestic violence).

▶ Rights of Victims and the Institution's Responsibilities for Orders of Protection, "No Contact" Orders, Restraining Orders, or Similar Lawful Orders Issued by a Criminal, Civil, or Tribal Court or by the Institution.

CSU Pueblo complies with Colorado law in recognizing orders of protection by registering them with the Pueblo County Sheriff's Office at CSU Pueblo, and by assisting petitioners in the event of violations of such order.

Any person who obtains an order of protection from any valid jurisdiction should provide a copy to the Pueblo County Sheriff's Office at CSU Pueblo. A complainant may then meet with the Pueblo County Sheriff's Office at CSU Pueblo to develop a Safety Plan to reduce risk of harm while on campus or coming and going from campus.

CSU Pueblo can issue an institutional No Contact order on behalf of a complainant or a respondent, but cannot apply, on behalf of the complainant nor the respondent, for a legal order of protection, no contact order or restraining order from any legal applicable jurisdiction.

If the University receives a report that such an institutional no contact order has been violated, the University will initiate disciplinary proceedings appropriate to the status of the accused violator (student, employee, etc.) and will impose sanctions if the accused is found responsible for violating the no contact order.

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

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

Definitions

WHAT IS SEXUAL HARASSMENT UNDER CSU PUEBLO POLICY?

Sexual Harassment - Conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of the University conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct;
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's Education Program or Activity; or
- c. Sexual assault as defined in 20 U.S.C. § 1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. § 12291(a)(1), domestic violence as defined in 34 U.S.C. § 12291(a)(8), or stalking as defined in 34 U.S.C. 12291(a)(30). All definitions are as defined under the Violence Against Women's Act (VAWA).

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

WHAT IS DOMESTIC VIOLENCE UNDER CSU PUEBLO POLICY?

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

WHAT IS DATING VIOLENCE UNDER THE CSU PUEBLO POLICY?

Dating Violence - The term “dating violence” means violence committed by a person:

- a. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- b. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. The length of the relationship.
 - ii. The type of relationship.
 - iii. The frequency of interaction between the persons involved in the relationship.

WHAT IS STALKING UNDER CSU PUEBLO POLICY?

Stalking – The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- a. Fear for his or her safety or the safety of others; or
- b. Suffer substantial emotional distress.

WHAT TO DO IF THIS HAS OCCURRED TO YOU OR SOMEONE YOU KNOW?

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

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

Any official with authority who receives a report of alleged Sexual Harassment must promptly report the alleged Sexual Harassment to the Director of Compliance/Title IX Coordinator. Upon receiving a report of alleged Sexual Harassment, the Director of Compliance/Title IX Coordinator will promptly 1) Inform the Complainant of the method for filing a Formal Complaint; 2) Inform the Complainant of the availability of Supportive Measures with or without the filing of a Formal Complaint; and 3) Offer Supportive Measures to the Complainant, the Respondent, or both.

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

County Sheriff's Office, at the following:
Pueblo County Sheriff's Office
Administration Building 118
(719) 549-2373 – non-emergency number

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

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

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

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

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



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

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

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

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

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

WHAT TO DO IF THIS HAS OCCURRED TO YOU?

Process

The University will provide a fair and equitable process that will include an opportunity for informal resolution in all matters except for an allegation of sexual harassment between a student and an employee. Informal resolution can only be undertaken if voluntary and agreed to by both parties. If the informal resolution process does not resolve the matter, or if no informal resolution occurs, then a formal resolution process (grievance process) will be followed. The University will provide a grievance procedure for students and employees consistent with the Title IX regulations, and such procedures will treat the Complainant and the Respondent(s) equitably. The formal resolution process will include a live hearing, the right to an advisor for each party, cross examination by the advisor of the Parties and witnesses, and relevancy determination of questions asked during the hearing. Upon a finding after the hearing, the Parties will have the right to appeal. The burden of proof is on the University to prove by a preponderance of the evidence that a violation of this policy has occurred.

Supportive Measures

The Title IX Coordinator will ensure that Supportive Measures are offered to the Complainant and/or the Respondent(s) as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent(s). These include information about an individual's right to file criminal charges, as well as the availability of counseling, health, mental health, victim advocacy, and other services on and/or off the campus, and additional remedies to prevent contact between a complainant and an accused party, such as housing, academic, and working accommodations, if reasonably available. CSU Pueblo will make such accommodations, if the victim requests them and if they are reasonable, regardless of whether the victim chooses to report the crime to campus or local law enforcement.

The purpose of Supportive Measures is to restore or preserve equal access to the University's Education Program or Activity without unreasonably burdening any Party. Supportive Measures include measures designed to protect the safety of all Parties or the Institution's educational environment, as well as measures designed to deter Sexual Harassment.

Supportive Measures may include, but are not limited to:

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

- a. Counseling
- b. Extensions of deadlines or other course-related adjustments
- c. Modifications of work or class schedules
- d. Campus escort services
- e. Mutual restrictions on contact between the Parties
- f. Changes in work or housing locations
- g. Leaves of absence
- h. Increased security and monitoring of certain areas of the campus
- i. Other similar measures

Supportive Measures do not include disciplinary sanctions. The formal resolution process must be completed before disciplinary sanctions may be imposed on a Respondent(s). However, the University may remove a Student Respondent(s) 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(s) with notice and an opportunity to challenge the decision immediately following the removal.

The University may place a non-student employee Respondent(s) 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(s), to the extent that maintaining such confidentiality would not impair the ability of the University to provide the Supportive Measures. The Director of Compliance/Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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



▶ Important Tips to Preserve Evidence



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

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

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

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

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

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

▶ Emergency - 911

On-Campus Services

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

Off-Campus Services

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

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

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

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

A. FAIR AND EQUITABLE PROCESS

1. No individual designated as a Title IX Coordinator, Investigator, Decision-maker, Appeal Decision-maker, or person designated to facilitate an informal resolution process may have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. The Title IX Coordinator, Investigator, and Decision-maker must be separate individuals or entities.
2. CSU Pueblo will not make credibility determinations based on a person's status as a Complainant, Respondent, or witness.
3. A Respondent is presumed not responsible for alleged conduct until a determination regarding responsibility is made at the conclusion of the Formal Resolution Process.
4. Throughout the processes described herein, CSU Pueblo will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence.
5. The processes described herein are subject to the reasonably prompt timeframes stated. These timeframes may be extended for good cause upon written notice to the Parties setting forth the reason for such extension. Good cause may include considerations such as the absence of a Party, a Party's advisor, or a witness; concurrent law enforcement activity; complexity of the case; scheduling conflicts with the Office of Administrative Courts or other professionals involved with the informal resolution process; or the need for language assistance or accommodation of disabilities.

B. INFORMAL RESOLUTION PROCESS

1. At times, the Parties may wish to engage in an Informal Resolution Process (IRP) to lessen the time and effort required by the Formal Resolution Process. The University will offer the IRP as a solution-based process (e.g. mediation). The University may seek outside mediators to conduct the student IRP and will utilize the Employee Relations Specialist for employee IRP. The IRP does not involve a full investigation and adjudication of the matter.
2. Availability of Informal Resolution Process Parties are not required to participate in the Informal Resolution Process. The Title IX Coordinator may offer IRP to the Parties in certain circumstances. The IRP is only available after a formal complaint is filed and only if all Parties voluntarily consent, in writing, to the Informal Resolution Process. However, any time prior to agreeing to a resolution, any Party has the right to withdraw from the Informal Resolution Process and resume the formal resolution process. The IRP, if available, may be implemented any time prior to reaching a determination regarding responsibility. It will not be offered in the following situations:
 - I. The Complainant is a student and the Respondent is an Employee.
 - II. The alleged incident is sexual assault, domestic violence, dating violence, or stalking.
 - III. The alleged incident includes quid pro quo.

3. Notice of Availability of Informal Resolution Process

If the IRP is available, the Title IX Coordinator will issue written notice to the parties disclosing:

- a. The allegations;
- b. The requirements of the IRP, including the circumstances under which it precludes the Parties from resuming a Formal Complaint arising from the same allegations;
- c. Any consequences resulting from participating in the IRP, including the records that will be maintained or could be shared; and
- d. That either Party may withdraw from the IRP and resume the formal grievance process prior to agreeing to a resolution.

4. Timeframe

CSU Pueblo will make a good faith effort to complete the informal resolution process within an average of sixty to ninety days. After the Parties have agreed to a resolution that is accepted by the Title IX Coordinator, neither Party may appeal the resolution.

C. FORMAL RESOLUTION PROCESS

1. Formal Complaint

- a. A Formal Complaint may be filed by a Complainant or by the Title IX Coordinator. A Formal Complaint may be brought to the attention of the Title IX Coordinator, Nicole Ferguson, in person at OSC 201 or by phone at 719-549-2210 or email at nicole.ferguson@csupueblo.edu.
- b. CSU Pueblo will investigate the allegations in a Formal Complaint unless that matter is resolved through the IRP or is otherwise dismissed as stated below.

2. Dismissal

- a. The Title IX Coordinator will dismiss a Formal Complaint, and no investigation will be conducted under this procedure if:
 - i. The conduct alleged in the Formal Complaint would not constitute Sexual Harassment even if proved; or
 - ii. The conduct alleged in the Formal Complaint did not occur within the Jurisdiction/Applicability of the policy.
- b. The Title IX Coordinator may dismiss a Formal Complaint, or any allegations therein, at any time during the investigation or hearing if:
 - i. The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegation therein;
 - ii. The Respondent is no longer enrolled in or employed by CSU Pueblo; or
 - iii. Specific circumstances prevent CSU Pueblo from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.
- c. The dismissal of a Formal Complaint under Section B.2.a. of this Procedure does not preclude CSU Pueblo from conducting an investigation or taking action under other applicable policies with regard to conduct that is not subject to this Policy. Allegations of student conduct that fall under the definition of Sexual harassment but fall outside of the jurisdiction/applicability of this procedure will follow this process.
- d. Upon dismissal of the Formal Complaint or any allegations therein, the Title IX Coordinator will promptly send written notice of the dismissal and the reasons therefor simultaneously to the Parties. The Title IX Coordinator will refer the matter to Student

Conduct and Case Management or appropriate University Administration for further review under the applicable University policy or process.

3. Consolidation

The Title IX Coordinator may consolidate Formal Complaints as to allegations of Sexual Harassment where the allegations of Sexual Harassment arise out of the same facts or circumstances.

4. Timeframe

CSU Pueblo will make a good faith effort to complete the Formal Resolution process, including the hearing but excluding appeals, within an average of sixty to ninety days. The timeframe is stayed during the informal process. The filing of the Formal Complaint with the Title IX Coordinator starts the timeframe for the process.

5. Written Notice

Upon receipt of a Formal Complaint, the Title IX Coordinator will issue written notice of allegations to the Respondent and Complainant, if known. The written notice will be provided to each Party with sufficient time to prepare a response before any initial interview. The notice of allegations will include the following:

- a. Notice of this procedure and the processes contained herein, including the Informal Resolution Process described in Section 2 above;
- b. The identities of the Parties involved, if known;
- c. The conduct allegedly constituting sexual harassment;
- d. The date and location of the incident, if known;
- e. A statement that the Respondent is presumed not responsible for the alleged conduct;
- f. A statement that a determination regarding responsibility is made at the conclusion of the formal resolution process;
- g. A statement that Parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- h. A statement that Parties may inspect and review evidence; and
- i. A statement that knowingly making false statements or knowingly submitting false information during this process is prohibited and may be grounds for separate discipline.

If, during the course of an investigation, CSU Pueblo decides to investigate additional allegations about the Complainant or Respondent relating to the same facts or circumstances but are not included in the earlier written notice, CSU Pueblo will provide notice of the additional allegations to the Parties whose identities are known.

6. Advisor

- a. 61. a. Each Party has the right to have an advisor of their choice but are not required to have one. During the Hearing phase of the proceedings, only the Advisor can ask cross examination questions of the other Party or witnesses.
- b. The advisor may be, but need not be, an attorney. The advisor may not be a witness or a potential witness in the case.
- c. The advisor may be present at any proceedings that are part of the Formal Resolution process. Only one person may serve in the role as advisor and appear at the hearing or at any other proceeding. The Party may not have anyone other than their advisor appear at any proceeding. If a Party wishes to have an advisor present at a proceeding, CSU Pueblo will work within reason to schedule the proceeding so the advisor may attend, without unreasonably delaying the progress of the formal resolution process.
- d. If a Party wishes to ask cross examination questions of a Party or witness at the hearing

- and does not have an advisor, CSU Pueblo will select and provide an advisor to the Party, free of charge, for the limited purpose of conducting cross examination.
- e. Except as described in Section 3.8.4 below, a Party's advisor may not speak on behalf of the Party, nor participate in the process. All communications from the Title IX Coordinator and Investigator, both oral and written, will be done with the Complainant and not with the advisor.
 - f. The Party may choose to have a different advisor appear at the hearing than appeared during the investigative proceedings. If the Party chooses to have a different advisor at the hearing, they must inform the Title IX Coordinator, in writing, prior to the final investigative report being delivered to the Party. The new advisor will receive a copy of the investigative report.

D. INVESTIGATION

1. CSU Pueblo will investigate the allegations in a Formal Complaint.
2. CSU Pueblo, and not the Complainant or the Respondent, has the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility.
3. CSU Pueblo cannot access, consider, disclose, or otherwise use a Party's records that are made or maintained by a health care professional acting in his or her professional capacity, and which are made or maintained in connection with the provision of treatment to the Party, unless CSU Pueblo obtains that Party's voluntary written consent to do so for the resolution process.
4. During the investigation, each Party has an opportunity to present witnesses and evidence to the Investigator.
5. The Investigator will provide written notice of the date, time, location, participants, and purpose of any investigative interview or other meeting to any Party or witness whose participation is invited or expected.
6. Prior to the conclusion of the investigation, the Investigator will send to each Party and to each Party's advisor, if any, all evidence obtained as part of the investigation (evidence report) regardless of whether CSU Pueblo intends to rely on such evidence in reaching a determination regarding responsibility, that is directly related to the allegations raised in the Formal Complaint.
 - a. Upon receipt of the evidence report, each Party may submit a written response, which the Investigator will consider prior to conclusion of the investigation and completion of the investigative report.
 - b. The written response, if any, must be submitted to the Investigator by the deadline designated by the Investigator, which will be at least ten days after the Investigator sends the evidence report to the Party, unless the deadline is extended for good cause.
7. The Investigator will then create an investigative report that fairly summarizes relevant evidence. The Investigator must conduct an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.
8. At least ten days prior to the scheduled hearing, the Title IX Coordinator will send to each Party and to each Party's advisor, if any, the investigative report.
 - a. Each Party may submit a written response, which the Title IX Coordinator will submit to the Decision-maker for consideration at the hearing.
 - b. The written response, if any, must be submitted to the Title IX Coordinator by the deadline designated by the Title IX Coordinator, unless the deadline is extended for good cause.

E. HEARING

1. General Conduct of the Hearing

- a. CSU Pueblo has contracted with JAMS to preside over the hearings and an appointed

Administrative Law Judge within that Office will serve as the Decision-maker at the hearing. Officials, at a minimum, receive annual training and do not have a conflict of interest or bias for or against the accuser or the accused.

- b. The Decision-maker will conduct a live hearing. Prior to the hearing, the Decision-maker will review the investigative report and the written responses provided by the Parties, if any.
- c. The hearing may occur in person. If either Party, or the University submits a request no later than 10 days prior to the scheduled hearing, the hearing will occur virtually in a manner allowing the participants to simultaneously see and hear the party or witness answering questions. During the COVID-19 pandemic, hearings will be virtual. The Decision maker will appear virtually unless otherwise agreed.
- d. Hearings will be recorded. The recording will be available to the Parties for inspection and review.

2. Standard of Evidence

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

3. Relevant Evidence Considered

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

4. Witness Examination

- a. Each Party, not their advisor, may make an opening statement and a closing argument. Neither the opening statement nor the closing argument are to be considered evidence.
- b. The Decision-maker will allow each Party's advisor to examine witnesses, including direct

- examination and cross examination.
- c. Cross examination may not be conducted by either Party, but a Party may conduct direct examination of their witnesses. Cross examination may only be conducted by an advisor acting on a Party's behalf.
- d. Only relevant cross-examination questions may be asked of a Party or witness. Before a Party or witness answers a question, the Decision-maker will determine whether the question is relevant and explain any decision to exclude a question as not relevant.
- e. The Decision-maker may make a determination of relevancy of questions asked during direct examination and exclude those questions
- f. The Decision-maker may ask questions of the witnesses and the Party throughout the proceedings.

5. Written Determination

- a. After considering the investigative report, including any Party's written response to the investigative report, and all relevant evidence presented at the hearing, the Decision-maker will issue a written determination to the Title IX Coordinator.
- b. The Title IX Coordinator will promptly provide the written determination to the Sanctioning Authority.
- c. The Sanctioning Authority shall provide a written sanction, or recommend sanctions as stated below, within 5 working days to the Title IX Coordinator. Said document shall be attached to the Decision-makers written determination and the Title IX Coordinator will provide the Written Determination and sanctions simultaneously to the Parties.
- d. The written determination will include:
 - i. Identification of the allegations potentially constituting Sexual Harassment;
 - ii. A description of the procedural steps from the receipt of the Formal Complaint through the determination, including any notifications to the Parties, interviews, site visits, methods used to gather other evidence, and hearings held;
 - iii. Findings of fact supporting the determination;
 - iv. Conclusions regarding the application of the Title IX Policy, or any other policy alleged to have been violated within the Complaint to the facts;
 - v. A statement of, and rationale for, the result as to each allegation, including:
 - 1. A determination regarding responsibility;
 - 2. Any disciplinary sanctions imposed on the Respondent;
 - 3. Whether remedies will be provided to the Complainant;
 - vi. Procedures and permissible bases for the Parties to appeal.
 - vii. The written determination becomes final 7 days after it is sent to the Parties, unless an appeal is filed.

F. SANCTIONS

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

1. For students, the Director of Student Conduct and Community Standards or designee will be the sanctioning authority when the Respondent is a student. Sanctioning guidelines will be as stated in the Student Code of Conduct. Such sanctions could be Assessment/consultation, Coach/University Employer Referral, Community Service/Activity, Educational Assignment, Educational fund Payment, Loss of Privileges, Medical Amnessty, Resident Hall Transfer or Removal, Restitution, Parental Notification, probation With or Without Restrictions, University Status.
2. For employees, the sanctioning authority for Administrative Professional employees and Faculty is the President of the University. The Sanctioning authority for State Classified employees

are the Appointing Authorities as defined in University policy pursuant to the State Personnel Rules.

3. The supervisor or appropriate faculty panel will make recommendations for sanctions. If the supervisor has a conflict, then the next-level supervisor or an equivalent level supervisor will attend the hearing and make sanction recommendations. The Title IX Coordinator will determine a substitute if a conflict exists.
4. When the Respondent is Faculty, this process must follow the process outlined in the Faculty Handbook for either a grievance or a disciplinary action.
5. When the Respondent is a State Classified employee, processes pursuant to the State Personnel Rules are applicable.
6. If a Respondent is found responsible for Sexual Harassment under this Policy, possible sanctions include those listed in the Faculty Handbook for grievance and faculty disciplinary actions, up to and including termination. For State Classified employees, possible sanctions are those listed in the State Personnel Rules, up to and including termination. For Administrative Professional employees, possible sanctions include, but are not limited to, all possible sanctions listed for Faculty or State Classified employees, up to and including termination.
7. All employee sanctions may include discipline up to and including termination of employment, consistent with the terms of all University Policies concerning personnel actions and the terms of any applicable collective negotiations agreements. In addition to any sanction, the University may also recommend counseling or other support services for the alleged perpetrator.

G. APPEAL

1. Appealable Issues

- a. Either Party may appeal the dismissal of a Formal Complaint or any allegations therein or adetermination regarding responsibility. No other issue may be appealed.

2. Basis for Appeal

- a. A Party may only appeal on one or more of the following bases:
 - i. A procedural error occurred that significantly impacted the outcome of the hearing.
 - ii. The sanction(s) imposed was substantially disproportionate to the severity of the violation(s) committed. Only Students can appeal on this basis.
 - iii. New and significant information is now available and is sufficient enough to alter the decision, which was not reasonably available at the time of the hearing. (Failure to present evidence during the proceedings or to participate the investigation, even when resulting from concern over pending criminal or civil proceedings, does not make information “unavailable” at the time of the meeting.)
 - iv. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally, or the individual Complainant or Respondent, that affected the outcome of the matter.

3. Filing an Appeal

- a. a. If a Party wishes to file an appeal, the Party must notify the Title IX Coordinator in writing no later than 5 working days after the notice of dismissal or written determination is sent to the Party.
- b. The written appeal must state with specificity both the issues being appealed; and the bases for the appeal. The Party shall use the Appeal Form provided by the Title IX Coordinator.

4. Timeframe for Completion of Appeal

- a. a. CSU Pueblo will make a good faith effort to complete the appeal within 20 days.
- b. b. The timeframe for completion of appeal may be extended for good cause. If the

timeframe for completion of appeal is extended, the Title IX Coordinator will notify both Parties in writing of the delay or extension and the reasons for the delay or extension.

5. Appeal Procedure

- a. After receiving a timely written appeal, the Title IX Coordinator will notify the Parties in writing that the appeal was filed and the process for submitting a written statement in support of, or challenging, the issues being appealed. The appeal, including any written statements submitted by the Parties, will be considered by the Appeal Decision-maker. The Appeal Decision-maker may also consider the investigative report, including any Party's written response to the investigative report, all relevant evidence presented at the hearing, and the recording of the hearing.
- b. The Appeal Decision-maker will issue a written determination of appeal, which will describe the result of the appeal and the rationale for the result and next steps if any.
- c. The Title IX Coordinator will provide the written determination of appeal simultaneously to the Parties.
- d. The result of the appeal is final.

H. RETALIATION

1. Retaliation is strictly prohibited.
2. A report of alleged retaliation may be made to the Title IX Coordinator in person, by mail, by telephone, or by electronic mail.
3. Any official with authority who receives a report of alleged retaliation must promptly report the alleged retaliation to the Title IX Coordinator.
4. Allegations of retaliation may be investigated and adjudicated under applicable CSU Pueblo
5. policies.

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

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

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

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

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

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

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

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

▶ Alcohol and Other Drug Policy

Purpose:

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

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

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

Policy Applies To (Persons affected by):

All Students

Exemptions:

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

Definitions:

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



Alcohol and Other Drug Policy - Cont.

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

Policy Statement:

Alcohol

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

Alcohol and Other Drug Policy - Cont.

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

Marijuana

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

Alcohol and Other Drug Policy - Cont.

- **Prescription Medication**

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

Medical Amnesty

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

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

Procedure:

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

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

THE ALCOHOL AND OTHER DRUG POLICY IS AVAILABLE AT:
csu-pueblo-policies.colostate.edu/policy.aspx?id=121



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

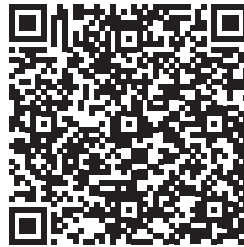
▶ Alcohol and Other Drug Prevention Programs

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

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

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

csupueblo.edu/student-affairs/health-education-and-prevention/drug-free-schools-and-communities-act.html.



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

▶ Drug-Free Workplace Statement

In 1988, Congress enacted the Drug-Free Workplace Act. This law requires employers who contract with, or receive grants from federal agencies to certify that they will meet certain requirements for providing a "Drug-free workplace." Colorado State University Pueblo intends to comply with all provisions of the Act. The University has chosen to adopt the State's policy with regard to substance abuse. This policy, known as the "Substance Abuse Policy" states:

“Colorado State University Pueblo has a vital interest in maintaining a safe, healthful and efficient working environment for its employees, (students) and the public. Employees impaired by alcohol or other drugs during working hours may pose safety and health risks, not only to themselves, but to others.”

Therefore, to ensure a safe working environment, it is the policy of Colorado State University Pueblo that use of alcohol, other drugs, or controlled substances during work hours is prohibited. Likewise, it is the policy of Colorado State University Pueblo that illegal possession, manufacture, use, sale, or transfer of a controlled substance on state property or during work hours by its employees is prohibited. Violations of this policy will be cause for corrective or disciplinary actions up to and including termination.

Colorado State University Pueblo has in place a drug awareness program which has been designed to inform students and employees about the dangers of drug abuse available on the HR Website at <http://www.csupueblo.edu/hr/policies>. As a condition of employment, the employee will:

- (1) abide by the terms of this statement.
- (2) notify the University of any Criminal Drug Statute Conviction for a violation occurring in the workplace no later than five days after such conviction.

