Section 10

Academic and Student Affairs Committee

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

BOARD OF GOVERNORS REGULAR MEETING
DECEMBER 2023
Dr. Roze Hentschell, Chief Academic Officer

Contents

CONSENT ITEMS

- NEW AND REVISED ACADEMIC DEGREE PROGRAMS
- ACADEMIC CALENDAR
- FACULTY MANUAL REVISIONS

INFORMATION ITEM

- CAMPUS MISSION STATEMENT

REPORT ITEMS

- SABBATICAL REQUEST SUMMARIES
- PROGRAM REVIEW SUMMARIES
- FINAL ENROLLMENT REPORTS

CONSENT ITEMS

NEW DEGREES

Graduate Certificate — Spanish for the Veterinary Professional

Motion: Approve the following new academic program: Graduate Certificate in Spanish for the Veterinary Professional

Description: Intended for students in DVM programs and practicing professionals in veterinary medicine who have obtained an undergraduate degree. It develops intermediate-level, field-specific communication skills in Spanish that are fundamental for consulting with Spanish speaking pet-owners about animal health. Additionally, it develops awareness on relevant diverse cultural perspectives surrounding animal care and on how to increase access to veterinary medicine to Spanish speaking community members.

Evidence of Need: The demand for such a language program is documented in an extensive Spanish language needs analysis for the veterinary field conducted by a research team comprised of language teaching experts and veterinary professionals.

Proposal has been approved through all necessary faculty governance oversight channels.

REVISED DEGREES

Undergraduate Degree Program Title – Elementary Education: K-6 Teacher Preparation

Motion: Approve the request from the CSU Pueblo College of Health, Education and Nursing to update the title of our existing Bachelor of Science in Liberal Studies to a Bachelor of Science in Elementary Education: K-6 Teacher Preparation. *If approved, this new degree title will be effective in Fall 2024.*

Explanation: This is a retitling of the Liberal Studies B.S. Program to standardize language on all teacher preparation degree pathways at CSU Pueblo and to align with common state language for teacher preservice programs. No changes to the program curriculum are proposed at this time.

Proposal has been approved through all necessary faculty governance oversight channels.

ACADEMIC CALENDAR

On a periodic basis, the Academic and Student Affairs Committee recommends to the Board approval of each institution's academic calendar terms, taking into account national norms and accreditation requirements.

Motion: to approve the Colorado State University Pueblo Academic Calendar for AY2024-25 & AY2025-26 & AY2026-27.

Explanation: 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.

INFORMATION ITEM

CAMPUS MISSION STATEMENTS

CSU Global Mission Statement Reaffirmed

Campuses review and propose needed revisions to their Mission Statements at least once every five (5) years, submitting reports to the Academic and Student Affairs Committee for recommendation to the Board.

CSU Global received feedback from Employee Affairs and Student Affairs Committees and per their recommendation will reaffirm the University Mission as stated:

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

FACULTY MANUAL REVISIONS

Policy 311: CSUS Board Academic Freedom Policy

CSU Faculty and Administration Professional Manual Changes

The following revisions are submitted for your approval:

- **E.10: Faculty Tenure Policy**
  - Expands the tenure committee size from three to five members to address challenges in interpreting split votes. Additionally, the update clarifies procedures for selecting the committee chair, preparing tenure reports, specifying allowable responses to recommendations, and outlining when denial of tenure is grievable. Tie votes are explicitly defined as votes against tenure.

- **E.13: Advancement in Rank (Promotion)**
  - Proposed changes define promotion committee membership, clarify voting procedures, and increase committee size to five members. Updates address split vote interpretation, tenure committee chair selection, report preparation, response guidelines, and grievance criteria for promotion denial. Emphasizes the right to withdraw promotion applications and specifies tie votes as votes against promotion.

CSU Faculty and Administration Professional Manual Changes

- **E.14.3.2: Phase II Comprehensive Performance Reviews**
  - Proposed changes increase the Phase II Review Committee size from three to five members, aiming to resolve challenges in interpreting split votes and ensuring clearer alignment with faculty sentiment in decision-making.

- **E.15: Disciplinary Action for Tenured Faculty**
  - Proposed changes grant the Hearing Committee the authority to choose witnesses for interviews. Additionally, language is refined to underscore the Tenured Faculty member's right to attend but not obligation, specify reporting requirements for non-unanimous recommendations, and clarify timelines for report submissions.

- **F.1: Absences from Campus**
  - The proposed changes will remove an out-of-date policy and update the section heading from "Absences from Campus" to "Application for Leave."

CSU Global Faculty Handbook Changes

The following revisions are submitted for your approval:

- **Section 2: Faculty Appointment, Terms, and Expectations Resources: Appointment Terms and Conditions**
  - The titles and structure of faculty appointments have changed in the past six months, leading to a change in the Faculty Handbook to avoid any confusion for faculty at the institution.
  - *All original changes to position titles were approved by the Governance Council.*

- **Section 2: Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom**
  - The Faculty's Guide to Free Speech, developed in collaboration with Faculty Leadership, the Faculty Affairs Committee and the Student Affairs Committee, offers guidance on handling potentially inappropriate or unrelated material in the classroom. New language serves as a supplement to existing guidelines, providing faculty with additional information for addressing potentially offensive content, and is integrated into the Faculty Handbook.

CSU Global Faculty Handbook Changes

- **Section 4: Course and Teaching Operations: Student Alert System**
  - The university has implemented a new early alert system integrated into Canvas, replacing the previous Student Alert System. The Faculty Handbook now reflects this change in language to accurately identify the updated system for connecting faculty with the student success team.
  - *These changes were developed through the Student Affairs Department in collaboration with Faculty Leadership and the Curriculum Department.*

- **Section 5: Faculty Resources: Faculty Tuition Benefit**
  - The language used in the Faculty Assistance Benefit Policy does not fully align with the language in the Faculty Handbook. Updating the Faculty Handbook will lessen confusion for faculty seeking to use this benefit.
  - *This policy was reviewed on October 13, 2020, but the language in the Faculty Handbook was not changed.*

REPORT ITEMS

SABBATICAL LEAVE REQUEST SUMMARIES

The applications for sabbatical leave have been reviewed at the Department, College, and University levels and have received approval at each level. In each case, the proposal has been evaluated and judged appropriate with strict adherence to CCHE guidelines. As delegated by the Board of Governors, the campus Presidents have approved these sabbatical leaves.

- **CSU**
  - 69 total recommendations for 2024-2025

- **CSU Pueblo**
  - 9 total recommendations for 2024-2025

ACADEMIC PROGRAM REVIEW SUMMARY

Policy 303: CSUS Board Academic Program Review Policy

The purpose of the academic program reviews is twofold: 1) to assess the quality of the degree/certificate program and 2) to assess the operational efficiency and effectiveness of the program to maintain and improve productivity.

The CSU System Board of Governors approved the 2022—2023 Program Review Schedule at their October 2022 meeting.

CSU Program Review Summaries

The following AY2022—2023 academic program reviews are submitted for your approval:

College of Veterinary Medicine and Biomedical Sciences	• Biomedical Sciences (1680) • Clinical Sciences (1678) • College Wide Interdepartmental Programs (1601) • Environmental and Radiological Health Sciences (1681) • Microbiology, Immunology & Pathology (1682)
Special Academic Units	• Cell and Molecular Biology (1674) • Ecology (1021) • Molecular, Cellular and Integrative Neurosciences (1675) • School of Advanced Materials Discovery (1054)
College of Natural Sciences	• Biochemistry and Molecular Biology (1870) • College Wide Interdepartmental Programs (1801) • Physics (1875)
Warner College of Natural Resources	• Geosciences (1482) • Human Dimensions of Natural Resources (1480) • Fish, Wildlife & Conservation Biology (1474)

CSU Pueblo Program Review Summaries

The following academic program reviews are submitted for your approval:

| College of Science, Technology, Engineering & Mathematics	Chemistry B.S.	Including five concentrations: • Basic Chemistry • American Chemical Society (ACS) certified • Biochemistry • Environmental Chemistry • Secondary Teaching Certification
	Chemistry M.S.	
	Biochemistry M.S.	

FINAL ENROLLMENT REPORTS

The Board saw the Preliminary Enrollment Reports in October; these reports parallel those*, with final numbers available that will now be submitted to the state's Student Unit Record Date System (SURDS) and the federal Integrated Postsecondary Education Data System (IPEDS).

- **CSU**

- **CSU Pueblo**

- **CSU Global**   **updated numbers from October meeting.*

Final Enrollment Updates

News Starts and Re-Enrollments - AY23 & AY24
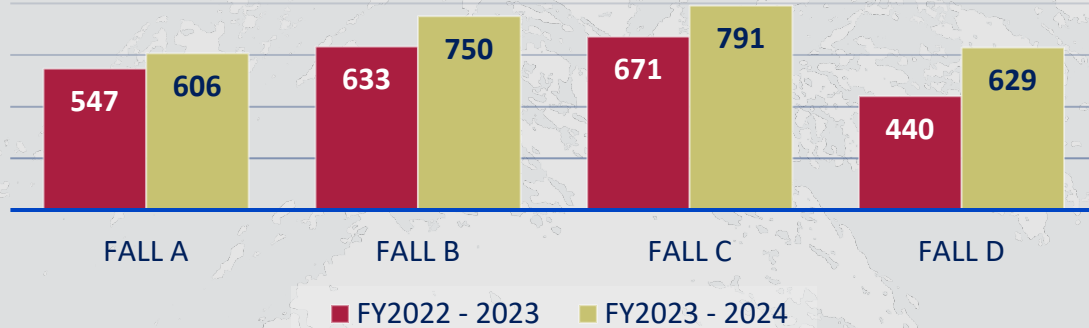
	FALL A	FALL B	FALL C	FALL D
FY2022 - 2023	547	633	671	440
FY2023 - 2024	606	750	791	629

- Includes a snapshot of new starts and re-enrollments with comparative year-on-year data.

- For the Winter A term (November 2023), CSU Global is expecting to see stronger than expected student engagement, with both new and continuing student enrollments exceeding their goals prior to the term's start.

- Review of the course revision work completed earlier in the calendar year and we see a positive impact on student retention and performance.

- The pilot "Fall Fast Track" grant program resulted in positive outcomes for participating students' number of credit hours completed and academic success.

Thank You.

SPECIAL THANKS TO OUR CAMPUS PARTNERS FOR THEIR PARTNERSHIP, LABOR, AND EXCELLENCE THIS PAST YEAR:

Interim Provost Jan Nerger, Tammy Prusha, and staff.
Provost Gail Mackin, Helen Caprioglio, Lisa Chavez, and staff.
Provost Audra Spicer, President Becky Takeda-Tinker, and staff.

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
December 1, 2023

Committee Chair: Dr. Nate Easley (Chair), Polly Baca (Vice Chair)
Assigned Staff: Dr. Roze Hentschell, Chief Academic Officer

I. New Degree Programs
    - CSU: Graduate Certificate in Spanish for Veterinary Professions
    - CSU Pueblo: Update Degree Program Title: Elementary Education K-6 Teacher Preparation

II. Academic Calendar
    - CSU Pueblo Academic Calendar

III. Faculty Manual Changes
    - CSU Faculty/AP Manual Section E.10: Faculty Tenure
    - CSU Faculty/AP Manual Section E.13: Advancement in Rank (Promotion).
    - CSU Faculty/AP Manual Section E.14.3.2: Phase II Comprehensive Performance Reviews
    - CSU Faculty/AP Manual Section E.15: Disciplinary Action for Tenured Faculty
    - CSU Faculty/AP Manual Section F.1: Absences from Campus
    - CSU Global Faculty Handbook: Section 2: Faculty Appointment, Terms, and Expectations Resources: Appointment Terms and Conditions
    - CSU Global Faculty Handbook Section 2: Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom
    - CSU Global Faculty Handbook: Section 4: Course and Teaching Operations
    - CSU Global Faculty Handbook: Section 5: Faculty Resources: Faculty Tuition Benefits

IV. Sabbatical Request Summaries
    - CSU Sabbatical Leave Request Summary
    - CSU Pueblo Sabbatical Leave Request Summary

V. Program Review Summaries
    - CSU Program Review Summaries
    - CSU Pueblo Program Review Summaries

VI. Final Enrollment Reports
    - Colorado State University
    - Colorado State University Pueblo
    - Colorado State University Global

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Approval of New Academic Program

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following new academic program:

Graduate Certificate in Spanish for the Veterinary Professional

EXPLANATION:

Presented by Janice L. Nerger, Interim Provost and Vice President for Academic Affairs

To maintain Title IV funding, Colorado State University-Fort Collins must demonstrate approval of new academic programs by the Board of Governors, the Colorado Department of Higher Education, and the Higher Learning Commission. Colorado State University-Fort Collins maintains a robust academic planning process to assure well-vetted proposals for changes to the academic programs offered on our campus prior to submission for consideration by the Board of Governors Academic and Student Affairs Committee. Programs submitted for consideration have received approval from the University Curriculum Committee and the Faculty Council.

1. Specific Identifiers

    a. Name of Program: **Spanish for the Veterinary Professional**

    b. Degree Type: **Graduate Certificate**

    c. Recommended CIP Code: **16.0905**

    d. College, School, Dept. (all that apply): **College of Liberal Arts, Department of Languages, Literatures and Cultures**

2. Overview of Program:

    This graduate certificate in Spanish for the Veterinary Professional is intended for students in DVM programs and practicing professionals in veterinary medicine who have obtained an undergraduate degree. It develops intermediate-level, field-specific communication skills in Spanish that are fundamental for consulting with Spanish speaking pet-owners about animal health. Additionally, it develops awareness on relevant diverse cultural perspectives surrounding animal care and on how to increase access to veterinary medicine to Spanish speaking community members.

3. Fit With Campus Mission:

    Inspired by its land-grant heritage, Colorado State University is committed to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of Colorado, the United States and the world. This certificate program is being created to help address the Spanish/English language gap in small animal veterinary medicine. The target audience for the certificate program includes students in DVM programs and current practitioners in veterinary medicine who hold undergraduate degrees and treat – or expect to treat – animals in Spanish-speaking households. This certificate aligns with our statutory mission of veterinary medicine and our inclusive excellence value of ensuring students are more culturally competent and have skills to enter into a diverse global workplace.

4. Evidence of Need:

    The demand for such a language program is documented in an extensive Spanish language needs analysis for the veterinary field conducted by a research team comprised of language teaching experts and veterinary professionals. This includes relevant literature, several interviews with veterinary practitioners and Spanish-speaking pet-owners, numerous observations of veterinary consultations in small animal medicine, as well as the dissemination of an extensive DVM student survey that gauged interest in field-specific Spanish offerings.

5. Student Population in Five Years and Profile: Not applicable for graduate certificates

6. Admission Requirements:

Students who enter the certificate program must have a Spanish proficiency level of novice-high on the ACTFL scale, or above. This level will be determined through a language placement exam offered within the department of LLC or through an oral proficiency interview given by course instructors.

7. Curriculum:

   Course List

Code	Title	Credits
LGEN 704	VM Cultural Awareness and Access to Care	1
LSPA 700	Spanish for Veterinary Wellness Appointments	2
LSPA 701	Spanish for Veterinary Health Histories	2
LSPA 702	Spanish for Veterinary Diagnostics	2
LSPA 703	Spanish for Veterinary Treatment Plans	2
Program Total Credits:		**9**

8. Faculty Resources, Current and Required: Not applicable for graduate certificates

9. Library Resources, Facilities, Eqpt., etc., Current and Required: Not applicable for graduate certificates

10. Overall Budget Summary: Not applicable for graduate certificates

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Consent Item

MATTERS FOR ACTION:

Updated Degree Program Title: Elementary Education: K-6 Teacher Preparation

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the CSU Pueblo

College of Health, Education and Nursing to update the title of our existing Bachelor of

Science in Liberal Studies to a Bachelor of Science in Elementary Education: K-6 Teacher

Preparation. If approved, this new degree title will be effective in Fall 2024.

EXPLANATION:

Presented in accordance with Policy 302 by Dr. Gail Mackin, Provost and Executive Vice
President for Academic Affairs.

This is a retitling of the Liberal Studies B.S. Program to standardize language on all teacher
preparation degree pathways at CSU Pueblo and to align with common state language for
teacher preservice programs. No changes to the program curriculum are proposed at this
time.

Specific Identifiers
1. Name of Program: **Elementary Education: K-12 Teacher Preparation**
2. Degree type: **Bachelor of Science (BS)**
3. Recommended CIP code: **13.1202**
4. College: **College of Health, Education and Nursing**
5. School: **School of Education**

Board of Governors of the Colorado State University System
Nov 30-Dec 1, 2023
Consent Item

MATTERS FOR ACTION:

Colorado State University Pueblo - Academic Calendar for AY2024-25, AY2025-26 and AY2026-27.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University Pueblo

Academic Calendar for AY2024-25 & AY2025-26 & AY2026-27.

EXPLANATION:

Presented in accordance with Policy 313 by Gail Mackin, 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 2024-2025

Fall 2024 full term courses

Registration Begins	March 11 (of 2024)
Classes Begin	August 19
End Add Period (Full-Term Courses)	August 23
Labor Day (University Closed)	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

Fall 2024 Extended Studies Online courses

	Fall A	Fall B
Classes Begin	August 19	October 14
End Add Period (8-week courses)	August 22	October 17
End Drop Period (8-week courses)	August 26	October 21
Labor Day (University Closed)	September 2	--
Fall Graduation Contract Deadline	September 13 for both	
End Withdrawal Period (8-week courses)	Sept 27	November 22
Mid-fall Break (no classes)	October 11	--
Fall Break (no classes)	--	November 25-29
Classes End	October 13	December 15

Spring 2025

Registration Begins	October 21 (of 2024)
Martin Luther King Day (University Closed)	January 20
Classes Begin	January 21
End Add Period (Full-Term Courses)	January 24
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

Spring 2025 Extended Studies Online courses

	Spring A	Spring B
Martin Luther King Day (University Closed)	January 20	--
Classes Begin	January 21	March 17
End Add Period (8-week courses)	January 23	March 20
End Drop Period (8-week courses)	January 27	March 31
Spring Graduation Contract Deadline	February 14 for both	
Spring Break	--	March 24-28
End Withdrawal Period (Full-Term Courses)	February 28	May 2
Classes End	March 16	May 16

Summer 2025

Registration Begins	March 10 (of 2025)
First 4, 8, 12-Week Sessions Begin	May 19
Memorial Day (University Closed)	May 26
First 4-Week Session End	June 12
Summer Graduation Contract Due	June 13
Juneteenth (University Closed)	June 16
Second 4-Week and 8-Week Sessions Begin	June 17
Independence Day (University Closed)	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
Labor Day (University Closed)	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

Fall 2025 Extended Studies Online courses

	Fall A	Fall B
Classes Begin	August 25	October 20
End Add Period (8-week courses)	August 28	October 23
Labor Day (University Closed)	September 1	--
End Drop Period (8-week courses)	September 2	October 27
Fall Graduation Contract Deadline	September 19 for both	
End Withdrawal Period (Full-Term Courses)	October 3	December 5
Mid-fall Break (no classes)	October 11	--
Fall Break (no classes)	--	November 25-29
Classes End	October 19	December 21

Spring 2026

Registration Begins	October 20 (of 2025)
Martin Luther King Day (University Closed)	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

Spring 2026 Extended Studies Online courses

	Spring A	Spring B
Martin Luther King Day (University Closed)	January 19	--
Classes Begin	January 20	March 16
End Add Period (8-week courses)	January 22	March 19
End Drop Period (8-week courses)	January 26	March 30
Spring Graduation Contract Deadline	February 13 for both	
Spring Break	--	March 24-28
End Withdrawal Period (Full-Term Courses)	February 27	May 1
Classes End	March 15	May 15

Summer 2026

Registration Begins	March 9 (of 2026)
First 4-week, first 8-week and 12-week Sessions Begin	May 18
Memorial Day (University Closed)	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
Juneteenth (University Closed)	June 19
Independence Day Observed (University Closed)	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.

UNIVERSITY CALENDAR 2026-2027

Fall 2026

Registration Begins	March 9 (of 2026)
Classes Begin	August 24
End Add Period (Full-Term Courses)	August 31
Labor Day (University Closed)	September 7
End Drop Period (Full-Term Courses)	September 9
Fall Graduation Contract Deadline	September 18
Mid-fall Break (no classes)	October 16
End Withdrawal Period (Full-Term Courses)	November 13
Fall Break (no classes)	November 23-27
Classes End	December 11
Final Exams	December 14-18
Grades Due	December 23

Fall 2026 Extended Studies online courses

	Fall A	Fall B
Classes Begin	August 24	October 19
End Add Period (8-week courses)	August 27	October 22
Labor Day (University Closed)	September 2	--
End Drop Period (8-week courses)	August 31	October 26
Fall Graduation Contract Deadline	September 13 for both	
Mid-fall Break (no classes)	October 11	--
End Withdrawal Period (Full-Term Courses)	October 2	December 4
Fall Break (no classes)	--	November 25-29
Classes End	October 15	December 15

Spring 2027

Registration Begins	October 19 (of 2026)
Martin Luther King Day (University Closed)	January 18
Classes Begin	January 19
End Add Period (Full-Term Courses)	January 25
End Drop Period (Full-Term Courses)	February 2
Spring Graduation Contract Deadline	February 12
Spring Break (no classes)	March 22-26
End Withdrawal Period (Full-Term Courses)	April 16
Classes End	May 7
Final Exams	May 10-14
Commencement	May 15
Grades Due	May 19

Spring 2027 Extended Studies online courses

	Spring A	Spring B
Martin Luther King Day (University Closed)	January 18	--
Classes Begin	January 19	March 15
End Add Period (8-week courses)	January 21	March 18
End Drop Period (8-week courses)	January 25	March 29
Spring Graduation Contract Deadline	February 12 for both	
Spring Break	--	March 24-28
End Withdrawal Period (Full-Term Courses)	February 26	April 30
Classes End	March 14	May 16

Summer 2027

Registration Begins	March 8 (of 2027)
First 4, first 8, and 12-Week Sessions Begin	May 17
Memorial Day (University Closed)	May 31
First 4-Week Session End	June 10
Summer Graduation Contract Due	June 11
Second 4-Week and 8-Week Sessions Begin	June 14
Juneteenth (University Closed)	June 19
Independence Day (University Closed)	July 4
Second 4-Week and First 8-week Sessions End	July 8
Third 4-Week Session Begin	July 12
Third 4-Week, Second 8-Week, and 12-Week Sessions End	August 5

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.

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual
Revisions: Section E.10 Faculty Tenure Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the

Colorado State University Academic Faculty and Administrative Professional

Manual, Section E.10 Faculty Tenure Policy.

EXPLANATION:

Presented by Janice L. Nerger, Interim Provost and Vice President for Academic Affairs

The proposed changes expand the minimum tenure committee size from three to five
members in an effort to address significant problems in interpreting split votes of three-
member committees (i.e., is a 2-1 vote more similar to a 5-4 vote, with a significant
fraction of the faculty on each side, or a 5-1 vote, with one faculty member who is out of
line with the rest of the committee?). An addition specifies that the tenure committee will
select its chair. Other new language clarifies how the report from the tenure committee is
prepared and submitted and makes it clear when responses to recommendations may be
written and who may write them. New language clarifies when denial of tenure is and is
not grievable. In addition, several issues are made clearer, for example that a tie vote is a
vote against tenure.

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS

E.10 Faculty Tenure Policy *(last revised ~~June 10, 1998~~ xxx)*

E.10.1 Definition of Tenure

Tenure is the practice of permanent or continuous appointments for faculty members in higher education, during which their service at a particular institution may be terminated only for (1) adequate cause demonstrated in a hearing before an appropriately selected faculty committee, (2) under the extraordinary circumstances of a bona fide financial exigency, involving retrenchment or discontinuance of an academic program or a department of instruction, or (3) discontinuance of a degree granting program or a department of instruction not mandated by financial exigency.

E.10.2 Rationale for Tenure

Institutions of higher education are conducted for the common good and not to further the interest of either the individual or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Tenure is a means to certain ends; specifically (1) freedom of teaching, research, extension, and ~~of~~ extramural activities, and (2) a sufficient degree of economic security to make the profession of university teaching attractive to individuals of ability. Academic freedom and economic security, and thus, tenure are indispensable to the success of an educational institution in fulfilling its singular obligations to its students and to society. Faculty members who are threatened with loss of their positions for voicing unpopular or innovative views cannot effectively engage in the kind of open deliberation and criticism essential to a free society.

E.10.3 Administrative Responsibilities in Relation to Tenure *(last revised February 14, 2014)*

a. The head of the department and the faculty member on probationary status are jointly responsible for discussing, at least once annually, prior to the time for the decision on tenure, the faculty member's development and fitness for the position involved and prospects for eventually acquiring tenure. The department head shall provide the faculty member and the dean of the college concerned a written summary of the evaluation of progress toward tenure at the time of the conference. This report is independent of the annual evaluation covering achievements of the most recent calendar year. Likewise, the tenured faculty of the department, or a subcommittee thereof, shall annually provide an independent assessment of progress toward tenure, and a written report summarizing progress toward tenure and of any perceived deficiencies, to each tenure track faculty member. The report of the committee shall be shared with the department head and the tenure-track faculty member and may include suggestions for workload and effort distribution judged to be supportive of the faculty member's progress toward tenure.

b. The head of the department shall make every effort to encourage and assist the faculty member to fulfill the conditions which will qualify the faculty member for tenure. This may include consulting with the tenured faculty or a subcommittee thereof, regarding suggestions received in the committee's written report summarizing progress toward tenure.

c. The head of the department is responsible for making explicit at the time of employment to the faculty member in that unit the conditions which normally must be met for the acquisition of tenure, the procedures by which tenure is awarded, denied, terminated, or withdrawn, and the procedures by which the faculty member may challenge such decisions.

E.10.4 Policies on Conferring Tenure *(last revised May 2, 2007)*

a. A tenure-track faculty member shall be considered for tenure based upon evidence of capability for significant professional contributions.

b. It is normally expected that a candidate for tenure will have a terminal degree in their field. However, the necessity for any particular advanced degree as a prerequisite for tenure shall be decided upon by the eligible faculty of the department concerned. The requirement for a particular advanced degree may vary within a department depending upon the responsibilities of a specific position.

c. The decision to award tenure may be made after two (2) years from initial appointment. However, unless stated otherwise in the appointment letter, the probationary period before the granting or denial of tenure is six (6) years of continuous employment for a faculty member initially appointed as an assistant professor, four (4) years of employment for an associate professor, and three (3) years of employment for a full professor. The length of the probationary period, the timing of the midpoint review (see Section E.14.2), and the time frame for the tenure application process shall all be stated unambiguously in the appointment letter.

d. A tenure-track appointment that begins prior to January 1 shall, at the end of the 30th day of June immediately following, be counted as a full year of service. When the tenure-track appointment begins on or after January 1, the period ending with the 30th day of June immediately following shall not count as any part of the probationary period.

e. Service in a tenure-track faculty position shall apply toward sabbatical leave and all other faculty benefits and privileges.

f. The tenure policies in this *Manual* apply to administrative personnel who hold academic rank, but only in their capacity as faculty members. When a faculty member holding an administrative appointment for which additional compensation is provided either relinquishes or is relieved of administrative responsibility, salary may be reduced to properly conform with their non-administrative responsibility, upon recommendation of appropriate administrative officers and official approval. The Board has delegated the authority for official approval to the President. If the faculty member relinquishes the administrative appointment voluntarily, or if the termination of the appointment is due to a non-renewal after a specified appointment period to which the faculty member had agreed, then the President has further delegated the authority for official

approval to the Provost. If a faculty member alleges that a consideration violative of academic freedom significantly contributed to a decision to terminate their appointment to an administrative post, or not to reappoint the individual, the faculty member is entitled to use of the procedures set forth in Section K.

E.10.4.1 Probationary Period for Tenure *(last revised May 2, 2007)*

The probationary period for a tenure-track faculty member at Colorado State University is the maximum length of continuous service prior to the granting or denial of continuous tenure. The probationary period is limited to six (6) years, except when extended as described in Section E.10.4.l.2, including all previous service as a tenured or tenure-track faculty member at this institution.

E.10.4.1.1 Service Credit *(last revised ~~June 4, 2008~~ xxx)*

Credit may be given for prior service, thus reducing the probationary period, as described below. The details of such credit for prior service, the length of the probationary period, the timing of the midpoint review, and the time frame for the tenure application process shall all be stated unambiguously in the appointment letter. Before granting credit for prior service, the department head should consult with the departmental tenure committee. An application for tenure at the end of such a reduced probationary period shall not be considered an early application for tenure.

a. When a faculty member has held a contract, continuing, or adjunct faculty appointment at Colorado State University and is subsequently appointed to a tenure-track faculty position (see Section E.2), credit may be given for this prior service.

b. Credit may be given for either academic or non-academic service at other institutions. ~~However, credit will not be given for service in a position equivalent to an instructor.~~

c. If a newly appointed faculty member has been awarded tenure at another academic institution with the rank of associate professor or professor, he or she may be recommended for tenure immediately, in line with any provisions stipulated in the code of the department. It is recommended that at least two-thirds (2/3) of the eligible tenured faculty members in the department approve. A faculty member who has not been awarded tenure at another academic institution may not be recommended for tenure prior to two (2) years of continuous employment at Colorado State University unless the Provost agrees with the department that the circumstances are exceptional and waives this two (2) year restriction in writing. The written waiver shall be sent to the faculty member, the tenure committee, the department head, and the college dean. The origin and processing of ~~a~~ any tenure recommendation ~~prior to two (2) years of continuous employment at Colorado State University~~ must follow the procedure in Section E.10.5.

E.10.4.1.2 Extension of the Probationary Period *(last revised August 2, 2013)*

The use of Family Medical Leave may lead to an automatic extension of the probationary period (see Appendix 8 for details).

Extension of the probationary period for reasons other than use of Family Medical Leave is not automatic. A faculty member may request an extension of the probationary period as described below. The faculty member must make the request for an extension of the probationary period in writing to the departmental tenure committee. Such a request should be made as early as possible, and must be made prior to the first day of the final academic year of the probationary period. The recommendation of the tenure committee shall be forwarded successively to the department head, the college dean, and the Provost, each of whom shall recommend either acceptance or rejection of the recommendation of the tenure committee. Such recommendations shall not be made in an arbitrary, capricious, or discriminatory manner. The final decision on such an extension shall be made by the President. If the faculty member making the request is dissatisfied with a rejection at any level of a positive recommendation by the tenure committee, the faculty member has the right to appeal through formal grievance procedures.

a. A faculty member may request an extension of the probationary period due to exceptional circumstances, including, but not limited to, birth or adoption of a child, personal health issues, and care of immediate family members (this is separate from the issue of leaves, which are addressed in Section E.10.4.1.2.c). The tenure committee may recommend up to two (2) separate extensions of the probationary period, each for a period not to exceed one (1) year.

b. A faculty member may request an extension of the probationary period under the Americans with Disabilities Act (ADA). Such a request must identify the nature of the disability and explain why an extension of the probationary period is necessary for purposes of reasonable accommodation. The faculty member requesting such an extension also must provide evidence of protected status under ADA to the Director of the Office of Equal Opportunity (OEO), who shall determine the validity of the protected status and inform the departmental tenure committee. The tenure committee may recommend an extension of the probationary period for a period not to exceed one (1) year (see Sections E.6.b and E.4). Any subsequent request to the tenure committee for an additional extension shall require reverification of the protected status by the OEO Director.

c. Any leave for a period not exceeding one (1) year shall normally count as part of the probationary period. However, if the leave is of such a nature that the individual's development as a faculty member while on leave cannot be judged, or if the leave is for purposes that are not scholarly, the faculty member may request that the leave not count as part of the probationary period.

d. If a faculty member has been granted credit for prior service, thus reducing the probationary period, then, if circumstances warrant, the faculty member may request that this credit for prior service be reduced, thus extending the probationary period.

E.10.5 Procedures for the Granting of Tenure *(last revised ~~May 5, 2023~~ xxx)*

E.10.5.1 Origin and Processing of Tenure Recommendations *(last revised ~~December 3, 2021~~ xxx)*

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

Because the recommendation for the granting or denial of tenure is primarily a faculty responsibility, the department head shall ask the members of the tenure committee, to vote by ballot for or against granting of tenure to the faculty member being considered. A tenure recommendation shall be by a majority vote of the tenure committee, with a tie vote being considered a vote against tenure.[1]

The recommendation chair of the tenure committee shall submit a report on behalf of the committee to both the department head and the faculty member. This report shall include a vote summary, a summary of the analysis by the committee, and a statement of reasons representing for the majority and minority points of view. This report does not need to be endorsed by every member of the committee. However, the report cannot be submitted if at least one-third (1/3) of the committee informs the committee chair of their objection to the report. Since the report is submitted by the chair of the committee, only that person needs to sign it.

The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President. A copy of the recommendation shall be sent to the faculty member.

All reviews are to be exercised expeditiously at each level. After each review, the reviewing administrator shall make a recommendation in writing to grant or deny tenure, and it this recommendation shall be forwarded to each successive administrator. A copy of each recommendation Copies shall be sent to the faculty member, the chair of the tenure committee, and all administrators who have previously made recommendations. The chair of the tenure committee shall send copies to the other members of the tenure committee.

E.10.5.2 Tenure Committee

The tenure committee must have at least three (3) five (5) members and shall consist of include all eligible department faculty members. The department head, college dean, Provost, and President are not eligible to serve on the tenure committee and shall not be present during the committee's deliberations, except when specifically invited by at least two-thirds (2/3) of the members of the committee. A faculty member holding an administrative appointment (as defined in Section K.11.2) of more than half (0.5) time is not eligible to serve on the tenure committee, unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the tenure committee, it is expected that he or she will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse himself or herself oneself.

The eligible department faculty are all other tenured department faculty. If a committee of at least ~~three (3)~~ five (5) tenured faculty within the department cannot be constituted, then additional tenured faculty members shall be selected from other departments within the University so as to produce a committee of ~~three (3)~~ five (5) members. A department may specify in its code a procedure for narrowing the pool of eligible additional members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all tenured faculty members on the tenure committees from all departments within the college. The department head shall draw the additional members of the tenure committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the tenure committee.

The departmental faculty members of the tenure committee shall select one of themselves to serve as the chair of the tenure committee.

E.10.5.3 Processing of Recommendations

After a recommendation is received from the tenure committee, a contrary recommendation shall be issued at a higher administrative level below the President only for compelling reasons which shall be stated in writing in their recommendation. The administrator shall send copies of their recommendation to the faculty member, the chair of the tenure committee, and all administrators who have previously made recommendations. The chair of the tenure committee shall send copies to the other members of the tenure committee. If such a contrary recommendation is issued, the chair of the tenure committee and all administrators who have previously made ~~the~~ recommendations shall be given seven (7) working days from the date of notification of the contrary recommendation to respond in writing to the administrator's reasons for opposition, and the contrary recommendation may be opposed at an even higher administrative level. The responses from the chair of the tenure committee and the administrators shall be forwarded to each successive administrator along with the recommendation and rationale for the contrary recommendation and all previous recommendations and responses.

A response from the chair of the tenure committee shall summarize the variety of opinions from the members of the tenure committee. If at least one-third (1/3) of the members of the tenure committee indicate to the committee chair that a response is appropriate, then a response shall be sent by the chair. The response can state that only a minority of the committee members felt that a response was appropriate if that is the case.

In the event of a committee recommendation to deny tenure, or a recommendation by an administrative officer below the President to deny tenure, the reasons for the recommendation shall be made available promptly to the faculty member under consideration. ~~If the faculty member believes that the recommendation to deny tenure violated University policy or state or federal law, t~~The faculty member shall be given seven (7) working days from the date of notification of the recommendation to submit a written response ~~detailing this violation~~. This response shall be forwarded to each successive administrator along with all previous recommendations and responses.

E.10.5.4 Grievance

If the faculty member believes that an administrator's opposition to a recommendation to grant tenure violated University policy or state or federal law, and the Provost has endorsed the recommendation of the administrator not to grant tenure, If the tenure committee recommends the granting of tenure, but the Provost recommends the denial of tenure, then the faculty member may appeal the decision through the grievance procedure file a grievance via Section K to oppose the recommendation to deny tenure. In any grievance proceeding, the tenure committee shall be represented by a member the chair of the tenure committee selected by the prevailing side of the committee. Although a grievance may not be filed until the Provost has made their recommendation to the President, the grievance shall be against the first administrator to recommend the denial of tenure. However, the effective date of notification of the grievant shall be the date of notification of the Provost's recommendation.

If the tenure committee recommends denial of tenure (including by a tie vote), the faculty member cannot grieve this recommendation. This is because grievances can be filed only against administrators, not fellow faculty. Also, a grievance cannot be filed against an administrator for supporting the recommendation of the promotion committee, since the first paragraph of Section E.10.5.3 states that this is what is expected of them.

When a department head is under consideration for tenure, the successive forwarding of the tenure committee's recommendation shall begin with the dean of the college, rather than the department head.

E.10.5.5 Postponement of Consideration for Tenure

The department head, the college dean, or the Provost may elect to postpone consideration of a faculty member for tenure, without prejudice, if the recommendation from the tenure committee for the granting or denial of application for tenure is made in a year earlier than the final year of the probationary period. The decision to postpone and the reasons for postponement shall be communicated immediately in writing to the faculty member and the tenure committee. However, the faculty member must either be granted tenure by the beginning of the first year after the end of the probationary period or be notified by the end of the probationary period that their appointment will be terminated at the end of one (1) additional year. Once a faculty member is on a tenure-track appointment, the use of contract, continuing, or adjunct appointments to extend the probationary period for tenure is not permitted.

E.10.5.26 Notification of Presidential Action on Tenure Recommendations *(last revised xxx)*

When the President has ruled on a recommendation relating to tenure for a faculty member, the faculty member shall be notified promptly in writing of the action taken. The decision of the President to grant or deny tenure is final.

If the decision of the President is to deny the application for tenure, that decision is final, and the tenure-track appointment of the faculty member shall be allowed to expire without any future renewals, and the faculty member cannot apply for tenure again in the future in the same academic department. However, this does not prevent the candidate from being hired by the

University in another capacity, including as a tenure-track faculty member in another academic department.

E.10.5.7 Withdrawal of Application for Tenure *(last revised xxx)*

At any time before the final decision by the President, the faculty member may withdraw their application for tenure. In particular, once the Provost has made their recommendation to the President and the faculty member has been notified of this recommendation, the faculty member shall have ten (10) working days to withdraw their application for tenure by submitting a withdrawal request to the Provost. If the application for tenure is withdrawn before the final decision by the President, then the faculty member may apply for tenure again in ~~a later application cycle~~ the future if sufficient time remains in their probationary period. If the tenure application is not withdrawn before the final decision by the President, then the decision of the President is final.