Employees who would like more information on counseling, rehabilitation, and/or employee assistance programs are encouraged to contact the Director of Human Resources at extension 2441. All such inquiries will be handled in the strictest confidence consistent with Federal/State/University Regulations and policies. Information is also available on the HR Website at www.csupueblo.edu/hr.

A copy of the law, including a list of controlled substances, is available for review in the Human Resources Office. For further information, please contact this office at extension 2441.

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

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

▶ Missing Student Policy

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

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

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

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

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

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

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

▶ How to Be an Active Bystander

Bystanders play a critical role in the prevention of sexual and relationship violence. Individuals who observe violence, or witness the conditions that perpetuate violence but are not directly involved have the choice to intervene, speak up, or do something about it.

The CSU Pueblo promotes a culture of community accountability where bystanders are actively engaged in the prevention of violence without causing further harm. Active bystanders may not know what to do even if they want to help.

Below are some suggestion

1. If you or someone else is in immediate danger, dial 911. This could be when a person is yelling at or being physically abusive towards another and it is not safe for you to interrupt.
2. Watch out for your friends and fellow students/employees. If you see someone who looks like they could be in trouble or need help, ask if they are ok.
3. Confront people who seclude, hit on, try to make out with, or have sex with people who are incapacitated.
4. Speak up when someone discusses plans to take sexual advantage of another person.
5. Believe someone who discloses sexual assault, abusive behavior, or experience with stalking.
6. Refer people to on- or off-campus resources such as this document for support in health, counseling, or legal assistance.

Risk Reduction

While the only person responsible for a crime of violence is the one who commits the crime (and never the victim), the following is a list of some strategies that may assist in reducing one's risk (taken from Rape, Abuse, & Incest National Network, rainn.org):

1. Be aware of your surroundings. Knowing where you are and who is around you may help you to find a way to get out of a bad situation.
2. Try to avoid isolated areas. It is more difficult to get help if no one is around.
3. Walk with purpose. Even if you don't know where you are going, act like you do.
4. Trust your instincts. If a situation or location feels unsafe or uncomfortable, it probably isn't the best place to be.
5. Try not to load yourself down with packages or bags, as this can make you appear more vulnerable.
6. Make sure your cell phone is with you and charged and that you have cash money.
7. Don't allow yourself to be isolated with someone you don't trust or someone you don't know.
8. Avoid putting music headphones in both ears so that you can be more aware of your surroundings, especially if you are walking alone.
9. When you go to a social gathering, go with a group of friends. Arrive together, check in with each other throughout the evening, and leave together. Knowing where you are and who is around you may help you to find a way out of a bad situation.
10. Trust your instincts. If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.).
11. Don't leave your drink unattended while talking, dancing, using the restroom, or making a phone call. If you've left your drink alone, just get a new one.
12. Don't accept drinks from people you don't know or trust. If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from the punch bowls or other large, common open containers.
13. Watch out for your friends, and vice versa. If a friend seems out of it, is way too intoxicated for the amount of alcohol they've had, or is acting out of character, get him or her to a safe place immediately.
14. If you suspect you or a friend has been drugged, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.). Be explicit with doctors so they can give you the correct tests (you will need a urine test and possibly others).
15. If you need to get out of an uncomfortable or scary situation here are some things that you can try:
 - a. Recognize that being in this situation is not your fault. You did not do anything wrong, it is the person who is making you uncomfortable that is to blame.
 - b. Be true to yourself. Don't feel obligated to do anything you don't want to do. "I don't want to" is always a good enough reason. Do what feels right to you and what you are comfortable with.
 - c. Have a code word with your friends or family so that if you don't feel comfortable you can call them and communicate your discomfort without the person you are with knowing. Your friends or family can then come to get you or make up an excuse
 - d. for you to leave.
 - e. Make up a reason to leave, rather than stay and be uncomfortable, scared, or worse. For example you could say you need to take care of a friend or family member, or that you are not feeling well, or have to be somewhere else.
16. Make an escape plan for how to make a quick exit. Take note of other exits/entrances and whether there may be people or other emergency services nearby. How would you try to get out of the room? Where are the doors? Windows? Are there people around who might be able to help you? Is there an emergency phone nearby?
17. If you and/or the other person have been drinking, you can say that you would rather wait until you both have your full judgment before doing anything you may regret later.



▶ FIRE SAFETY



Fire Safety

Reporting a Fire

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

Evacuation Procedure

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

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

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

Fire Protection Services

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

pueblo.us/index.aspx?NID=235



Fire Suppression and Detection Systems

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

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

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

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



EVACUATION PROCEDURES

csupueblo.edu/facilities-management/environmental-health-safety/fire-safety.html



FIRE EXTINGUISHER PROCEDURES

csupueblo.edu/facilities-management/environmental-health-safety/fire-safety.html



FIRE EMERGENCY - Call 911

Emergency Response and Evacuation Procedures

CSU Pueblo performs semiannual fire system tests and inspections in cooperation with The City of Pueblo Fire Department and Siemens. These tests help identify any deficiencies of the Fire Alarm and Mass notification systems. Each test is documented. This information includes a description, documentation if the test was announced or unannounced, the date, time, and response feedback from the evaluators. All documentation is maintained in the Office of Environmental Health and Safety.

The University, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

Notification Responsibility:

- The Pueblo County Sheriff's Office at CSU Pueblo.
 - Lieutenant,
 - Communications Center Officers
- Colorado State University Pueblo:
 - Parking and Safety Manager
 - Chief of Staff,
 - Director of Marketing Communications and Community Relations
 - Director of Facilities Management and Environmental Health Services

Fire Drills Conducted	
Culebra Hall	2
Crestone Hall	2
Greenhorn Hall	2
Walking Stick Apartments	1

Tampering with Fire and Safety Equipment

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

▶ Electrical Appliances, Smoking, and Open Flame Policies

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

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

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

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

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

▶ Fire Safety Education

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

- Residence hall students are informed of evacuation procedures at the beginning of the academic year at floor meetings.
- Fire drills involving evacuation are held every semester in the residence halls.
- Residence hall advisors and staff members are trained on evacuation procedures and fire extinguisher use. CSU Pueblo schedules annual fire extinguisher training, table top exercises and Active Shooter/Assailant Response Training.

▶ Future Improvements in Fire Safety

CSU Pueblo is currently installing a completely new Edward’s Fire Alarm system with new panels. This will include more effective mass notification across campus. Knox Boxes will be installed on each campus building.

▶ Fire Statistics

Fire Statistics												
Building	Fires			Fire-related Fatalities			Fire-related Injuries			Value of Property Damages		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Culebra Hall	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0
Crestone Hall	0	0	0	0	0	0	0	0	0	\$0	\$0	\$0
Greenhorn Hall	0	1	0	0	0	0	0	0	0	\$0	\$0	\$0
Walking Stick Apartment	0	0	1	0	0	0	0	0	0	\$0	\$0	\$200





▶ SAFETY CRIME STATISTICS



Colorado State University Pueblo Crime Statistics

CATEGORIES OF CRIME STATISTICS AS REQUIRED BY CLERY ACT

TYPES OF OFFENSE:

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

HATE CRIMES – REPORTED BY CATEGORY OF PREJUDICE:

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

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

ARRESTS OR REFERRALS FOR DISCIPLINARY ACTION:

For illegal weapons possession and violation of drug and liquor laws.

UNFOUNDED CRIMES:

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

DEFINITIONS OF STATISTICS

ON-CAMPUS CRIME STATISTICS:

On-campus crime statistics reflect crimes committed anywhere on the CSU Pueblo campus. This includes the residence halls and Walking Stick Apartments.

RESIDENCE HALL CRIME STATISTICS:

The residence hall data is a subset of the on-campus data. This data represents only reportable criminal activity that occurred in on-campus housing.

NON-CAMPUS BUILDING CRIME STATISTICS:

This data represents crime in non-campus buildings that are being used by the University.

PUBLIC PROPERTY CRIME STATISTICS:

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

CSU Pueblo Clery Crime Statistics	On Campus			Campus Housing			Non Campus			Public Property		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Criminal Offenses												
Murder and Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense												
Rape	2	0	2	2	0	2	1	0	0	0	0	0
Fondling	1	1	0	0	1	0	0	0	0	0	0	0
Non-forcible Sex Offense												
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	1	0	0	1	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	3	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Arrest or Summons												
Illegal weapons	1	0	1	0	0	1	0	0	0	0	0	0
Violations of Drug Laws	9	9	5	9	9	5	0	0	0	0	0	0
Violation of Liquor Laws	8	1	3	8	1	3	0	0	0	0	0	0
Referrals for Disciplinary Actions Only												
Illegal Weapons	1	0	0	1	0	0	0	0	0	0	0	0
Drug Violations	21	9	16	21	9	14	0	0	0	0	0	0
Liquor Violations	24	32	28	17	32	28	0	0	0	0	0	0
Hate Crimes												
Murder / Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Non-forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Larceny / Theft	0	0	0	0	0	0	0	0	0	0	0	0
Simple Assault	0	1	0	0	0	0	0	0	0	0	0	0
Intimidation	0	0	0	0	0	0	0	0	0	0	0	0
Destruction / Damage / Vandalism of Property	1	0	0	0	0	0	0	0	0	0	0	0
Violence Against Woman Act Offenses												
Domestic Violence	1	1	1	1	0	0	0	0	0	0	0	0
Dating Violence	1	3	0	1	1	0	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	0	0	0	0	0
Unfounded												
Unfounded Crimes	0	0	1	0	0	1	0	0	0	0	0	0

Category of Bias

Vandalism - Gender Identity

Colorado Law Defines Consent as:

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

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

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

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

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

Non-Campus Property:

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

Public Property:

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

Campus Emergency Call Box Map







COLORADO STATE UNIVERSITY
PUEBLO

Section 12

Consent Agenda

Colorado State University System

Minutes of the September 26, 2022 Audit and Finance Committee

Minutes of the October 6-7, 2022 Board and Committee Meetings

CSU Presidential Search Advisory Committee Meeting Minutes

Colorado State University

Faculty Manual Changes:

- Faculty Manual Section E.2 – Types of Faculty Appointments
- Faculty Manual Section D.2.2 – University Policy Review Committee

Colorado State University Pueblo

Associate Degrees:

- Associates of Arts (AA)
- Associate of General Studies (AGS)

CSU Pueblo Undergraduate Certificates:

- Construction Safety, Law and Management
- Construction Project Manager
- Construction Procurement
- Surveying and Modeling
- Nutritional Psychology
- Colorado Studies
- Geography
- Basic Spanish for the Health Professions
- Advanced Spanish for the Health Professions

Colorado State University Global Campus

None

CERTIFICATION OF CONSENT AGENDA ITEMS

The undersigned Secretary of the Board of Governors for the Colorado State University System hereby certifies:

That with a unanimous affirmative vote of the voting members of the Board of Governors at a duly held meeting thereof on December 1-2, 2022 the consent agenda items listed below were referred for consideration of approval and were adopted:

Colorado State University System

Minutes of the September 26, 2022 Audit and Finance Committee

Minutes of the October 6-7, 2022 Board and Committee Meetings

CSU Presidential Search Advisory Committee Meeting Minutes

Colorado State University

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- Geography
- Basic Spanish for the Health Professions
- Advanced Spanish for the Health Professions

The consent agenda items together with a record of the votes for the resolutions have been recorded and will be entered into the full minutes of the duly held December 1-2, 2022 meeting of the Board of Governors.

Dr. Nate Easley, Board Secretary

Date

THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM
AUDIT AND FINANCE COMMITTEE
MEETING MINUTES
Conducted Remotely
September 26, 2022

ROLL

Governors present: John Fischer (Chair); Russell DeSalvo, Treasurer;

Administrators present: Jason Johnson, General Counsel, CSU System; Henry Sobanet, Senior Vice Chancellor and CFO, CSU System; Rick Miranda, Interim President, CSU; Brendon Hanlon, VPUO, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Tim Mottet, President, CSU Pueblo; Juanita Pena, CSU Pueblo; Meg Brewer, CSU Pueblo; Bridget Mullen, CSU System; Pam Toney, President, CSU Global; Patti Arroyo, CFO, CSU Global; Suzanne Zimmerer, CSU System Treasury; Angie Neilson, CSU Fort Collins; Dave Ryan, Controller, CSU.

CSU System Staff present: Melanie Geary, Board Liaison

CALL TO ORDER

Chair Fischer called the Committee Meeting to order at 1:31 p.m. and asked Henry Sobanet to begin. Mr. Sobanet welcomed everyone and turned it over to Susy Serrano, Director of Audit Serrano to review the Audit section.

Ms. Serrano presented audit highlights from the last fiscal year and the dashboard. She noted the implementation of the post engagement survey where they are trying to identify if the engagement was of value. She reported that 80% agreed or strongly agreed and their goal is to increase that to 90%. She also reported that five reports had been issued.

Next she discussed the Status of FY 22-23 Audit Plan explaining that they had begun planning Cybersecurity Risk Management Engagement, focusing on end-point security controls, collecting risk information across the entire institution. She also noted that they are conducting an internal review of Internal Audit. Governor Fischer asked for if there was any kind of safety audit conducted. General Counsel Jason Johnson explained that Margolis Healy was retained by the CSU System to do that work .

CFO Sobanet reviewed the latest state revenue forecasts and noted that quarterly forecasts came out the week prior and reflect a slowdown in growth. He explained that the Governors Budget request deadline was November 1st. He anticipated that there were likely not big funding increases available in the coming year. He introduced Brendan Hanlon, the new VP for Operations at CSUFC.

VP Hanlon presented the incremental E & G budget for the Fort Collins campus, with tuition modeled at 3% or zero, salary increases at 5% or 3%, and state funding at 3%. He noted the inflationary pressures that have been heightened in recent months and how the scenarios are impacted. President Miranda explained the reasoning for the approach to the budget, noting they were conservative on revenue assumptions and aggressive on expense assumptions. VPUO Hanlon explained anticipated new expenses included compensation increases, multi-year strategic initiatives commitments, quality enhancements, academic incentive funding, mandatory costs, SEP funding, and budget reductions. He also noted that all four scenarios include closing the structural budget deficit.

President Timothy Mottet introduced the CSU Pueblo budget, modeling the same four scenarios. He discussed anticipated revenues, noting a trend of students taking fewer student credit hours and holding enrollment flat.

He explained the budget reflected a decline of 3% in undergraduate students and were budgeting for that. He also noted the ongoing structural deficit. New expenses include compensation increases and additional funding for compensation equity concerns around compression and inversion. He also noted that they are budgeting an increase in mandatory costs.

President Toney introduced CSU Global's new CFO Patti Arroyo. CFO Arroyo presented the budget update for CSU Global, which focused on the current year's budget rather than the outlook for next year. She noted the targeted \$88.3M for operating revenue which reflected a 6% increase from FY 22 actuals and a 6% decrease from the original budget submitted in June. She explained this was due to a smaller year over year enrollment. She also noted the efforts to control expenses and maintain the targeted operating margin of 26%. She also noted the strategic reinvestment budget approved by the Board was kept separate from the operating budget.

CFO Sobanet presented the CSU System Treasury update. He reviewed the history behind CSU's diversification of its investment portfolio, starting in 2018. He noted that this year has seen declines versus the past three years of significant gains. He explained the long-term approach. He also noted that there could be a possible bond resolution to bring forward to the Board.

CFO Sobanet noted that North Slope would be in attendance at the Board meeting to provide the annual Debt Capacity Presentation.

With no further agenda items the committee adjourned at 2:44 p.m.

**THE BOARD OF GOVERNORS
OF THE
COLORADO STATE UNIVERSITY SYSTEM
MEETING MINUTES
October 6-7, 2022
Longs Peak Room, Lory Student Center**

ROLL

Governors present: Kim Jordan, Chair; Armando Valdez, Vice Chair (by phone 10-7-22); Russell DeSalvo, Treasurer; Nate Easley, Secretary; Polly Baca; John Fischer; Kenzo Kawanabe; Betsy Markey; Louis Martin (by phone); Dr. Jennifer Davis, Faculty Representative, CSU Global; Dr. Andrew Norton, CSU Faculty Representative; Mikayla Lerch, CSU Pueblo Student Representative; Paige Martinez, CSU Global Student Representative; Dr. MD Islam, CSU Pueblo Faculty Representative; and Rob Long, CSU Student Representative.

Administrators present: Tony Frank, Chancellor, CSU System; Jason Johnson, General Counsel, CSU System; Rick Miranda, Interim President, CSU; Timothy Mottet, President, CSU Pueblo; Pamela Toney, President, CSU Global; Henry Sobanet, Senior Vice Chancellor and CFO, CSU System; Susy Serrano, Director of Internal Auditing, CSU System; and Roze Hentschell, Interim Chief Academic Officer, CSU System.

CSU System Staff present: Melanie Geary, Board Liaison; Adam Fedrid, IT Manager; Wayne Hall, IT Manager.

Guests present: Dr. Chad Kinney, Interim Provost, CSU Pueblo; Johnna Doyle, Deputy General Counsel, CSU Pueblo; Juanita Pena, Director of Business Financial Services, CSU Pueblo; Dr. Paul Savory, Provost, CSU Global; Dr. Jan Nerger, Interim Provost, CSU; Ajay Menon, CEO, CSU Strata; Jocelyn Hittle, AVC, CSU System; Tiana Kennedy, AVC, CSU System; Cara Neth, Executive Communications, CSU System; Angie Nielsen, CSU Fort Collins; Dave Ryan, CSU Fort Collins; Dr. Blanche Hughes, VP for Student Affairs, CSU Fort Collins; Dr. Donna Souder Hodge, CSU Pueblo; Dr. Van Winkle, Presidential Fellow, CSU Pueblo; Laura Jensen, CSU; Anthony Lane, Senior Writer, CSU System; Dr. Albert Bimper, Interim Chief of Staff, CSU; Mike Hooker, Director of Community Affairs, CSU Fort Collins; Greg Harrison, CSU Marketing and Communications; Jeff Dodge, Director, Internal Communications, CSU Fort Collins; Dr. Pam Jackson, CSU Provost's Office; Dr. Sonia Kreidenweis, Interim Dean of the Graduate School, CSU Fort Collins; Brendan Hanlon, VP for Operations, CSU Fort Collins; Jenelle Beavers, VP for Strategy, CSU Fort Collins; Cherie O'Neill, CEO, CSU Foundation; Dr. Sue Doe, Chair, CSU Faculty Council; Kathay Rennels, Interim VP for Engagement, CSU Fort Collins; Dr. Sandra Jones, CSU Global; Amy Barkley, Faculty Council staff, CSU Fort Collins; Kauline Cipriani, VP for Inclusive Excellence, CSU Fort Collins; Kathleen Fairfax, International Programs, CSU Fort Collins; Dr. Alan Rudolph, VP for Research, CSU Fort Collins; Gena Alfonso, Director Marketing, Communications, and Community Relations, CSU Pueblo; James Pritchett, Dean, College of Ag, CSU; Jim Bradeen, AVP for Spur Strategy; Alonso Aguirre, Dean Warner Natural Resources; Wade Troxell, Associate Professor, Mechanical Engineering, CSU.

CALL TO ORDER

Chair Jordan called the Board meeting to order at 9:00 a.m. and welcomed everyone.

PUBLIC COMMENT

Chair Jordan then discussed the opportunity for Public Comment that occurs at every meeting. She noted that Public Comment is an important part of our Board meetings, and the Board considers the comments as they carry out their duties. Chair Jordan acknowledged the calls received from classified staff and COWINS union members regarding compensation. She explained that the Board and Chancellor are acutely aware of the difficulties that all our campuses are having in hiring and retaining state classified and other groups of employees, and noted that leadership is in regular discussions about these issues with the campus presidents and state leaders. She noted that a strong team of classified employees is essential to the operation, safety, and success of our campuses and noted leadership was seeing these challenges across all categories of employees, which is why Interim President Miranda has made compensation his highest priority for this year and why it is being closely monitored. Chair Jordan applauded CSU for having strong leadership in its Classified Personnel Council, as the official body representing the interests of classified staff.

Mary Van Buren, professor of Anthropology and Geology and president of the AAUP local chapter, presented results of a survey of 1,800 CSU faculty regarding faculty working conditions. The survey identified concerns around salaries, administrative accountability and transparency, and bias.

Gretchen O'Dell, vice president of the local AAUP chapter and non-tenure track faculty member in French, discussed the importance of faculty retention to student retention.

Chair Jordan acknowledged the public comment and reiterated that the Board is actively talking about these issues.

CHANCELLOR'S REPORT

Chancellor Frank noted that his report stood as submitted. He highlighted the partnership with CollegeTrack, which Governor Easley helped facilitate. He also noted that the Association of Public and Land Grant Universities will hold its national annual meeting in Denver in November, and all of the CSU System campuses are participating in various sponsorships and other opportunities. He also noted that staff have worked to ensure that Spur is showcased during the meeting.

Chancellor Frank then went on to discuss retreat outcomes. He noted that the retreat outcomes lay out a framework for developing goals that will lead to the new strategic plan next August and a more specific discussion around implementation. Chair Jordan also shared her perspective on the process and how that will help Board members continue to have their fingers on strategy. Governor Markey asked the Board to track how the Board and System plan aligns with the campus plans. Chancellor Frank reviewed how the System activities exist to elevate, coordinate, and add value to the work of the campuses. Governor Fischer asked where faculty and staff compensation and quality of work life fit into the plan. Chancellor Frank replied that compensation and quality of life are a big part of student success and access and affordability, but it is an open question whether that should have its own strategic priority. The Board agreed to discuss as part of Friday's conversation.

CSU Spur Update

AVC Jocelyn Hittle provided a report on CSU Spur, noting that construction at Hydro is in the final stages. She mentioned that Secretary of Agriculture Tom Vilsack and Colorado Commissioner of Agriculture Kate Greenberg recently visited Spur to make several official announcements. Also, AVC Hittle noted the launch of the Impacto interactive global map, led by Kerri Conway. Spur also hosted an MOU signing on behalf of the North American Agricultural Network, which is hosted at Spur. Kristin Kirkpatrick has re-joined the System to oversee partnerships and advancement at Spur. In addition, there are other searches still in progress. AVC Hittle also reported on the progress of on-site research activities; teaching activities taking

place on the Spur campus; and the Extension director retreat that took place recently. Second Saturdays at Spur has launched and demand is being monitored. About 1,000 people are coming through every month for meetings and events, along with around 80 school groups to date. Chancellor Frank thanked AVCs Hittle and Tiana Kennedy and recognized others who have contributed to the success of the Spur campus and its programs to date. Importantly, January 6, 2023 is the upcoming date for the Hydro ribbon-cutting. Governor Kawanabe asked how much of the engagement to date is initiated by Spur and how much is coming from community demand. AVC Hittle discussed the strategies in place and Chancellor Frank reviewed CSU's responsibilities as an anchor institution in the community and neighborhoods. Governor Fischer asked about the Water in the West Symposium and how we're inviting leaders in various industries to participate. The group also discussed the potential for expanded opportunities in executive education, and the potential role Spur can play in that space.

CSU REPORTS

Student Report – Presented by Rob Long

Governor Long discussed ASCSU's involvement in Ram Welcome activities to help make first-year students feel more comfortable on campus; and working on a Lyft project, providing Lyft codes on days that Ram Ride is not operational. He also noted that ASCSU is working on a bee project that could expand and update campus beehives and apiary. Governor Long further explained he has received numerous questions about parking and reviewed the findings of a recent student survey on parking.

Faculty Report – Presented by Andrew Norton

Governor Norton reported that orientation has been completed for new members and chairs; he then explained that he has been leading a new orientation in faculty governance for all new CSU faculty. He then described how work is progressing on a student bereavement policy. Governor Norton discussed ongoing concerns about faculty compensation and the departure of President McConnell.

President's Report – Presented by Dr. Rick Miranda

Dr. Miranda reported that a recent Forbes ranking showed CSU as the top higher ed employer in the state, which runs counter from some of what we are hearing from faculty in some cases. He acknowledged there is much work to be done on this front. Interim President Miranda reviewed recent faculty accomplishments, and discussed the groundbreaking for the Timberline housing project, with about 60 units of affordable and attainable housing for CSU faculty and staff. He discussed several interim personnel appointments, including Jan Nerger as interim provost, Greg Luft as interim Vice President for Marketing and Communications. Dr. Miranda also explained that Robyn Fergus has resigned as Vice President for Human Resources, and an interim would be named the following week. Governor Markey noted that she would like to see greater attention focused on how sustainable the Timberline project is, since it's really a model in terms of construction on this type of project.