E.10.6 Relation of Tenure to Changes in Status and/or Salary

a. Reduction in salary when effective for all faculty shall not be considered as conflicting with this tenure policy when such reduction is in line with other current reductions.

b. Acquisition of tenure carries certain privileges; nevertheless, by mutual agreement between a faculty member and the appropriate administrative officers, the salary and/or employment status of a faculty member may be altered. Any change in salary or employment status of a faculty member which does not rest upon mutual agreement with the administration shall be susceptible to test by appropriate due process procedures as outlined in Section K.

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Consent Item

MATTERS FOR ACTION:

<u>CSU-Fort Collins – Academic Faculty and Administrative Professional Manual
Revisions: Section E.13 </u>Advancement in Rank (Promotion)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the

Colorado State University <u>Academic Faculty and Administrative Professional</u>

<u>Manual</u>, Section E.13 Advancement in Rank (Promotion).

EXPLANATION:

Presented by Janice L. Nerger, Interim Provost and Vice President for Academic Affairs

The proposed changes specify promotion committee membership and voting eligibility.
The changes expand the minimum committee size from three to five members in an effort
to address significant problems in interpreting split votes of three-member committees
(i.e., is a 2-1 vote more similar to a 5-4 vote, with a significant fraction of the faculty on
each side, or a 5-1 vote, with one faculty member who is out of line with the rest of the
committee?). An addition specifies that the tenure committee will select its chair. Other
new language clarifies how the report from the tenure committee is prepared and
submitted and makes it clear when responses to recommendations may be written and
who may write them. New language clarifies when denial of promotion is and is not
grievable. Language has been added to make it clear that the faculty member has the right
to withdraw their application for promotion at any time prior to the final decision by the
President. In addition, several issues were made more clear, for example that a tie vote is
a vote against promotion.

<u>ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL</u>
REVISIONS AND ADDITIONS

E.13 Advancement in Rank (Promotion) *(last revised ~~December 3, 2021~~ xxx)*

For the purposes of discussing promotion in this section, the six (6) available ranks for faculty are grouped into four (4) levels as follows:

1. Instructors
2. Senior Instructors and Assistant Professors
3. Master Instructors and Associate Professors
4. Professors

A promotion is an advancement in rank from one level to a higher level. A change in rank within a level is not a promotion. Department and College codes should specify the expectations for each of these ranks within their unit<u>, following guidelines from the Provost</u>. Department and College codes should <u>also</u> define all titles used for faculty within their unit ~~and the expectations for each of the six (6) ranks, utilizing guidelines from the Provost~~.

Except in unusual circumstances noted in the statement of reasons given for the promotion recommendation, when tenure is granted to an assistant professor, the individual shall be promoted concurrently to associate professor as part of the tenure process.

Normally, after five (5) years in rank faculty are eligible to be considered for promotion. If the promotion is approved, it shall become effective the following July 1. Promotion may be considered prior to five (5) years in rank in those cases in which the faculty member's performance clearly exceeds the standards for promotion established pursuant to the performance expectations stipulated in Section E.12.

Service at other academic institutions may or may not count toward time in rank. The appointment letter shall state unambiguously whether or not service at other institutions will count towards time in rank at Colorado State University and state specifically the exact number of years of prior service credit being granted. The department head and dean are responsible for apprising the candidate of this possibility.

E.13.1 Origin and Processing of Recommendations *(last revised ~~December 3, 2021~~ xxx)*

The faculty member shall initiate the process leading to a recommendation for the granting or denial of promotion by submitting a formal request for promotion in rank to the department head. The faculty member should consult with the department head before initiating this process. The faculty member should also consult the website of the Office of the Provost for information and forms regarding applications for promotion.

Because this recommendation is primarily a faculty responsibility, the department head shall ask the promotion committee to vote by ballot for or against promotion of the faculty member being considered. A promotion recommendation shall be by a majority vote of the promotion committee, with a tie vote being considered a recommendation against promotion.[1]

The ~~recommendation~~ chair of the promotion committee shall submit a report on behalf of the committee to both the department head and the faculty member. This report shall include a vote summary, a summary of the analysis by the committee, and a statement of reasons for ~~representing~~ the majority and minority points of view. The report shall be sent to the members of the promotion committee for review before its submission. The report does not need to be endorsed by every member of the committee. However, the report cannot be submitted if at least one-third (1/3) of the committee members inform the committee chair that they object to the submission of the report. Since the report is submitted by the chair of the committee, only that person needs to sign it.

The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President. ~~A copy of the recommendation shall be sent to the faculty member.~~

All reviews are to be exercised expeditiously at each level. After each review, the reviewing administrator shall make a recommendation in writing to grant or deny promotion, and ~~it~~ this recommendation shall be forwarded to each successive administrator. A copy of each recommendation ~~Copies~~ shall be sent to the faculty member, the ~~tenure~~ chair of the promotion committee, and all administrators who have previously made recommendations. The chair of the promotion committee shall send copies to the other members of the promotion committee.

E.13.2 Promotion Committee *(last revised ~~December 3, 2021~~ xxx)*

This section describes the membership of the promotion committee and which members of the committee are voting members.

The department head, college dean, Provost, and President are not eligible to serve on the promotion committee and shall not be present during the committee's deliberations, except when specifically invited by at least two-thirds (2/3) of the members of the committee. A faculty member holding an administrative appointment (as defined in Section K.11.2) of more than half (0.5) time ~~(0.5)~~ is not eligible to serve on the promotion committee unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the promotion committee, it is expected that they will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse oneself.

For promotion of a tenured or tenure-track faculty member, the eligible department faculty members are all other tenured faculty members of higher level than the faculty member under consideration, and all of these eligible faculty members are voting members. For promotion of a non-tenure track faculty member, restriction to tenured faculty does not apply, so the eligible

faculty members are all other faculty members of higher level than the faculty member under consideration. but a A department may specify in its code additional requirements for voting members. In the absence of such requirements, all eligible faculty members are voting members.

The promotion committee shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof, unless this leads to a committee with fewer than three (3) five (5) voting members. If a the committee has fewer than three (3) five (5) eligible voting faculty members then additional eligible voting faculty members shall be selected from other departments within the University so as to produce a committee with three (3) five (5) voting members. A department may specify in its code a procedure for narrowing the pool of additional eligible voting members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all eligible voting faculty members on the promotion committees from all departments within the college. The department head shall draw the additional members of the promotion committee by lot from the pool of eligible voting faculty members. Faculty members from other departments may decline to serve on the promotion committee.

The voting departmental faculty members of the promotion committee shall select one of themselves to serve as the chair of the promotion committee.

E.13.3 Processing of Recommendations

After a recommendation is received from the promotion committee, a contrary recommendation shall be issued at a higher administrative level below the President only for compelling reasons that shall be stated in writing in their recommendation. The administrator shall send copies of their recommendation to the faculty member, the chair of the promotion committee, and all administrators who have previously made recommendations. The chair of the promotion committee shall send copies to the other members of the promotion committee. If such a contrary recommendation is issued, the chair of the promotion committee and all administrators who have previously made recommendations shall be given seven (7) working days from the date of notification of the contrary recommendation to respond in writing to the administrator's reasons for opposition, and the contrary recommendation may be opposed at an even higher administrative level. The responses from the chair of the promotion committee and the administrators shall be forwarded to each successive administrator along with the recommendation and rationale for the contrary recommendation and all previous recommendations and responses.

A response from the chair of the promotion committee shall summarize the variety of opinions from the members of the promotion committee. If at least one-third (1/3) of the members of the promotion committee feel that a response is appropriate, then a response shall be sent by the chair. The response can shall state that only a minority of the committee members felt that a response was appropriate if that is the case.

In the event of a committee recommendation to deny promotion, or a recommendation by an administrative officer below the President to deny promotion, the reasons for the

recommendation shall be made available promptly to the faculty member under consideration. ~~If the faculty member believes that the recommendation to deny promotion violated University policy or state or federal law, t~~The faculty member shall be given seven (7) working days from the date of notification of the recommendation to submit a written response ~~detailing this violation~~. This response shall be forwarded to each successive administrator along with all previous recommendations and responses.

E.13.4 Grievance

~~If the faculty member believes that an administrator's opposition to a recommendation to grant promotion violated University policy or state or federal law, and the Provost has endorsed the recommendation of the administrator not to grant promotion,~~ If the promotion committee recommends the granting of promotion, but the Provost recommends the denial of promotion, then the faculty member may ~~appeal the decision through the grievance procedure~~ file a grievance via Section K to oppose the recommendation to deny promotion. In any grievance proceeding, the promotion committee shall be represented by ~~a member~~ the chair of the promotion committee ~~selected by the prevailing side of the committee~~. Although a grievance may not be filed until the Provost has made their recommendation to the President, the grievance shall be against the first administrator to recommend ~~the~~ denial of promotion. However, the effective date of notification of the grievant shall be the date of notification of the Provost's recommendation.

If the promotion committee recommends denial of promotion (including by a tie vote), the faculty member cannot grieve this recommendation. This is because grievances can be filed only against administrators, not fellow faculty. Also, a grievance cannot be filed against an administrator for supporting the recommendation of the promotion committee, since the first paragraph of Section E.13.3 states that this is what is expected of them.

When the department head is under consideration for promotion, the successive forwarding of the promotion committee's recommendation shall begin with the dean of the college, rather than the department head.

E.13.3~~5~~ Notification of Presidential Action on Advancement in Rank *(last revised ~~December 6, 2018~~ xxx)*

When the President has ruled on a recommendation relating to promotion for a faculty member, the faculty member shall be notified promptly in writing of the action taken. The decision of the President to grant or deny promotion is final.

E.13.6 Withdrawal of Application for Advancement in Rank

At any time before the final decision by the President, the faculty member may withdraw their application for promotion. In particular, once the Provost has made their recommendation to the President, and the faculty member has been notified of this recommendation, the faculty member shall have ten (10) working days to withdraw their application for promotion by submitting a withdrawal request to the Provost.

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual
Revisions: Section E.14.3.2 Phase II Comprehensive Performance Reviews

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the

Colorado State University Academic Faculty and Administrative Professional

Manual, Section E.14.3.2 Phase II Comprehensive Performance Reviews.

EXPLANATION:

Presented by Janice L. Nerger, Interim Provost and Vice President for Academic Affairs

The proposed changes expand the Phase II Review Committee size from three to five
members in an effort to address significant problems in interpreting split votes of three-
member committees (i.e., is a 2-1 vote more similar to a 5-4 vote with a significant
fraction of the faculty on each side or a 5-1 vote with one faculty member who is out of
line with the rest of the committee?).

NOTE: Revisions are noted in the following manner:
           Additions - <u>underlined</u>   Deletions - ~~overscored~~

<u>ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL</u>
REVISIONS AND ADDITIONS

E.14.3.2 Phase II Comprehensive Performance Reviews *(last revised ~~June 21, 2011~~ xxx)*

A Phase II Comprehensive Performance Review is initiated when the academic supervisor decides that a tenured faculty member's performance in a Phase I Review was not satisfactory, or it may be initiated as described in Section E.15.4.1. The initiation of a Phase II Review is not grievable by the faculty member. A Phase II Review Committee of at least ~~three (3)~~ <u>five (5)</u> tenured peers at the same or higher rank as the faculty member shall be selected to conduct a comprehensive performance review according to procedures specified in the code of the academic unit. These peers shall be selected from the same academic unit as the faculty member, unless that academic unit is a department that is too small, in which case, some of the peers may be from other departments within the same college. The academic supervisor shall not be a member of the Review Committee, nor shall any other administrator at the same administrative level as the academic supervisor or higher. The procedure for the selection of these peers shall be specified in the code of the academic unit. If the selection procedures are not specified in the code of the academic unit, then a committee of ~~three (3)~~ <u>five (5)</u> tenured peers shall be drawn by lot from the eligible faculty members in the same academic unit as the faculty member. If the academic unit is a small department with fewer than ~~three (3)~~ <u>five (5)</u> eligible faculty members, then additional tenured peers shall be drawn by lot from the eligible faculty members in the same college so as to increase the total number of committee members to ~~three (3)~~ <u>five (5)</u>.

The code of each academic unit shall specify:

a. The procedure for the selection of a Phase II Review Committee;

b. Procedures for assuring impartiality and lack of bias among members of the Phase II Review Committee;

c. The criteria to be used by the Phase II Review Committee, including standards for evaluation which reflect the overall mission of the academic unit, and which permit sufficient flexibility to accommodate faculty members with differing responsibilities, effort distributions, and workloads;

d. The types of information to be submitted by the faculty member being reviewed; and

e. Any additional information to be used in evaluations, such as peer evaluations and student opinions of teaching.

As a result of a Phase II Comprehensive Performance Review, one (1) of the following three (3) outcomes shall be selected by a majority of the Phase II Review Committee:

a. The faculty member has met the reasonable expectations for faculty performance, as identified by their academic unit;

b. There are deficiencies, but they are not judged to be substantial and chronic or recurrent;

c. There are deficiencies that are substantial and chronic or recurrent.

Regardless of the outcome, the Review Committee shall prepare a written report and provide the faculty member with a copy. If the second outcome is selected, the written report may recommend that the academic supervisor design a specific professional development plan to assist the faculty member in meeting expectations. If the third outcome is selected, then the written report shall explain what deficiencies led to that selection.

For either of the first two (2) outcomes, no further action is necessary. For the third outcome, taking into account the faculty member's actions, prior actions and history, and whether a pattern exists, the committee's written report shall recommend whether or not disciplinary action should be pursued as described in Section E.15.

The faculty member shall then have ten (10) working days to prepare a written response to this report. For informational purposes, both the report and the faculty member's response shall be forwarded to the academic supervisor, and, at successive steps, to each higher supervisor, ending with the Provost.

If the Review Committee selects the third outcome and identifies deficiencies that need to be remedied, the academic supervisor shall design a specific professional development plan indicating how these deficiencies are to be remedied and setting time-lines for accomplishing each element of the plan. The faculty member shall be given the opportunity to work with the academic supervisor on the design of this plan. This development plan shall be submitted to the next higher administrative level for approval, and the faculty member shall be given a copy of the approved plan. This professional development plan shall be considered to be part of the faculty member's official Personnel File (see footnote #2 regarding official Personnel File).

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual
Revisions: Section E.15 Disciplinary Action for Tenured Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the

Colorado State University Academic Faculty and Administrative Professional

Manual, Section E.15 Disciplinary Action for Tenured Faculty.

EXPLANATION:

Presented by Janice L. Nerger, Interim Provost and Vice President for Academic Affairs

The proposed changes clarify that the Hearing Committee decides what witnesses it will
interview. Wording has been changed to clarify the intention that the Tenured Faculty
member has the right to attend the hearing, but they are not required to attend; that if the
Recommendation from the Hearing Committee is not unanimous, the report shall explain
the reasoning of the dissenting minority, as well as that of the majority; and, in several
places, timelines for receipt of reports are clarified.

<u>ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL</u>
REVISIONS AND ADDITIONS

E.15 Disciplinary Action for Tenured Faculty *(last revised ~~February 3, 2022~~ xxx)*

The procedures set forth in this section of the Manual govern disciplinary action other than a Letter of Reprimand (see Section D.4.2) for tenured faculty members, including revocation of tenure and termination of appointment. These actions may occur in connection with either behavior or performance of professional duties. Disciplinary action other than a Letter of Reprimand for a tenured faculty member (hereinafter termed the "Tenured Faculty Member") must follow the procedures outlined in this section of the Manual. These procedures shall be used in a manner that is consistent with the protection of academic freedom (see Section E.8) and confidentiality of all participants in such actions to the extent permitted by law. These procedures must not be used in an unfair, unreasonable, arbitrary, capricious, or discriminatory manner. Participants shall conduct themselves in accordance with the Code of Ethical Behavior (see Section D.9).

Any member of the University community who knowingly makes false statements as a part of these proceedings shall be subject to disciplinary action appropriate to their position within the University.

The University Grievance Officer (UGO) shall be charged with assuring the integrity of the E.15 processes, including discussions to achieve a mutually agreeable resolution at any stage of the process, coordinating committee appointments and duties, and certifying that appropriate individuals participate in the process. At the discretion of the UGO, any of the time limits in Section E.15 may be extended for reasonable periods. Such extensions shall be reported immediately to all parties concerned.

Either of the following conditions may lead to formal disciplinary action:

a. Substantial neglect of assigned duties that prevents the Tenured Faculty Member from fulfilling their obligation to the University as stated in Section E.5.2 and impacts the department, college, or University; or actions that substantially impair the duties or responsibilities of others.

b. Behavior of the Tenured Faculty Member that (1) presents significant risk to the safety or security of members of the University community (e.g., violence) and/or (2) represents a serious violation of ethics (see Section D.9) and/or University policy (including, but not limited to, unlawful discrimination, research misconduct, harassment, bullying, retaliation, or misappropriation of funds).

There are two (2) avenues for discipline:

i. Acceptance of disciplinary action by the Tenured Faculty Member. The Tenured Faculty Member may agree to accept formal disciplinary action without a Hearing. In this case, there must be a written document stating that disciplinary action is being taken and detailing the disciplinary action and any agreements made. This document must be signed by both the Tenured Faculty Member and the Academic Supervisor to indicate their mutual agreement regarding the disciplinary action. The agreement by the Tenured Faculty Member to accept this action does not imply admission of responsibility for the charge. This action requires the approval of the Provost. If the Provost, after consultation with the UGO, determines that the disciplinary action is not appropriate, the Provost shall direct that the matter be referred to a the formal Hearing Process. This document stating the disciplinary action, if rejected, may not be used in the resulting Hearing.

ii. Disciplinary Action resulting from a formal Hearing. The University may impose disciplinary action against the Tenured Faculty Member. Possible disciplinary actions resulting from a formal Hearing include, but are not limited to, one or more of the following: letter of reprimand, reassignment of duties, mandatory education or training, monitoring, reduction in pay, suspension with or without pay, revocation of tenure, and termination of employment. Since faculty rank is an academic credential, reduction in rank may not be used as a disciplinary action unless the rank was obtained through fraudulent means. Some disciplinary actions may be for a specified period of time or until some condition is met, and some may be for an indefinite period of time, subject to later review. It is also possible that the Hearing will not result in any disciplinary action.

E.15.1 Initiating the Process

The disciplinary process shall be initiated when a written and signed statement (hereinafter termed the "Statement"), which specifies with reasonable particularity the alleged grounds for disciplinary action, is filed with the UGO by one or more of the following individuals: the academic supervisor, the college dean, or the Provost. Anyone may write the Statement, but one or more of the individuals listed in the previous sentence shall file it with the UGO in order to initiate the disciplinary process. Upon receipt of the Statement, the UGO shall notify the person(s) who filed the Statement that the disciplinary process has been initiated. Also, when the process has been completed, the UGO shall notify the person(s) who filed the Statement of the final outcome. In both cases, the person(s) who filed the Statement shall notify the person(s) who wrote the Statement.

E.15.2 Operational Procedures Prior to Completion of Formal Disciplinary Action

The UGO shall review the Statement to ensure that it alleges the existence of one or more of the conditions for disciplinary action listed in Section E.15.a or E.15.b. If the UGO finds that the Statement alleges one or more of these conditions, then, no later than three (3) working days following receipt of the Statement, the UGO shall provide a copy of the Statement to the Tenured Faculty Member and inform the Academic Supervisor and the dean of the college (or the Provost if the Academic Supervisor is a dean) of the commencement of the disciplinary process. The Statement is deemed to have been received when it is delivered personally to the Tenured Faculty Member, or ten working days after it has been sent to the Tenured Faculty

Member via email to their official CSU email address, or when receipt has been confirmed to the UGO by the Tenured Faculty Member.