The Board paused for a break at 10:08 a.m. and the meeting resumed at 10:20 a.m.

RURAL INITIATIVE

Interim President Miranda provided an update on activities around the Rural Initiative at all three CSU campuses. Activities in Fort Collins are centered around Engagement and Extension, and he provided an overview of CSU's Engagement and Extension structure with five areas of focus: youth and family; health and well-being; natural resources; community engagement; and agriculture. He reviewed prioritized programs and activities. Interim President Miranda noted that they got a late start on the hiring but really hit the ground this summer and are now seeing a fair amount of momentum. He advised that not all Board resources that were allocated for this initiative have been expended, and the campus is also leveraging existing campus resources.

Interim President Miranda invited Interim Vice President Kathay Rennels to address the Board. She noted that 14 of the 20 positions they hoped to hire are on board, and they have paused hiring while bringing those people up to speed. Interim VP Rennels explained how they had a two-day Extension retreat at Spur and they are expecting interesting programs to come from that meeting. She also noted the Extension Forum will take place at the end of this month. Interim VP Rennels reported that they are adding a position that will coordinate Extension activities at Spur. Governor Valdez said he heard positive feedback this summer around the connections with Extension that are happening; he noted that agriculture is largely the focus. Interim VP Rennels explained there is increasing interest in offering addiction counseling support. She noted the current emphasis is on building programs and staffing that are sustainable. Governor Markey discussed the importance of working with the community and local partners, and asked about specific goals of the rural initiative, including what percentage of students are from rural Colorado. Interim VP Rennels discussed how we are collaborating around the broadband effort. CSU Pueblo President Mottet asked how CSU Pueblo can help show support for continuation of the rural nursing bill; and EVC Sobanet agreed to follow up on that topic. Interim President Miranda praised VP Rennels' work in the interim role.

ANNUAL AG REPORT

Dean James Pritchett provided the annual report on agriculture. He was joined by Dr. Kim Stackhouse-Lawson, director of AgNext and professor of Animal Science; Dr. Jane Zelikova, director of soil carbons solutions center; Dr. Kellie Enns, leader of ag education and ag extension master's program; and Dr. Jim Bradeen, AVP for Spur campus strategy. Dean Pritchett reviewed the leadership of CSU's agricultural programs, including several new hires. He expressed his enthusiasm for recruiting students to study agriculture at CSU; students in the program are increasingly female. He discussed make-up of the newest class, including 37% first-generation and 33% racially minoritized. Dean Pritchett reviewed research activities in the college, with 84% of the proposals submitted this year getting funded. He also discussed the contributions of the Agricultural Experiment Stations and strategic areas of focus for the college.

Dean Pritchett then introduced Dr. Kim Stackhouse Lawson to talk about AgNext, which sits between the College of Agricultural Sciences and College of Veterinary Medicine and Biomedical Sciences and focuses on sustainable animal agriculture. We expect to quickly become the preeminent facility in assessing climate impacts of animal agriculture. Jane Zelikova then discussed the work of the Soil Carbon Solutions Center, which includes faculty in five colleges across the university with funding from the Vice President for Research. They focus on scaling climate solutions rooted in soil. Jim Bradeen shared an update on CSU Spur programming from the CSU and College of Agricultural Sciences perspective. Dr. Kellie Enns discussed initiatives and innovations in accessible agricultural education. Dean Pritchett noted the CSU strategic plan for agriculture, which is available online and linked through Board materials. Governor Valdez expressed appreciation for the presentations and innovative approaches and suggested consideration of a November-February term that might be more accessible for people in agriculture. President Mottet suggested this presentation go on a roadshow throughout Colorado to share information from this team. Dean Pritchett noted that they are in talks to host something on the CSU Pueblo campus.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Governor Easley, Chair of the Academic and Student Affairs Committee, convened the committee at 11:38 a.m. and introduced Interim Chief Academic Officer Roze Hentschell to lead the Board through the agenda. She introduced the campus provosts: Interim Provost Nerger from CSUFC; Interim Provost Kinney from CSUP; and Provost Savory from CSU Global.

Preliminary Enrollment Reports – CSU, CSU Pueblo, CSU Global

CAO Hentschell presented the enrollment reports. CSU Fort Collins: Largest incoming class in CSUFC history, with increases among minoritized students and first-generation students, and a total headcount: 27,956. She noted there was also growth in WUE enrollment. There are 65% Colorado residents, with about 8% from rural Colorado, and total enrollment is relatively flat.

CSU Pueblo: 3,529 total headcount. Enormous growth in transfer students and extended studies enrollment; first real growth in first-time, first year enrollment in four years. There has been a decline in the number of continuing students, particularly seniors.

CSU Global: This update includes only the first half of the fall term. There are some declines in total enrollment for the first half of the semester and that is expected to correct in Term C. There are 34% Colorado residents enrolled at CSU Global.

Student Success Initiative Update

Dr. Hentschell Discussed preliminary undergraduate retention rates, which have seen some declines. She then reviewed student success initiative progress on closing equity gaps and increasing retention and graduation rates.

Highlights included CSU Fort Collins: Expansion of summer bridge programs; creation of new work study programs; increase in summer financial aid; learning assistants, tutoring, and curricular innovation in large enrollment, foundational courses; acquisition and development of new student success analytical tools; development and expansion of learning communities; co-curricular academic programs and undergraduate research; professional development for faculty, particularly non-tenure-track faculty; and a pre-calculus pilot program.

CSU Pueblo: Appointment of Dean of Undergraduate Studies and Student Success; expansion and maturing of tutoring services; gap analysis of existing tutoring support; student accelerated classes (rebranding of Back on Track); and Discovery Scholars Program, supporting first-year students to work with faculty mentors.

CSU Global: Reorganized student success office; evaluated effectiveness of student advising software; week four course review; conducted student focus groups; review of all scholarship and grant opportunities; and reviewing admissions processes and communications templates and plans.

Governor Kawanabe asked for a breakdown between on-campus enrollment and Extended Studies enrollment for CSU Pueblo, as Pueblo combine those numbers in their report while CSUFC breaks them out separately. He also asked about retention rates, and Dr. Hentschell noted retention rates aren't positive but also aren't surprising given the state and national landscape. We are seeing some impacts of the pandemic, including students who sat out for a year or two and are now returning, as well as students whose high-school careers were impacted and are facing some additional struggles in college. She noted it will be some time before we can really understand how the pandemic has influenced and changed student behaviors. Interim Provost Nerger noted that fall to fall data was representative of fall to spring 2022 data – meaning the students left in spring 2022 after enrolling the previous fall. About half left for financial reasons and the other half for social reasons, with much of the loss from out-of-state students. She also noted that CSUFC is working seriously toward HSI status and is currently at 15.7% Hispanic students, but there is still a retention and graduation gap that they are targeting with student success initiatives. Provost Savory said they are seeing economic and pandemic factors influencing retention and enrollment, including a strong job market. Governor Markey said she would like to see how we compare with other Colorado campuses and campuses

nationally. She also asked about reasons for increases in College of Business enrollment. It was noted that the College of Business removed index score as an admissions requirement during the pandemic and this allowed more students to enroll directly in business rather than going through a pre-business curriculum. Chancellor Frank noted that he is not aware of any campus that isn't experiencing these same issues. Governor Easley said he looks forward to a deeper dive on diversity, equity, and inclusion – we're doing really well in enrolling students, and he wants to know how we're doing on persistence, equity, and inclusion. Interim President Miranda noted that it will be covered in the final enrollment report in the December meeting.

Dr. Hentschell reviewed the proposed new degrees, CSU Graduate Certificates in: Aerospace: Satellites, Radars and Remote Sensing; Hydraulic Design; and Arts Management, and the new CSU Global Certificate in: Digital Health Technology

Dr. Hentschell then presented the annual approval of Degree Candidates fulfilling the requirements for their respective degree during the 2022-2023 Academic Year for CSU, CSU Pueblo and CSU Global.

Dr. Hentschell then presented the CSU Program Plan Review, noting that every Department or instructional unit must undergo a periodic program review and provided the plan for the upcoming year.

The Board paused for lunch at 12:19 p.m. and were joined by staff from the Admissions team and student admissions ambassadors. The meeting resumed at 1:16 p.m.

REAL ESTATE/FACILITIES COMMITTEE

Committee Chair Kawanabe convened the meeting of the Real Estate and Facilities Committee at 1:17 p.m.

CSU VPUO Brendan Hanlon introduced the program plan for the new VTH Veterinary Medical Complex. Chancellor Frank explained that this item does not include a plan of finance, as that follows the program plan approval. Representatives from CVMBS noted that making these changes will ensure CSU has the most progressive veterinary curriculum in the world. Interim President Miranda noted that this program plan, upon implementation, will allow the school to embed students in clinical practice earlier, and that increasing the number of students will support the program's national ranking.

Motion/Action: Governor Valdez moved for the approval of the program plan for CSU VTH Additions and Renovations; Governor Baca seconded. The motion carried unanimously. The Program Plan is included in the Board meeting materials.

VPUO Hanlon then presented the Updated 2 Year Cash List.

Motion/Action: Governor DeSalvo moved for approval of the Updated Two-Year Cash Project List; Governor Markey seconded. The motion carried unanimously. The Updated Two-Year List is included in the Board meeting materials.

Committee Chair Kawanabe then asked the Board for a motion to move into Executive Session of the Real Estate and Facilities Committee and then into Executive Session of the Evaluation Committee.

Motion/Action: Governor Valdez moved for the Board to go into Executive Session of the Real Estate and Facilities Committee and then into Executive Session of the Evaluation Committee. The motion was seconded by Governor Jordan and carried unanimously. General Counsel Johnson read the Board into

Executive Session at 1:30 p.m. and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice.

As stated in the public notice, the Board has Moved to go into Executive Session of the Real Estate and Facilities Committee under C.R.S. § 24-6-402 (3) (a) (I), C.R.S. § 24-6-402 (3) (a) (II), and C.R.S. § 24-6-402 (3) (a) (VII) for discussions relating to the sale of property at competitive bidding, for matters concerning trade secrets, privileged information, and confidential commercial, financial data furnished by or obtained from any person, and to discuss specific legal questions related to property and a potential sale near the CSU Pueblo campus, as well as the Board's legal obligations under the Morrill Act and related state law concerning its land endowment.

Further, as stated in the public notice, the Board has Moved to go into Executive Session of the Evaluation Committee under C.R.S. § 24-6-402(3) (b) (I) for discussions regarding the Board's evaluation and performance reviews for the Chancellor, Presidents, and professional staff employees of the Board, and to receiving legal advice from General Counsel on specific questions about the CSU Presidential search process, which is confidential pursuant to C.R.S. § 24-6-402(3)(a)(II) and (3.5).

EVALUATION COMMITTEE

As noted and for the reasons stated above, the Board continued in Executive Session, and Committee Chair Valdez presided over the Executive Session of the Evaluation Committee at 2:03 p.m.

Following a Motion, second, and unanimous vote to leave the Executive Session, the Board reconvened in open session at 4:32 p.m.

With no further business for the day, the Board adjourned the meeting until the next morning.

FRIDAY, OCTOBER 7, 2022

Chair Jordan convened the Board for a working breakfast at 8:00 a.m. to discuss Student Success as part of the ongoing Board Retreat follow-up. The Board discussed the following topics: Student life success – what whole person initiatives should we consider; Student Success, enrollment/recruitment, retention, graduation (Is it representative? What are the gaps?); What is the role of the System; what is the role of the campuses; K-12 success, what is our role in success partnerships; what does success look like in 5 years; pilot projects; scale. The Board then reported out on the small group discussions. Some of the recommendations included: give students more purpose; internships; more presence in schools for recruiting; play to strengths; be more welcoming as an HSI; intra-system transfers; compensation – lobbying legislature; outreach k-12 through ongoing teacher education; modules around mental health; general education mental health credit; sense of culture for staff; System approach to recruiting; System level resources for students; seamless transfer; sharing knowledge across the System for success; supporting scholarships; adulting soft skills; community involvement requirement.

Chair Jordan then reconvened the meeting at 9:20 a.m.

AUDIT AND FINANCE COMMITTEE

Governor Fischer, Chair of the Audit and Finance Committee, convened the committee at 9:21 a.m. and asked Director of Audit Serrano to begin.

Internal Audit Items

Ms. Serrano presented Audit highlights from the last fiscal year and the Audit dashboard. She noted the implementation of the post engagement survey where they are trying to identify if the engagement was of value. She reported that 80% agreed or strongly agreed and their goal is to increase that to 90%. Director Serrano also reported that five reports had been issued.

Director Serrano then discussed the Status of FY 22-23 Audit Plan, explaining that Internal Audit had begun planning Cybersecurity Risk Management Engagement, focusing on end-point security controls, and collecting risk information across the entire institution. She also noted that they are conducting an internal review of Internal Audit. Governor Fischer asked for additional information about ransomware attacks on universities, and the Chancellor agreed to bring a report forward to the Board in February.

Chair Fischer then asked CFO Sobanet to present the Finance items.

Finance Items

CFO Sobanet reviewed the latest state revenue forecasts and noted that there will likely not be “move the needle” funding increases for Higher Education in Colorado available in the coming year. He introduced Brendan Hanlon, the new Vice President for Operations at CSUFC. CFO Sobanet asked the campuses to address “what if” scenarios at the conservative end of expectations, given a realistic estimate of state funding.

Campus Budget Scenarios with Enrollment Update and Tuition Discussion FY23 and FY24

CSU VPUO Hanlon presented the incremental E&G budget for the Fort Collins campus, with tuition modeled at 3% or zero, salary increases at 5% or 3%, and state funding at 3%. He explained anticipated new expenses included compensation increases, multi-year strategic initiatives commitments, quality enhancements, academic incentive funding, mandatory costs, SEP funding, and budget reductions. He also noted that all four scenarios include closing the structural budget deficit. CFO Sobanet added that even if projected state funding doubles, there is still not enough to close the gaps.

CSU Pueblo President Timothy Mottet introduced the CSU Pueblo budget, modeling the same four scenarios. He discussed anticipated revenues, noting a trend of students taking fewer student credit hours. For this reason, they are budgeting for a 3% decrease in revenues. He also noted the ongoing structural deficit, with new expenses including compensation increases and additional funding for compensation equity concerns around compression and inversion. He also noted that they are budgeting an increase in mandatory costs, including institutional support per student athlete.

CSU Global President Toney introduced CSU Global’s new CFO Patti Arroyo. CFO Arroyo presented the budget update for CSU Global, which focused on the current year’s budget rather than the outlook for next year. She noted the targeted \$88.3M for operating revenue, which reflected a 6% increase from FY22 actuals and a 6% decrease from the original budget submitted in June. CFO Arroyo explained this was due to a smaller year over year enrollment. She also noted the efforts to control expenses and maintain the targeted operating margin of 26%.

CFO Sobanet noted that this budget does not change the look-ahead for the Board’s strategic funding. He explained that in December the Board will vote on “the draw” from Board reserves to support strategic priorities, and at that point they will be able to report on the Governor’s budget request and on state revenue projections. An additional update will occur at the February meeting, and this is when Board members typically set parameters for the budgets they want to see in May. And then in May, parameters such as tuition are finalized, and then budgets are approved in June.

Governor Fischer asked what peer institutions are doing in terms of compensation, and the Chancellor explained how that information is routinely gathered from various sources and annual reports.

CFO Sobanet explained the CSU and CSU Pueblo Institutional Fee Plan and Policy, noting it is a housekeeping measure required by state policy that requires Board approval of the fee plans and policy framework for CSU Fort Collins and CSU Pueblo. General Counsel Johnson recommended it for Board approval. Interim President Miranda summarized what was included in the plan, noting it defines the types of fees and procedures for initiating and changing a fee, as well as options for appeal. None of the language is changed from prior years but annual approval is required.

Motion/Action: Governor DeSalvo moved for approval of the CSU and CSU Pueblo Institutional Fee Plan and Policy. The Motion was seconded and carried unanimously. This Action Item is included in the Board's meeting materials.

CSU System Treasury Update

CFO Sobanet presented the CSU System Treasury update. He reviewed the history behind CSU's diversification of its investment portfolio, starting in 2018. CFO Sobanet noted that this year has seen declines versus the past three years of significant gains in light of market fluctuations. He explained the long-term, buy-and-hold approach to the investments. He also explained that there will be a refresh of the low-point analysis at the next meeting.

CFO Sobanet then presented the approval of Twenty-Third Supplemental Resolution authorizing the refunding of \$85,000,000 Series 2010B and 2010C (Build America Bonds). He noted this was a conditional item to allow the System to optimize refinancing of the bonds if Congress votes to extend the bond subsidies on the Build America Bonds by December 31, 2022, and no refunding will be necessary for these issuances. He also noted that the Action Item updates the Master Resolution to pledge 100% of tuition revenues based on the passing of Senate Bill 22-121.

Motion/Action: Chair Jordan moved for approval of the Twenty-Third Supplemental Resolution, and the Motion was seconded by Governor Markey. The Motion passed unanimously. This Resolution is included in the Board's meeting materials.

Debt Capacity Presentation

Nick Taylor presented the Debt Capacity Presentation for North Slope Advisors. He reviewed the existing debt portfolio and noted that CSU does not manage its portfolio to achieve a specific rating. He reviewed the debt service skyline. He also discussed the "scoop and toss" arrangement, which previously was advantageous because of low interest rates, whereas there are challenges of borrowing similarly now that interest rates are higher. Mr. Taylor then discussed potential debt obligations for the Veterinary Medicine Complex, which will primarily be funded through philanthropy, and student housing. Chancellor Frank reviewed other areas of potential obligation. The Board discussed interest rate differences if a credit rating downgrade occurs. Governor Fischer asked if there was a three-year horizon included in the analysis. Also, Chair Fischer requested a creative look at revenue generation opportunities which could be applied to compensation for the December meeting.

Government Affairs Report

Henry Sobanet, Gavin Clingham and Lindsay Videnieks provided the Government Affairs report. EVC Sobanet reported on the ongoing development of the Colorado Department of Higher Education Strategic Plan. Chancellor Frank reviewed legislative relations process and the rare occasions when the Board takes positions on issues, such as DACA. Governor Easley noted that there is a bipartisan trend of beating up on

higher education and suggested we undertake more creative ways to discuss Higher Education's Return on Investment and the low state investment in its colleges and universities. He also noted that black students may take on more debt than white students; he said he suspects we're doing a better job than the national average but we should talk about it more widely. Chancellor Frank thanked Governor Easley and said there are a lot of people in the Legislature who do understand the value proposition; he also emphasized the importance of other people outside of chancellors and CFOs, such as the Colorado Trustee Network, advocating for higher education funding at the statehouse. Chair Jordan also discussed the importance of advocating for higher education in all areas, not just funding.

Gavin Clingham and Lindsay Videnieks from Woodberry Associates reported on federal affairs. Mr. Clingham discussed the Biden administration's higher education priorities (access, affordability, and opportunity); student loan forgiveness; the pending continuing resolution on federal budget; and specific issues they are pursuing for CSU Pueblo and Fort Collins. He then discussed pending competitive opportunities focused on climate and energy in which CSU and Colorado will be participating, as well as One Health and the Farm Bill. Chancellor Frank thanked Gavin and Lindsay for their great work and ongoing collaboration.

EXECUTIVE SESSION

Motion/Action: Governor Jordan moved for the Board to go into Executive Session of the Board of Governors for the reasons listed in the meeting notice. The Motion was seconded by Governor Easley and carried unanimously. General Counsel Johnson read the Board into Executive Session at 11:17 a.m. and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

As stated in the public notice, the Board has Moved to go into Executive Session under C.R.S. § 24-6-402 (3) (a) (II), and C.R.S. § 24-6-402 (3) (a) (VII) for matters concerning trade secrets, privileged information, and confidential commercial, financial data furnished by or obtained from any person, including confidential information pertaining to the CSU System Foundation, and to receive specific legal advice about the First Amendment and free speech, the Board's fiduciary duties with respect to retirement investment plans, as well as questions regarding the meeting topics referenced in this public notice and the meeting agenda, and to receive the Litigation Report from General Counsel related to pending and imminent litigation, as well as specific claims or grievances.

Following a Motion, second, and unanimous vote to leave Executive, the Board reconvened in open session at 12:15 p.m.

APPROVAL OF CONSENT AGENDA

Motion/Action to Approve Consent Agenda: General Counsel Johnson presented the Consent Agenda to the Board of Governors for approval, with a clarification. The Consent Agenda was updated to include a modification to Board Policy 207, which provides that proceeds from the Endowment Land Income Fund may be used to support programs that benefit members of federally-recognized or state-recognized Native American Tribes. Governor Markey moved for approval of the Consent Agenda. Governor Baca seconded the Motion, and the Motion carried unanimously.

Colorado State University System

Minutes of the June 6, 2022 Audit and Finance Committee

Minutes of the June 8-10, 2022 Board and Committee Meetings

Minutes of the August 3-5, 2022 Board Retreat
Updated BOG Policy 122 – Board Appointment
Updated BOG Policy 207

Colorado State University

Graduate Certificates in Aerospace: Satellites, Radars and Remote Sensing; Hydraulic Design; and Arts Management

Approval of Degree Candidates

Program Review Schedule

Colorado State University Pueblo

Approval of Degree Candidates

Colorado State University Global Campus

Graduate Certificate in Digital Health Technology

Approval of Degree Candidates

The Board paused for lunch at 12:20 p.m. and the meeting resumed at 12:35 p.m.

CSU-PUEBLO REPORTS

Student Report – Presented by Mikayla Lerch

Governor Lerch shared her excitement over recent activities on campus, particularly in student engagement. Attendance at student events has been very strong. She explained that they had HSI Week and another set of DEI presentations/discussion the following week that identified student needs: making college accessible and affordable and appealing to families; a discover day for bilingual students; enhanced student employment activities. Students have expressed that their parents are much more comfortable once they know there are Spanish-language resources and support available. She also noted that they are looking at how to better support students transportation needs, including possibly purchasing a van. Lastly she shared that Homecoming festivities were a big success.

Faculty Report – Presented by MD Islam

Governor Islam thanked President Mottet for his support. He reported on facilities updates, campus events to celebrate employees, and a press announcement about the new Transportation Technology Institute. Dr. Islam will be the director. He also discussed ongoing concerns about faculty dissatisfaction and retention and impact on programs with high turnover.

President’s report – Presented by Tim Mottet

President Mottet highlighted the work of the campus in 6 areas: Fall semester start and the importance of the partnership with faculty/staff; community engagement, which has been an intense effort the last seven weeks including Pride, State Fair, parades, Fiesta Day, fall sports, Homecoming and Family Weekend, a gubernatorial debate, Admissions activities, friends and scholars events, and ongoing athlete community service; enrollment, including the first increase in new students under his presidency; leadership transitions, including a new dean of the graduate school and a new dean of student success, departure of his Chief of Staff; operations and advancement, including remodeling of the tech building and a fire in the general classroom building; and grant activity. Governor Markey asked whether there is support at the System level for grant writing.

CSU GLOBAL REPORTS

Student Report – Presented by Paige Martinez

Governor Martinez reported on the implementation of the Student Advisory Council to discuss how to improve the student experience. They have held two meetings so far and students have expressed interest in more hands-on experiences. Students are also interested in post-graduate certificates. Participation has been

strong. Governor Martinez also shared information she has gathered on why students are choosing Global, including a perspective that the strength of the Global community has encouraged students to persist post-pandemic. She also reported that both Pueblo and Fort Collins are doing CSU Global days at their football games.

Faculty Report – Presented by Jennifer Davis

Governor Davis reported that Forbes listed CSU Global as one of the best online college options. She also reported on employee appreciation activities, including Coffee with a Co-Worker, blogs, and a Virtual Book Club.

President’s Report – Presented by Pam Toney

President Toney discussed work on enrollment and options, as well as the strategic plan. She highlighted enrollment progress – 74% to goal for Q1; student registered credits are 86% to goal, which is where they want to be; and steady enrollment with the Amazon partnership. She introduced VP for Strategic Engagement Sandra Jones who discussed efforts around brand awareness and marketing. They will be working to tell the CSU Global story through the experiences of students. Also, a new commercial will debut in the Denver market on Christmas Day. The campaign will also include an outdoor campaign in key markets statewide and holiday season displays at the Denver airport. They expect to exceed 100 million impressions nationwide, along with doubling impact in earned media. Global has seen a 145% increase in audience in social media activity across all platforms. She thanked the Board for its investment in the campaign.

Periodic Review of CSU’s Defined Contribution Retirement Plan

In accordance with state law, the Board meeting materials included detailed information about the Periodic Review of CSU’s Defined Contribution Retirement Plan, and these materials were provided to every member of the Board of Governors.

With no further business, the meeting was adjourned at 1:30 p.m.

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

**CSU PRESIDENTIAL SEARCH ADVISORY COMMITTEE
MEETING MINUTES**

**Virtual Meeting by Zoom
August 15, 2022**

ATTENDANCE

Search Advisory Committee Members Present: Armando Valdez, Search Chair; Reham Abdunabi, Political Science, student; Brett Anderson, alumni/donor, admin pro; Stacey Baumgarn, CSU Facilities, state classified staff; Albert Bimper, Ethnic Studies, Athletics, Alumnus, Associate Vice Provost and Associate Dean College of Liberal Arts, interim Chief of Staff; Don Brown, former Colorado Commissioner of Agriculture, alumni/donor; Carla Dore, Workplace Resource, alumni/donor; Nate Easley, Board of Governors; Paula Edwards, alumni/donor; John Fischer, Board of Governors; Sonia Kreidenweis, Atmospheric Science, University Distinguished Professor, interim Dean of the Graduate School; Betsy Markey, Board of Governors; John Moore, Ecosystem Science and Sustainability, faculty; Andrew Norton, Agriculture Biology; faculty representative to the Board of Governors; Erik Olson, alumni/donor; Kathay Rennels, Interim VP for Engagement and Extension; Jimena Sagas, University Libraries, faculty; Ivan Caro Terrazas, graduate student in Physics; Toni-Lee Viney, Mechanical Engineering, APC; Diana Wall, School of Global Environmental Sustainability; University Distinguished Professor, faculty; Lise Youngblade, Dean, College of Health and Human Sciences; Alisha Zmuda, Classified Personnel Council;

Search Advisory Committee Members Absent: Sarah Olson; Olivia Arnold; Polly Baca; Bill Hammerich Rob Long; Todd Marksberry; Marcus Zacarias

Staff, Administrators, Leadership and Search Firm Members Present: Tony Frank, Chancellor; Jason Johnson, General Counsel; Kim Jordan, Chair, Board of Governors; Melanie Geary, Board Liaison; Jack McGrew, Parker Executive Search; Laurie Wilder, Parker Executive Search; and Porsha Williams, Parker Executive Search

CALL TO ORDER

Chair Valdez welcomed the committee and called the meeting to order at 1:03 p.m.

Chair Valdez asked General Counsel Jason Johnson to discuss the confidentiality of the search. Mr. Johnson talked about the search guidelines and the legal obligations applicable to the Search Advisory Committee under the Colorado Open Meetings Law and the Colorado Open Records Act, and highlighted the need for confidentiality, as set forth in the Confidentiality Agreement.

Chair of the Board of Governors Kim Jordan then provided the official Charge to the Committee. The Presidential Search Advisory Committee is charged with seeking input from the broader community through a survey and set of listening sessions; finalizing the formal job description, as well as the deadline for applications; establishing requirements for applicants, selection procedures, and the time frame for reviewing and accepting applications; reviewing all

applications and identifying a set of approximately eight candidates for interviews. After identifying and interviewing those applicants, the Search Advisory Committee will recommend up to three qualified candidates for the Board of Governors to consider as the hiring authority.

Accordingly, the Search Advisory Committee has the following duties and goals:

- Seek broad, inclusive input from Colorado State University's internal and external stakeholders regarding qualifications, experience, and leadership characteristics desired in potential candidates;
- Provide input to the search firm selected by the Board of Governors in the development of a candidate profile and leadership statement to be used in a national search that results in a highly qualified, competitive, and diverse candidate pool;
- Ensure the search firm conducts deliberate outreach to candidates of diverse perspective, experiences, and backgrounds for the presidency.
- Conduct the process of soliciting and evaluating applications as described above, including finalizing the job description; reviewing all applications; and designing and conducting an interview and evaluation process that concludes with the recommendation of qualified candidates for the Board's consideration;
- Consider all recommended applicants in an unbiased and objective fashion and in compliance with applicable state and federal laws;
- Maintain appropriate communication standards regarding the search and the candidates;
- Participate actively in the search process, including attending meetings and performing all duties of a Search Advisory Committee member;
- Maintain the confidentiality of the applicants and their materials, as required by law, and as set forth in the Confidentiality Statement;
- Recommend (unranked) a group of qualified candidates to be considered by the Board of Governors. The Board of Governors will make the final selection, including the naming of any finalist or finalists, in consultation with the Chancellor.

The Search Advisory Committee members agreed to abide by the laws of the State of Colorado in the performance of their duties.

Chair Valdez then asked the committee members to introduce themselves and the committee members gave their brief introductions.

Laurie Wilder talked about the search process and the support that Parker Executive Search will provide to the Search Advisory Committee. Ms. Wilder also generally described some of the other national searches that are ongoing at other universities. Ms. Wilder discussed the timeline and process for the search, as well as the process to develop the job description. When the job description is finalized, it will start the active search process. In addition, Ms. Wilder

encouraged the Search Advisory Committee members to seek out and provide nominations for the position, as nominations are a critical part of the recruitment process which would occur in September and October. The search will involve looking for a diverse group of candidates with different experience. The Search Advisory Committee and Parker Executive Search will be communicating regularly during the search process. Ms. Wilder also emphasized the importance of confidentiality as we build a quality pool of candidates.

The Search Advisory Committee discussed the key attributes for the next President at CSU, as well as the challenges and unique opportunities at CSU. The attributes that were discussed included the ability to communicate, emotional intelligence, a commitment to staff, and DEI.

The Search Advisory Committee talked about the next steps in the process, beginning with the Listening sessions that will provide an inclusive opportunity to gather campus and community input. They also discussed the survey that was being widely distributed in an effort to gather feedback from constituents. The committee also recommended the addition of Spanish Translation and ASL translation at the listening sessions. The Search Advisory Committee members were thanked for their participation. Chancellor Tony Frank discussed the broad and diverse community of CSU, noting that the committee members all represent multiple constituencies and as a collective group represent the many diverse constituencies of CSU.

The meeting adjourned at approximately 2:02 p.m.

**THE BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
CSU PRESIDENTIAL SEARCH ADVISORY COMMITTEE
MEETING MINUTES
Virtual Meeting by Zoom
September 9, 2022**

ATTENDANCE

Search Advisory Committee Members Present: Armando Valdez, Search Chair; Reham Abdunabi, Political Science, student; Brett Anderson, alumni/donor, admin pro; Stacey Baumgarn, CSU Facilities, state classified staff; Albert Bimper, Ethnic Studies, Athletics, Alumnus, Associate Vice Provost and Associate Dean College of Liberal Arts, interim Chief of Staff; Carla Dore, Workplace Resource, alumni/donor; Nate Easley, Board of Governors; John Fischer, Board of Governors; Sonia Kreidenweis, Atmospheric Science, University Distinguished Professor, interim Dean of the Graduate School; Betsy Markey, Board of Governors; John Moore, Ecosystem Science and Sustainability, faculty; Andrew Norton, Agriculture Biology; faculty representative to the Board of Governors; Kathay Rennels, Interim VP for Engagement and Extension; Jimena Sagas, University Libraries, faculty; Ivan Caro Terrazas, graduate student in Physics; Toni-Lee Viney, Mechanical Engineering, APC; Diana Wall, School of Global Environmental Sustainability; University Distinguished Professor, faculty; Lise Youngblade, Dean, College of Health and Human Sciences; Alisha Zmuda, Classified Personnel Council; Dora Frias, Director of El Centro; Sarah Olson, International Programs and Administrative Professional Council; Diana Wahl, School of Global Environmental Sustainability; Olivia Arnold, Environmental and Radiological Health Sciences, non-tenure-track faculty; Polly Baca, Board of Governors; Bill Hammerich, Colorado Livestock Association; Marcus Zacarias, Political Science, student; Rob Long, Finance and Real Estate/Business Administration, Student and ASCSU representative to the Board of Governors; Todd Marksberry, CEO, Canvas Credit Union, donor/corporate partner.

Search Advisory Committee Members Absent: Erik Olson, alumni/donor; Don Brown, former Colorado Commissioner of Agriculture, alumni/donor.

Staff, Administrators, Leadership and Search Firm Members Present: Tony Frank, Chancellor; Jason Johnson, General Counsel; Melanie Geary, Board Liaison; Laurie Wilder, Parker Executive Search; and Porsha Williams, Parker Executive Search.

CALL TO ORDER

Chair Valdez welcomed the committee and called the meeting to order at 1:00 p.m.

Chair Valdez talked about the goals for the meeting and the committee's focus on developing and finalizing the job description.

Ms. Wilder talked about the feedback from the Search Advisory Committee's listening sessions, particularly the need for the next President to have strengths in communication, engagement with internal and external constituents, as well as outreach with the community. The next leader should also have respect and appreciation for all campus groups and should focus on and have

experience with CSU's land grant and access missions. The feedback from the listening sessions also featured a desire for the next President to engage with students and have operational strengths and understand infrastructure needs and how to improve the university's infrastructure. The next President should exhibit trust and integrity, and value Liberal Arts and STEM and sustainability. In addition, the President should recognize and utilize the talents and strengths of the university. The next President should also have the following skills and experience: engagement with external groups; authentic leadership; effective communication; invest in students; approachability; be a strong leader with vision for CSU and students and build a great team; improve the university's reputation in research; and raise morale and excitement at the university.

The Search Advisory Committee reviewed and discussed the search process, such as the time for posting the job description, the materials on the search website hosted by the university at <https://presidentalsearch.colostate.edu>, the deadline for applications, the selection procedures, the requirements for applicants and the job description, and the process for reviewing applications and identifying a set of candidates for interviews. The committee agreed upon those elements of the search process as published on the search website. The committee reviewed and discussed the job description and recommended additional modifications. The committee approved the process for finalizing the job description and finalized the job description that was posted on the website the following week and was distributed and communicated by Parker Executive Search.

The meeting adjourned at approximately 2:01 p.m.

**THE BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
CSU Presidential Search Advisory Committee
Meeting Minutes
Virtual Meeting by Zoom
October 17, 2022**

ATTENDANCE

Search Advisory Committee Members Present: Armando Valdez, Chair; Brett Anderson, alumni/donor, admin pro; Olivia Arnold, Environmental and Radiological Health Sciences, non-tenure-track faculty; Polly Baca, Board of Governors; Stacey Baumgarn, CSU Facilities, state classified staff; Albert Bimper, Ethnic Studies, Athletics, Alumnus, Associate Vice Provost and Associate Dean College of Liberal Arts, interim Chief of Staff; Don Brown, former Colorado Commissioner of Agriculture, alumni/donor; Carla Dore, Workplace Resource, alumni/donor; Nate Easley, Board of Governors; Paula Edwards, alumni/donor; John Fischer, Board of Governors; Bill Hammerich, Colorado Livestock Association; Sonia Kreidenweis, Atmospheric Science, University Distinguished Professor, interim Dean of the Graduate School; Faith Largo, Natural Sciences/Biology, student; Rob Long, Finance and Real Estate/Business Administration, Student and ASCSU representative to the Board of Governors; Betsy Markey, Board of Governors; Todd Marksberry, CEO, Canvas Credit Union, donor/corporate partner; John Moore, Ecosystem Science and Sustainability, faculty; Andrew Norton, Agriculture Biology; faculty representative to the Board of Governors; Erik Olson, alumni/donor; Kathay Rennels, Interim VP for Engagement and Extension; Jimena Sagas, University Libraries, faculty; Ivan Caro Terrazas, graduate student in Physics; Laura Thornes, International Programs, administrative professional; Diana Wall, School of Global Environmental Sustainability; University Distinguished Professor, faculty; Lise Youngblade, Dean, College of Health and Human Sciences

Search Advisory Committee Members Absent: Reham Abdunabi, Political Science, student; Dora Frias, Director of El Centro; Marcus Zacarias, Political Science, student; Alisha Zmuda, Classified Personnel Council

Administrators, Staff and Search Firm Member Present: Tony Frank, Chancellor; Melanie Geary, Board Liaison; Jason Johnson, General Counsel; Laurie Wilder, Parker Executive Search; and Porsha Williams, Parker Executive Search

CALL TO ORDER

The meeting came to order at 2:03 p.m.

Laurie Wilder began the meeting with an update to the Search Advisory Committee about the search process. She reiterated the strategy thus far and discussed ways the committee will evaluate candidates. Many individuals have committed to the search process by submitting application materials and there are a significant number of individuals who are considering this opportunity or who are strongly considering this opportunity and plan to submit application materials. She noted that some of the top candidates represented a diverse and competitive group.

Ms. Wilder also discussed the market feedback about the position, which has been very positive. Potential candidates noted that CSU is considered a premiere Land-grant with a great reputation and the position is very appealing. Being an Emerging HSI was also appealing to applicants, as well as CSU's research and Ag Sciences strengths were also areas that are appealing to the candidates, along with the many pockets of excellence across the institution. Individuals are impressed with the positive trajectory of Colorado State University. Ms. Wilder further noted there was a lot of respect for Chancellor Frank and his leadership.

The Search Advisory Committee and Ms. Wilder talked about the market feedback and generally about the candidates. Ms. Wilder also described the next steps in the process and emphasized the confidentiality of candidate information noting that confidentiality is helping with the caliber of the candidate pool. Ms. Wilder emphasized the importance of the nomination process and encouraged search committee members to contact her with any questions.

Ms. Wilder further discussed the rubric to evaluate candidates and the process to identify candidates to interview. The Committee and Ms. Wilder then discussed formulation of the interview questions for the airport interviews. Ms. Wilder noted the Committee would have access to candidate material on October 27th.

The next meeting will be November 1, 2022, virtually on Zoom. The Search Advisory Committee members were thanked for their time and participation in the search process.

The meeting adjourned at approximately 3:01 p.m.

**THE BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
CSU Presidential Search Advisory Committee
Meeting Minutes
Virtual Meeting by Zoom
November 1, 2022**

ATTENDANCE

Search Advisory Committee Members Present: Armando Valdez, Chair; Brett Anderson, alumni/donor, admin pro; Polly Baca, Board of Governors; Stacey Baumgarn, CSU Facilities, state classified staff; Albert Bimper, Ethnic Studies, Athletics, Alumnus, Associate Vice Provost and Associate Dean College of Liberal Arts, interim Chief of Staff; Don Brown, former Colorado Commissioner of Agriculture, alumni/donor; Carla Dore, Workplace Resource, alumni/donor; Nate Easley, Board of Governors; Paula Edwards, alumni/donor; John Fischer, Board of Governors; Bill Hammerich, Colorado Livestock Association; Sonia Kreidenweis, Atmospheric Science, University Distinguished Professor, interim Dean of the Graduate School; Rob Long, Finance and Real Estate/Business Administration, Student and ASCSU representative to the Board of Governors; Betsy Markey, Board of Governors; Todd Marksberry, CEO, Canvas Credit Union, donor/corporate partner; John Moore, Ecosystem Science and Sustainability, faculty; Andrew Norton, Agriculture Biology; faculty representative to the Board of Governors; Erik Olson, alumni/donor; Kathay Rennels, Interim VP for Engagement and Extension; Jimena Sagas, University Libraries, faculty; Ivan Caro Terrazas, graduate student in Physics; Laura Thornes, International Programs, administrative professional; Toni-Lee Viney, Mechanical Engineering, APC; Diana Wall, School of Global Environmental Sustainability; University Distinguished Professor, faculty; Lise Youngblade, Dean, College of Health and Human Sciences; Marcus Zacarias, Political Science, student; Alisha Zmuda, Classified Personnel Council

Search Advisory Committee Members Absent: Reham Abdunabi, Political Science, student; Olivia Arnold, Environmental and Radiological Health Sciences, non-tenure-track faculty; Dora Frias, Director of El Centro; Faith Largo, Natural Sciences/Biology, student.

Administrators, Staff and Search Firm Members Present: Tony Frank, Chancellor; Jason Johnson, General Counsel; Melanie Geary, Board Liaison; Porsha Williams, Parker Executive Search; and Laurie Wilder, Parker Executive Search

CALL TO ORDER

Chair Valdez welcomed everyone and called the meeting to order at 9:01 a.m.

Polly Baca MOVED to go into Executive Session and that Motion was seconded by Nate Easley. The Search Advisory Committee unanimously voted to approve the Motion and go into Executive Session at 9:03 a.m.

General Counsel Johnson read the Search Advisory Committee into Executive Session for those reasons stated in the public notice, and specifically for the purposes of discussing confidential applicant information and to receive legal advice on specific questions about the search from the committee, which is confidential under C.R.S. § 24-6-402(3)(a)(II), 3(a)(II), 3(a)(III), 3(a)(VII) and (3.5).

Following a Motion, second, and vote, the Search Advisory Committee came out of Execution Session at 11:49 a.m.

General Counsel then read the following Motion for the committee: Moved, to invite those qualified candidates, as identified in executive session, for in-person interviews with the committee as part of the next step in the search process. Lise Youngblade MOVED to approve that Motion, which was seconded by Rob Long. The Motion passed unanimously.

With no further business the meeting adjourned at 11:51 a.m.

**THE BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
CSU Presidential Search Advisory Committee
Meeting Minutes
Westin Denver International Airport
8300 Pena Boulevard, Denver, Colorado 80249
November 9 and 10, 2022**

ATTENDANCE

Search Advisory Committee Members Present: Armando Valdez, Chair; Brett Anderson, alumni/donor, admin pro (virtually); Polly Baca, Board of Governors; Stacey Baumgarn, CSU Facilities, state classified staff; Albert Bimper, Ethnic Studies, Athletics, Alumnus, Associate Vice Provost and Associate Dean College of Liberal Arts, interim Chief of Staff; Don Brown, former Colorado Commissioner of Agriculture, alumni/donor; Carla Dore, Workplace Resource, alumni/donor; Nate Easley, Board of Governors; Paula Edwards, alumni/donor; John Fischer, Board of Governors; Bill Hammerich, Colorado Livestock Association; Sonia Kreidenweis, Atmospheric Science, University Distinguished Professor, interim Dean of the Graduate School; Rob Long, Finance and Real Estate/Business Administration, Student and ASCSU representative to the Board of Governors; Betsy Markey, Board of Governors; Todd Marksberry, CEO, Canvas Credit Union, donor/corporate partner; John Moore, Ecosystem Science and Sustainability, faculty; Andrew Norton, Agriculture Biology; faculty representative to the Board of Governors; Erik Olson, alumni/donor; Kathay Rennels, Interim VP for Engagement and Extension; Jimena Sagas, University Libraries, faculty; Ivan Caro Terrazas, graduate student in Physics; Laura Thornes, International Programs, administrative professional; Toni-Lee Viney, Mechanical Engineering, APC; Diana Wall, School of Global Environmental Sustainability; University Distinguished Professor, faculty; Lise Youngblade, Dean, College of Health and Human Sciences; Marcus Zacarias, Political Science, student; Alisha Zmuda, Classified Personnel Council; Reham Abdunabi, Political Science, student; Olivia Arnold, Environmental and Radiological Health Sciences, non-tenure-track faculty; Dora Frias, Director of El Centro; Faith Largo, Natural Sciences/Biology, student.

Search Advisory Committee Members Absent: None.

Administrators, Staff and Search Firm Members Present: Tony Frank, Chancellor (on November 9); Jason Johnson, General Counsel; Melanie Geary, Board Liaison; Wayne Hall, IT; Porsha Williams, Parker Executive Search; and Xavier Harper, Parker Executive Search

CALL TO ORDER

Chair Valdez welcomed everyone and called the meeting to order at 7:44 a.m. on November 9, 2022.

Polly Baca MOVED to go into Executive Session and that Motion was seconded. The Search Advisory Committee unanimously voted to approve the Motion and go into Executive Session at 7:47 a.m.

General Counsel Johnson read the Search Advisory Committee into Executive Session for those reasons stated in the public notice, and specifically for the purposes of receiving, reviewing, and discussing confidential applicant information and to receive legal advice on specific questions about the search process from the committee, which is confidential under C.R.S. § 24-6-402(3)(a)(II), 3(a)(II), 3(a)(III), 3(a)(VII) and (3.5).

The Search Advisory Committee, while still in Executive Session, paused for the day at 6:47 p.m.

On November 10, 2022, the Search Advisory Committee continued its meeting in Executive Session at 7:55 a.m.

Following a Motion, second, and vote, the Search Advisory Committee came out of Execution Session at 6:45 p.m.

General Counsel then read the following Motion: Moved, to invite those qualified candidates, as identified in Executive Session, for in-person interviews with the Board of Governors as part of the next step in the search process and in completion of the Search Advisory Committee's charge from the Board of Governors. Polly Baca moved to approve that Motion, which was seconded by Dr. Nate Easley. Following a discussion and Chair Valdez thanking the Search Advisory Committee members for their hard work, the Motion passed unanimously.

With no further business the meeting adjourned at 6:47 p.m.

**THE BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
CSU Presidential Search Advisory Committee
Listening Sessions Meeting Minutes**

Monday, August 22, 2022

Virtual Meeting – Listening Session from 2:00 p.m. until 3:00 p.m.

Tuesday, August 23, 2022

Virtual Meeting – Listening Session from 10:00 a.m. until 11:00 a.m.

Thursday, August 25, 2022

In Person Meeting – Listening Session from 2:00 p.m. until 3:00 p.m.

Lory Student Center, Ballroom A

Colorado State University

1101 Center Avenue Mall

Fort Collins, CO 80521

Friday, August 26, 2022

In Person Meeting – Listening Session from 10:00 a.m. until 11:00 a.m.

Lory Student Center, Ballroom A

Colorado State University

1101 Center Avenue Mall

Fort Collins, CO 80521

Friday, August 26, 2022

In Person Meeting – Listening Session from 11:30 a.m. until 12:30 p.m.

Lory Student Center, Ballroom A

Colorado State University

1101 Center Avenue Mall

Fort Collins, CO 80521

Wednesday, August 31, 2022

Virtual Meeting – Listening Sessions from 1:00 p.m. until 2:00 p.m. and then from 2:30 p.m. until 3:30 p.m.

Thursday, September 1, 2022

In Person Meeting – Listening Session from 1:00 p.m. until 2:00 p.m.

Durrell Center, Middle Conference Room B (ground floor)

Colorado State University

950 W. Plum Street
Fort Collins, CO 80521

ATTENDANCE

The Search Advisory Committee members attended the Listening Sessions both in-person and virtually, and there was strong community and university attendance and participation at these sessions. The Search Advisory Committee Members are listed below, along with the CSU Staff members and Parker Executive Search members.

Search Advisory Committee Members Present: Armando Valdez, Search Chair; Reham Abdunabi, Political Science, student; Brett Anderson, alumni/donor, admin pro; Stacey Baumgarn, CSU Facilities, state classified staff; Albert Bimper, Ethnic Studies, Athletics, Alumnus, Associate Vice Provost and Associate Dean College of Liberal Arts, interim Chief of Staff; Carla Dore, Workplace Resource, alumni/donor; Nate Easley, Board of Governors; John Fischer, Board of Governors; Sonia Kreidenweis, Atmospheric Science, University Distinguished Professor, interim Dean of the Graduate School; Betsy Markey, Board of Governors; John Moore, Ecosystem Science and Sustainability, faculty; Andrew Norton, Agriculture Biology; faculty representative to the Board of Governors; Kathay Rennels, Interim VP for Engagement and Extension; Jimena Sagas, University Libraries, faculty; Ivan Caro Terrazas, graduate student in Physics; Toni-Lee Viney, Mechanical Engineering, APC; Diana Wall, School of Global Environmental Sustainability; University Distinguished Professor, faculty; Lise Youngblade, Dean, College of Health and Human Sciences; Alisha Zmuda, Classified Personnel Council; Dora Frias, Director of El Centro; Sarah Olson, International Programs and Administrative Professional Council; Diana Wahl, School of Global Environmental Sustainability; Olivia Arnold, Environmental and Radiological Health Sciences, non-tenure-track faculty; Polly Baca, Board of Governors; Bill Hammerich, Colorado Livestock Association; Marcus Zacarias, Political Science, student; Rob Long, Finance and Real Estate/Business Administration, Student and ASCSU representative to the Board of Governors; Todd Marksberry, CEO, Canvas Credit Union, donor/corporate partner; Erik Olson, alumni/donor; Don Brown, former Colorado Commissioner of Agriculture, alumni/donor.