Pending the outcome of this process, the Provost may assign the Tenured Faculty Member to other duties or take such other action as deemed appropriate, including suspension of duties, only if the Provost determines that the continued presence of the Tenured Faculty Member would threaten the safety or security of the Tenured Faculty Member or other persons or would substantially impair or disrupt the normal functioning of the University or one of its departments or divisions. Salary shall continue during the period of a suspension.

E.15.3 Discussions to Achieve a Resolution *(last revised xxx)*

No later than three (3) working days after confirming the adequacy of the Statement and notifying the appropriate parties, the UGO shall direct the Academic Supervisor, the college dean, and/or the Provost to enter into discussions with the Tenured Faculty Member in an effort to come to a resolution as to possible disciplinary action to be taken against the Tenured Faculty Member by mutual agreement.[3] The agreement by the Tenured Faculty Member to accept such action does not imply admission of responsibility for the charge(s).

If an agreement is reached, it requires the approval of the Provost. If the Provost determines that the agreement is appropriate, and the agreement does not involve revocation of tenure, a demotion, reduction in pay, resignation, or other separation from the University, the Provost is authorized to approve the agreement. If the Provost determines that the agreement is appropriate, and the agreement involves revocation of tenure, a demotion, reduction in pay, resignation, or other separation from the University, the agreement must be approved by the President. If the Provost determines, after consultation with the UGO, that the agreement is not appropriate, the Provost shall direct that the matter proceed to a the formal Hearing Process. This agreement that states the disciplinary action, if rejected, may not be used in the resulting Hearing. If no agreement can be reached within five (5) working days of the UGO's directive to enter into discussions, the matter shall proceed to a the formal Hearing Process.

If the decision is made to proceed to a the formal Hearing Process, the Tenured Faculty Member shall be notified of the decision and given ten (10) working days to submit a written response (hereinafter termed the "Response") to the allegations in the Statement.

E.15.4 Hearing Process *(last revised xxx)*

If the allegations in the Statement are limited to performance of professional duties (Section E.15.a), then the procedures specified in Section E.15.4.1 are to be followed. If the allegations in the Statement are limited to behavior (Section E.15.b), then the procedures specified in Section E.15.4.2 are to be followed. If the Statement contains allegations involving both performance of professional duties and behavior, and each of the two procedures determines that a formal hearing is warranted, then a single Hearing shall be conducted with the participation of both of the Hearing Committees specified in Sections E.15.4.1 and E.15.4.2.

As appropriate, individuals appointed to serve on Hearing Committees assembled under the provisions of Section E.15 may have their effort distributions adjusted, as negotiated with their immediate supervisor, to reflect their involvement in the disciplinary process, or they may receive release time from some of their academic obligations.

E.15.4.1 Performance of Professional Duties *(last revised xxx)*

For allegations involving performance of professional duties as described in Section E.15.a, the charges shall be considered in a Phase II Review (see Section E.14.3.2) before ~~they are considered in a~~ the formal disciplinary Hearing Process is initiated. The Phase II Review Committee shall determine whether or not ~~a~~ the formal disciplinary Hearing Process is warranted. The Provost may, for convincing reasons stated in writing, reverse the decision of the Phase II Review Committee, but this must be done within five (5) working days of being notified of the decision.

If the decision is made to conduct a formal disciplinary Hearing regarding allegations involving performance of professional duties, the Tenured Faculty Member's performance must be judged against the normal expectations within their department, taking into account the tenured faculty member's effort distribution (see Section E.9.1) and workload (see Section E.9.2). In this case, a Hearing Committee of at least six (6) members shall be formed. The persons eligible to serve on this Hearing Committee are the tenured faculty members of the Tenured Faculty Member's department who have the same or higher rank as the Tenured Faculty Member and who have no administrative duties (see Section K.11.2), but excluding the Tenured Faculty Member and their academic supervisor. The Department Code may specify the process for selecting the eligible faculty members to serve on the Hearing Committee. If the Department Code does not specify this process, then the Hearing Committee shall consist of six (6) eligible faculty members drawn by lot by the college dean. If there are fewer than six (6) faculty members of the department eligible for the committee, then additional members shall be drawn by lot by the college dean from a pool consisting of all tenured faculty members of the college who have the same or higher rank as the Tenured Faculty Member and who have no administrative duties (see Section K.11.2). The members of this Hearing Committee shall then select from their membership a chairperson who shall be a voting chair of the committee.

E.15.4.2 Behavior

If the Statement contains allegations involving behavior as described in Section E.15.b, then the UGO and the Chair of the Faculty Council shall jointly appoint a six (6) person Hearing Committee from the tenured faculty members of the Faculty Grievance Panel (see Section K.15). Neither the Tenured Faculty Member nor their Academic Supervisor may be part of this committee. The members of this Hearing Committee shall then select from their membership a chairperson who shall be a voting chair of the committee.

If the Statement involves allegations of sexual harassment, discrimination, bullying, retaliation, or research misconduct, the procedures appropriate to those allegations shall be followed (see Appendices 1, 2, 3, 6, and 7) before a Hearing Committee is formed.

This Hearing Committee shall conduct a Preliminary Review in which they discuss the allegations in the Statement, evaluate the Tenured Faculty Member's Response and determine whether or not a Hearing is warranted. During this process, the Hearing Committee may request additional statements from the Tenured Faculty Member, the person(s) filing the Statement, and/or other persons deemed to have relevant information. The Hearing Committee shall then retire for private discussion, which shall be confidential. These deliberations shall be followed by a vote to determine if sufficient information exists to warrant a Hearing. The decision to conduct a Hearing requires a majority vote. The Provost may, for convincing reasons stated in writing, reverse this decision by the Hearing Committee, but this must be done within five (5) working days of being notified of the decision.

E.15.4.3 Removal of Hearing Committee Members *(last revised xxx)*

Members of a Hearing Committee who believe themselves sufficiently biased or interested that they cannot render an impartial judgment shall remove themselves from the committee on their own initiative. Challenges for cause may be lodged with the UGO by the Tenured Faculty Member, the person(s) who ~~submitted~~ filed the Statement, or any member of the Hearing Committee. The UGO shall decide all challenges with such advice from legal counsel for the University or from the Colorado Department of Law (Office of the Attorney General) as the UGO deems necessary or advisable. The UGO may remove a member of the Hearing Committee even though actual cause cannot be proven. The Tenured Faculty Member shall have a maximum of two (2) challenges without stated cause, but such challenges must be made within five (5) working days of receiving notification of the membership of the Hearing Committee. If a member is removed from the Hearing Committee, then a replacement member shall be chosen by following the same procedures for the initial selection of the committee members in order to produce a Hearing Committee with six (6) members.

E.15.4.4 Hearing *(last revised xxx)*

a. The Hearing Committee(s) may hold organizational meetings which may include meetings with the Tenured Faculty Member, the Academic Supervisor, the person(s) filing the Statement, or other persons, as needed, to (1) clarify the issues, (2) effect stipulations of facts, (3) provide for the exchange of documentary or other information, (4) formulate a list of potential witnesses, and (5) achieve other pre-Hearing objectives as will make the Hearing fair, effective, and expeditious. The UGO shall be present at all meetings of the Hearing Committee(s). The Hearing Committee(s) decide what witnesses will be interviewed and will provide a written explanation of their decision to the UGO. The written explanation of the decision will be shared with Tenured Faculty Member and the person(s) filing the Statement.

b. The Tenured Faculty Member and the person(s) filing the Statement shall be notified in writing of the Hearing ~~and the specific allegations~~ within five (5) working days following the formal decision to proceed with the Hearing. Within five (5) working days of this notification, the Tenured Faculty Member and the person(s) filing the Statement must submit to the UGO any additional materials that they wish the Hearing Committee(s) to consider. The UGO shall forward these materials to the Hearing Committee(s) within three (3) working days of receiving them.

The Hearing shall commence no sooner than twenty (20) working days following receipt of the notice by the Tenured Faculty Member, unless the Tenured Faculty Member requests an earlier Hearing and the Hearing Committee concurs. A notice is deemed to have been received when it is delivered personally to the Tenured Faculty Member, or when it has been sent to the Tenured Faculty Member via email to their official CSU email address, or when receipt has been confirmed by the UGO by the Tenured Faculty Member.

c. The Hearing and recommendations for action shall be limited to the allegations specified in the Statement. Any additional allegations emerging during the Hearing may be considered only after a new Statement regarding such allegations has been filed with the Hearing Committee(s) and the Tenured Faculty Member has been given an opportunity to submit a new written Response.

d. The Hearing shall be closed, and the proceedings shall remain confidential to the extent permitted by law. During the Hearing, ~~the Tenured Faculty Member and~~ the UGO shall be present at all times, and the Tenured Faculty Member shall be invited to be present at all times. In addition, the Tenured Faculty Member and the Hearing Committee(s) shall each be permitted to have a maximum of two (2) advisors present, consisting of academic advisors and/or legal counsel. These advisors may provide advice and assistance, but they may not actively participate in the proceedings, such as making objections or attempting to argue the case (however, if an advisor is called as a witness, the advisor is allowed to participate in this capacity). Advisors for any participant shall be free to advise the participant fully throughout the proceeding, including assisting the participant in formulating any required written documentation and helping the participant prepare for any oral presentations.

e. The Hearing shall be recorded, a copy of the recording shall be made available, without cost, to the Tenured Faculty Member, and a verbatim transcription shall be made available without cost to the Tenured Faculty Member at the Tenured Faculty Member's request.

f. At least five (5) working days prior to the Hearing, the Tenured Faculty Member and the person(s) filing the Statement ~~Hearing Committee(s)~~ shall be provided ~~at least five (5) working days prior to the Hearing~~ with all written documents scheduled to be presented and the names of all witnesses scheduled to be heard in the proceedings, along with the nature of their proposed testimony. The administration shall cooperate with ~~the Tenured Faculty Member and~~ the Hearing Committee(s) to the extent possible in securing witnesses and making documentary and other information available.

If the need arises, the Hearing Committee(s) may decide to request additional written documents or call additional witnesses during the Hearing. If so, the Tenured Faculty Member must be given the opportunity to prepare a response to such changes, and this may include presenting new written documents and/or calling additional witnesses. This may require adjournments of the Hearing for periods that the Hearing Committee(s) deem appropriate.

g. The Tenured Faculty Member ~~and the Hearing Committee(s)~~ shall have the right to see all written evidence presented, hear all testimony, and question all witnesses. Furthermore, the Tenured Faculty Member must be afforded the opportunity to question the person(s) filing the Statement. If any person filing the Statement refuses to appear as a witness, then the Hearing

shall conclude immediately, and no disciplinary action shall be taken as a result of this Hearing (although the same allegations may be considered again in a newly initiated Hearing). However, harassment of witnesses by the Tenured Faculty Member, as determined by a concurrence of at least two-thirds (2/3) of the members of the Hearing Committee(s), is prohibited. Also, if it is deemed appropriate by at least two-thirds (2/3) of the members of the Hearing Committee(s), the questioning of one (1) or more witnesses may occur with the parties being in different physical locations, but the questioning must occur in a real-time, spontaneous format (e.g., a video conference or a teleconference), unless at least two-thirds (2/3) of the members of the Hearing Committee concur that this is not feasible.

h. The person(s) filing the Statement shall not be present during the testimony of others, unless specifically invited by the Hearing Committee(s). Such an invitation must be agreed to by at least two-thirds (2/3) of the members of the Hearing Committee(s). Such an invitation does not include the right to question either the Tenured Faculty Member or any other witnesses, unless this right is included explicitly in the invitation. If such an invitation is made, the invited person shall be permitted to have a maximum of two (2) advisors present, consisting of academic advisors and/or legal counsel. These advisors may provide advice and assistance, but they may not actively participate in the proceedings (however, if an advisor is called as a witness, the advisor is allowed to participate in this capacity).

i. The Hearing Committee is not bound by strict rules of legal evidence. Every possible effort shall be made to obtain the most reliable information available.

j. If one or more members of the Hearing Committee cannot complete the Hearing and reporting process, then this process shall continue without them. However, if fewer than five (5) members of the Hearing Committee are able to complete this process, then the process shall be terminated, a new Hearing Committee shall be formed, and a new Hearing shall be conducted.

E.15.5 Procedures Following Completion of the Hearing *(last revised xxx)*

After the completion of the Hearing, the Hearing Committee(s) shall retire for private discussion and review with the UGO being present. These deliberations shall remain confidential to the extent permitted by law. If there are two (2) Hearing Committees, they shall have separate deliberations and make separate recommendations.

Each Hearing Committee shall evaluate the information presented to determine if the condition required for disciplinary action exists related to its particular charge (behavior or performance of professional duties). If the Hearing Committee determines that the condition does not exist, then it shall issue a report that states that finding. If the Hearing Committee determines that the condition does exist, then it shall issue a report that states that finding and makes a recommendation for appropriate disciplinary action. In deciding upon appropriate disciplinary action, the Hearing Committee shall consider the totality of the circumstances, including the egregiousness of the Tenured Faculty Member's actions, the prior actions and history of the Tenured Faculty Member, and whether a pattern exists.

The written report of the Hearing Committee shall include a comprehensive and detailed summary of the relevant facts and the conclusions reached in assessing those facts. ~~If any members of the Hearing Committee disagree with the Committee's recommendation, they shall jointly prepare a minority statement explaining their reasons for disagreement with the majority, and this shall be part of the Hearing Committee's report.~~ If the Recommendation from the Hearing Committee is not unanimous, the report shall explain the reasoning of the dissenting minority, as well as that of the majority.

The Hearing Committee shall issue its final report no later than ten (10) working days after the conclusion of the Hearing.

E.15.6 Recommendations for Disciplinary Action *(last revised xxx)*

If at least two-thirds (2/3) of the members of the Hearing Committee concur that disciplinary action is appropriate, a written report shall be prepared that states this conclusion, recommends specific sanctions, and specifies the reasons for this recommendation. The report must include a review of the information and an explanation of the grounds for the recommendation. The sanction(s) recommended must be reasonably related to the seriousness of the offense and may take into account the totality of the circumstances.

A recommendation for revocation of tenure and/or termination of appointment requires the concurrence ~~on~~ of at least two-thirds (2/3) of the members of the Hearing Committee.
If less than two-thirds (2/3) of the members of the Hearing Committee concur that disciplinary action is appropriate, a written report shall be prepared that recommends that no disciplinary action be taken.

E.15.7 Disposition of the Hearing Committee's Report *(last revised xxx)*

The Hearing Committee's written report~~, which may include a minority statement,~~ shall be transmitted to the Tenured Faculty Member and their Academic Supervisor, the person(s) filing the Statement, and, at successive steps, to the dean and the Provost.

The Tenured Faculty Member and the person(s) filing the Statement, shall have the right to object in writing to the recommendation of the Hearing Committee. Such an objection shall be limited to five (5) typed pages with normal font size, and it must be submitted to the Faculty Member's Academic Supervisor, no later than five (5) working days after receipt of the Hearing Committee's report. Any objections shall be attached to the recommendation of the Hearing Committee and considered together with this recommendation at each successive level in the administrative chain.

E.15.8 Administrative Action on the Hearing Committee Recommendations *(last revised xxx)*

After a recommendation is received from the Hearing Committee, the Academic Supervisor shall review the Hearing Committee's report and recommendation and any written objections and make their own recommendation to the dean within five (5) working days, with copies sent to the

Tenured Faculty Member and the person(s) filing the Statement. The dean shall then review the Hearing Committee's report and recommendation, any written objections, and the recommendation from the Academic Supervisor and make their own recommendation to the Provost within five (5) working days, with copies sent to the Tenured Faculty Member, the person(s) filing the Statement, and the Academic Supervisor. If two (2) separate Hearing Committees have made two separate recommendations, each recommendation is considered separately until the two recommendations reach the Provost. The Provost shall then combine the two separate recommendations and make a single recommendation to the President. If someone in the administrative chain fails to issue a recommendation within ~~five (5) working days~~ the specified time limit, the matter shall be forwarded to the next administrative level for review.

If the Provost must combine two separate recommendations into a single recommendation to the President, then the decision of the President is final. Otherwise, the decision of the Provost is final, unless the decision involves revocation of tenure, ~~a~~ demotion, reduction in pay, resignation, or other separation from the University. If the decision of the Provost involves revocation of tenure, ~~a~~ demotion, reduction in pay, resignation, or other separation from the University, then that decision shall be forwarded to the President as a recommendation, and the decision of the President is final. A final decision by the Provost or a recommendation by the Provost to the President must be made within ten working (10) days of receiving the recommendation from the dean. A final decision by the President must be made within ten (10) working days of receiving the recommendation from the Provost.

An alternate recommendation or final decision that is either more or less severe than the recommendation made by the Hearing Committee(s) shall be issued at a higher administrative level only for compelling reasons that shall be stated in writing to the Tenured Faculty Member, the person(s) filing the Statement, the Hearing Committee(s), and all previous administrators in the administrative chain. In the case of an alternate recommendation, the Tenured Faculty Member, the person(s) filing the Statement, the Hearing Committee(s), and the previous administrators in the administrative chain shall be given five (5) working days from the date of notification of the alternate recommendation to object in writing to the administrator's reasons for making the alternate recommendation, and the alternate recommendation could be reversed at an even higher administrative level. If the Provost must make a recommendation to the President, the Provost's recommendation shall be communicated in writing to the Tenured Faculty Member, the person(s) filing the Statement, the Hearing Committee(s), and all previous administrators in the administrative chain, and it may be objected to the President in the same manner within five (5) working days. Objections shall each be limited to five (5) typed pages with normal font size and shall be forwarded to each successive administrator along with the alternate recommendation and the rationale for it.

E.15.9 Written Records *(last revised xxx)*

The recording of the Hearing, the verbatim transcription if requested by the Tenured Faculty Member, and all written records of E.15 documents and proceedings, including the Statement and Response; supporting documents; committee reports and recommendations, ~~including any minority statement(s);~~ administrative reviews of committee recommendations; alternate recommendations; objections to any recommendations; and final decisions, shall be kept on file

in the archives of the UGO for three years or for the duration of the employment of the Tenured Faculty Member, whichever is longer, and these shall be considered to be part of the Tenured Faculty Member's official Personnel File (see footnote #2 regarding the official Personnel File).

E.15.10 Term of Continuation of Faculty Salary and Benefits Following Termination of Appointment

Employment, together with salary and benefits, shall terminate upon a final decision to terminate an appointment. However, employment may continue for a period not to exceed one (1) year if the President independently determines or concurs with a recommendation that employment be continued for that specified period to enable the Tenured Faculty Member to complete essential responsibilities.

E.15.11 Time Limit for Action by the Provost

The Provost must act on the final decision regarding disciplinary action within ten (10) working days of the reporting of that decision.

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual
Revisions: Section F.1 Absences from Campus

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the

Colorado State University Academic Faculty and Administrative Professional

Manual, Section F.1 Absences from Campus.

EXPLANATION:

Presented by Janice L. Nerger, Interim Provost and Vice President for Academic Affairs

The proposed changes will remove an out-of-date policy and update the section heading
from "Absences from Campus" to "Application for Leave."

NOTE: Revisions are noted in the following manner:
                Additions - <u style="color:red">underlined</u>   Deletions - ~~overscored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS

F.1 ~~**Absences from Campus**~~ <u style="color:red">**Application for Leave**</u> *(last revised xxx)*

~~A long standing Board regulation forbids unauthorized absence of employees from the campus. It is the responsibility of the department head to authorize absences of faculty members and administrative professionals for legitimate purposes and to have available at their offices at all times information on the whereabouts of absent employees, that they may be reached in event of administrative necessity or family emergency. Each individual is responsible for notifying their administrative superior of any absence.~~

Application for leave, the granting of which will require the University to obtain a replacement, shall be submitted at least ninety (90) days prior to the date on which leave is expected to begin. A faculty member or administrative professional whose application for leave is approved to permit temporary employment outside the University shall be responsible for informing the temporary employer that such employment is on the basis of leave granted by the University.

Board of Governors of the Colorado State University System
Meeting Date: November 30 - December 1, 2023
Consent Item

MATTERS FOR ACTION:

<u>2023-2024 CSU Global Faculty Handbook Revisions: Section 2 Faculty
Appointment, Terms, and Expectations Resources: Appointment Terms and
Conditions</u>

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the

Colorado State University Global <u>Faculty Handbook</u>

Section 2 Faculty Appointment, Terms, and Expectations Resources:
Appointment Terms and Conditions

EXPLANATION:

Presented by Audra Spicer, Provost.

The titles and structure have changed in the past six months, leading to a
change in the Faculty Handbook to avoid any confusion for faculty at the
institution. **All original changes to position titles were approved by the
Governance Council.**

Board of Governors of the Colorado State University System
Meeting Date: November 30 - December 1, 2023
Consent Item

NOTE: Revisions are noted in the following manner:
             Additions - <u>underlined</u>   Deletions - ~~overscored~~

<u>CSU Global Faculty Handbook</u>

**Section 2 Faculty Appointment, Terms, and Expectations: Appointment
Terms and Conditions**

CSU Global appoints faculty in a range of roles, such as Program Director, Senior
Faculty Associate, Faculty Associate~~, Instructor, Adjunct~~ <u>Part-time</u> Faculty <u>Instructor</u>,
and Faculty Trainee. **CSU Global does not award tenure**. Faculty appointments are
subject to the terms and conditions set forth in this handbook and any additional terms
and conditions stated in an appointment letter, the Employee Handbook, and other
CSU Global employment policies. Pursuant to C.R.S. 24- 19104, faculty
appointments are "at-will" and subject to termination by either party, at any time,
although termination cannot be for a reason that is contrary to applicable federal,
state, or local laws.

Request of the faculty member: Faculty may resign by email notification to the
appropriate faculty supervisor (e.g., <u>Lead Program Directors</u>, Program Director, ~~Dean
of Academic Programs, Assistant Vice President for Academic Affairs~~, <u>Director of
Faculty Operations</u>) and/or human resources (<u>[HR@csuglobal.edu)](mailto:HR@csuglobal.edu)</u>.

Board of Governors of the Colorado State University System
Meeting Date: November 30 - December 1, 2023
Consent Item

MATTERS FOR ACTION:

<u>2023-2024 CSU Global Faculty Handbook Revisions: Section 2 Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom</u>

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions/additions to the

Colorado State University Global <u>Faculty Handbook</u>

Section 2. Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom

EXPLANATION:

Presented by Audra Spicer, Provost.

The Faculty Guide to Free Speech provides guidance to faculty for conducting and posting material in the classroom that could potentially be construed as inappropriate or not connected to the applicable course material. **It was developed through discussions between Faculty Leadership, the Faculty Affairs Committee, the Student Affairs Committee and approved by the Governance Council.**

With the multitude of conflicting opinions in our world, the guide was created to supplement current guidelines and expectations to provide faculty with additional information should they chose to post or make statements that could be potentially offensive to others in the classroom.

The additional language supplements the previous language in the Faculty Handbook.

CSU Global – Faculty Handbook Revisions
Section 2: Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom

Board of Governors of the Colorado State University System
Meeting Date: November 30 – December 1, 2023
Consent Item

MATTERS FOR ACTION:

<u>2023-2024 CSU Global Faculty Handbook Revisions: Section 2 Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom</u>

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions/additions to the

Colorado State University Global <u>Faculty Handbook</u>

Section 2. Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom

EXPLANATION:

Presented by Audra Spicer, Provost.

The Faculty Guide to Free Speech provides guidance to faculty for conducting and posting material in the classroom that could potentially be construed as inappropriate or not connected to the applicable course material. **It was developed through discussions between Faculty Leadership, the Faculty Affairs Committee, the Student Affairs Committee and approved by the Governance Council.**

With the multitude of conflicting opinions in our world, the guide was created to supplement current guidelines and expectations to provide faculty with additional information should they chose to post or make statements that could be potentially offensive to others in the classroom.

The additional language supplements the previous language in the Faculty Handbook.

CSU Global – Faculty Handbook Revisions
Section 2: Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom

Board of Governors of the Colorado State University System
Meeting Date: November 30 – December 1, 2023
Consent Item

NOTE: Revisions are noted in the following manner:
               Additions - <u>underlined</u>   Deletions - ~~overscored~~

<u>CSU Global Faculty Handbook</u>

Section 2 Collaboration, Scholarship, and Academic Freedom: <u>Faculty's Guide to Free Speech in the CSU Global Classroom</u>

<u>**FACULTY'S GUIDE TO FREE SPEECH IN THE CSU GLOBAL CLASSROOM**</u>

<u>This information provides an overview of the key things you need to know about free speech in the classroom as a faculty member at CSU Global. It explains your rights and responsibilities as a starting point for thinking about your practices and priorities in the classroom.</u>

<u>Faculty have significant discretion in the teaching of course material provided the teaching methods are germane to the subject matter of the class and align with the CSU Global's teaching standards; however, academic freedom does not extend to speech that is not germane to the class.</u>

<u>While teaching, controversial and complex topics may arise, and students may express beliefs and opinions that you may find noxious or abhorrent. Also, current events may invoke sincere and genuine outrage that you may desire to share with your students.</u>

<u>In response to these situations, it is important to understand that you can and should exercise your discretion to manage and focus classroom discussions on topics that are germane to the subject matter of the class, potentially responding directly to offensive speech in the classroom with speech of your own, bearing in mind that your professional obligation as a faculty member is to treat all students with respect and dignity.</u>

<u>This information does not address aspects of academic freedom related to faculty's research, public speech, publishing, or other speech outside the classroom.</u>

<u>Colorado State University Global's guiding principles emphasize that all members of the university community share in the pursuit of knowledge and the development of students.</u>

<u>**Free Speech in the Classroom**</u>

<u>**Classroom Speech Is Different from First Amendment-Protected Speech in Public Areas.** All individuals in the United States generally have a right to speak their truth in public spaces. However, classrooms have different rules than public areas. Classrooms</u>

are considered non-public areas–that is, places "normally not intended to be open to the general public for purposes of expressive activities or gatherings." Thus, no member of the public has a right to participate in or engage in expressive activities in the classroom.

In addition, classrooms are reserved for speech related to the subject matter of the class, and certain types of speech are not allowed in classrooms, including "any activity that interferes with academic or operational functions." Non-public areas do not fall under the same policies about free speech that public areas do. In classrooms, faculty have the responsibility of managing all aspects of speech and should maintain a climate that allows for the free exchange of ideas that are germane to the subject matter of the class. The classroom is not a platform for the faculty member to express their personal beliefs, feelings, thoughts, or positions, particularly those that are not germane to the subject matter of the class.. Constitutional law scholars Chemerinsky and Gillman (2018) explained the intersection of "free speech" and "academic freedom," with the limitations on both when a faculty member is working with students:

> Neither free speech principles nor academic freedom gives a faculty member the right to use the classroom as his or her personal platform for the expression of political opinions without regard to professional norms, or to prevent students from having their fair opportunity to express views without fear of being punished.

Creating an inclusive classroom climate. CSU Global policy makes clear that faculty are responsible for "creating and sustaining a welcoming, accessible and inclusive campus." As faculty, our responsibility is to make space for different opinions in our classrooms, which may mean withholding our personal views on a topic to help us all understand rather than to judge.

Perspectives in the classroom. At CSU Global, we are committed to an environment of mutual respect and inclusivity. Faculty members have the right and responsibility to limit harmful discussions or debates among students, particularly those that are not germane to the subject matter of the class, as well as to encourage academically vital and relevant discussions that might make students uncomfortable, but that allow for differing points of view on a topic that comes from the CSU Global course content.

These guidelines do not mean that faculty cannot talk about controversial or emotionally charged topics in the classroom, but the guidelines emphasize our responsibilities as instructors to foster open dialog and a respectful learning environment on topics that are directly related to the material covered in the CSU Global course content.

Reference

Chemerinsky, E. & Gillman, H. (2018). *Free speech on campus*. Yale UP.

CSU Global – Faculty Handbook Revisions
Section 2: Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom

Board of Governors of the Colorado State University System
Meeting Date: November 30 - December 1, 2023
Consent Item

MATTERS FOR ACTION:

<u>2023-2024 CSU Global Faculty Handbook Revisions: Section 4 Course and
Teaching Operations</u>

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the

Colorado State University Global <u>Faculty Handbook</u>

Section 4. Course and Teaching Operations: Student Alert System

EXPLANATION:

Presented by Audra Spicer, Provost.

The university has adopted a new early alert system to connect faculty with
our student success team. This change is embedded in our learning
management system, Canvas, which is different operationally than our
previous system. Our previous system was listed as a Student Alert System;
however, to better identify this information, the language has been changed
throughout the Faculty Handbook to match the new system. **These changes
were developed through the Student Affairs Department in
collaboration with Faculty Leadership and the Curriculum Department.**

Board of Governors of the Colorado State University System
Meeting Date: November 30 - December 1, 2023
Consent Item
NOTE: Revisions are noted in the following manner:
             Additions - <u>underlined</u>   Deletions - ~~overscored~~

<u>CSU Global Faculty Handbook</u>

Section 4: Faculty and Course Scheduling: <u>Student Alert System</u>

Faculty should utilize <u>our student alert system, Dropout Detective,</u> ~~the Student Alert System located on the Faculty Portal to report~~ <u>in our learning management system, Canvas, to identify at-risk students. Dropout Detective should be used to alert the Student Success Team of:</u>
• 	student non-attendance or non-participation
• 	a concern or issue regarding student conduct
• 	a student falling behind in their coursework
• 	being notified by a student of a significant life event
• 	~~potential plagiarism and academic integrity issues~~

~~Using the Student Alert System~~ Faculty can help students succeed by ~~allowing CSU Global~~ using ~~to activate~~ resources ~~who~~ <u>that</u> ~~can~~ connect with, guide, and support a student.

Board of Governors of the Colorado State University System
Meeting Date: November 30 - December 1, 2023
Consent Item

MATTERS FOR ACTION:

<u>2023-2024 CSU Global Faculty Handbook Revisions: Section 5 Faculty Resources: Faculty Tuition Benefits</u>

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the

Colorado State University Global <u>Faculty Handbook</u>

Section 5. Faculty Resources: Faculty Tuition Benefits

EXPLANATION:

Presented by Audra Spicer, Provost.

The language used in the Faculty Assistance Benefit Policy does not fully align with the language in the Faculty Handbook. Updating the Faculty Handbook will lessen confusion for faculty seeking to use this benefit. **This policy was reviewed on October 13, 2020, but the language in the Faculty Handbook was not changed.**

Board of Governors of the Colorado State University System
Meeting Date: November 30 - December 1, 2023
Consent Item

NOTE: Revisions are noted in the following manner:
            Additions - <u>underlined</u>   Deletions - ~~overscored~~

<u>CSU Global Faculty Handbook</u>

Section 5: Faculty Resources: Faculty Tuition Benefits

Faculty who has taught for at least four terms, ~~and~~ are in good standing<u>, and meet the requirements for admission and be admitted into a CSU Global degree program or agree to take courses in a non-degree seeking status</u> can request approval for a tuition benefit to participate in any CSU Global course in the academic catalog<u>. Please see the Faculty Assistance Benefit Policy for the complete policy, and the</u> ~~form~~ <u>Faculty Tuition Benefit Request Form</u> available ~~via~~ <u>on</u> the Faculty Portal.

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Report Item

REPORT ITEM:

<u>CSU-Fort Collins – Sabbatical Leave Requests Approved for AY 2024-2025</u>

EXPLANATION:

Presented by Janice L. Nerger, Interim Provost and Vice President for Academic Affairs

The purpose of sabbatical leave is to enrich the faculty member's professional and academic growth, develop new skills, and enhance the institution's reputation. In addition, knowledge and skills gained during the sabbatical leave are used to benefit students' educational experience at the institution and increase the overall level of knowledge in the faculty member's area of expertise.

The applications for sabbatical leave have been reviewed at the Department, College, and University levels and have received approval at each level. In each case, the proposal has been evaluated and judged appropriate with strict adherence to CCHE guidelines. As delegated by the Board of Governors, Amy Parsons, President, has approved these sabbatical leaves.

Sabbatical Leave Summary
CSU-Fort Collins

Sabbatical Leave Requests – 2024-2025

	Fall 2024	Spring 2025	Academic Year 2024-25	Calendar Year 2025	**Total**
CAS	2	2	4	0	**8**
CHHS	3	4	2	0	**9**
CLA	7	8	6	0	**21**
CNS	4	3	1	0	**8**
COB	3	0	2	0	**5**
CVMBS	0	2	2	0	**4**
WCNR	2	1	4	0	**7**
WSCOE	4	0	1	1	**6**
Libraries	1	0	0	0	**1**
Total	**26**	**20**	**22**	**1**	**69**

Sabbatical Leave Requests – Historical

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CAS	2	1	3	2	3	7	6	3	8
CHHS	0	3	3	5	6	3	6	9	9
CLA	10	18	17	26	35	28	32	24	21
CNS	12	9	12	13	12	7	16	13	8
COB	6	1	3	5	3	1	7	8	5
CVMBS	1	2	3	5	2	3	2	7	4
WCNR	9	6	4	5	5	6	5	11	7
WSCOE	4	4	7	9	4	7	6	5	6
Libraries	0	1	1	0	0	0	0	0	1
Total	**44**	**45**	**53**	**70**	**70**	**62**	**80**	**80**	**69**

Sabbatical Leave Requests – 2024-2025
CSU-Fort Collins

The following sabbatical requests have been approved for the 2024-2025 Academic Year:

<u>Name</u>   <u>Department</u>   <u>Sabbatical Term</u>

CAS: College of Agricultural Sciences

Bayham, Jude	Agricultural and Resource Economics	Academic Year
Berning, Joshua	Agricultural and Resource Economics	Fall
Dayan, Franck	Agricultural Biology	Fall
Metcalf, Jessica	Animal Sciences	Spring
Norton, Andrew	Agricultural Biology	Academic Year
Prenni, Jessica	Horticulture & Landscape Architecture	Academic Year
Stewart, Jane	Agricultural Biology	Spring
Trivedi, Pankaj	Agricultural Biology	Spring + Fall 2026

CHHS: College of Health and Human Sciences

Bell, Christopher	Health and Exercise Science	Fall
Burzynska, Agnieszka	Human Development and Family Studies	Academic Year
Hamilton, Karyn	Health and Exercise Science	Fall
Killingsworth, John	Construction Management	Academic Year
Li, Kaigang	Health and Exercise Science	Spring
Malinin, Laura	Design and Merchandising	Spring
McKenna, Kelly	Education	Spring
Persch, Andrew	Occupational Therapy	Fall
Yuma, Paula	Social Work	Spring

CLA: College of Liberal Arts

Barbier, Edward	Economics	Spring
Beachy-Quick, Dan	English	Spring
Carcasson, Martín	Communication Studies	Spring
Carr Childers, Leisl	History	Spring
Chang, Chung-Fu	Music, Theatre, and Dance	Fall
Chien, Tin Fang	Art and Art History	Spring
Childers, Michael	History	Academic Year
Chung, Hye Seung	Communication Studies	Academic Year
Glantz, Michelle	Anthropology and Geography	Spring
Hastings, Orestes	Sociology	Fall
Hausermann, Heidi	Anthropology and Geography	Academic Year

Henry, Edward	Anthropology and Geography	Fall
Jacobi, Bonnie	Music, Theatre, and Dance	Academic Year
Kasser, Jeffrey	Philosophy	Academic Year
Kwiatkowski, Lynn	Anthropology and Geography	Academic Year
Lehene, Marius	Art and Art History	Fall
Mackenzie, Matt	Philosophy	Spring
Morgan, Emily	Music, Theatre, and Dance	Fall
Reid, Louann	English	Fall
Schneider, Lindsey	Ethnic Studies	Fall
Shupe, Abigail	Music, Theatre, and Dance	Spring

CNS: College of Natural Sciences

Ackerson, Christopher	Chemistry	Fall
Angeloni, Lisa	Biology	Spring
Bandar, Jeffrey	Chemistry	Fall
McNally, Andrew	Chemistry	Spring
Rappé, Anthony	Chemistry	Fall
Sambur, Justin	Chemistry	Spring
Steger, Michael	Psychology	Fall
von Fischer, Joseph	Biology	Academic Year

COB: College of Business

Berry, Christopher	Marketing	Fall
Gross, Michael	Management	Academic Year
Henle, Christine	Management	Academic Year
Miao, Hong	Finance and Real Estate	Fall
Stekelberg, James	Accounting	Fall

CVMBS: College of Veterinary Medicine and Biomedical Sciences

Abdo, Zaid	Microbiology, Immunology, and Pathology	Spring
Salman, Mo	Clinical Sciences	Academic Year
Schountz, Tony	Microbiology, Immunology, and Pathology	Spring
Wilusz, Carol	Microbiology, Immunology, and Pathology	Academic Year

WCNR: Warner College of Natural Resources

Aster, Richard	Geosciences	Academic Year
Crooks, Kevin	Fish, Wildlife, & Conservation Biology	Fall

Gallen, Sean	Geosciences	Academic Year
Gao, Wei	Ecosystem Science and Sustainability	Fall
Harry, Dennis	Geosciences	Spring
McGrath, Daniel	Geosciences	Academic Year
Ross, Matthew	Ecosystem Science and Sustainability	Academic Year

WSCOE: Walter Scott, Jr. College of Engineering

Chen, Thomas	Electrical and Computer Engineering	Fall
Dandy, David	Chemical and Biological Engineering	Fall
Jayasumana, Anura	Electrical and Computer Engineering	Fall
Kreidenweis, Sonia	Atmospheric Science	Fall
Olsen, Daniel	Mechanical Engineering	Academic Year
Popat, Ketul	Mechanical Engineering	Calendar Year

University Libraries

Nowak, Kristine	User Services & Assessment – Student Success	Fall

Board of Governors of the Colorado State University System
Meeting Date: November 30 - December 1
Report Item

MATTERS FOR ACTION:

<u>Report on CSU Pueblo approved sabbatical leaves for academic year 2024-2025.</u> Report

Item. No action necessary.

EXPLANATION:

Presented in accordance with Policy 310 by Gail Mackin, Provost and Executive Vice President for Academic Affairs. This report provides the names and term for sabbatical requests for the 2024-2025 academic year.