Staff, Administrators, Leadership and Search Firm Members Present: Tony Frank, Chancellor; Jason Johnson, General Counsel; Melanie Geary, Board Liaison; Laurie Wilder, Parker Executive Search; and Porsha Williams, Parker Executive Search

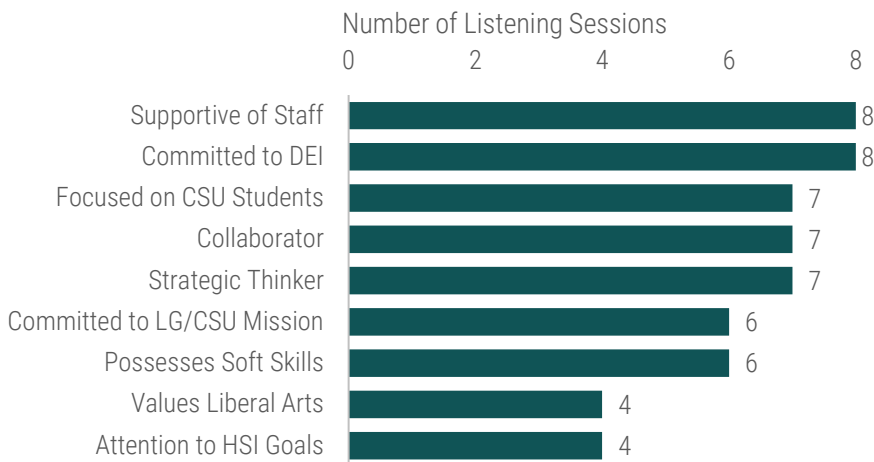
Chair Valdez called each Listening Session to order at the designated start time. After welcoming the Search Advisory Committee members and community and university guests, he opened each meeting up for public comment about what folks would like to see in the next President of Colorado State University. The comments from university and community members have been summarized and that summary is included as part of these Listening

Sessions. The survey results about the CSU Presidential Search are also included. The Search Advisory Committee took no formal actions during the Listening Sessions. Each Listening Session ended on or before the stated end time.

Listening Session Feedback Results

Colorado State University | 2022 Presidential Search | October 17, 2022

What are the Desired Characteristics of a New President?



“As an alum, as someone who works here, someone who’s committed to Colorado State University, [I am] looking for someone who understands the complexity of diversity, equity, inclusion in the Rocky Mountain southwest. So context matters, and our context matters.”

Listening Session Participant

Stakeholders would like a new president that is...



Supportive of Staff | 8/8

- All staff (including NTTf, state classified, non-teaching/research staff, staff across all campuses)
- Committed to solving workload, retention, morale, and HR issues
- Values employee contributions and feedback



Committed to DEI | 8/8

- Values students and staff from minoritized groups
- Committed to language inclusion and justice
- Supports students and faculty/staff with disabilities
- Values a diverse staff and faculty
- Values diversity of ideas



Focused on Students | 7/8

- All students (graduate, undergraduate, online, and international)
- Approachable and visible
- Committed to easing burden on students



A Collaborator | 7/8

- With the surrounding community, others in the state, faculty/staff, global community
- Foster collaboration between departments
- Transparent with decision-making



A Strategic thinker | 7/8

- Strong decision-maker
- Strategic with funding priorities/opportunities



Committed to Land Grant Mission and CSU Traditions | 6/8

- Committed to rebuilding relationship with rural Colorado
- Values history and relevance of agriculture



Has Soft Skills | 6/8

- Good Communicator
- Approachable
- Trustworthy
- Unifying



Values Liberal Arts | 4/8

- Recognizes contributions of College of Liberal Arts
- Addresses teaching load impacts on research ability
- Addresses wage disparity among colleges

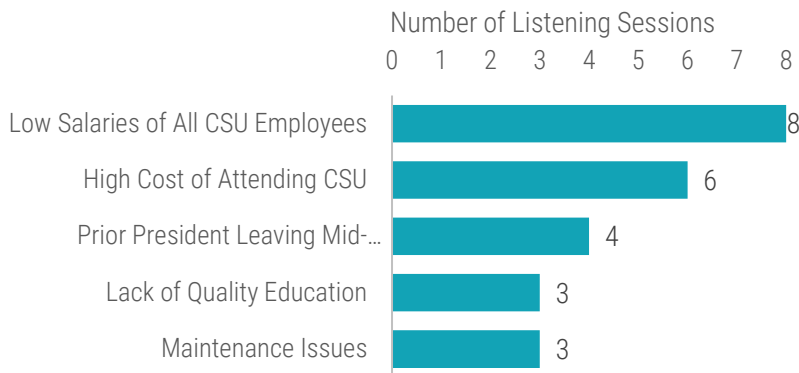


Focused on Goals of a Hispanic-Serving Institution | 4/8

- Committed to understanding how to recruit, support, and retain Hispanic students



What are the Current Challenges at CSU for a New President?



“People are leaving higher ed in a record numbers – yes; However, many colleagues I see are leaving CSU for other higher ed institutions. We need a president who will improve salaries.”
Listening Session Participant

Stakeholders see the current CSU challenges as...



Lack of Quality Education | 3/8

- Lack of quality professors and courses
- Lack of student accountability
- Lack of hands-on learning opportunities
- International students not being supported



Maintenance Issues | 3/8

- Buildings outdated and in disrepair
- Lack of quality facilities impacts students



Low Salaries for Employees | 8/8

- Low salaries for all CSU employees
- Lack of pay equity for non-tenured track faculty
- Low salaries for State-Classified Employee Salaries



High Cost of Attending CSU | 6/8

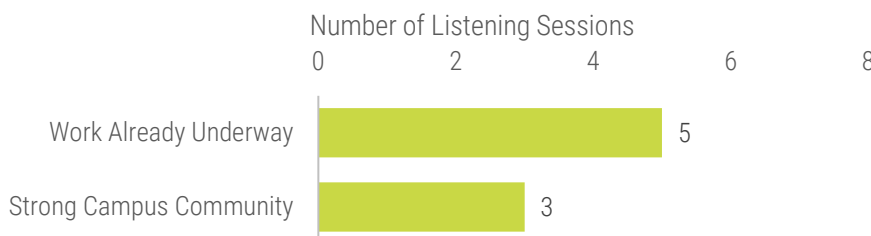
- High tuition
- High campus living costs
- High cost of living in Fort Collins



Prior President Leaving Mid-Contract | 4/8

- Lack of transparency
- Drag on resources
- Fear of losing momentum on initiatives in progress

What are Opportunities at CSU for a New President?



“I think CSU punches above its weight, and I think that the folks that are here are amazing from the staff through the faculty and all of the support. Everything we do. It’s really a scrappy, resourceful, effective, great bunch of folks.”

Listening Session Participant

Stakeholders see the current opportunities at CSU as...



Work Already Underway | 5/8

- Courageous Strategic Transformation
- CSU’s sustainability goals
- Experiential learning achievements



Strong Campus Community | 3/8

- High quality staff and faculty
- High quality students



Presidential Search Listening Session Feedback Report

October 17, 2022

Prepared for:

Armando Valdez
Search Committee Chair
Colorado State University System Board of Governors



**INSTITUTE FOR RESEARCH
IN THE SOCIAL SCIENCES
COLORADO STATE UNIVERSITY**

Prepared by:

Institute for Research in the Social Sciences

Introduction

The Presidential Search Advisory Committee (the Committee) conducted eight public listening sessions as part of the Colorado State University Presidential Search. The goal of the eight sessions was to hear from campus stakeholders about what qualities they want to see a new president bring to Colorado State University. Sessions took place from August 22 – August 31, 2022, and were open to the public. Of the eight sessions, four were conducted in-person and four were conducted virtually over Zoom. At the in-person sessions, Spanish-language translation and ASL interpretation were available. The virtual sessions were captioned, and Spanish-language translation was offered. Attendees at the sessions represented Colorado State University faculty, staff, students, and community members.

During the listening sessions, participants shared their comments and questions related to the Presidential Search. This report captures the results of the feedback shared over the course of the eight listening sessions.

Methods

Of the eight listening sessions, the Committee recorded and transcribed the four in-person sessions as well as the Zoom sessions. The Committee also preserved the Zoom session comments, which were read aloud during the session. Researchers used the session transcripts and notes to qualitatively analyze stakeholder feedback across the eight Presidential Search Listening Sessions using inductive thematic analysis. Researchers captured the frequency of themes across the eight listening sessions. Results of the analysis are found in the sections below.

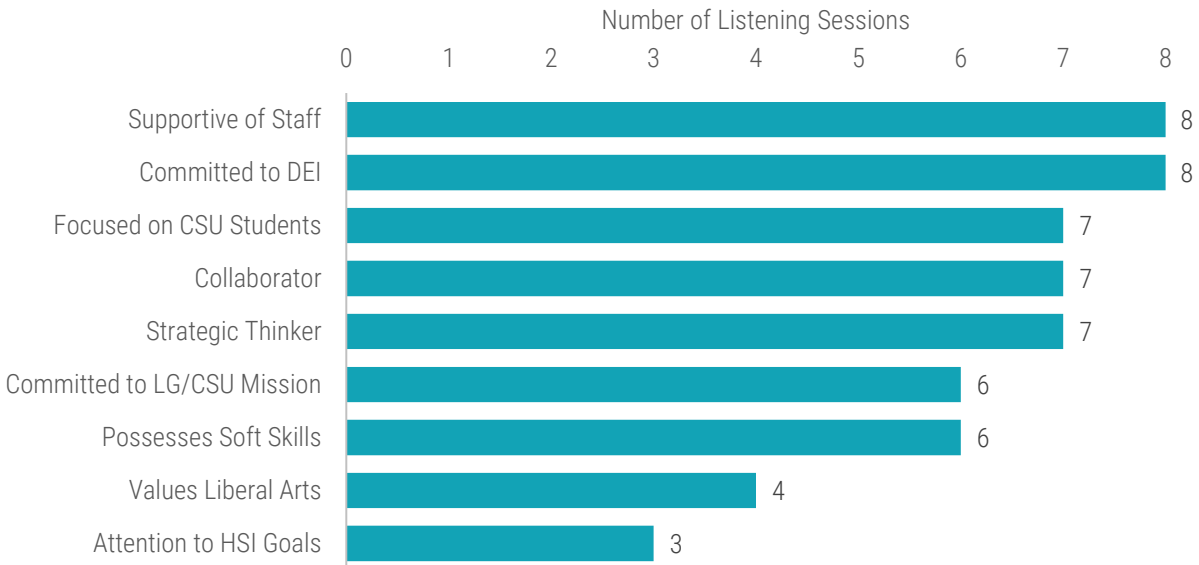
Findings

The findings section is broken down into three sub-sections: desired characteristics, challenges, and opportunities at CSU. Across the eight Listening Sessions, the majority of participant contributions pertained to desired characteristics of a new president. Current challenges was the second-most talked about topic among participants, and opportunities at CSU was discussed the least frequently by participants.

Desired Characteristics

The Committee asked listening session participants to share what types of characteristics they desire in a new president for the University. Participant responses were categorized into nine main themes. The themes and their frequency across the eight focus groups are shown in the table below.

What are the Desired Characteristics of a New President?



Supportive of Staff and Faculty

In each of the eight listening sessions, participants said they desire a candidate that is supportive of Colorado State University staff and faculty. Participants spoke of a need for the president to address issues such as workload, retention, and morale among faculty and staff, as well as include these groups in decision-making. Participants specifically identified a need to support state-classified employees, non-tenure track faculty, and staff from communities of color. Participants also highlighted the need to address staffing issues in non-teaching and research units, such as human resources, facilities, and procurement, and to consider staff across all campuses. Finally, participants expressed a desire for a new president to recognize the talent of the current staff and faculty of Colorado State University.

“We have to do as the airlines say, and put the mask on ourselves before we can put it on someone else. And that means really cultivating a place where employees can thrive. And I’m referring to all employees, not just faculty and tenured and non-tenured positions, but the folks who put food on our students’ tables. Who create an experience where students can feel welcome and safe and housed and sheltered. I mean, all of these folks are incredibly important to the backbone of this institution, and I really hope that the new president recognizes that and puts people first.”
Listening Session 5 Participant

Committed to Diversity, Equity, and Inclusion

In each of the listening sessions, participants said they would like a president that is committed to diversity, equity, and inclusion (DEI) efforts. Participants noted that they want a president that supports both students and staff from communities historically underserved by the University, and that they desire a president committed to addressing incidents of bias and racism that occur on campus. Participants noted specific groups that they would like to see the new president support in DEI efforts including students and staff with disabilities, students and staff from Indigenous tribal nations, peoples and communities, and students and staff from the LGBTQIA community. Participants also noted the importance of the new president valuing language inclusion and language justice. Participants would also like to see a president that both values and listens to people from minoritized communities, is committed to creating a more diversified staff and faculty, and values a diversity of ideas.

“As an alum, as someone who works here, someone who's committed to Colorado State University, [I am] looking for someone who understands the complexity of diversity, equity, inclusion in the Rocky Mountain southwest. So context matters, and our context matters.”

Listening Session 4 Participant

Places Focus on CSU Students

In seven of eight of the listening sessions, participants shared that they would like a president that places a focus on the students at CSU. Specifically, participants would like the president to commit to supporting CSU graduate students, students from minoritized backgrounds, online students, undergraduate students that are undecided in their major, and the international student population. Participants would like the new president to consider the students when making decisions and be more visible and approachable for CSU students. Participants would also like the new president to be supportive of students navigating difficult university processes and systems.

“We need a President that not only understands the student experience and values the work of those on the ground with students, but does so outwardly and communicates that to the campus community.”

Listening Session 2 Participant



Commitment to and Collaboration with the Community

In seven of the eight sessions, participants stressed the importance of the new president being a collaborator that values collaborating with faculty and staff on campus, the surrounding Fort Collins community, with other leaders in the state, and with the global community including internal staff and students. As part of this collaborative mentality, participants hope that a new president will be transparent in decision-making and communicating, and will foster collaboration between different departments and units on campus.

"I suggest that a President that comes in is one that knows how to handle the competing interest of faculty staff and students and other outside stakeholders, such as alumni, politicians, and the greater community, meanwhile also coming in and making the decisions that feel reflective and inclusive of those that they are impacting."

Listening Session 3 Participant

Strategic Thinker

Participants in seven of the eight listening sessions stressed the importance of a president that is a strategic thinker. This included strong decision-making skills and the ability to strategically approach funding opportunities and priorities.

"[CSU needs] a person who is willing to take a hard look at our division of operations and ways to improve our efficiency and effectiveness, as well as retain staff."

Listening Session 6 Participant

Committed to Land Grant Mission and CSU Traditions

In six of the eight focus groups, participants identified a need for the new president to show strong commitment to CSU's mission as a Land Grant University and CSU traditions more generally speaking. Participants said they would like to see someone invested in rebuilding the University's relationship with rural Colorado, as well as someone who recognizes the importance of CSU's agricultural history and current academic offerings.

"I'd like to see someone who really understands the mission of Land Grant Universities and serving the public. They should understand extension and be able to support our work around the state as a valuable part of the CSU mission."

Listening Session 6 Participant

Soft Skills

Participants in six of the eight sessions said they would like a new president to possess certain soft skills including being a good communicator, approachable, trustworthy and a unifying presence on campus.

"[CSU needs] someone who can unite us. We're very divided in many ways and [we need] someone who can unite us."

Listening Session 8 Participant



Values Liberal Arts

In four of the eight sessions, participants stated a desire for the new president to place value on the College of Liberal Arts (CLA) at CSU and in liberal arts more generally. Participants also said they would like the new president to recognize the ways in which teaching loads in the college impact research abilities of faculty and to address wage disparity between colleges. Participants also discussed concern for the lack of representation from CLA on the search committee.

“We need a President committed to the Liberal arts, a college that serves every single CSU student.”

Listening Session 2 Participant

Focus on Goals of a Hispanic-Serving Institution

Participants in four of the eight listening sessions discussed CSU’s work toward becoming recognized as a Hispanic-Serving Institution (HSI) and the importance of the new president understanding how to become a successful HSI. Participants would like a president that understands how to both recruit and retain Hispanic students, as well as supports staff that work with these students.

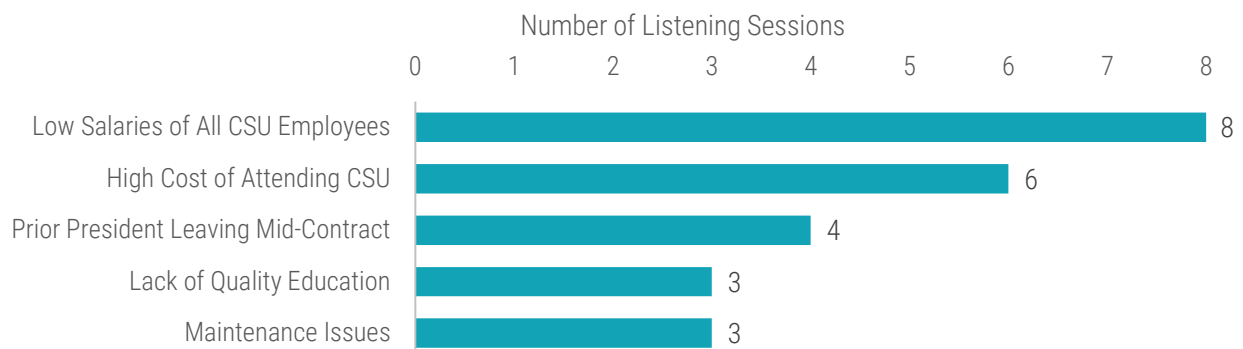
“It’s really important for the President to believe in inclusion and diversity, but also to believe in equity...I also think about how we are working to be a Hispanic-serving institution, and historically we have not seen a lot of work being done to make sure that we get there or that we’re achieving those goals.”

Listening Session 4 Participant

Challenges

Listening session participants discussed current challenges at CSU that a new president would need to address upon taking on the role of president.

What are the Current Challenges at CSU for a New President?



Low Salaries of All CSU Employees

In each of the listening sessions, participants identified low salaries of CSU employees as a current challenge at the University. Participants said that salaries of all employees need to be reexamined and in particular, a new president would need to address pay equity issues for non-tenure track faculty and state-classified employees. Participants said that the insufficient salaries at the University cause morale and retention issues among employees.

High Cost of Attending CSU

In six of the eight sessions, participants said that the high cost of attending CSU is a current challenge at the University. In particular, participants said that high tuition costs, expensive campus-living costs, and the high cost of living in Fort Collins pose a challenge for students at the University.

Prior president leaving mid-contract

Participants in four of the eight sessions discussed the prior president leaving CSU mid-contract as a challenge that the new president would need to overcome. Participants said there was a loss of trust due to the lack of transparency of why the previous president left. Some participants also discussed the amount of resources lost in replacing a president mid-contract. Participants also discussed the initiatives set by the last administration that are in progress and a desire to see movement on the initiatives continue.

Lack of Quality Education

In three of the eight sessions, participants discussed a lack of high quality education as a current challenge at CSU. Specifically, participants mentioned the need for more high quality professors and courses and more hands-on learning opportunities for students. Participants also said that lack of support for CSU's international students and a lack of student accountability are challenges that need to be addressed.

"People are leaving higher ed in a record numbers – yes; However, many colleagues I see are leaving CSU for other higher ed institutions. We need a president who will improve salaries."

Listening Session 1 Participant

"We need president who understands that there are many students who do not have their mothers or their fathers paying for their college. And I think it's really important that we need a president who understands what needs to be done in order to drive costs down."

Listening Session 5 Participant

"I think a new president who's coming in is going to have a challenge to feel empowered and have a voice of their own after having the most recent President leave so quickly."

Listening Session 3 Participant

"[CSU needs a] president who is committed to making sure that there's a return on the investment that students make at the university. I think there's a lot of degrees that we offer that there's not a return on that investment currently from a job market perspective."

Listening Session 3 Participant



Lack of Building Maintenance

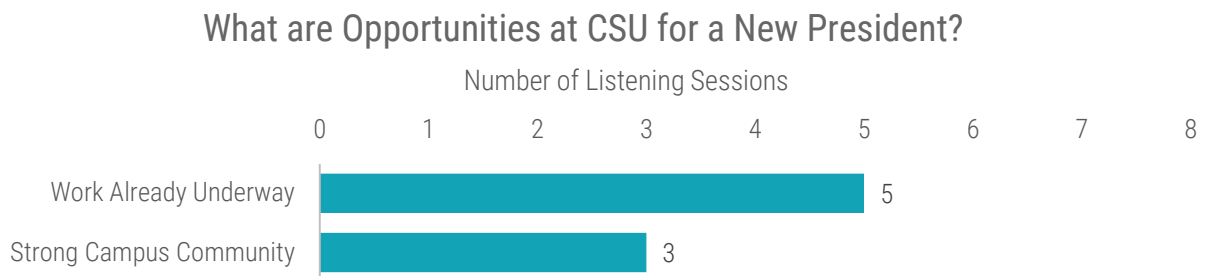
Participants in three of the eight sessions said that a lack of building maintenance is a current problem at CSU. Participants shared that certain buildings on campus feel outdated and in disrepair, for example lacking adequate air-conditioning. Participants noted that these maintenance issues negatively impact students and reflect poorly on Facilities Management staff.

“We need someone who can create a plan for attending to the deferred maintenance of some of our less sexy buildings. My office is dealing with cockroaches, broken windows, ineffective heating and air...smaller departments do not have the funds to attend to these issues, so they go unaddressed.”

Listening Session 6 Participant

Opportunities

Participants in the listening sessions commented on what they perceive as opportunities at CSU for a new president. Comments in this category were grouped into two themes, as described below.



Work Already Underway

In five of the eight sessions, participants discussed the great work that is already occurring at the University as an opportunity for the new president to embrace. Specifically, participants noted the Courageous Strategic Transformation, CSU’s sustainability goals, and work done toward experiential learning as areas where CSU has done well.

“There’s a lot of work put into the newly developed strategic plan, and it’s important to honor and respect that work.”

Listening Session 6 Participant

Strong Campus Community

Participants in three of the eight sessions discussed CSU’s strong campus community as an opportunity for the new president. Specifically, they said that the staff and faculty at CSU are high quality and doing great work on campus. Participants also talked about the quality of students at CSU presenting an opportunity for the new president.

“I think CSU punches above its weight, and I think that the folks that are here are amazing from the staff through the faculty and all of the support. Everything we do. It’s really a scrappy, resourceful, effective, great bunch of folks.”

Listening Session 5 Participant

CSU Presidential Search Survey

September 6 2022, 3:03 pm MDT

Q1 - Please indicate if each of the issues below should be prioritized by CSU's next president and if that prioritization should be immediate or more long-term.

Issue	Not a priority	Long-term priority	Immediate priority	Total
Recruiting and retaining exceptional faculty and staff	33	772	2405	3210
Cost of attendance	107	959	2133	3199
Diversity, inclusion, and social justice	544	925	1747	3216
Environmental sustainability	263	1201	1735	3199
Campus climate	258	1205	1731	3194
Technology infrastructure to support operations, education, and research	155	1324	1680	3159
Strengthening public trust	311	1307	1552	3170
Creating operational efficiencies (HR, procurement, etc.)	364	1311	1472	3147
Relevancy and rigor of academic programs	169	1546	1446	3161
Degree completion	185	1596	1400	3181
Community engagement, especially rural Colorado	350	1537	1279	3166
Research & engaged scholarship in science & technology	217	1692	1252	3161
Research & engaged scholarship in the humanities and social sciences	450	1742	973	3165
Interdisciplinarity	570	1753	800	3123
National reputation and rankings	705	1672	775	3152
Plant & facilities maintenance	381	2016	763	3160
Recruiting exceptional students	480	1925	761	3166
Advancement	539	1839	738	3116
Public-private partnerships	880	1701	569	3150
International collaborations	862	1842	429	3133
Alumni involvement	1153	1579	414	3146

Other issues identified as themes in the comments:

- Student, faculty, and staff mental wellness
- Transparency and accountability
- Curricular quality and relevancy (academic excellence)
- Basic needs of students and staff (housing, food insecurity, cost of living)
- “Stop politicizing” the work of the university
- Compensation (competitiveness & internal equity)
- Focus on the land-grant mission (agriculture, engineering, outreach, community involvement etc.)

Q2 - Please indicate the importance of each of the personal attributes listed below for CSU's next president.

Attribute	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Honest	13	9	59	517	2407	3005
Dependable	14	15	142	950	1871	2992
Open-minded	24	56	272	829	1812	2993
Respectful	29	41	266	842	1812	2990
Authentic	29	56	275	887	1747	2994
Collaborative	24	82	444	1005	1430	2985
Compassionate	37	134	538	934	1351	2994
Thoughtful	21	56	440	1148	1319	2984
Intelligent	13	49	462	1210	1263	2997
Resourceful	13	73	522	1251	1112	2971
Motivating	42	190	636	1016	1099	2983
Enthusiastic	41	197	836	1079	824	2977
Decisive	11	103	640	1467	742	2963

Other personal attributes identified as themes in the comments:

- Transparent and accountable
- Effective listener
- Strategic
- Understanding of the west and Colorado specifically
- Balanced perspective
- Communicative
- Equity-minded
- Inclusive
- Politically neutral/unbiased

Q3 - Please indicate the importance of each of the abilities listed below for CSU's next president.