Per section 2.11.2 (Sabbatical Leaves) of the CSU Pueblo Faculty Handbook, "The purpose of sabbatical leave is to provide tenure contract faculty an opportunity to engage in research, scholarly or creative activity, or otherwise enhance professional stature as teachers and scholars." 2.11.2.2.i states in part that "Sabbatical leaves will be granted on the merits of the faculty members application, the availability of funds, and institutional priorities… Faculty members must demonstrate in writing, as part of their application, a well-structured plan involving research, scholarly or creative activity, study for advanced degrees outside their primary discipline, or other activities which will result in the faculty members professional growth, increase the overall level of knowledge in the leave holders area of expertise, and enhance the institutions reputation, and the students educational experience." The following individuals submitted proposals that were reviewed and approved at the department, and college/school levels. Nine sabbaticals were recommended to and approved by President Mottet, who determines final approvals/denials. One sabbatical was not recommended nor approved:

Recommended:

College of Humanities, Arts, and Social Sciences
Dr. Carla Larson   Associate Professor, Psychology   Spring 2025
Dr. Heidi Reynolds Stenson   Associate Professor, Sociology/Criminology   School Year 2025
Dr. Ryan Strickler   Associate Professor, Political Science   Spring 2025

College of Health, Education & Nursing
Dr. Bethany Kies-Bolkema   Health Sciences & Human Movement   Fall 2024

Hasan School of Business
Dr. Roberto Mejias   Computer Information Systems   Fall 2024
Dr. Kuang-Yuan Huang   Computer Information Systems   Spring 2025

College of Science, Technology, Engineering, and Mathematics

Dr. Fran Sandmeier	Biology	Spring 2025
Dr. Rick Kreminski	Math	Spring 2025
Dr. Ebisa Wollega	Engineering	Spring 2025

One application was not recommended:

College of Science, Technology, Engineering, and Mathematics

Dr. Bahaa Ansaaf	Engineering	Fall 2024

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Report Item

REPORT ITEM:

<u>CSU-Fort Collins – Program Review Summary</u>

EXPLANATION:

Presented by Janice L. Nerger, Interim Provost and Vice President for Academic Affairs

Colorado State University, as per the Academic Faculty and Administrative Professional Manual (section C.2.4.2.2.d) and in accordance with expectations set forth by the Higher Learning Commission (our regional accreditor), conducts periodic quality reviews of our academic degree and certificate programs. The purpose of the academic program reviews is twofold: 1) to assess the quality of the degree/certificate program and 2) to assess the operational efficiency and effectiveness of the program in order to maintain and improve productivity. The CSU System Board of Governors approved the 2022-2023 Program Review schedule at their October 2022 meeting, and this report includes brief summaries of those reviews per policy 303.

CSU-Fort Collins – Program Review Summary

Program Review Schedule – 2022-2023
CSU-Fort Collins

College of Veterinary Medicine and Biomedical Sciences	Biomedical Sciences (1680) Clinical Sciences (1678) College Wide Interdepartmental Programs (1601) Environmental and Radiological Health Sciences (1681) Microbiology, Immunology & Pathology (1682)
Special Academic Units	Cell and Molecular Biology (1674) Ecology (1021) Molecular, Cellular and Integrative Neurosciences (1675) School of Advanced Materials Discovery (1054)
College of Natural Sciences	Biochemistry and Molecular Biology (1870) College Wide Interdepartmental Programs (1801) Physics (1875)
Warner College of Natural Resources	Geosciences (1482) Human Dimensions of Natural Resources (1480) Fish, Wildlife & Conservation Biology (1474)

Program Review Executive Summaries – 2022-2023
CSU-Fort Collins

<u>College of Veterinary Medicine and Biomedical Sciences</u>

Biomedical Sciences
AY23 Program Review Executive Summary

The Department of Biomedical Sciences is dedicated to fostering a supportive, inclusive, and collaborative environment conducive to achieving excellence in biomedical research and scholarly activity, teaching and advising, and service and outreach. A significant change to the BMS major occurred in 2022 that brought Biomedical Sciences, Environmental Health, and Microbiology into one major. This new major included three areas of concentration: Anatomy & Physiology, Environmental Public Health, and Microbiology & Infectious Disease.

The previous review completed in 2015 listed 3 challenges that the department would like to work on: 1) Removal of enrollment capacity limits, 2) Facilities expansion needs, 3) Research focus. Good progress was made on these goals including eliminating enrollment caps and completion of a new addition to the east side of the Anatomy and Zoology building (Health Education Outreach Center [HEOC]) which now houses the main BMS departmental offices and provides additional classroom space, computer lab space and lab space. The department continues to work on expanding their research foci related to neuroscience, reproductive physiology, and cardiovascular physiology.

All degrees offered by the BMS department must be completed 100% in person on the Fort Collins campus; there are no courses or degrees that are offered in a hybrid format. Some courses are offered through CSU online including BMS 300 (Principles of Human Physiology), BMS 310 (Anatomy for Health Professions) and BMS 320 (Virtual Laboratory in Physiology). Syllabi for courses taught online are essentially the same for in person classes. Students that are enrolled in the BMS major have a high success rate in all BMS classes, though courses that attract students outside the BMS major, such as BMS 300, have higher DFW rates. The department identified an equity gap in the BMS masters program and has implemented strategies to increase diversity among graduate students by using KIRA talent software and decreasing the focus on standardized testing.

The department of BMS currently has over 250 employees. This includes 46 faculty, 71 staff and over 130 hourlies. Annual expenditures for FY22 totaled $20.5M, including $8M in research grants and $7M in allocated budget from Education and General (EG) and DVM program. Maintenance and repair of the aging Animal Reproduction and Biotechnology Laboratory (ARBL) and the Equine Reproduction Laboratory (ERL) facilities continues to be a significant challenge requiring financial resources and personnel effort, though the physical work environment remains adequately safe.

The undergraduate program has two professional advisors, and every student meets with an advisor at least once a year. One of the strengths of the undergraduate program is the great advising team to support students, though adding additional advisors is critical as the number of students in the Anatomy and Physiology concentration, which comprises about three quarters of the students in the BMS major, continues to grow. Teaching is evaluated in the department by review of the performance of each faculty to assure that student learning outcomes are being achieved, which includes a process for peer evaluations. The current BMS departmental code does not define effective teaching and the department plans to create an action plan for this. They continue to make service and outreach a priority with involvement with many K-12 activities and involvement with the Fort Collins Discovery Museum.

Over the next seven years the department would like to focus on the following for its academic programs:
- Establish a successful doctoral (PhD) program in Biomedical Sciences that includes recruitment and matriculation of a cohort of first year predoctoral trainees each fall.
- Successfully hire for multiple vacated and new faculty and staff positions while retaining qualified faculty and staff.
- Enhance undergraduate students' educational experiences through more experiential learning and research opportunities and create additional opportunities for undergraduate student interaction with faculty through research opportunities, educational collaborations, and employment.
- Establish and implement systematic and rigorous evaluation of qualitative and quantitative aspects of instructional effort and establish a sustainable mechanism to reward teaching excellence.

Over the next seven years the department would like to focus on the following departmental operations:

- Stabilize and grow doctoral research programs and support new research collaborations between investigators, and encourage an increase in grant submissions.
- Enhance facility, equipment and personnel/technical support for animal reproduction, anatomy, physiology, and neuroscience laboratories.
- (Re)Establish a department-wide seminar series to encourage cross-disciplinary interactions and to engage learners.
- Establish department operational goals and metrics for DEIJ efforts.

Clinical Sciences
AY23 Program Review Executive Summary

The Department of Clinical Sciences' (DCS) mission is to assure the health and productivity of animals to meet societal needs through high quality educational programs for professional veterinary medical students, graduate veterinarians and the public through a faculty and veterinary medical center of excellence. DCS is currently home to 312 personnel who work in pursuit of the department's mission, with an additional 140 hourly employees including students. Since the last review completed in FY16 there have been several changes to the department including annual adjustments in faculty salary to close equity gaps, department funded Academic Veterinary Licenses for faculty, construction and completion of the Translational Medicine Institute (TMI) and the Johnson Family Equine Hospital, and an overall increase in growth of faculty and administrative professional employees. The action plan created in 2015 for improvement included the following: 1) review procedures for annual evaluation; 2) review graduate degree programs and guidelines; 3) review guidelines for evaluation of faculty for tenure and promotion; 4) Expand capabilities to recognize, evaluate and support effective teaching. Progress was made towards all these goals.

DCS currently offers separate master of science programs in the following areas of study: Cardiology, Epidemiology, Equine Medicine, Equine Orthopedics, Equine Surgery, Livestock Medicine & Surgery, Neurology, Oncology, Ophthalmology, Small Animal Medicine, Small Animal Surgery, Sports Medicine & Rehabilitation, and Theriogenology. The department also offers a Clinical Sciences PhD program with several different research areas for graduate students. Both the MS and PhD programs do not have a prescribed set of courses; the students and advisory committee tailor coursework selection to reflect the proposed research topic or area of study, though each program has well defined and measurable Program Learning Outcomes (PLO's) that align with the Institutional Learning Outcomes (ILO's).

All DCS graduate courses are conducted face-to-face while two undergraduate courses and one DVM course are taught online. The department puts an emphasis on course delivery and lecture format to create the most accessible format for all learning types which has led to changes in the curriculum to accommodate visual, auditory, and kinesthetic and neurodiverse learners. The department doesn't offer any AUCC curriculum.

DCS is a complex unit given its clinical nature and relationship with the James L. Voss Veterinary Teaching Hospital. The department is comprised of various centers, units, and services that work together to contribute to the teaching, research, service, and outreach missions

of the university. The administrative team is organized by functions (accounting, HR, pre-award, and graduate education). In FY20 the administrative team was expanded with an additional full-time accountant and two additional full-time HR liaisons for the department. The current departmental budget for FY22 is $12.7M, and the department also receives funding from several different funding sources. Funding sources include budget allocation ($12.7M), indirect cost recoveries, sponsored project funding, cash revenue operations, and gift funding.

Research has remained consistent and growing for the department from 2016-2022. As expected, there was a decrease in research submissions during COVID (2020), but the faculty have done a great job getting back on track. While 2021-22 shows a down tick again, the overall awards received is still climbing. Several members of the faculty received recognition for their achievements; some of the highlights include CVMA Educator of the Year, Boehringer-Ingelheim Equine Emergency & Critical Care Educator of the Year, and AVMA Clinical Research Award. Facility improvements for the department include remodeling of several classrooms and student lounge, additional faculty offices, and completion of the new Johnson Family Equine Hospital and the Translational Medicine Institute. The department works collaboratively with many departments across campus, but they do not have formalized written agreements. Some of the centers include the Flint Animal Cancer Center, Veterinary Communication for Professional Excellence, Center for Immune and Regenerative Medicine, and several others.

The College of Veterinary Medicine and Biomedical Sciences is undergoing a full curriculum renewal slated to be completed in AY24-25. They have established the following goals: 1) Promote a guided, inquiry-based approach to stimulate application of knowledge. 2) Provide students with a roadmap for successful progression through the curriculum. 3) Foster/Model a growth mindset. 4) Develop/Promote a sense of community/professional identity. 5) Incorporate more and earlier clinical exposure/skill acquisition/clinical relevance. 6) Provide resources to support educators in the development of new teaching methods/skills and recognize professional development.

The most prominent engagement activities conducted by the DCS are clinical and diagnostic services through the James L. Voss Veterinary Teaching Hospital. Though additional acts of service include maintenance and development of the on-line Guide to Poisonous Plants for access by the public, collaboration with the FDA to test new medical devices for human health, and free consult services to both veterinarians and clients looking for guidance about cancer diagnosis along with many others.

Over the next 5-7 years DCS will address the following academic areas:
- The programs' contribution to the vision, mission, and values of the University
- The quality of the program curriculum, faculty, and students
- The programs' current resources and sustainability
- The quality of program administration
- Present and projected student demand for the program

Over the next 5-7 years DCS will address the following departmental areas:
- The current organizational chart, including the department staff

- Staff structure
- Department budget and other fiscal information (e.g., major requisition documentation, breakdown of expenditures, internal forms/training, etc.)
- Departmental agreements
- Liability of insurance coverage
- Staff handbook/standards practice
- Documentation of internal processes

College Wide Interdepartmental Programs (None)

Environmental and Radiological Health Sciences
AY23 Program Review Executive Summary

The Department of Environmental and Radiological Health Sciences (ERHS) is one of the four academic departments in the College of Veterinary Medicine and Biomedical Sciences (CVMBS). The mission of ERHS is to enhance health and well-being for people, animals and the planet through interdisciplinary education, research, and service and by exploring commonalities and synergies at the intersection and expansion of environmental and radiological health sciences.

During the last program review period, action items were addressed in the following areas: 1) Infrastructure, 2) Environmental Public Health, 3) Occupational Ergonomics and Safety (OES), 4) Industrial Hygiene, 5) Health Physics, 6) Toxicology, and 7) Environmental Health. Progress was made on all of these areas. Some examples include repairs to the roof of the Molecular and Radiological Biosciences building, filling urgent needs and gaps crucial to the department's mission, more qualified recruitment of graduate students for the OES program, securing grant funds from the FDA to develop formal documentation for an accreditation of radioanalytical laboratory services, hiring new faculty in critical areas of expertise, and updating the graduate curriculum for ERHS. In 2018, CVMBS updated its strategic priorities. Three objectives in undergraduate education were to 1) accept every academically qualified student into the college, 2) enhance diversity and inclusion, and 3) restructure the three undergraduate majors (Biomedical Sciences, Environmental Health, and Microbiology) into one major (Biomedical Sciences) with three areas of concentrations (Anatomy and Physiology, Environmental Public Health, and Microbiology and Infectious Disease). The restructured BMS major was launched in Fall 2020 and 566 students were admitted, compared to only 469 in Fall 2019. Progress was made in increasing diversity amongst the Biomedical Sciences undergraduate concentration with gradual increases in the percentages of racially minoritized students and first-generation students.

All the degree programs within the department have well established Programmatic Learning Outcomes (PLO's) and successful students after graduation. 89% of the graduates of the Toxicology program have successfully pursued objectives related to the field with 42% admitted to professional programs (MD, DO, DVM, PA, etc.).

CSU-Fort Collins – Program Review Summary

During AY20 many of the faculty and instructors explored a considerable number of new technologies for online and hybrid instruction. Most programs utilize the tools in CANVAS for their hybrid/online delivery. The OES graduate program is actively involved in hybrid delivery of its curriculum for online delivery of continuing education courses in ergonomics to working professionals. After all instruction went to remote learning in 2020, a decision was made to offer ERHS 332 in two sections, one face-to-face and the other online. The decision to make an online course resulted in four times as many individuals taking the course. Before FY20, this course was only offered face-to-face during the spring semester and now both face-to-face and online sections continue to be offered each semester. ERHS is also developing an online Bachelor of Science degree in Health Physics in response to requests for such a program from multiple agencies working with radioactive materials, including national laboratories and the military. The primary target population for this program is adult learners who would otherwise not attend CSU due to the location of their employment.

Four-year graduation rates for the Environmental Health Program and now Environmental Public Health Concentration range from 25% in FA12 to 66% in FA15 with the average being around 46%. Retention rates have been steady for the last four years around 92%.

In general, ERHS facilities infrastructure is very poor, especially in the PHYS and EH buildings. These buildings are underpowered, have poor HVAC systems, and many labs are in need of significant renovation for which funds are generally not available. The quality and quantity of office and lab space is insufficient to sustain current programs let alone capitalize on any new opportunities. These poor conditions are exacerbated by pending retirements of key faculty. With the completion of the new BDC building, ERHS labs and offices in the PHYS and EH buildings are expected to relocate, which will greatly help the department; however, this move is still 2+ years away. The generally poor condition of ERHS facilities on main campus is a major impediment to faculty recruitment and retention.

The ERHS Department maintains a strong and successful research portfolio. Several large center grants and a number of individual faculty awards, including junior faculty development awards from a variety of funding agencies, provide ample opportunities for student involvement in laboratory work and research activities. Some of the department led studies include: a study on carpal tunnel syndrome amongst meat processing workers, occupational injuries in the craft brewing industry, and a study related to 3D facial anthropometrics. Faculty in the IH program directed several centers and programs including the Colorado OSHA Consultation Program. Faculty from Health Physics receive research funding through many different funding agencies such as the Nuclear Regulatory Commission and the Department of Energy. ERHS faculty and staff provide outreach and engagement through their work with local middle and high schools, the military, and through the NIOSH-funded activities.

Over the next 5-7 years the department will focus on the following academic activities:
- Assure the undergraduate curriculum maintains a STEM based rigor with high-quality, disciplinary content, and competencies.
- Improve strategies for undergraduate recruitment, advising, diversity, and retention, including underserved populations such as first-generation students.
- Increase opportunities for undergraduate engagement.

- Create curriculum maps to help manage materials and assessments to ensure alignment with course and lecture objectives.
- Hire more educators to increase capacity for the new undergraduate online Health Physics program.
- Fill vacant faculty positions within the graduate programs, in particular, and Toxicology and OES, and recruit qualified faculty who can teach in the Environmental Public Health program.

Over the next 5-7 years the department will focus on the following departmental activities:
- Redistribute staff responsibilities and support the business officer.
- Revise the current Department code and provide formalized policies for Department operations and mission expectations.

Microbiology, Immunology & Pathology
AY23 Program Review Executive Summary

The Department of Microbiology, Immunology & Pathology's (DMIP) mission is to pursue excellence in undergraduate, graduate and veterinary medical education, biomedical research, diagnostic service and outreach. The department faculty collectively excel in basic and applied science and the integration of all related disciplines through programs in infectious disease. DMIP is currently home to 484 personnel who work in pursuit of the department mission.

The department has seen many changes over the 7 years since the last review. These include development and implementation of the new Bachelor of Science in Biomedical Sciences (umbrella degree), conversion of the MS program in Microbiology and Immunology to online delivery, development of an accelerated master's degree program, and development of the Infectious Disease Research and Response Network (IDRRN). Some of the main components of the action plan generated at the last review include: 1) Improve the faculty review and recognition of achievements; 2) Enhance value of the Microbiology undergraduate major; 3) Enhance value of the Microbiology/Pathology doctoral degree; 4) Enhance value of the Microbiology professional Master's program; 5) Facilitate DMIP response to funding opportunities and improve funding success rate; 6) Improve marketing and development of DMIP research activities; 7) Improve infrastructure. Progress was made on these key action items in several ways.

The department currently houses four degree programs: the Biomedical Sciences Microbiology & Infectious Disease concentration BS, Microbiology MS (plan A and B), Microbiology PhD, and Pathology PhD. (Four additional combined residency/PhD programs are not included in this review.)

In 2018 CVMBS updated its strategic priorities. One of the objectives in undergraduate education was to restructure the three undergraduate majors (Biomedical Sciences, Environmental Health, Microbiology) into one major, Biomedical Sciences, with three areas of concentrations (Anatomy & Physiology, Environmental Public Health, and Microbiology &

Infectious Disease). The new restructured BMS major was launched in Fall 2020 and more students were admitted in Fall 2020 than Fall 2019.

Enrollment in the Microbiology MS program plan A remains steady with an average of 3.5 new admits each year and is taught face-to-face, while the Microbiology MS program plan B has moved to a fully online format in conjunction with CSU Online. Success rates have stayed relatively the same during the online transition. The program is anticipating increased enrollments for the 2022-2023 academic year and the program has predominately female-identifying students with percentages ranging from 52%-76% female across years. The percentage of Colorado residents enrolling in the program has declined with more students enrolling from different states and even international students, thus furthering diversity within the program. Demand for the DMIP PhD program tends to be high with 174 applicants for the 2022-2023 academic year, and the program is actively enrolling on average 10 new students each year starting from 2014-2015.

The BS degree in Microbiology conforms to the recommendations made by the American Society for Microbiology (ASM). Curricular complexity was addressed during the restructuring of the major and additional lower-level courses were added that have minimal prerequisites to expose students earlier to microbiology-specific content. The program learned during the COVID pandemic that students could benefit from including more communication elements in all courses offered for the undergraduate program. According to the first destination survey, 94% of MID graduates had secured plans after graduation. 56% were employed and 38% were continuing their education. The average salary was $51,034.

The fully online DMIP MS plan B program will be piloting a new approach in the 2023-2024 academic year of providing asynchronous courses by offering spring admissions for students and off-cycle asynchronous-only course sections to accommodate student needs. This will be evaluated after the spring semester to determine if the program will continue to offer these courses in this manner. A studio was built in 2021 to create high-quality lecture recordings for the transition of the MS degree to be fully online. The studio has a green-screen that has significant automation built in for simple instructor usage. The online program uses group projects to incorporate active learning. Most of the graduates from the MS degrees and PhD degrees end up working in academia with other industry jobs following second. The department has very low completion rates for post-graduation surveys, so data are gathered from monitoring student LinkedIn profiles.