Abilities	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Communicate effectively	10	22	172	953	1828	2985
Prioritize competing demands/priorities	12	44	342	1303	1266	2967
Build consensus	36	160	915	1227	624	2962
Engage with individuals OUTSIDE the university	83	368	1082	962	472	2967
Engage with the university community (students/faculty/staff)	15	38	235	1107	1585	2980
Address issues of inclusion, equity, and social justice	253	256	489	652	1337	2987
Understand issues facing public higher education	21	52	247	995	1655	2970
Set and accomplish goals	11	48	289	1353	1259	2960
Align institutional budget(s) with strategic priorities	18	56	420	1240	1232	2966
Engage shared governance processes	47	167	847	1153	723	2937

Other personal abilities identified as themes in the comments:

- Delegate effectively
- Listen effectively
- Be transparent

Additional input summarized:

- Be focused on and articulate about the vision of a land-grant mission
- Have demonstrated leadership experience in the west
- Keep politics out of university leadership
- Be a calculated risk-taker
- Be an advocate for critical thinking and free speech
- Understand the value of graduate students

Q4- Please indicate the importance of the experiences listed below for CSU's next president.

Experiences	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Experience with diverse students, faculty, and staff	124	198	513	932	1209	2976
Experience building and leading high-level teams	43	114	521	1107	1147	2932
Experience aligning university budgets and strategic priorities	31	92	517	1258	1054	2952
Leadership experience at a public university	86	205	779	1124	762	2956
Leadership experience at a research-intensive university	87	215	840	1061	753	2956
Experience working with state legislative processes	80	204	831	1139	693	2947
Experience in successfully fundraising in higher education	96	249	901	1050	658	2954
Leadership experience in community engagement	67	238	950	1109	597	2961
Leadership experience at a land grant university	185	343	1037	832	560	2957
Experience building public-private partnerships in higher education	160	380	1021	934	452	2947
Leadership experience at a comprehensive university	84	261	1077	1075	440	2937
Experience with state-wide extension services	141	433	1167	836	368	2945
Experience with Division 1 athletics	857	706	780	389	228	2960

Q5 - How would you best describe your current affiliation with Colorado State University?

Affiliation	Percent	Count
Current undergraduate student	28.85%	875
Current graduate or professional student	9.50%	288
Alumni	3.89%	118
Faculty	17.57%	533
AP staff	24.89%	755
Classified staff	6.79%	206
County commissioner	0.53%	16
State representative or senator	0.33%	10
U.S. representative or senator	0.00%	0
City of Fort Collins Council or Chamber of Commerce member	0.16%	5
Donor	1.48%	45
Colorado Department of Higher Education or Colorado Department of Education staff	0.13%	4
Resident of Fort Collins or surrounding area	0.92%	28
Other (please specify):	4.48%	136
Board of Governors	0.46%	14
Total	100%	3033

Section 13

Executive Session

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Section 14

Evaluation Committee

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Section 15

Action Items From Executive Session




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APPENDICES

- Appendix I: Construction Reports
- Appendix II: Higher Ed Readings

APPENDIX I

Construction Status Reports

Project	Bonds/Funding		Occupancy	Status as of Oct 2022
<p>Lory Student Center Phase 3 Revitalization and Adult Learner & Veteran Services addition</p> <p>Total Budget: \$30,200,000</p>	<p>\$22,000,000-bond funds</p> <p>Student fees</p> <p>\$8,200,000-LSC and ALVS reserves</p>		<p>June 2023</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>North entrance open, work on back of house abatement and MEP underway.</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>This project has been contractually suspended to March 2023.</p>
<p>Women's Soccer/Softball Complex</p> <p>Total Budget: \$10.7M</p>	<p>\$7,500,000-bond funds</p> <p>\$2,200,000-Athletic reserves & CSU</p> <p>\$1,000,000-donor</p>		<p>June 2023</p>	<p>The project will construct a NCAA Division 1 quality softball/soccer complex with competition and training facilities for women's soccer and softball, along with restroom facilities for athletes.</p> <p>Design is complete, contractor has mobilized. Demolition of artificial turf field is underway.</p>

Project	Bonds/Funding		Occupancy	Status as of Oct 2022
<p>Chiropteran Research Facility</p> <p>Total Budget: \$8.0M</p>	<p>\$6,750,000-NIH Grant</p> <p>\$1,250,000 - OVPR funds</p>		<p>September 2024</p>	<p>This project will construct a 10,000 gsf stand-alone bat vivarium adjacent to the Center for Vector-borne Infectious Diseases (CVID) building located on the Foothills Campus.</p> <p>Design is progressing with NIH review.</p>
<p>Clark Building Revitalization</p> <p>Total Budget: \$135.2M</p>	<p>\$8,000,000-phase 1 funding from State Revenue Loss Restoration Fund</p> <p>\$30,000,000-phase 1 CSU cash funds authorization</p>	 <p>A. Clark Building Site Redevelopment Analysis</p>	<p>August 2026</p>	<p>This is a three-phase project to renovate the Clark Building and construct additions to the A and C wings.</p> <p>Phase 1 funding and cash fund authorization for a total of \$38M has been received from the state.</p> <p>Request for Proposals for Design-Build teams has been issued, with selection anticipated in December 2022.</p> <p>Phase 2 funding request for \$62.7M (\$37.7M state funds, \$25M CSU bond) has been submitted for FY 23-24.</p>

Construction Projects: Status Report

Colorado State University Pueblo | Board of Governors, December 2022

Prepared by Dr. Donna Souder Hodge
VP Operations and Advancement



COLORADO STATE UNIVERSITY SYSTEM

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Projects In Progress

Started, Not Complete | Funded, Not Started/Preliminary Stages



In Progress: Started, Not Complete (Ongoing)

Replace campus water lines (Phase I)

\$900,680 State-funded controlled maintenance

Phase I consists of replacing existing valves and adding new valves for building isolation

Technology Building - Construction Management, Engineering, Education, and Automotive Industrial Management | Nunn/HCM selected as Design-Build team
Design phase has begun; abatement begins December 2022

Master Plan, FY 22/ FY23 – **SmithGROUP | Work has begun (fall / spring 2022)**

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In Progress: Funded, Staged and Preliminary

Upgrade building fire alarms (phase I)
AX/Athletics buildings are currently unfunded
(anticipated: Spring 2022)

Refurbish elevators, upgrade ADA compliance in four
buildings – 1 of 4 begun; awaiting parts availability
(anticipated: Winter 2022)

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New Project Wish List

New Academic Building Renovation (TBD), FY 25

Replace Campus Water Lines, Phase II (**APPROVED!**)

Upgrade Fire Panel System/Alarms, Phase II – **Funding from state has been secured; work to begin spring 2023**

Phase II of Technology Building Renovation (apx. \$12M)



Replace Campus Water Lines, Phase II

Phase II includes new water main tap with distribution (**approved, FY23 Long Bill; work has begun, Fall 2022**)

Problem:

- 1) CSU Pueblo does not have the capacity to effectively irrigate
- 2) Existing water lines are deteriorated and many existing isolation valves are inoperable

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Upgrade Fire Alarms, Phase II

To replace infrastructure in four more state selected buildings to include horns, strobes, wire and smoke detectors (**approved, FY23 Long Bill**)

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3 Roofs, Replaced

To replace roofs on 3 critical buildings: Art/Music, Heat Plant, Physical Plant (**approved, FY23 Long Bill; work has begun, Fall 2022**)

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Thank you

Questions? Email: donna.souder@csupueblo.edu



APPENDIX II

Higher Ed Readings

[The public's growing doubts about college 'value'](#)

Inside Higher Ed; Sept. 27, 2022

Sophie Nguyen, senior policy analyst with New America's education program; David Schleifer, vice president and director of research at Public Agenda; and Natasha Quadlin, an associate professor of sociology at UCLA, discuss the public's evolving attitudes toward higher education and its affordability. The three generally agree that while most Americans would say a college degree has value, there is less agreement on whether it is worth the increasing cost, and there is a stark divide between Democrats and Republicans on who should pay the lion's share of these costs. Republicans did show stronger support when asked about specific funding initiatives, indicating perhaps a stronger desire to know what, specifically, this "additional funding" would be paying for.

[The return of college as a common good](#)

The Chronicle of Higher Education; Oct. 3, 2022

For a large chunk of American history, higher education was viewed as a collective good, and building colleges and educating students at low to no cost was considered key to national growth and prosperity. In the decades after WWII, a surge in birth rates, coupled with competing fiscal demands like Medicaid, made it harder to maintain generous levels of public support for colleges, and by the 1980s a majority of survey respondents said that students and families should cover college costs. That attitude remained mostly unchanged until 2010, when public opinion underwent a rather rapid shift. By 2019, 43% of respondents said government should have the main responsibility for college costs, and 60% said government should at least play a key role. But there are still many Americans who believe paying for college is an individual responsibility, and those views could be becoming more entrenched. So, while many college presidents and chancellors have long beat the drum on the individual benefits of a college degree, many are wondering if now is the right time to return to an earlier message of the collective benefits society can reap from supporting higher education for all.

[Why aren't more Latino students enrolled in their states' flagship universities?](#)

NBC News; Oct. 9, 2022

CU Boulder has one of the nation's widest gaps between undergraduate Latinos attending college for the first time and the state's share of Latino

high school graduates: In 2020 14% of full-time freshman were Hispanic, compared to 31% of all Colorado high school graduates. The 17-point gap is not the widest among flagship universities in the U.S., but it is notable because Colorado is considered one of the country's most educated states and has a more established Hispanic population than most states. The gap is attributable to a range of factors, including Colorado's historic discrimination against Mexican Americans, affordability, and campus culture. According to José Guardiola—dean of student services and post-secondary at West High School, the oldest high school in Denver—his students often choose CSU for cost reasons: It is cheaper overall and most of his students receive significant financial aid, including a \$2,000 grant for first-generation students. Campus culture also plays a role—CU Boulder has a reputation as a “very white” institution, even though the percentage of Hispanic students is the same at both CU and CSU.

[Tony Frank: On peace](#)

Check out the latest Chancellor's Letter from Dr. Frank.

[CSU Spur: November update \(Hydro opens in January!\)](#)

Check out the latest news from CSU Spur.

[Together We Grow: November update](#)

Check out the latest news from Together We Grow and Executive Director Lauren Baer.

The public's growing doubts about college 'value'

Inside Higher Ed

After decades of almost unquestioned public support as some of America's most valued institutions, colleges and universities are facing growing questions—not about whether higher education remains important but whether it's available, affordable and valuable enough.

An episode of Inside Higher Ed's The Key podcast recently explored the public's evolving attitudes toward higher education, part of a three-part series on the concept of "value" in higher education, made possible by the Bill & Melinda Gates Foundation.

The conversation included Sophie Nguyen, senior policy analyst with New America's education program, which publishes "Varying Degrees" and numerous other surveys about higher education; David Schleifer, vice president and director of research at Public Agenda, a national research organization; and Natasha Quadlin, an associate professor of sociology at the University of California, Los Angeles, and co-author of *Who Should Pay? Higher Education, Responsibility, and the Public* (Russell Sage Foundation).

An edited transcript of the conversation follows.

Inside Higher Ed: Sophie, how would you characterize the current state of public opinion about higher education and how those views are trending?

Nguyen: "Varying Degrees," our annual survey on what Americans think about higher education, has just come out this summer. The findings show that Americans generally still pretty much believe in the value or the return on investment of higher education or education after high school, including degrees and certificates. At the same time, they are just not happy with how things are going.

More than 80 percent of Americans say that having a certificate or an associate or bachelor's degree will make it easier for them to find a well-paying, stable career. New questions that we asked this year were about what is the minimum level of education you recommend your child or close family member have to ensure financial security. Seventy-three percent say at least a certificate. They still believe education after high school will lead to a better economic outcome.

But at the same time, when we ask them, “Do you believe higher ed is fine how it is?” only 38 percent of Americans think so. When we ask if colleges and universities are having a positive or negative impact on the way things are going in the country today, only about 50 percent of people say [positive]. That is a significant decline from when we asked that question in 2020, right before the pandemic, when over 60 percent of people said positive.

Inside Higher Ed: David, how do Public Agenda’s findings equate, contrast with what we just heard from Sophie at New America?

Schleifer: The findings from our survey, which was supported by Lumina Foundation and Gates Foundation, tell a pretty similar story to the New America findings. The big picture is that we did see that by a variety of different measures, Americans do understand that higher education can help people economically, particularly when we asked about impacts in people’s home states. People do understand the economic benefits of higher education.

However, we also see a lot of questions about the value of higher education that essentially come down to whether the investment really pays off for people. I would never call this a loss of faith in higher ed. But I think that what we see is people saying that higher education is too expensive. It’s too time-consuming. We asked a question about colleges being stuck in the past and not really meeting the needs of today’s students. There’s this understanding that the potential benefits of higher education are out there, but it’s expensive. It’s not accessible to everyone. It’s really not designed for today’s students.

On the kind of fundamental question of whether the benefits are worth the risks or not, where we see this kind of 50-50 split that was the same in 2016. We didn’t see a ton of change. These questions that people have been raising about whether higher education is worth the investment are much longer-standing than just the past two or three years.

Inside Higher Ed: Natasha, initial thoughts from you based on the work you’ve done?

Quadlin: I like that this conversation is really focusing on these contradictory opinions that Americans can have. In our data, we find very consistently that Americans do see great value in higher education. It depends on how we ask

these questions. When you ask about broader dimensions of higher education, Americans recognize the intellectual value of college, they see how universities enrich communities and they also talk about these personal income and other benefits that accrue to individuals. And that's been really consistent over time in our data, too.

We asked people a couple questions about the possibility of success with and without higher education and what that looks like for people. We find that Americans really do lean into this possibility of success without higher education. They really latch on to these examples, like plumbers and electricians and other skilled trades, where they say it's very possible to earn a good living without a college degree.

But then we ask them, "Is it easier to succeed in the world with a college degree than without one?" And overwhelmingly they say, yes, it is. So I think people recognize that, yes, it's possible to succeed without college. And you can have a successful career without accruing this educational debt. But people also don't see this as an easy path or perhaps even a preferable path.

Something other folks have touched on, too, that is important to keep in mind is that people aren't necessarily forecasting their own behavior, or what they would tell their friends and family to do. People will say, yes, other people and other people's children can not go to college and take this circuitous path to success. But when it comes to themselves and their own children and the people that they care about, they're perhaps not as willing to take that risk.

Inside Higher Ed: Yes, there's sure been a tendency for a lot of politicians and sometimes Silicon Valley investors to question whether going to college is right for people, but you don't typically see them sending their kids to a welding institute or a cosmetology school, thinking about sort of our audience. What are the findings that you think are sort of most concerning to people who, who either work in higher education or who are advocates for higher education and want it to be central in our society?

Schleifer: It's very easy [for higher education leaders] to look at our findings and other findings that have come out over the years and say that Americans are losing faith in higher education because of ideological reasons. Like that there's some kind of anti-intellectualism or that everyone wants to be an Uber driver or something like that. I really think that is the wrong takeaway here. I

think the takeaway is that the prices are too high—there’s no simpler way to say it. And people know that completion is not a guarantee, and even if they do complete, they’re left with debt. I do not think the takeaway should be some kind of hand-wringing about ideology. It has to be a conversation about costs and completion, because that’s what people are seeing as problems. And in a way, that’s a good thing for higher ed as a field, because those are, theoretically at least, problems that someone could address.

Inside Higher Ed: I assume you’d agree that there is ideological stuff happening as well. But the focus on that can tend to be a shirking of responsibility by people within higher education. Because if you can just say, “Oh, those guys don’t like us; it’s out of our control,” that’s not exactly helpful. I do want us to come back to discuss the extent to which the public attitudes are encouraging the politicians who might also have it out for higher ed, which I think is happening out there. Sophie, what findings do you consider most troubling for those who care about higher education?

Nguyen: What I’m concerned the most about is the difference in how younger generations, compared to older generations, think about certain issues in higher ed, such as affordability of funding or financing for higher ed. Younger generations, Gen Z, millennials, tend to feel more negative about the values or the return on investment of higher education. Particularly this year, when we asked questions about whether or not colleges and universities provide enough support to students to help them complete. That is concerning, because they are the ones that make up a significant part of undergraduate populations right now. And colleges and universities are faced with a significant enrollment decline, especially in the community college sector.

Inside Higher Ed: Some people out there may be uncomfortable referring to students as customers or consumers, but I think it’s apt in this context. The young adult population is higher education’s primary customer. And when your primary customer views you with more skepticism than the general public, that is probably troubling. Natasha, what signs do you see as most concerning?

Quadlin: David’s comment at the beginning that cost is the bottom line is also the conclusion that I come to. I think people in higher education should be very concerned about the public’s awareness of these cost issues. To use that “consumer” language again, we haven’t pushed our consumers to the point yet where they don’t see value in higher education. But at what point

does this become a real issue? We're seeing evidence of this and hints of this, but as a sector, I don't think we should feel as if this game can just go on forever.

The other point I see in our data is that we've seen a real shift in how Americans think about responsibility for college costs, and who should bear that responsibility. Ten years ago in our data, Americans overwhelmingly said that students and parents should be the ones that pay for college. But increasingly, we're seeing that people want government to play a much more active role in the funding of higher education. Not only because this will reduce their individual contribution, but also because this will theoretically broaden access to students who haven't had access in the past. I think people in higher education, and also people in government more broadly, should really be aware of this pattern. We've historically pushed these high costs on to students and parents, but the public really does see government investment as a viable alternative to our current funding mechanisms, and as a really important step forward for reducing costs for consumers.

Nguyen: I want to second what Natasha and David said earlier about ideology differences and cost as the underlying issues here. Absolutely we see that in our survey as well. There's no hiding that Americans don't think they can get high-quality education after high school that is also affordable. More people think the government should be responsible for funding higher education because it's good for society rather than the students. We do see that number trending that way—people in general agree that there's an affordability issue here; what they don't agree on is how to solve it. This is the question where we see there's a deep divide between Republican and Democrat. And that is a huge issue, because that means that we cannot come to a conclusion on how to solve this affordability issue.

Schleifer: On a question of public investment, one of the things we found that that I would say is good news, potentially, for people who work in the field is that we asked about investment in different ways. We asked a general question about state investment in public higher education, and we saw modest support—61 percent of Americans supported increased funding. That was stronger among Democrats, not nearly as strong among Republicans.

But when we asked about funding specific initiatives in public higher education to help students succeed, that's where we saw much stronger support. We

asked about things like funding for short-term credential programs, partnerships with K-12 systems, hiring more faculty so students can get the classes they need. A long series of specific investments. When we asked about those, support was quite high across political affiliations. Our takeaway from that was people want to know what they're paying for. And when they're told what they're paying for, we saw higher support. When people are in the field thinking about going to pursue funding, there's a takeaway here: talk about what the money is for, who it's meant to support, as opposed to just "Throw some more money in this pot and trust us to do the right thing with it."

Inside Higher Ed: David said early on that you didn't think the public was losing faith in higher education. I want to dig into that a little more deeply. I tend to think that higher ed has been knocked off the pedestal it was on for a long time. I wonder if you're seeing growing skepticism, maybe not about whether higher education is a good thing, but about whether it is worth my money? Do we think the public questioning is starting to affect individual decisions about whether to go to college? Is it becoming a factor in enrollment questions? Natasha, do you have thoughts about that?

Quadlin: I have a lot of thoughts. Some of this questioning is necessary, right? We've seen so much diversification in the higher education landscape in the past several decades, not only in terms of costs, which we keep coming back to, but also in terms of predatory institutions that take people's money and don't offer a good return on investment. So I think some of the hesitation surrounding higher education, there are places where we're right to be concerned. But, yes and no in terms of whether this is actually affecting people's enrollment decisions. I think people will continue to resist programs where they don't see return on investment, especially these for-profit predatory institutions. But in the broader historical context of enrollments, I remain pretty optimistic that enrollments are really thriving in a lot of areas, if we look at a larger time horizon.

I've thought a lot about enrollments over the past few years, especially with COVID, in terms of people's optimism. Investment in higher education really requires us to be optimistic about the future, and about what we will be able to do in the labor market. And for a lot of people in this time period, optimism has been kind of hard to come by. So I'll be really interested to wait and see how these enrollments continue to play out. But we're seeing so many things happening in the sector that it's hard to know what is causing what.

Schleifer: This is a very expensive investment for a lot of people, and it's an investment that can be delayed, right? If someone isn't enrolling this year, maybe that's because they're afraid of going into debt, and they want to try to save up money and enroll next year. We do a lot of research in health care, too. And I see these two analogous fields that are very expensive for people, that can kind of bankrupt people. But unlike health care, with higher ed one could actually wait a year, and in health care people don't. How long can you just keep raising the prices and expect people to continue walking through the door unless they have the means to cover it?

Inside Higher Ed: I probably have a slightly more pessimistic take than it seems like you do about whether the public questioning of the value of credentials is starting to have an impact on individual choices about whether to go to college and on postsecondary enrollment collectively. I totally agree that there are too many things going on right now for us to know for sure. But as the impact of the pandemic begins to ease a little bit, and the job market slows down, I'm concerned that questions of cost and benefit are beginning to have an influence in individual decisions.

I want to shift in the time we have left to talking about solutions. The good news in some ways about the affordability focus is that, unlike people just not liking higher ed or thinking it isn't a good thing, finding ways to make education more affordable and institutions more effective is at least, theoretically, something college leaders and policy makers can influence.

Are there conclusions that we can draw from any of your work that point the way toward things that might be done to address the public's concerns?

Quadlin: The types of changes that I think Americans most want are not at the institutional level, but they're instead requiring this great collective action. That's part of the reason why this is so difficult. Because a lot of these changes on the margins will affect some students and will improve things but won't have the real sea changes in higher education that Americans are really hungry for. We talked in the book about the programs some states have encouraged around free tuition for associate degrees and other community college credentials, which seem to be really helping students in ways that will also help the higher education landscape. But we would love to see bigger, broader action that will be on a wider scale, but that's hard.

Inside Higher Ed: Especially at a time of increasing public division that we don't show a lot of signs of coming out of. David, thoughts from you on potential solutions?

Schleifer: It's clear what people's priorities are, which is affordability, access and also career-relevant skills. As I mentioned, we asked about a lot of different ways of addressing affordability and saw strong cross-partisan support for basically all of them, which I think just shows that people are [saying], "Please, just do something." All of the various things we asked about appeal to people. The message there is "Just give something a shot."

In the conversation about affordability, I would say not to lose sight of completion or student success. We have this long list of things there's cross-partisan support for—flexible credentials and stackable credentials and all partnerships so people graduate from high school with some college credits, working more closely with employers.

There is quite a mandate for substantial change. Even in an environment where we do see a lot of polarization, there's no shortage of things that are doable if politicians and system leaders are willing to take their cues from the public.

The return of college as a common good
The Chronicle of Higher Education

In 1980, the U.S. Department of Education polled parents of high-school students on the question of who should pay for college.

It was the dawn of the Reagan Revolution, with its emphasis on small government and personal responsibility, and attitudes, even those of parents, reflected that: Eight in 10 of those asked in the High School & Beyond survey said students and their families should cover college costs. More than half, 55 percent, said parents should have the “main responsibility” for tuition expenses, and another quarter said it should be up to students themselves. Only about a fifth of respondents said the state or federal government should pay tuition bills.

After 1980, the Education Department dropped the question from its survey. It wasn't until three decades later that it was asked again, this time as part of a national survey fielded by Indiana University. The researcher, Brian Powell, a professor of sociology at Indiana, studies family and education, and he was curious about how public opinion might have shifted.

Not much, he found. Although the Indiana survey was of adults, not parents specifically, the breakdown was exactly the same as it had been all those years earlier: The view of college as primarily a personal or family responsibility dominated. The only change was that a greater share of respondents in 2010, about a third, thought students, rather than their parents, should pay the bill.

Still, Powell and a graduate student, Natasha Quadlin, decided to include the question again when they conducted a similar survey in 2015, and they also asked which group should be second-most responsible. This time, there was a change: The share who said government had the main obligation climbed to 31 percent, from 18 percent. When the researchers factored in the second-choice responses, they found that half of Americans thought government should pay at least some of the costs of college.