The switch to the Biomedical Sciences Major with concentrations resulted in a decrease in enrollment numbers from 250 in Fall 2019 to 165 in Fall 2020. This was to be expected as students do not declare their concentrations until the end of fall semester. Through the restructuring, four-year graduation rates have solidly increased from 45% to now an average of 65%. The PhD and MS programs have a low level of attrition with only 4 out of 75 students leaving the PhD program without completion within the last 8 academic years and only 2 out of 23 leaving the MS plan A. The department has identified equity gaps in terms of race and first-generation students. Student diversity has increased some, but additional work needs to be done. The department plans to increase access to first-generation students with additional outreach to community colleges.

The department is organized under academic and research programs using a shared leadership model. The leaders from each area come together in a monthly advisory committee to discuss topics of interest, gather feedback, and make recommendations to the Department Head. The department's administrative team structure has changed from being organized by location to being organized by administrative function area (Finance, HR, Communications, Faculty Administrative Support). Funding sources for the department include an appropriate budget allocation, indirect cost recoveries, sponsored project funding, cash revenue operations and gift funding. The budget allocation for FY22 was $8.3M. The department has facilities across all CSU campuses including the Microbiology building, Pathology building, Diagnostic Medical Center, Research Innovation Center, and the Regional Biocontainment Laboratory, and anticipate being involved in plans for the new Biomedical Discovery Center. However, the department is still lacking appropriate facilities for offices, laboratories, and animals. This will be an impairment to future recruitment and retention of diverse faculty in broad interdisciplinary/translational research and training.

The department faculty have submitted 1,427 external proposals seeking $1,359,086,803 in funding from 2015-2022. During this time period, $210,795,880 award dollars have been obligated to DMIP faculty. Faculty have also contributed approximately 1,884 publications to their fields of expertise. DMIP played a significant role during the SARS-CoV-2 pandemic. The department along with IDRRN developed more than 25 teams harnessing expertise across 6 colleges, 14 departments and 3 centers to address the pandemic. In addition, the Clinical Diagnostic Unit of the Veterinary Health System provides clinical service back to the community.

Over the next 5-7 years the department plans to focus on the following academic areas:
- Provide authentic research experiences for all MIP undergraduate students.
- Facilitate student career development, planning, and success.
- Integrate Science Communication into the curriculum.
- Stabilize and increase funding for graduate students.
- Mentoring strategies for mentors and training for trainers.
- Development of focused tracks for the DMIP MS Plan B program.

Over the next 5-7 years the department plans to focus on the following academic areas:
- Facilitate interdisciplinary collaboration and training programs.
- Enhance visibility and impact of the DMIP research community.
- Ensure mental health resiliency for the DMIP research community.

Special Academic Units

Cell & Molecular Biology
AY23 Program Review Executive Summary

The Cell and Molecular Biology program consists of 85 full faculty and 41 affiliate faculty from 17 departments and six colleges across the University (CVMBS, CNS, CAS, CLA, CHHS, and

WSCOE). These faculty share research interests in a variety of interdisciplinary areas including cancer biology, neurobiology, microbiomes, plant molecular biology, gene expression and several other areas of study. The program recruits 6-10 new graduate students each year and generally has a total enrollment of 42-50 students in the three degree programs (MS, PhD and PhD with Cancer Biology Specialization).

The last program review was conducted in FY15 when the program was a CIOSU. Since the last review, CMB transitioned to being a Special Academic Unit (FY20), elected a new Director and Associate Director, and added the Graduate Certificate in Microbiome Science & Engineering. During this review in FY15 the SAU identified these goals: 1) Become a Special Academic Unit; 2) Modernize Curriculum; 3) Enhance Co-curricular Learning; 4) Improve Program Assessment; 5) Increase Faculty Engagement; 6) Diversity Enhancement; 7) Physical, Technological & Campus Service Resources Needs. The program made good progress towards these goals with the addition of the Graduate Certificate in Microbiome Science, support for new coursework in computational biology, increased diversity among the student population, emphasis on diversity and inclusion (code of conduct, DEI committee), participation in two large training awards worth ~$5 million, and better developed and defined program assessment procedures, but they still need to work on other aspects.

CMB has well developed Program Learning Outcomes for each degree offered, and evidence of program quality can also be seen in the student publications and their success in competitive arenas (presentations and fellowships). The program also measures graduate success through sustained interaction with alumni. Most graduates go on to research focused careers in industry, government, or academia, into a post-doctoral position, or into a PhD program.

Overall, there are no significant equity gaps. Indeed, any differences indicate that under-represented students perform better. In the MS program, female students graduate earlier, international students take slightly longer to graduate, and minoritized students graduate earlier. 60% of graduates from the MS programs were female. Retention and graduation rates for the MS programs are almost 100% while retention in the PhD program was considered low for students that were admitted in 2017 and 2018 but has since increased with the 2019 and 2020 cohorts all passing their preliminary exams. The degree programs align well with the Institutional Learning Objectives (ILOs).

There is a single paid, full-time administrative position (Program Manager) tasked with running all of the administrative aspects of the program, including HR actions for students and staff, student advising, communications, travel planning, budget administration, classroom scheduling, etc. The SAU desperately needs a full-time program assistant, but this cannot be supported with the budget provided by central administration. The program's base budget is approximately $140,000, which has not kept up with inflation/pay increases and no longer covers even the bare necessities. The lack of administrative support means that the program director (a full professor with many other commitments) spends large amounts of her time performing basic administrative tasks, while other important tasks, such as monitoring student progress and curriculum review cannot be supported at all.

CMB has no permanently assigned space on campus. The Graduate School allows the program to occupy two administrative offices in the Student Services building and another SAU shares part of the A/Z building on the 4th floor. With no space to call its own, it is difficult to build community given that students and faculty are scattered across 3 campuses and many buildings.

CMB relies heavily on faculty members affiliated with the program and coursework offered through other departments to meet the teaching, advising and mentoring requirements of its students. The program director currently covers all advising for first-year students and the majority of academic advising for all other students. Some of this burden would be taken by the Program Manager if a Program Assistant could be hired. Faculty members are responsible for day-to-day advising and mentoring of CMB students. As an interdisciplinary SAU with no assigned faculty lines, CMB is not directly responsible for research activities, but CMB students support research in the labs of participating faculty. Faculty also lead or serve as members of the Executive, Academic, Admissions, Seminar and DEI-Outreach Committee. The program provides service to the University through the NIH and NSF training awards it has brought in which have contributed to the creation of new computational biology curriculum and initiatives in Rigorous Research, Mentoring, and Mental Health. Students are also encouraged to engage in outreach activities with local schools and within the community.

Over the next seven years the program plans to focus on the following action plans for academic programs:
- Increasing enrollment by admitting 2-4 more GTAs each fall with investment from participating colleges and the provost.
- Increasing the number of students fellowships through renewal of training grants, participation in other training programs, and encouragement of independent fellowship applications.
- Streamline curriculum and support computational training for life scientists.
- Diversity enhancement.
- Strengthen connections with industry and alumni.

Over the next seven years the programs plans to focus on the following action plans for departmental operations:
- Increase the base budget to allow hiring of a Program Assistant.
- Record keeping to ensure students meet major milestones and to keep track of activities and overall progress of students.
- The program would like to find permanent space for the offices of the Director, Program Manager and Program Assistant, desk space for rotating students, a conference room and kitchen/eating area.

Ecology
AY23 Program Review Executive Summary

The Graduate Degree Program in Ecology is a special academic unit (SAU) focused on training graduate students (MS and PhD) in the discipline of ecology. It also serves to facilitate

collaboration among faulty members from multiple academic units and from state and federal agencies and NGO's.

Since the last review completed in 2015 the number of faculty members has grown from 167 to 222, the curriculum was revised, a new graduate student position of Science Communications Fellow was initiated, and a DEI committee and DEI strategic plan was created. The program also experienced turnover in leadership with several new directors over the past 7 years.

The main components of the action plan from 2015 include: 1) faculty and academic program planning; 2) research and scholarship enhancement; 3) outreach, engagement, and professional service planning; 4) diversity enhancements. With these action plans, the program reviewed the curriculum to make sure it was meeting the needs of the students, created more flexibility for students in the programs of study by letting students customize their coursework, increased the number and impact of papers published by graduate students, increased participation in activities such as workshops, symposia and seminars, and increased recruitment of students from under-represented groups.

The SAU offers four degree programs currently: PhD in Ecology, PhD in Ecology with a specialization in Human-Environment Interactions, MS in Ecology (Plan A), and MS in Ecology (Plan B). In 2015, 90 applications were completed with half of those being PhD applications. Over time, the number of completed applications decreased to 49 in 2021. The decline in applications is most likely due to the improved clarity on the website regarding the application process and requirement for prospective students to have an advisor to be admitted. Enrollment was highest in 2015 and lowest in 2019 but overall has remained steady in the reporting period. Currently, over 100 students are in the program.

Graduates of all degree tracks within the SAU are quite successful in finding employment in ecology and related fields. From AY16 to AY18, 72% of MS recipients were working in the field and 90% of PhD recipients were working in the field. Surveys of outgoing students reveal overall satisfaction with the program with 96% of responding students reporting that the overall quality of the experience in GDPE was either excellent or good. The First Destination survey also reports high rates of program satisfaction.

The 2021 Admissions, Enrollment, and Student Success reports reveal overall good graduation rates with 75% of male and female MS students in ecology completing the program. The PhD had a similar graduation percentage, but there were differences among women and men with 67% of women completing the program and 80% of men completing the program. Another gap that was identified was between minoritized and white students; 67% of minoritized MS students graduate from GDPE while 76% of white students do. The largest gap is for minoritized students at the PhD level: 38% of minoritized PhD students graduate with a PhD while 76% of white students do. The SAU has target strategies to reduce these gaps in graduation rates by improving the student culture to foster a sense of belonging. Peer mentoring and strong peer connections, in turn, have been shown to improve graduate student sense of belonging thus the program has created a peer mentoring program.

GDPE is jointly administered by three of its member colleges: College of Agricultural Sciences (CAS), College of Natural Sciences (CNS), and the Warner College of Natural Resources (WCNR) as well as the graduate school. The main administrative staff include the director (25%), assistant director (40%), program coordinator (100%) and the senior ecologist (40%). Given the small staff, a lot of the administrative work is accomplished by the efforts of a standing Executive Committee and ad hoc committee comprised of GDPE faculty. This structure provides the capacity to accomplish most of the SAU's goals.

The program has access to a conference room and an office in Johnson Hall 102. This limited space is not adequate for the program's needs. The program would benefit greatly if it could expand into larger space, potentially shared with other SAU's.

Because of the nature of the CSU-GDPE faculty with appointments across many different academic departments, tracking research and scholarly accomplishments is difficult and potentially misleading given that attribution of scholarship/proposals to GDPE vs. other units cannot be separated. CSU does rank among the top 10 US institutions producing new ecological knowledge, which is perhaps the best evidence of the program's collective scholarly activities. The main service for the GDPE is service on program committees, including the Executive Committee and the DEI Committee.

Over the next 5-7 years the SAU plans to focus on the following academic action items:
- Improve diversity of the program and reduce success gaps through initiating and maintaining a peer-mentoring program aimed to improve sense of belonging and sense of integration.
- Expand support for graduate student research and professional development through our grant program.
- Facilitate student publications through workshops and coursework.

Over the next 5-7 years the SAU plans to focus on the following programmatic action items:
- Streamline administration through instituting regular timing for annual programming, such as applications for research and professional development grants.
- Continue to prioritize funding the Science Communications Fellow position as a 20h/week GSA to lead workshops, science communications and support program administration.
- Create and maintain spreadsheets or databases on students and faculty members to provide quickly accessible data to inform program administration.
- Track post-graduate career success.

Molecular, Cellular and Integrative Neuroscience
AY23 Program Review Executive Summary

Molecular, Cellular and Integrative Neuroscience (MCIN) is a Special Academic Unit (SAU) that offers a weekly neuroscience seminar program (a one-year, non-degree granting graduate admissions program) and an interdisciplinary undergraduate degree program. MCIN has no

faculty but faculty from ten different departments and five colleges have been elected to participate in this SAU.

The Undergraduate Neuroscience Program was formally approved in 2014 and the first cohort of students matriculated into the program in September of that year. To date, no formal program review has been conducted.

The MCIN undergraduate degree program currently offers two concentrations, each leading to a Bachelor of Science degree and is currently comprised of 259 students making it a mid-sized major. The program's enrollment has been gradually increasing since its inception in 2014 and the program is expected to maintain enrollment around 260-280 students. The distribution of students between the concentrations has been consistent since 2015, with approximately two thirds of students declaring the Behavioral and Cognitive Neuroscience (NERO-BCN) concentration and one-third declaring Cellular and Molecular Neuroscience (NERO-CMNZ). The mean GPA for the program is 3.3.

The curricula approved in 2014 for the neuroscience degree plans have a relatively low complexity score though it is nearly impossible for students to follow the degree map outlined due to course capacity limits. In general, the sequence of courses has little complexity except for a few courses Genetics lab (LIFE 203), Cell Biology lab (LIFE 212), General Physiology (BMS 300), Cellular Neurobiology (BMS 325) and Functional Neuroanatomy (BMS 345). BMS 300 is a prerequisite for BMS 325 and BMS 345 courses and is often waitlisted. Students who don't make it into the course will have to push this prerequisite back further and delay when they can enroll in BMS 325 and BMS 345. Currently, students can *only* enroll in BMS 345 if they need the course to graduate, as this course is also in high demand; due to this factor, this course can typically only be taken in the last semester of senior year. Unfortunately, this course also has a very high DFW rate (18-40%) and it is not uncommon for students to have to retake the class. This is a major and unacceptable concern, and the provost will address this with the dean and department chair.

Most graduates of the neuroscience program entered the program with the intention of pursuing education beyond the bachelor's degree in either a graduate program or a professional program (medical, veterinary, or pharmacy doctoral programs). Students who enter the job market pursue a variety of options such as medical device companies, healthcare technology industry, pharmaceutical industry, primary care health facilities, health information technology, and non-profit and private research institutions. Based on data collected by the career center, 100% of respondents are in first destinations related to their career plans and 93% find employment related to their major. The program does not have specific salary data for neuroscience graduates though the career center has data for all undergraduate programs in CVMBS with a 2021 average of $45,373.

All the undergraduate neuroscience courses are offered face-to-face except for Senior Thesis (NB 499). This course is delivered asynchronously through Canvas. The methods are consistent with educational best practices published by the Boyer Committee, AAUC&C and elsewhere. In this course students engage in experiential learning by working with a faculty thesis advisor to

conceptualize a research problem, and then design, write, revise, and present their thesis. Although the course is defined as online delivery, in practice it is not.

Based on data from Institutional Research, the program's 4-year graduation rate is consistent with the national average of 44.1%. Equity gaps do exist between minoritized/non-minoritized, Pell recipient/non-Pell recipient and first-generation/non-first-generation students. On average 78.5% of students are still enrolled through their four semesters. There is a trend where minoritized, first-gen, and Pell-recipients persist at a lower rate; the difference between each group and the majority is relatively small. Efforts are underway to address these equity gaps in graduation rates and persistence rates, such as having staff participate in the Creating Inclusive Excellence workshop, Safe Zone training, and training on inclusive advising. In addition, the program has initiated a peer mentoring program that pairs incoming students with third- and fourth-year students to help them navigate the transition into the university.

The MCIN SAU is led by a director who reports to the SAU Academic Oversight Committee and oversees the graduate admissions program, the undergraduate degree program, and the seminar series. The undergraduate degree program functions under the direct supervision of the MCIN Associate Director for Undergraduate Affairs (ADUA). This individual oversees program operations, curriculum, student affairs and all other day-to-day functions of the degree program. The ADUA also serves as an advisor. The SAU employs one part-time program administrative support/graduate academic advisor and one full-time undergraduate academic support coordinator (ASC).

The total annual expenditures are currently estimated at $405,646 but this only incorporates funding for faculty and staff salaries and no additional support for operations, instructional costs or outreach. The base allocation for faculty and staff salaries and administrative staff salaries is insufficient to cover the current salary commitments. The FY23 deficits are $56,153 and $28,119 respectively. Fortunately, the roll-forward funds in FY23 will cover the deficits in salary, but going forward this deficit will grow and the roll-forward dollars will be expended.

As the MCIN faculty have appointments in disciplinary departments, the assessment of their scholarly and creative activities falls under the purview of those individuals' departments, and it would be inappropriate and perhaps not possible for the SAU to curate that activity. In an attempt to enhance research opportunities for minoritized and first-generation students, the SAU attempted to gain funding from the NIH through the NIH Blueprint program for Enhancing Neuroscience Diversity Through Undergraduate Research Education Experience initiative.

Over the next 5-7 years the program plans to focus on the following academic action plans:
- Track current outreach and engagement efforts for MCIN faculty.
- Develop the programs on branded, outreach, and engagement initiatives.
- Make curricular changes that will allow students to follow the degree completion maps more easily.
- Develop an introductory neuroscience course with learning outcomes focused on developing disciplinary context.
- Add an additional Accelerated Master's Program for BCN concentration.

Over the next 5-7 years the program plans to focus on the following operational action plans, though these will be dependent on budget allocation. With the current budget allocation, no new operational initiatives can be planned.

- Hire an administrative assistant for the program.
- Provide funding for thesis mentors and Thesis Improvement Grants.
- Provide compensation for Neuroscience tutors and mentors.
- Develop recruiting and outreach initiatives.
- Produce MCIN branded materials to be utilized at recruiting and outreach events.
- Provide funding for staff professional development opportunities.

School of Advanced Materials Discovery
AY23 Program Review Executive Summary

The graduate program in Materials Science and Engineering is currently comprised of three graduate degree options, including a PhD, Plan A thesis-based Master's, and a Plan B project/seminar-based Master's. All three degree programs are housed in, and administered by, the School of Advanced Materials Discovery (SAMD) a CSU Special Academic Unit (SAU).

SAMD resides within the Graduate School with its Director reporting to its Dean. As an interdisciplinary STEM program, the program also has an Oversight Committee consisting of the Deans of the Graduate School, The Walter Scott, Jr. College of Engineering, and the College of Natural Sciences. The MSE curriculum and its three graduate degree programs were formally approved in the spring of 2017, with the first cohort of MSE graduate students matriculating into the program that fall. In the five years since its inception, SAMD has grown to a current 2023 enrollment of 30 students (26 PhD, 3 MS Plan B, 1 AMP) with 17 alumni graduated from the program thus far. Currently the program is supported by 28 core faculty originating from nine different departments (Chemistry, Physics, Math, Electrical and Computer Engineering, Mechanical Engineering, Chemical and Biological Engineering, Civil and Environmental Engineering, Design and Merchandising, and Construction Management). Unique to this SAU, five of the 28 core faculty are considered "permanent" in that they were each hired jointly with one of the participating academic departments. SAMD permanently contributes 50% of their salary each year.

The operations of the degree program operate largely on four basic MOU agreements: 1) SAMD permanent joint faculty hiring MOU; 2) SAMD core faculty MOU; 3) SAMD Shared GTA MOU; 4) SAMD/Physics/GS Accelerated Master's Program MOU.