That shift might not seem like much. But over such a short period of time, the researchers say, it was a swing as huge as the rapid evolution in public views on same-sex marriage or the legalization of marijuana.

“In terms of public opinion, that’s a radical change,” Powell says. And when he and Quadlin, now an assistant professor of sociology at the University of California at Los Angeles, ran a third version of the survey, in 2019, they found attitudes had moved further, with a plurality, 43 percent, now saying that government should have the main responsibility for college costs. Sixty percent said government should have a key role, either as the main stakeholder or along with parents or students.

For years, the idea of a degree as a personal benefit has dominated the narrative around higher education. After all, why shouldn’t college students, or their parents, foot the bill, since they reap the rewards of middle-class job security and lifetime earnings that dwarf those of high-school graduates? They’re making a private investment, the thinking goes, to raise their individual prospects.

Tuition policy has reflected that logic. In 1980, student tuition accounted for only about a fifth of revenues at public colleges, according to the State Higher Education Executive Officers Association. By 2021, as state dollars per full-time enrollee shrank, the student share had risen to more than 40 percent, and in 20 states, it was above 50 percent — even as the overall cost of a college degree continued to climb.

But Quadlin and Powell’s findings, which they discuss in their book, *Who Should Pay? Higher Education, Responsibility, and the Public*, suggest a break with that thinking. With a degree becoming both increasingly necessary and hugely expensive, Americans may be looking to government for help shouldering some of the burden. Even as college pays off for the individual graduate, recognition may be growing of a broader societal responsibility to make degrees more affordable.

President Biden sounded that note in August when he announced a plan for student-loan forgiveness, an idea once on the political margins that has entered the mainstream. Canceling debt could help struggling borrowers pay their bills, buy a house, or start a family, Biden said. “By the way,” he added, “when this happens, the whole economy is better off.”

If Powell and Quadlin are right, we may be in the midst of a perceptual shift, a reframing of the narrative about college into one that sees it as a public good. A good that, like clean water or public parks, will require collective investment

to maintain and make available, but that could pay communal and societal dividends.

If so, that shift comes at a critical moment. The forces arrayed against college have become more vocal — and frequently, more virulent — in their opposition, attacking curricula they disagree with, challenging professors' expertise, and even questioning the value of a degree in helping graduates get ahead. Presidents, chancellors, and other higher-education leaders have long parried that last move by asserting that degrees amount to golden tickets for those who hold them. In emphasizing higher education's value in the marketplace, they have failed to make a more full-throated argument for its importance in fostering an engaged citizenry.

That could make it more difficult to shift their approach — the equivalent of trying to wage a battle on ground that was previously ceded. Have academic leaders waited too long to mount a public-good defense?

College was once widely considered a public good.

A young America poured resources into higher education. Building colleges and educating students was seen as key to national growth and prosperity. Wisconsin wrote the public mission of its higher-education system into statute. California pledged to make its new state colleges free. Congress passed the Morrill Act in 1862 establishing land-grant colleges to serve the working class.

After World War II, elected officials enacted the GI Bill as a way to thank veterans for their wartime service and to integrate them back into society and the economy. Through the program, more than 2 million former service members went to college, and another 3.5 million pursued some sort of postsecondary training. "We had this nice life in the suburbs because my father got to go to college on the GI Bill," says Gavin McCormick, a New York City public-school teacher who grew up in Stockton, Calif.

But in the next few decades, the tide began to turn away from college as a public benefit underwritten by the government. For one, the post-World War II surge in birth rates made it expensive to maintain generous levels of public support for colleges. "The weight of the baby boom crushed schools," says Dowell Myers, a public-policy professor at the University of Southern California who specializes in demography and urban planning.

At the same time, state governments were faced with competing, and mounting, fiscal demands, some of which, like Medicaid and elementary and secondary education, are required by law. Today, nearly half of state general-fund spending goes to Medicaid and public schools, according to the National Association of State Budget Officers. Because most states are not permitted to run budget deficits, that left a small portion of state revenues for higher education.

But the shift away from public spending on colleges was not simply fiscally driven. It was also philosophical. More than a decade before he was elected president, Ronald Reagan, then governor of California, articulated that changing view: Taxpayers, he said during a 1967 press conference, “shouldn’t be subsidizing intellectual curiosity.”

Reagan’s vision, which emphasized the practical purposes of college, became the accepted wisdom about the value of a degree. These days, landing a good job is the single most important reason students give for going to college.

The framing of a degree as an individual benefit, one that accrues to the graduate, was also reinforced by changes in the economy that occurred around the same time. As the United States shifted away from an economy driven by manufacturing, the salaries of college graduates rose, while the earnings of those with a high-school diploma fell. In 1980, young, college-educated Americans made 23 percent more than high-school graduates, and by the end of the decade, the college-earnings premium had doubled. By 2019, it had stretched to 77 percent.

“That’s the origin story,” says Nicholas Hillman, a professor of educational leadership and policy analysis at the University of Wisconsin at Madison. “There became this general acknowledgment that individuals benefit a lot from college, so it justified a shift toward individuals paying.”

But one other factor may have been at play in the move away from public investment in higher education: The students going to college were becoming more racially and ethnically diverse. Some experts argue that taxpayers were more likely to foot the bill when the student body looked more like them. “We have been systematically disinvesting in higher education,” Gary D. Rhoades, a professor of higher education at the University of Arizona, told *The Chronicle* in

2016. “And that is precisely at the time when the people who want higher education — lower-income kids, students of color, and immigrant kids — have increased.”

If the private-good sense of college had become firmly established, what might have shaken public opinion in recent years?

The swiftness of the change documented by Powell and Quadlin defies one common explanation for attitudinal shifts, cohort replacement — that is, younger people with newer perspectives becoming part of the adult population as the number of older people with more-entrenched viewpoints decreases. The Indiana survey did find generational differences: The oldest Americans, those aged 65 and older, were the least likely of any age group to see paying for college as a government responsibility, and the youngest, between 18 and 29 years old, were the most likely. But the generational makeup of the population did not change significantly in the five years between surveys.

“The rate of change exceeds anything you would expect to see from cohort replacement,” Quadlin says. “This suggests there was change on the individual level.”

One likely catalyst? Perceptions of college affordability — or perhaps more precisely, college unaffordability.

Since the Department of Education first surveyed Americans about who should pay for college four decades ago, the average price tag for an undergraduate education has soared 175 percent. The 2008-9 recession accelerated cost increases. In just a dozen years, the amount Americans spent for college rose by 21 percent. And in the interval between Quadlin and Powell’s two surveys, 2010 to 2015, the cost of a degree climbed 13 percent.

A big reason for the tuition hikes is that the recession worsened state disinvestment in higher education. In fact, state spending per public-college student is still nearly 5 percent below pre-recessionary levels, according to 2021 data from the State Higher Education Executive Officers Association.

Today, only a small fraction of the budget at many public flagship universities comes from state taxpayers, says Michael Fabricant, a professor of social work at the City University of New York Graduate Center, and a co-author of a book

about disinvestment in public education, *Austerity Blues: Fighting for the Soul of Public Higher Education*. “Calling them public universities is a misnomer,” Fabricant says. “And how to make up for it? Students.”

What’s more, tuition bills were swelling at a time when most Americans were not seeing increases in their paychecks; for most of the post-recessionary period, wage growth was sluggish. Although salaries have picked up in the last couple of years, inflationary price hikes on everyday items from gas to breakfast cereal have left many with a sense of financial insecurity.

Taken together, these developments may have heightened Americans’ concerns about how to pay for college. Only half of Americans in a recent New America survey thought it was possible to get a high-quality education after high school. In California — which began to charge tuition in the 1970s but where in-state rates at four-year colleges remain below the national average — about six in 10 respondents in a statewide poll said state universities were unaffordable.

Quadlin herself graduated from college in 2009, the heart of the recession. Worries about paying for college, and the student-loan debt she took on as an undergraduate at Northwestern University, were a source of stress and conflict in her own family. “I would describe it as a traumatic experience,” she says.

Many students and families may have hit a ceiling of what they were willing, or able, to pay. A 2021 analysis by the Southern Regional Education Board found that across 16 southern states, the average family spent a third of its household income to send a son or daughter to a four-year college after financial aid was factored in. Families making \$30,000 or less would have to spend more than they earned in a year, the group estimated.

Kara Prado, a 26-year-old recruiter in Lodi, Calif., near Sacramento, says her family didn’t have the money to pay for college. “Petrified” of taking on debt for a residential-college experience, she took part-time classes online from a variety of sources, eventually earning enough credits for a degree in business from Thomas Edison State University in New Jersey. “Is it worth it to go to school for four years and get decades of debt?” Prado says.

Yet Prado, like many Americans, continues to see a college degree as a prerequisite for job and economic security. Indeed, three-quarters of recent

college graduates told Handshake, a job and networking site for college students, that college was worth the cost.

As a result, a growing number of Americans may be looking for another funding source, says Rachel Fishman, acting director for research with the educational-policy program at New America. “It has gotten so expensive that people want government intervention.”

Like Powell and Quadlin, New America has found that people think government should help defray the costs of college. When asked who should be more responsible for funding higher education, 57 percent of respondents in the think tank’s recent survey chose “the government, because it is good for society” over “students, because they personally benefit.”

Still, New America has documented a slight drop in support for government funding since it began asking the question, in 2019. The survey also found significant partisan differences over government’s role.

Not only has college become more difficult to afford, it’s also become more difficult to afford for more people.

Since the mid-1990s, the average amount of student debt has more than doubled, and the share of students with student loans has increased. Today, seven in 10 bachelor’s degree students graduate with at least some student-loan debt.

While low-income students are still more likely to take on educational debt than their wealthier classmates, in recent decades borrowing rates increased the most among students from affluent families, a Pew Research Center analysis shows. The share of students from the highest income quartile who graduated with debt doubled.

For many upper- and middle-income families, the challenge of paying for college is no longer abstract or remote, something for others to grapple with. It’s personal. If they were hesitant to seek a communal solution to college costs when the issue was someone else’s problem, they could be more willing now that it is their own.

“I don’t think it’s an accident that these proposals hit at a time that student debt is ballooning,” Fabricant of CUNY says of debt-relief plans.

“It’s not so much that it’s a new issue,” says Hillman, the Wisconsin professor, “but that there’s a new constituency that’s affected. Maybe I’m cynical, but I think the discussion is around ‘what’s in it for me.’”

Is greater openness to a government role in paying for college, then, a desire for a private benefit masquerading as a commitment to the public good? Perhaps, in part.

But several of Powell and Quadlin’s findings suggest that the shift in public opinion isn’t driven by self-interest alone. For one, the pair found no significant difference in attitudes between respondents who were parents and those without children. Parents, in fact, were slightly more likely than nonparents to say that college costs were a parental responsibility and slightly less likely to believe the government should have a role.

When the pollsters asked those who viewed paying for college as primarily a governmental responsibility why they took that position, the reason they cited, more than any other, was that it serves a collective good. In open-ended responses, more than half of respondents sounded the collective-good theme in explaining their position. Assisting students in paying for college was good for the workforce, helped the United States remain economically competitive, and produced responsible citizens, they argued.

“It’s ultimately to the benefit of the nation that the populace is educated,” one respondent replied. “Why do we educate them through the twelfth grade and all of a sudden we think we shouldn’t pay at all for it?”

And the survey findings show an understanding that the doors of college may be closed to some Americans without help — 55 percent of those surveyed in 2015 said students from low-income backgrounds have less of a chance to go to college than their peers.

McCormick, the New York City public-school teacher, has been saving for his 15-year-old daughter’s college education all her life. Back in the late 1980s, he took on minimal debt to go to Bard College. His daughter is only a sophomore, so she hasn’t seriously begun her college search, but despite the resources of

a two-income family, they could still find it challenging to finance a college education.

McCormick thinks the government should step in to help make college affordable for more Americans. “I don’t buy the argument, ‘By golly, I paid off my loans, so why should I pay yours, too?’” he says. “Education is something I think government should value.”

McCormick traces his views back to the difference his father’s GI Bill-funded degree made for his family, but Quadlin and Powell hypothesize that the recession may be one reason the period between 2010 and 2015 was a tipping point for broader public opinion. Stories of recent graduates forced to move back in with their parents or fearing that staggering college debt would prevent them from buying a home or starting a family were a staple of news coverage of the recession’s impact. “It put a human face on what was happening,” Quadlin says.

Many people didn’t need to turn on the nightly news to see the burden of college debt, says Myers, the Southern California professor. The children of their friends and neighbors, even their own children, were struggling, he says. “They knew they didn’t have that kind of debt when they went to college.”

Another contemporaneous event may also have contributed to the shift, and on the face of it, it would seem to have little relation to college costs: the 2010 passage of the Affordable Care Act. Yet a number of respondents specifically mentioned the expansion of government coverage of health insurance in explaining their support for a greater role for government in funding college, citing it “as an example of how the government should be involved in daily issues that affect people’s lives,” Powell says.

In a way, it turns the individual-responsibility arguments of the Reagan Revolution on their head and could signal greater openness to a more collectivist approach to higher education and other social programs.

But that openness may have its limits. And when people who share a belief in college as a public good talk about precisely how the government ought to invest, cracks can begin to show.

This summer, as speculation heated up about a presidential plan for student-loan forgiveness, Powell and Quadlin fielded another survey, asking people specifically about debt cancellation. They hadn't asked about the idea in earlier surveys, as policy proposals like free college were then far more common in political debates.

Powell is hesitant to talk about the detailed findings of the latest survey, which are still being analyzed. But he says that they largely tracked with public polls, which have found a narrow majority support debt cancellation but believe that the amount of assistance should be limited and targeted to those who need it most: low- and middle-income Americans. "A Little Red Riding Hood approach," Powell calls it.

Such findings are in keeping with the idea that people may look to government to ensure college access and affordability. But the polling also suggests that even when people support a government role in higher education, they may have very different ideas about the form it should take. In the Indiana survey, for instance, student loans ranked a distant third, behind grants/scholarships and work study, as a means for government to help students pay for college.

Bruce Haymes, who worked in corporate finance before becoming an adviser to colleges and tech start-ups on strategic planning, says he doesn't have a problem with debt forgiveness, but he questions whether it is the most effective way for government to address college affordability.

"Let's get serious," says Haymes, a father of three who would like to see the federal student-loan program overhauled to limit subsidies to students at less-wealthy institutions, as well as other efforts to push colleges to change their financial model. "It's like removing the tumor but leaving the cancer behind."

And while Quadlin and Powell have documented growing support for a government role, they also found deep opposition to paying for college among some Americans. Younger people and those from underrepresented minority groups favored a more collective approach, but six in 10 white respondents said students and parents should be the top two stakeholders with the greatest responsibility for college costs.

Some higher-education scholars are skeptical that the United States is on the cusp of a sea change in public opinion. “I don’t think we’ve revolutionized how we think about higher ed,” Hillman, the Wisconsin professor, says.

When it comes to public sentiment, there is a wide partisan gulf. Two-thirds of respondents who identified as conservative said paying for college was an individual, not a government, responsibility. Republicans’ lack of willingness to have taxpayers help foot the tuition bill may reflect their outlook on higher education: Just a third of Republican voters in the New America survey said colleges and universities had a positive effect on the country.

In other words, even as some Americans may be more open to embracing college’s public benefits, others may be even more entrenched in their skepticism of its value. That means college presidents in more-conservative regions could be in a particular bind, left to make a case to an unreceptive audience. In red states, the public-good argument could fall on deaf ears.

For decades, college leaders have played to a different narrative — perhaps at the ultimate peril of their institutions. Given the views of parents and students, it was natural to make the case for college in terms of its benefits to individual graduates. But that’s a losing argument for securing more taxpayer support, say some observers. They contend presidents and chancellors ceded ground by talking about college in private-benefit terms that they thought would resonate with lawmakers.

“University leaders were basically adopting the market model of higher education,” says Chad Alan Goldberg, a professor of sociology at the University of Wisconsin and editor of an anthology, *Education for Democracy: Renewing the Wisconsin Idea*. “If you convince people that university is a private good, rather than a socialized public good, it’s easier to privatize the costs.”

If now a sizable and growing share of the public believes that a higher education should be more universal, it could alter how colleges make their pitch. Katherine A. Rowe, president of the College of William & Mary, says that in recent years she has become “more intentional” in how she thinks about, and articulates, her institution’s role in the community.

During the Covid-19 pandemic, William & Mary and community leaders adopted a joint public-health approach, keeping positivity rates on campus and in Williamsburg low even as students returned in fall 2020. The pandemic strengthened town-gown ties: Students helped local businesses apply for emergency federal grants and delivered meals to housebound residents when it was too risky for older volunteers. But the university's public outreach isn't all Covid-related; for instance, Rowe has named a special assistant to act as a cultural liaison to local preservation and community groups in the history-rich corner of Virginia.

"I think I'm newly fluent" in talking about William & Mary's public impact, Rowe says. "What happened in the pandemic is that we got stripped down to the core mission."

It can be difficult to measure the impact of a single institution's approach, but in a 2021 poll commissioned by the Virginia Business Higher Education Council, 76 percent of Virginians agreed with the statement that the state's college presidents were helping meet economic and other challenges facing the state and the country.

In neighboring Kentucky, the University of Kentucky stood up a 400-bed Covid hospital during the pandemic and converted its football stadium to a mass vaccination site.

Kentucky has a Democratic governor, but both chambers in its General Assembly are controlled by Republicans, and it has voted reliably for the GOP on the national level since the 2000 presidential election. In red-hued states like this, it may be especially challenging to make the public-good case for higher education, and college leaders will have to be rigorous in their arguments.

Kentucky is not immune to the public skepticism and political critique of higher education, says Eli Capilouto, who has been president of the state's flagship institution for the past decade. But Capilouto has been able to sidestep some of the divisiveness by emphasizing the university's value to Kentuckians in concrete ways that have impact on their daily lives: the regional medical campuses in underserved areas of the state, the \$90 million grant faculty researchers won to combat opioid use, how the university's extension service helped coordinate relief during floods this summer.

“I’m the chief storyteller,” Capilouto says. “I like to say we are the university of, for, and with Kentucky.”

This year, state lawmakers approved some of the largest spending increases in years for the University of Kentucky and other public colleges, including funds for faculty hiring and to construct a new integrated-health building. “Here’s a time when they had money,” Capilouto said, “and they chose to invest it in higher ed.”

What will it take for higher education to be an investment priority of governments or of families setting aside hard-earned dollars to pay tuition bills? Attitudes may be changing, and many Americans want greater assurance that a college degree, and its benefits, can be more accessible for their fellow citizens. But arguing for college as a societal good — the equivalent of fresh air or well-paved roads or electricity available with a flick of a switch — may still be a tough case to make.

Why aren't more Latino students enrolled in their states' flagship universities?

NBC News

In high school, Carlos Granillo was a standout honor student and multisport athlete whose hard work earned him admission to the state's flagship university, the University of Colorado Boulder.

Coming from a high school in Aurora that was 60 percent to 70 percent Hispanic, he figured he'd find a good number of Latinos on campus. That didn't happen, said Granillo, 22, who graduated from CU Boulder in May with a civil engineering degree.

"Once in a while I'd see one or two, a couple together," Granillo said. "They would be on their own."

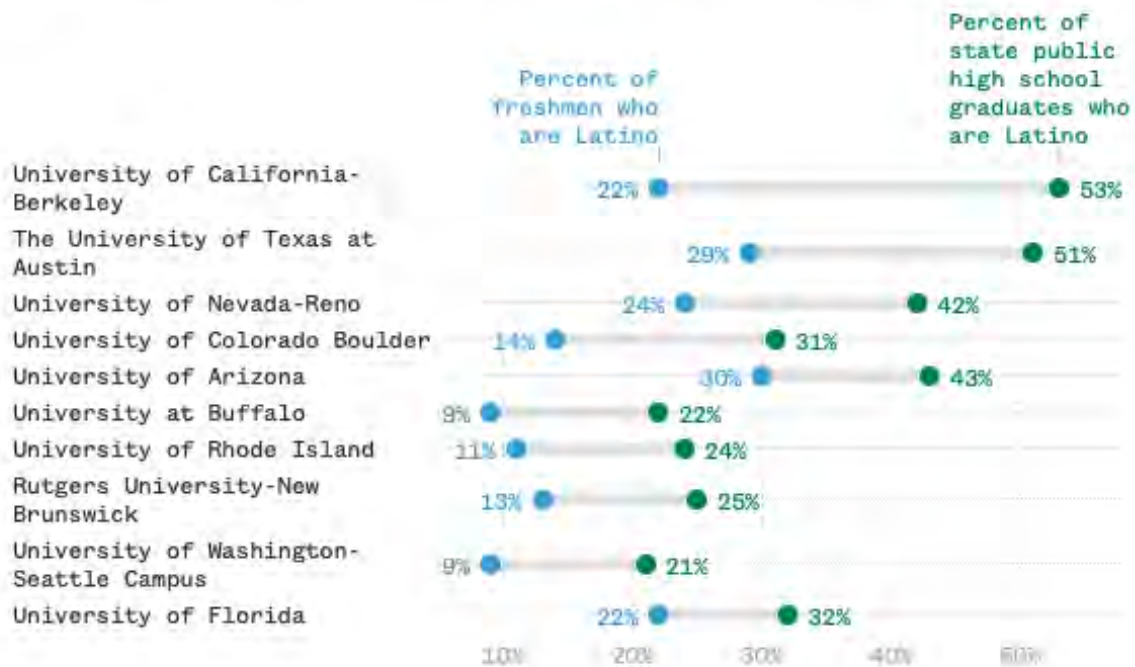
CU Boulder has one of the nation's widest gaps between undergraduate Latinos attending college for the first time and the state's share of Latino high school graduates, an analysis of federal data by The Hechinger Report and NBC News shows.

In 2020, 14 percent of CU Boulder's full-time freshmen — including from out of state — were Hispanic, while 31 percent of all of Colorado's high school graduates were that year, according to the analysis. That 17-point gap was slightly lower than in 2013, when 11 percent of the university's freshmen were Latino and 29 percent of the state's high school graduates were Latino, an 18-point difference.

CU Boulder's gap in Latino enrollment was not the widest among flagship universities in the U.S. in 2020: It was behind the University of California Berkeley (a 38-point gap), the University of Texas at Austin (22 points) and the University of Nevada Reno (18 points).

Wide gulf

Latino students make up between 20% and over 50% of public high school graduates in several states, but their enrollment in these states' flagship universities is much lower.



Notes: High school data is for 2020, college data is for fall 2020 semester.

Source: U.S. Department of Education

Graphic: Nigel Chiwaya / NBC News

In fact, there are 10 flagship universities where the gap between the percentage of Latino students who graduated from public high schools in that state in 2020 and Latino freshman enrollment is 10 percentage points or more.

But CU Boulder is remarkable because Colorado is considered one of the countries' most educated states. It also has had a more established, Hispanic population than most states: Almost 8 in 10 (79%) of the state's Latinos were U.S.-born, compared to Texas (72%), Nevada (64%) and California (63%), according to a Pew Research Center analysis.

“The University of Colorado at Boulder, in part, doesn’t want to acknowledge that we’re in the Southwest and there’s this whole community here,” said Arturo Aldama, chair of ethnic studies at CU Boulder, “and the notion that we didn’t cross the border — the border crossed us — is as real here as in Tejas.”

Flagships are generally considered the best, most rigorous and most selective public universities, and are “core to educating people in the state,” said Deborah Santiago, co-founder and CEO of Excelencia in Education, a nonprofit focused on boosting Latino college completion.

“Especially in the last five to six years,” said Santiago, “there has been a lot of push to say public investment in these flagships means that you need to be serving the public that is investing in these institutions with their tax dollars.”

CU Boulder’s own data show Latinos were 13.7 percent of its first-time undergraduates in fall 2021. Latinos were 31 percent of the state’s high school graduates that year.

CU Boulder told NBC News the university did not have anyone available to discuss Latino enrollment and declined follow-up requests. In a statement, Deborah Méndez Wilson, director of strategic communications for diversity, equity and inclusion, said the university “continues to make meaningful progress toward closing the statewide higher education equity gap for students who identify as Hispanic or Latino.”

According to the university, it increased the share of Latino in-state incoming-class students from 11.8% in 2012 to 16.9% in 2021. In the last decade, Latino in-state undergraduate enrollment increased over 57 percent and in-state Latino admissions more than 180 percent.

“We admit and make every effort to recruit all students who are academically qualified,” according to the state’s admissions’ guidelines, the statement said.

But CU Boulder is doing worse than the data shows, according to Excelencia’s Santiago, when one takes into account the growth of the

state's Hispanic population. The state's Hispanic preschool-12 student population grew 12.38 percent from 2011 to 2021.

Educators, students, community advocates and long-time Coloradans said a confluence of issues contribute to CU Boulder's low enrollment of in-state Latino graduates.

They point to Colorado's historic discrimination against Mexican Americans. Also at play is the state's slashing of funding for public universities, which CU Boulder, in turn, makes up for with out-of-state students who pay higher tuition. Some blame poor preparation of students before college.

But they also said CU Boulder isn't doing enough to engage Latino students or to provide enough financial and other assistance to bring more Latinos to campus.

"Historically, CU Boulder has not been a welcoming environment for Latinos," said Federico Peña, former transportation and energy secretary in the Clinton administration and a former Denver mayor. "I would say that today it probably still is not a very welcoming environment for Latinos."

'No lack' of eligible Latinos, but cost is an issue

There is no lack of academically qualified Latinos in the state, said José Guardiola, dean of student services and post-secondary at West High School, the oldest high school in Denver. Most just don't have the money for the flagship, he said.

Of his top 10 students last school year, "none of them are going to Boulder," he said. Many met the academic eligibility, but for most it came down to money, he said.

"I think CU Boulder is missing the boat with some amazing Latino kids," Guardiola said. His students often choose Colorado State University (CSU) in Fort Collins, which offers a \$2,000 grant for students who are the first generation of their family to attend college. Others were accepted and were planning to attend the state's prestigious engineering school, Colorado

School of Mines, as well as Colorado Mesa University and Metro State University.

Generally, his students applying to CSU get financial aid — packages of federal, state and local money given or loaned based on need and merit — of \$18,000 to \$21,000, he said.

His students who apply to CU Boulder usually find themselves short about \$12,000 after figuring in financial aid, Guardiola said.

UC-Boulder's costs vary by area of study for first-year and transfer students, from \$30,452 to \$35,924 for in-state residents who live on campus. At CSU, the cost is about \$26,547.

“I think it comes down to the administration, how they use those (financial aid) bucks,” Guardiola said. “CU, with the money it has, should have every Coloradan that wants to go there have a great financial aid package.”

Not just cost

For other students, cost is not the only factor.

Leslie Andrade Magaña, 21, a third-year student at Colorado State University, took college level courses from her sophomore through senior year at her Denver high school. She graduated with a 4.3 GPA.

Andrade said she never considered attending CU Boulder.

“It's a very white institution and I just knew that that wasn't something I was looking for,” Andrade said.

CSU's diversity wasn't as high as she'd like either — 14 percent of CSU students are Hispanic, the same as CU Boulder — “but I just felt a lot more comfortable,” Andrade said.

Many Latinos in Denver, which is 32 percent Hispanic, opt for attending Metropolitan State University of Denver, one of Colorado's four-year Hispanic Serving Institutions. At least a quarter of its student population

is Latino. CU-Denver had reached HSI status but lost it after its share of Latino undergraduates dropped below 25 percent in the pandemic.

MSU-Denver costs far less than other state schools, about \$11,481 for tuition fees and books for the nonresidential campus. But at 31%, the six-year graduation rate for MSU's Latino students lags far behind CU Boulder, where it was 63 %. CSU's rate is 59%.

A longstanding fight for equity

Mexican Americans and others have confronted CU Boulder in the past over low Latino enrollment and representation on campus.

On the CU Boulder campus stands a 4-foot-7 memorial to "Los Seis," six activists, including CU Boulder students, who were killed in two off-campus car bombings in 1974; the killings were never solved. The activists were affiliated with United Mexican American Students (UMAS), which had been demanding rights for Chicano students, including parity in enrollment and financial assistance.

Mateo Vela, who graduated from CU Boulder in May, led protests to keep the memorial from being shuffled to a campus building's basement. The memorial is a reminder of the equity that Los Seis sought and that the university has yet to achieve, Vela said.

"CU Boulder has a reputation for being a very white school, and honestly, that reputation, coupled with a lot of systemic and financial factors, is why a lot of students of color choose to go to other universities," Vela said.

CU Boulder has tried to address barriers to enrollment. CU's spokeswoman said the flagship is using new federal funding for outreach in rural areas that are predominantly Latino and removed a writing requirement on applications. The university announced plans in May 2021 to invest \$25 million over five years in diversity.

In addition, the school made ACT and SAT test scores optional for 2021 high school graduates, after Colorado Gov. Jared Polis signed a law allowing the

option as a response to the pandemic. The tests have been criticized as racially biased and a barrier for low-income youth.

'Not a strong footprint'

At the end of a hall at Abraham Lincoln High School in heavily Latino southwest Denver, students filled up a classroom that is dubbed the "Future Center," focused on college enrollment.

The room becomes noisy as a group of students, who speak English, rib each other in Spanish. Joselyn Loya, the center's adviser, floats between both languages as she queries individual students about appointments, applications and progress on shaping their futures.

According to Principal Antonio Esquibel, there has been a "lack of partnership with CU Boulder" for the high school and the Denver district.

"I don't know if the typical Denver student is who they want to target, I don't know," Esquibel said of CU Boulder. "But there's not a strong footprint here. I think there's some other colleges and universities in Colorado that have made more impact, that have reached out more to students of color in particular, and Latinos specifically."

Loya said students she assists don't talk much about attending CU Boulder. When students have visited the campus, they don't hear much about resources CU Boulder has for underrepresented students, she said.

Jessica Gutierrez, 17, a Lincoln high school student, met the eligibility requirements for CU Boulder, Loya said. But she wasn't planning to apply. The same was true for two other students who spoke to NBC News.

Based on conversations with friends, "it's not a school I'd really be interested in," Gutierrez said last spring.

A Latino alum on a mission

There are a number of pre-collegiate government and university programs established to funnel more young people to higher education.

CU Boulder reported that its Pre Collegiate Development Program actively recruited first generation students from 25 middle schools and 18 high schools. Seventy-two percent, 510, of the middle and high school students enrolled in the program for 2020-21 were Latino.

The results of the university's outreach weren't coming fast enough for Jason Romero. The 2012 CU Boulder graduate, now a teacher and historian, was preparing to bring 52 more students to CU Boulder campus last summer through Aquetza, a recruitment program he and other Latino students created and named after the Indigenous Nahuatl word meaning "to lift your chin up," he said.

The decade-old program has brought high school students of all levels to campus — except during the pandemic — to live in dorms, attend various sessions on topics such as Chicano culture and history, and how to do research.

Vela and three other CU Boulder students who spoke with NBC News first learned about the campus through the Aquetza program.

Aquetza grew out of Romero's own frustration with CU Boulder's inadequate recruitment in his hometown, Pueblo, Colorado, after he had taken enough college courses in high school to graduate with an associate's degree. But it was Romero who reached out to Boulder, not the other way around.

Before graduating, he and other members of the Latino student group UMAS y MEXA decided they had to do the recruiting themselves. They modeled Aquetza after summer bridge programs created by previous students, including "Los Seis."

Aquetza is now an official CU Boulder program, with some funding from the university, although it's mostly supported by contributions and its staff is voluntary.

"One of our big focuses when we decided to create Aquetza was to go into communities that we knew the university wasn't doing as good of a job

recruiting as it could have been,” Romero said. “All of us went back to our schools to try to get people to come.”

Granillo’s time at CU Boulder ended in May, but before leaving he did his part to bring more Latino students to the university. He did so as a campus guide, through his Latino fraternity and through a nonprofit, Inspire, that brings students from urban areas to campus.

“It is our job,” Granillo said of Latinos, “to go to these places.”

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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](#).



A few weeks ago, I had the privilege of attending the celebration of life for Walter Scott, Jr., a Colorado State University alumnus and donor for whom the Scott College of Engineering is named. I had the honor of developing a friendship with Walter over the years, and his passing, while a natural bookend to the story of a life, leaves me saddened.

Still, I couldn't help but smile when I arrived at the ceremony and was told the story of how it came to be planned as it was by Walter's daughter. Apparently, in discussions about his end-of-life arrangements, Walter suggested they throw a party. And sure enough, a beautiful ballroom was filled with Walter's friends and family, retelling stories, and enjoying each other's company, wrapped in the memory of a mutual friend and loved one. But Walter was always fond of saying that people should be pleased, but not satisfied. Over the years I knew him, I came to understand more fully what he meant by that nice turn of a phrase. And so, while Walter was pleased by the prospect of a party, he wasn't satisfied. That's why he asked his family to end the party with a concert – and to throw open the concert hall doors to the veterans he had so deeply respected and

supported over the years of his life. It was a wonderful, generous gesture from a wonderful, generous human being.

But I don't write today about Walter. I share that story as an introduction because it reminds me of how deeply touched many of us are by the sacrifice of the men and women who volunteer to serve in our Armed Forces. As we watch the horror of today's war in Ukraine, we are reminded of the power of volunteers fighting for something they hold dear – dearer than their own life, perhaps. Indeed, volunteer militias in the colonies were the origins of today's United States Armed Forces. To volunteer to risk one's life for a cause, for others, captures our attention, in a unique way – because we know deep within each of us it is a unique sacrifice. When we see that sacrifice being made on our behalf, I think it stirs a desire to express our thanks in any number of ways.

Last year, I wrote about [a young veteran who had been killed after his return home](#). I focused on him as an example of how our veterans deserve our best upon their return because we owe them for their sacrifices. My focus this year, as we seem all too close to the precipice of war in so many locations around our planet, is to call our attention to the men and women who volunteer to keep us safe in an increasingly dangerous world. Whether they serve in a combat zone or do their part in a different way, they have sworn an oath to take the ultimate individual risk. And in response to their commitment, I think we come to share something with them – a desire for peace. General Douglas McArthur said, "The soldier above all prays for peace." I've had the honor of attending many CSU Army and Air Force ROTC commissioning ceremonies over the 2+ decades I've served on CSU's Cabinet. I've rarely left one with a fully dry eye, and never without having offered up a prayer that these young men and women will serve in peace, noting that perhaps their service is the most powerful assurance of peace that we have yet to find as human beings.

A colleague of mine has, for all the years I've sent out a Veterans Day message, reminded me of the connection of this day (Armistice Day) to peace. He's right, I think in at least a few different ways in that belief. And that brings me back to Walter Scott.

As we pause to honor our veterans for what they've given (and what they have risked giving), I'm grateful we have women and men who are willing to make that sacrifice. But unless every one of them returns home safely to receive our gratitude, none of us should be satisfied.

To our veterans and their families on this day of honor, thank you.

- tony

Tony Frank, Chancellor
CSU System

LATEST AT THE CSU SYSTEM



— Ride the wave of excitement as we open the doors to [Hydro](#), the final building to open as part of the CSU Spur campus in Denver! Join project leadership, local community, and fellow business professionals at 1:15 p.m. on Friday, Jan. 6 to celebrate the Hydro opening and the [CSU Spur](#) campus completion; [RSVP today](#).

— More than 200 people attended the 5th annual [CSU Spur Water in the West Symposium](#) on Nov. 2-3, which brought together speakers and audiences from across sectors to share best practices and connect professionals around the theme of *Global Water: Successes and Solutions*. [Read the recap](#), and stay tuned for details of the 2023 Symposium, hosted at Hydro!

CAMPUS SPOTLIGHTS

— The Bronze Boot Run, a 38-mile relay race, is [celebrating 30 years of tradition](#) with a ceremony that starts at Moby Arena during the intermission between the CSU Women's and Men's basketball games on Nov. 11. The run has become a ritual between **CSU Fort Collins** and Wyoming Army ROTC cadets, with the two schools meeting at the state line on U.S. 287 to exchange the game ball. This year, the Bronze Boot Run is a finalist for the Armed Forces Merit Award; the announcement of the award recipient will be made during an ESPN telecast between 4-4:30 p.m. on Nov. 11.

— On Nov. 12, **CSU Pueblo** and the Center for American Values [will co-host the Veteran Food Distribution Event](#), which serves more than 800 veterans through multiple service organizations in Southern Colorado. Organizations directly serving veterans can pick up fresh fruits, vegetables, and other food and hygiene items donated by area businesses.

Co-sponsors of the food distribution event include Care and Share, Feed the Children, Humana, and Excel Energy.

— **CSU Global** President Pamela Toney recently [named Dr. Dawn Marie Roller](#) senior director of Corporate Engagement. In her role, Dr. Roller will cultivate and grow the university's partnership portfolio, engaging corporate, non-profit, government, and academic sectors. Since joining the institution in August, consulting firm Booz Allen Hamilton selected CSU Global in its top five universities and colleges with EdAssist Benefits. Dr. Roller has facilitated conversations and will forge new partnerships with major employers in the coming months.

HIGHER EDUCATION LANDSCAPE

— The Biden administration said 16 million applications for student loan forgiveness [are approved](#), but the administration is not able to begin discharging student loans. Last month, the U.S. Court of Appeals for the Eighth Circuit granted a request for an emergency stay from six Republican-led states that have sued to block the administration's plan. (*Inside Higher Ed*)

— In arguments before the Supreme Court on Oct. 31, six justices with a history of opposing affirmative action – and new justices expected to oppose affirmative action – [asked questions and offered comments](#) that reflected skepticism about the practice at both universities. (*Inside Higher Ed*)

— Regional public colleges [serve a crucial population](#) – low-income students – and serve as economic engines in their regions. Those are the key findings of new research by two economists at the University of Illinois at Urbana-Champaign, who explored the benefits of these institutions for their local communities. The researchers found that regional public colleges improve educational attainment and economic outcomes for residents in their area. (*The Chronicle of Higher Education*)

Read the latest issue of **STATE**

STATE is the official CSU System magazine. The Summer 2022 issue is focused on CSU Spur and includes:

- [A guide to all campus activities](#)
- [The largest sewer-heat recovery system in North America](#)
- [Equine sports medicine and rehabilitation](#)
- [Art and community](#)



- [Water quality testing](#)
- [The future of livestock industry education](#)
- [Career paths in food and agriculture](#)
- [Virtual reality](#)

And more! [Dive in to the latest issue](#) or email chancellor@colostate.edu to receive the print copy biannually.



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food. water. health.

THE MONTHLY *Newsletter* FROM CSU SPUR



CSU Spur, the CSU System's campus at the [National Western Center](#), is open and free to the public year-round! The [Vida](#) and [Terra](#) buildings are open, and the [Hydro](#) building opens on Jan. 6, 2023. Read on to learn more about what's happening at CSU Spur, including stories spotlighting neighbors, partners, and collaborators on this landmark project.



CELEBRATE WITH US AT HYDRO!

**CSU SPUR'S
BIG SPLASH!**

*Hydro building ribbon cutting
& CSU Spur campus completion*

PLEASE JOIN US!
JAN. 6, 2023



Ride the wave of excitement as we open the doors to [Hydro](#), a building that connects visitors with researchers and scientists conducting important work that will keep our water

safe and available for the future!

Join project leadership, local community, and fellow business professionals at 1:15 p.m. on Jan. 6 to celebrate the CSU Spur campus completion and the opening of Hydro, home to [Denver Water](#)'s new water quality lab, a 230-capacity theater space, connectivity to the South Platte River, interactive art and exhibits, artist studios, a café, event spaces, and more.

[Get a sneak peek](#) into what Hydro is all about and [RSVP to join us](#) on Jan. 6!

WATER IN THE WEST SYMPOSIUM OFFERS SOLUTIONS



Graphic recording in progress at the Water in the West Symposium.

More than 200 people attended the 5th annual [Water in the West Symposium](#), which brought speakers and audiences from across sectors – from utilities and government agencies, to businesses and agriculture – to share best practices and connect professionals around the theme of *Global Water: Successes and Solutions* and discuss solutions to water challenges around the world.

[Read the recap of the event](#), and join us next November at the CSU Spur Hydro building for the 2023 Symposium! (Exact dates TBA).

HYDRO MURAL PAINTING UNDERWAY



Rendering of Whirlpool in the Hydro alley.

CSU Spur will be home to [eight public art installations](#), four of which are located at Hydro! Painting began this week on [Whirlpool](#), a mural by Anthony Garcia, Sr. of Globeville's [Birdseed Collective](#) that will wrap the Hydro alleyway with a vibrant pattern and welcome visitors.

Anthony will host community art and environmental workshops as part of this piece, as well as provide stipends to adult and youth volunteers for painting the project. [He was profiled](#) in the Summer 2022 edition of *STATE Magazine*.

ARE YOU FOLLOWING US ON SOCIAL?

- ✓ Sneak peek of Hydro
- ✓ Pumpkin carving
- ✓ Spur in the snow

These are just a few of the things you're missing if you're not following [@CSUSpur](#) on social media – [get social with us!](#)

QUICK HITS

— **2ND SATURDAY:** Each month, on [2nd Saturdays at Spur](#), educators, scientists, and partners share their most exciting hands-on activities for a day of family-friendly fun! Join us from 10 a.m.-3 p.m. on Dec. 10 for the next 2nd Saturday!

- **JANUARY IS FOR STOCK SHOW:** The National Western Stock Show is Jan. 6-22! Don't miss CSU Day on Jan. 14 and [everything the Stock Show has to offer](#). CSU Spur is seeking volunteer support – including greeting, visitor engagement, and wayfinding – during the Stock Show; [informational webinars are offered in December](#).
- **HOLIDAY HOURS:** CSU Spur will be CLOSED Nov. 24-25 and Dec. 21-Jan. 3.
- **JOIN OUR TEAM:** Positions are open for education, operations, and community roles, and more positions are expected soon. [View all open job postings](#).
- **HIGH FIVE!** Over 380 pounds of produce was harvested from the Community Food Justice Garden and the Terra green roof this growing season and distributed to CSU Spur neighbors through [The GrowHaus](#)'s food access programs!
- **CALLING ALL TASTE BUDS:** CSU Spur's taste testing lab is launching in 2023, and we're looking for people who would like to get paid to try food and beverage items and provide feedback! [Learn more](#).



The **[CSU Spur of the Moment](#)** podcast explores how experts are tackling big challenges in their fields. In the latest episode, host Jocelyn Hittle interviews Cindy Kushner, chief of UNICEF's Water, Sanitation, and Hygiene (WASH) program, who discusses her current work in Zimbabwe.

[Listen and subscribe](#) wherever you find your podcasts.



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[Together We Grow](#) (TWG), a consortium of some of the world's largest agribusiness interests, is focused on building a skilled, diverse, and inclusive agriculture workforce. It is headquartered at the [CSU Spur campus](#) at the National Western Center in Denver.

Together We Grow is on an exciting journey! These are some of the upcoming happenings you don't want to miss:

1. The TWG Connect Conference and 2023 Annual Meeting will be held in Atlanta, Georgia. (in-person!), in April ahead of the MANRRS 2023 Annual Conference (yes, you can attend both with one plane ticket).
2. TWG is preparing to launch a strategic planning process to support increased value, clarity, and impact.
3. Working groups are ramping up with shared learnings, timely topics, and expert perspectives.
4. Partnerships on social media are proving to increase our reach and engagement with new audiences. Read the features below for more information!

In the few months that I have been with Together We Grow, I have found that the members of this organization are truly invested in making progress toward building a diverse, inclusive, and skilled workforce for agriculture and food. TWG will be seeking member feedback in the coming months to cultivate the future of this organization, and we encourage you to engage in the process when opportunities arise. We want you to be a part of formulating our direction with your voice and perspective. We will make great impact, but we cannot do it without you!

Lauren Baer
Executive Director, Together We Grow

REGISTRATION OPENS DEC. 1 FOR THE TWG CONNECT CONFERENCE & 2023 ANNUAL MEETING!



Registration for the TWG Connect Conference and 2023 Annual Meeting will open on Dec. 1! Save the date, and plan to connect with TWG, MANRRS, and other member organizations on April 11-12 in Atlanta, Ga. Build in additional time for the MANRRS Diversity Summit on April 13 as a part of the MANRRS 2023 National Conference.

More information will be provided when we launch registration in a few weeks; watch for additional announcements.

UPDATED TIMING: TWG'S MEMBER SURVEY

TWG wants member feedback as it kicks off a strategic planning process for the organization! While the inaugural TWG member survey was originally planned to launch this month, we are adjusting the timing to ensure we make the most of this effort and are efficient with your time. Look for more information in the coming months, as there will be multiple opportunities to lend your voice to this process.

GETTING "REEL" ABOUT SOCIAL!

It has been an amazing time at Together We Grow from a social media perspective. As trends continue to change, we are grateful for our partners, members, and active social participants that work with us to create new and fresh content critical to reach audiences and connect them to agriculture, food, and the opportunities in this sector.

Read the full article by Russell Schiller to learn more about the impact of "Growing

Together – Recent Partnerships on Social Media” with [Seed Your Future](#), [AgCareers](#) and [Dr. Ronda Hamm](#) of [Corteva](#), as well as “Trends In Social Media” TWG is following and responding to in order to reach new audiences for agriculture and food!

You can be a part of this work too! Reach out to Russell Schiller at Russell.Schiller@colostate.edu for more information on how to partner with TWG online to reach new audiences.

JOIN US FOR TWG VIRTUAL MEMBER SHARING

The *Inclusive Excellence in Higher Education Working Group* will meet from 9-10 a.m. MST on Nov. 30. TWG is excited to welcome [Dr. Matt Daum](#), director of the Michigan State University School of Packaging in the College of Agriculture and Natural Resources. Dr. Daum has worked in industry at companies like HP and now in higher education at MSU, which has facilitated skills in navigating the environments of different types of organizations and institutions. We are excited to have him share his experience and journey in DEI between industry and higher education and facilitate discussion with this working group.

The *Workforce Next and Best Practice Series* will meet from 9-10:30 a.m. MST on Dec. 15. [Shanta Eaden](#), CEO of [Leaders Edge Consulting](#), will join us for part one of a series on building everyday acts of inclusion in your organization. As organizations are thinking about their goals for 2023, we encourage you to attend and consider how you are furthering inclusion at your organization. This series will include a Q&A and discussion session in January and part two of the content in February. Plan to attend all the sessions for this series; recordings will be available for sessions you are unable to attend.

If you wish to be added, removed, or to appoint someone from your organization to these groups, please email Rebecca Popara at Rebecca.Popara@colostate.edu.

WORKING GROUP TAKEAWAYS

The [CHS](#) team — including Erin Olson, senior director of Talent Management, Ahmad Clofer, DEI Advisory Council member and strategic sourcing senior specialist, and Megan Schmit, DEI Advisory Council member and director of Sales — shared CHS’ journey in DEI over the past few years. You may access a replay of this session [here](#).

If you wish to receive the slides from this working group, please reach out to Lauren Baer at Lauren.Baer@colostate.edu. If you attended this session and have not completed the feedback survey, please access it [here](#).

NEWS NARRATIVE

A recent [survey](#) from McKinsey Health Institute shows that, “around 60 percent of employees have experienced at least one mental-health challenge at some point in their lives.” Further, the report suggests that many of the same strategies and goals used to increase diversity, equity, and inclusion can be implemented to improve the mental well-being of employees such as, “eliminating toxic behaviors, boosting inclusivity, and creating sustainable work.” Additionally, in a podcast episode, Alistair Carmichael and Gautam Kumra explore ways that leaders can help support and [promote the mental well-being](#) of their employees by prioritizing mental wellness organizationally.

Mental health support from employers continues to be important to [Gen Z](#) as they experience higher levels of mental health challenges than other generations. Despite some of the unique social and economic challenges that Gen Z faces, Gen Z is more optimistic than Gen X and baby boomers.

Employee well-being and DEI is also of particular importance to women leaders, who, “are significantly more likely than men leaders to leave their jobs” for this reason. According to the [Women in the Workplace 2022](#) report, women leaders, “are demanding more from work, and they’re leaving their companies in unprecedented numbers to get it.

Innovations in ag:

- [Regenerative agriculture becomes a global priority](#)
- [COP 27 Q&A: Food systems & agriculture in a time of global crisis](#)
- [Agribusiness innovation could improve global food security – here’s how](#)
- [PepsiCo’s innovative positive agriculture projects](#)
- [Are invasive species always bad?](#)
- [Researchers developed edible, 3D-printed QR codes embedded inside cookies](#)

WE NEED YOUR STORIES!

Help us tell your stories to expand the frame for how young people understand careers in the food and agriculture sector! We are looking for recorded video content answering the following questions:

- How are you impacting the world?
- What are the most interesting parts of your job or your day?
- What are your goals and how are you achieving them?
- What are you doing to drive innovation in food & agriculture?
- How do you critically apply your work to your daily life?

Connect with us and share your story by contacting Russell Schiller at Russell.Schiller@colostate.edu and follow us on social at the links below!

[Instagram](#) | [Twitter](#) | [LinkedIn](#) | [Facebook](#) | [TikTok](#)



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