General applications started in fall 2017, and since then, the demand for MSE has increased as indicated by the rise in applications. Although there has been a steady increase in MSE applications, there was a minor dip in admissions in FA20 and SP21 which was likely linked to the COVID-19 pandemic. Each semester, there are more MS-A and PhD applications than GTA or GRA openings. Instead of rejecting those students who applied but did not find an advisor or GTA, the program offers admission into the MS-B program without funding. This allows them to transfer into the MS-A or PhD program later if they find a faculty advisor able to fund thesis-based research or graduate with a MS-B.

CSU-Fort Collins – Program Review Summary

All MSE degree programs require the same core courses and there are no bottleneck courses for students to work around. In addition to the core courses, MSE students are able to tailor their degrees with specialty elective courses. MSE students have a list of over 30 specialty courses to choose from, all taught by SAMD's collaborating departments.

As of Fall 2022, SAMD has 17 alumni total. The program reached out to alumni and received 13 responses with their destination titles and salaries. Of the three PhD's, one obtained an Associate position with Exponent and a starting salary between $120,000 and $130,000 and the other two received post-doctoral fellowships at Duke and MIT. Of the 8 MS-thesis graduates, two continued to the PhD in SAMD and six hired into industrial engineering positions. Their starting salaries ranged from $65,000 - $90,000. In 2021, the Bureau of Labor Statistics reported a national median salary of $98,000 for materials engineers, with no specification of years of experience.

All MSE course materials are designed based on various paradigms in the Teaching Effectiveness Framework (TEF) developed by TILT. To support student-student, student-content, and student-instructor interactions all MSE courses often incorporate student-led activities, such as in-class exercises/quizzes, group discussions, group work, presentations, office hours and ungraded/check for understanding assignments. Prior to COVID, SAMD was awarded a Digital Learning Initiative grant in early 2020 to develop online digital teaching modules for materials characterization. This grant allowed the program to develop methodologies to teach the hands-on practical MSE 502 classes online.

Since the program's inception there have been a total of 2 students who were not retained. With SAMD's support, one transferred to another degree program that was better suited for their background and the other left the MS-A program because of irreconcilable differences. This brings the retention rate to 95.8%. The average number of semesters to graduate is as follows (including summers): MS-Thesis- 6.3, MS-Plan B- 4.6, PhD 13.3. The program lacks domestic ethnic and racial diversity and first-generation student representation. Fortunately, there is a high number of international students in the program, with 12 different countries represented among our domestic and international students. To increase domestic ethnic and racial diversity and first-generation student representation, the program manager has increased recruitment efforts with TRIO programs and diverse student organizations on campus and neighboring institutions.

SAMD recently restructured its staffing organization to help with the growth of the program. During the first year of enrollment, SAMD students were supported by faculty and a few graduate assistants providing clerical and administrative support. As the program grew, the need for a permanent SAMD staff became apparent. In 2018, SAMD appointed Carolina Bañuelos as a 30-hour Graduate Assistant with staff support duties, eventually hiring her to a full time administrative professional appointment as program coordinator in July 2019. With the addition of SAMDCore, functioning committees and enrollment growth, SAMD found a need for an additional staff member. Annika Sundsten was hired into this second administrative professional appointment in May 2022.

SAMD is located on the 4th floor of the Anatomy and Zoology (AZ) building and is currently undergoing office and lab renovations. The program is also sharing a few offices with another SAU (CMB) to build community amongst SAU staff and students while collaborating to help relieve the space deficits associated with the CMB SAU. The graduate program budget is relatively simple and includes two contributions: a fixed base budget and revenue associated with tuition return. Thus far, the tuition sharing model has been able to meet the budget requirements of the program over this first 5-year period. We note however, that FY2023 will represent the first year the tuition return rate will reach its lowest baseline value of 50%. We anticipate significant tightening of the budget will be required to balance the budget, with our ability to provide additional student support in terms of stipend, tuition, and travel supplements quite limited going forward. The addition of an online master of materials engineering degree may provide funds to offset these decreases.

As an SAU, it is difficult to capture the service activities of 28 faculty across 9 departments. For this review, it is important to note that SAMD's Director is part of the Graduate Education Council at CSU and SAMD's DEI committee is actively engaged in outreach with CSU's Access Center programs. The formation of an SAMD advisory board will move the program forward with advancement and engagement. The advisory board will be tasked with providing SAMD guidance on academic and industry trends in the MSE field.

Over the next 5-7 years the program plans to focus on the following academic action items:
- Continued development of the new Master of Materials Engineering (MME) Plan C degree as a coursework only master's degree.
- Develop a new introductory materials engineering course available to all incoming MSE students.

Over the next 5-7 years the program plans to focus on the following departmental action items:
- Hire three new ½ faculty lines to meet increased credit hour teaching commitments associated with RI and online comprehensive Plan C developments.
- Further develop community and professional advancement opportunities through CSU.

College of Natural Sciences

Biochemistry and Molecular Biology
AY23 Program Review Executive Summary

Due to extenuating circumstances within the department, this program review was deferred and has been added back into the program review rotation for an upcoming year.

Interdepartmental Programs
AY23 Program Review Executive Summary

The Natural Sciences Education & Outreach Center (NSEOC) is a Centers, Institutes, and Other Special Unit (CIOSU) that collaborates with College of Natural Sciences faculty to inspire the

CSU-Fort Collins – Program Review Summary

next generation of students to learn about science through four main areas of focus: STEM Experiences, STEM Kits, STEM Kit Lending Library, and Mentoring.

The center currently offers five areas of Bachelor of Science in Natural Sciences concentrations: Biology Education, Chemistry Education, Physics Education, Geology Education, and Physical Sciences concentration. Students within the science education concentrations will complete the requirements to earn their secondary science teaching license. Overall, the number of students deciding to change their majors to science education as undergrads has decreased, but there is a higher interest in the master's plus licensure program at CSU. The need for science teachers increases each year and they will continue to be in demand for the foreseeable future. Accomplishments and changes to the NSEOC as it relates to the BSNS is the development and implementation of a Science Inquiry course where students can get credit for helping with the center's STEM Friday experiences.

Graduates of the science education concentrations typically receive job offers before they are even done with their student teaching semester and wages vary widely based on the school district. The Teacher Licensure portion of this degree goes through regular accreditation with the Colorado Department of Education and the Association for Advancing Quality in Educator Preparation; both completed a review in Fall 2022.

All the content courses for these degrees are taught in-person by other departments, so the course delivery is out of the control of the Natural Sciences Education & Outreach Center. The education courses include many hours where the students are out in local middle and/or high schools as part of their practicum work. The student teaching semester is entirely off-campus at K-12 schools.

From fall 2017 to spring 2022 there have been a total of 135 students in the BSNS major. Of those, 82 have graduated, 15 students withdrew from the university, and 38 are current students. The other 34 students graduated with another degree in Natural Sciences.

The Natural Sciences Education & Outreach Center is a CIOSU under the College of Natural Sciences and reports to Dr. Simon Tavener, Interim Dean. The center has three regular staff members, five teachers-in-residence, and several student employees. The center's budget is derived from a mix of base level support from the Dean and approximately 15 research grants obtained in collaboration with faculty. The official homes of the program's faculty and courses are distributed among many departments, primarily within the College of Natural Sciences, Warner College of Natural Resources, and the School of Education.

The Assistant Director is the main advisor for the BSNS degree. She consults with other advisors in Biology, Chemistry, Geology, and Physics as needed to support students' success. She is a regional leader. The CIOSU has also contributed to several peer-reviewed publications. Members of the NSEOC are involved with the President's Sustainability Committee, the SPUR campus design and programming (specifically the Hydro building) and the Regeneron International Science & Engineering Fair Display & Safety Committee as well as many other local, state-wide, and national committees. Several NSEOC staff have been invited as guest

speakers/presenters at various conferences regarding the STEM kits that have been developed at the center.

The work that NSEOC does falls at the Outreach end of the Continuum of Engaged Scholarship spectrum. To move forward, the center proposes to submit more grants.

Over the next 5-7 years NSEOC hopes to focus on the following:
- Continue to work with Biology, Geology, Physics, and Chemistry departments to make changes to the degree as needed based on course/program changes made by those departments.
- Help with the creation of an exploring track to Education that is optional for students within the School of Education.
- Become more involved with the teaching of the Science Methods classes.
- Continue to develop new STEM kits based on faculty NSF grant broader impacts.

Physics
AY23 Program Review Executive Summary

The Physics department currently houses 19 faculty, 15 staff and post-docs, and 65-70 graduate students and graduate assistants and focuses on three sub-disciplines of physics: Atomic, Molecular, and Optical Physics (AMO); Condensed Matter Physics (CMP); and High-Energy Particle and Particle Astrophysics (HEPPA). Since the last review, the department has expanded the number of summer courses offered by 66%, added five online courses, and added academic year sections to address student demand. Within the courses, more opportunities for oral presentations and written projects, and information about physics careers and relevant industry communication have been provided to better prepare students for after graduation destinations.

Over the past 5 years significant progress was made on the action goals established during the last program review. These advancements include continued review of curriculum and recruitment of new tenure-track faculty to expand research and fill vacant positions.

The department currently offers one undergraduate degree (Bachelor of Science in Physics), a physics minor, and two graduate degrees (Master of Physics and PhD of Physics). The master's degree offers both a Plan A (thesis) and Plan B (non-thesis) option.

Service course demand is very high for the Physics department, and during the review period significant actions were taken to reduce the backlog of waitlisted students for these courses. This was done by increasing course capacity limits, increasing lab and recitation sections, and converting general classroom space to teaching laboratory space. These steps have made a significant difference in the number of waitlisted students, and the department can more easily keep up with student demand. Undergraduate physics major enrollment was consistent from 2013-2019. Though, starting in year 2020, there has been a significant decline in the number of undergraduate students enrolled each year in the Physics BS major. One reason for the decline was thought to be linked to the drop in calculus-based introductory physics service course enrollment. Regardless of the cause, this decrease in number of majors is concerning to the

department although not unique; physics major enrollment among reporting institutions in Colorado has dropped an average of about 20% since 2020. Graduate student enrollment has been steady over the last several years.

The assessment plan that was presented during the prior program review was quickly found to be unworkable and a new assessment of department programs will be developed in consultation with the Director of Assessment. In the meantime, faculty in the department have been asked to provide their evaluation of student achievement of learning objectives, and the wide range of student performance in undergraduate classes has been a topic of discussion among the faculty during the review period.

The primary data that is used to evaluate student outcomes after graduation for undergraduate students is the university First Destination Survey. Since 2015 the percentage of BS degree-earning students who had secured plans after graduation has remained relatively steady at about 70%-80%, with 2019 being the lowest at only about 65%. The fact that continuing education and employment numbers are comparable is consistent with Physics as a field where nationally 55% of Physics undergraduate majors pursue additional education in physics or other fields.

Department-level undergraduate program satisfaction survey information was available in fall 2022. At the time, department student satisfaction ratings were 1% poor, 35% fair, 40% good, and 25% excellent. Unfortunately, the department does not have the same First Destination Survey information for the MS and PhD students, so this information must come from other sources. Typically, about 50% of MS degree earning students work in private sector, 11% continuing education, 6% to teaching, and 33% unknown; respectively, for PhD earning students percentages in these industries was 60%, 32%, 4% and 4%.

Face-to-face instruction makes up the overwhelming majority of the courses and student credit hour production. The department had to shift modality to online and hybrid during the pandemic. The practices that were developed and refined during this period led to additional online courses (introductory astronomy courses and introductory physics courses) that are now regularly offered.

For most of the service courses offered through the department the DFW rates are higher than the department would like. Across these courses, the class level of the student (i.e., freshman, sophomore, junior, senior) taking the course has a very strong correlation with the probability of passing the course. More attention was brought to this trend during the review; providing more help to lower-division students could have a large impact on average student performance. Improvements are planned to increase student performance in the department offered service courses.

The average number of BS degrees produced per year is 17, so it is difficult to discern any clear trends in the data for undergraduate major production. Though, since the enrollment in the undergraduate majors has been decreasing, there will soon be a decrease in the undergraduate degree major production. Over the review period, 20% of Physics BS graduates were women which correlates with US averages, and 5.9% of BS degrees at CSU were earned by students identifying as Latino/Hispanic which compares to 7% in the US. Only 0.7% of the BS degrees

earned went to those identifying as black compared to 3.5% in the US. All these numbers are much lower than the fraction of the US population in each of these groups and there is substantial room for improvement.

The number of PhD and MS degrees produced during the review period are relatively low and this made identifying trends over time difficult. The one exception to this was the low number of PhD degrees in the 2021-2022 academic year that is strongly associated with the COVID pandemic.

Currently there are 18.5 non-temporary FTE faculty positions in the department, which is the lowest during the review period. The department is conducting a search for a new faculty member in AY22-23. The department turnover during this period was relatively high with eight faculty retirements and an additional 3 faculty resignations. Higher than average turnover is expected to continue over the next year in anticipation of additional retirements. Turnover in administrative roles within the department is also relatively high.

The department's budget has been strained due to the higher rate of tenure-track faculty hires and the associated startup costs ranging from $330K to $1M. Startup commitments average $251,000 per year for four years, which exceeds the long-term-based budget amount of $150,500 per year dedicated to these expenses. Although several upgrades were made to the facilities that the department uses, several needs still exist including additional research lab space to support the return to full faculty numbers, additional IT support beyond the college support, and better high-quality HVAC systems in the existing laboratory spaces.

The three main areas of research include Atomic, Molecular and Optical Physics (AMO), Condensed Matter Physics (CMP), and High-Energy Physics and Particle Astrophysics (HEPPA). From 2015-2020 research expenditures averaged about $3M per year, and this number has been steadily increasing and reported to be almost $4.5M in 2022. In addition, there have been over 537 authorships in refereed journals by department faculty from calendar year 2015 to the present. The research programs in the department have substantial linked activity within the department in neutrino physics, precision measurement, and magnetism that represent unique strengths In addition, there is substantial collaborative activity outside the department in these areas and in a wider range of research areas, too.

The physics department continues to play a part in community outreach through the Little Shop of Physics, PSD school visits, K-12 student engagement, Spring Science Extravaganza, and partnerships around CSU (4H Extension, Amplify, Ramapalooza, etc.). The department also has significant astronomy-related outreach efforts and faculty involvement in public events such as student workshops and public lectures.

Over the next 5-7 years the department would like to focus on the following action items:
- Address sophomore-level gaps in the major and gaps in service courses.
- Evaluate advanced graduate courses.
- Improve student recruitment.
- Pursue physics course additions.
- Fill vacant faculty positions while advancing the department.

- Add teaching feedback and exit interview practices.
- Add infrastructure needed for advancing research.
- Pursue initiatives in Quantum Information Science and Computational Physics.

<u>Warner College of Natural Resources</u>

Geosciences, Warner College of Natural Resources
AY23 Program Review Executive Summary

The Department of Geosciences was established in 2003 and last underwent a program review in 2014, which coincided with the arrival of the present department head. The sole major action plan from the 2014 review was to develop and implement an innovative and sustainable online introductory Geology course. This goal was achieved in an effort led by Associate Professor Jerry Magloughlin. The department is currently undergoing a faculty-led revision of its undergraduate curriculum (Geology BS) to better prepare students for employment or graduate school, to better communicate the content and opportunities of the major to prospective students, and to modernize and improve efficient delivery of the content.

The department currently offers an undergraduate BS in Geology with four areas of concentration (Geology, Hydrogeology, Geophysics, and Environmental Geology), as well an MS and PhD in Geosciences. Enrollment in geology and geosciences departments across the United States historically have been strongly affected by economic swings in Earth resource sectors. For example, major peaks in enrollment around 1983 and 2014 were driven by an explosion of high-income opportunities in the economically volatile hydrocarbon industry, including in the northern Colorado region. CSU experienced a strong enrollment peak in 2014, particularly with male students, and subsequently experienced a (nationally manifested) fall-off in Geology BS students, again mostly male students. There was a small decline in graduate students over the past 10 years as the Watershed Science graduate program moved to the ESS Department.

Using the Curricular Analytics tool, bottleneck courses were identified in the undergraduate curriculum, including the foundational math courses (MATH 124, 125 and 126) and calculus courses (MATH 160 and 161). These math courses are required for many upper division geology courses as well as for the additional math courses required in the Hydrogeology and Geophysics concentrations. GEOL 232 (Mineralogy) was also identified as a bottleneck for upper division classes. Department advising for students strongly focuses on these bottlenecks to help students navigate through their programs. The department plans to continue to use the Curricular Analytics tools as they go about revising the undergraduate curriculum to reduce curricular complexity to match that of peer institutions such as New Mexico State University and Utah Valley State, and to provide further elective breadth and flexibility for Geology majors with diverse interests.

Employment of Geology BS and graduate degree recipients is wide-ranging and robust with the November 2022 unemployment rate of professional geoscientists around 4% (AGI) and median annual salary of $83,680. Employers of CSU Geosciences graduates include Sandia National

Laboratory, US Geological Survey, National Park Service, University of Colorado, and many others. Recent overall student enrollment in the department has stayed relatively consistent with a slight decrease because of the pandemic. From AY 2018 - AY 2022 enrolled students identifying their ethnicity as white decreased slightly while students identifying as Hispanic/Latino, black, Asian and multi-racial remained steady. Students identifying as female first-generation had a slight increase in fall 2022 and those identifying as male first-generation decreased slightly. These numbers show a positive trend toward greater diversity in the department, but there is still work to be done to attract and retain a breadth of students from diverse backgrounds. There is an overall downward trend in Pell-Recipients in Geosciences which correlates with a similar trend across Warner College.

Geosciences offers several courses as part of the AUCC category 3A curriculum: GEOL 110, 120, 121, 122, 124, 150. Through these courses, the department contributes to enhancing scientific literacy broadly on campus and recruits majors while delivering foundational earth sciences knowledge to over 1,500 students annually. Geology 120 and 121 are managed by a non-tenure-track faculty member primarily supported by department discretionary funds, and other 100-level courses incorporate a rotation of tenure-track faculty.

The department operates on a base operational salaries and core operational costs budget that is set up at the beginning of each fiscal year by the WCNR dean's and budget offices. The department also distributes individual discretionary funds to faculty each year on an FTE prorated basis and a 1-3% tuition differential tuition allotment (supporting the teaching of the very large 120 and 121 classes), most recently in the amount of $79k in FY23.

The department occupies most of the third floor of the MSNR building and several laboratory spaces on the first floor. In addition, the department recently acquired the Geological Research Archival Facility (GRAF) at the Foothills Campus for long-term specimen archival and curation. Several rounds of renovations have gone into the GRAF and ongoing renovations will allow it to further archive, curate, and keep available specimens of various types that were previously distributed throughout department spaces. Geosciences MSNR space has been extensively repurposed and/or renovated since the last review including: a new computer and visualization research and teaching laboratory, new faculty offices, renovated graduate student offices, a new paleontological and geological teaching specimen curation room, two new student lounge/study spaces, and renovation of new visitor and emeritus offices.

An academic success coordinator was instituted in 2014 to centrally and uniformly provide advising for students. The ASC provides front-line and personalized advising for every undergraduate major and minor student in the department. Following freshman year, each undergraduate Geology major is assigned a faculty mentor based on specialization and/or preference. All Geosciences graduate students have a dedicated advisor. The typical teaching/research/service load percentages for faculty are 40/40/20 with an average teaching load of about 9 credits/year/faculty member.

External service to scientific societies, funding agencies or foundations, community organizations and writing projects, and diverse areas of public outreach and engagement are highly valued and apparent across the faculty. In addition to external service, all faculty members

are expected to attend and engage in regular department meetings and business, and to contribute notable service to the department, college, institute, and external geosciences community through committee or other opportunities.

Over the next 5-7 years the department plans to focus on the following action plans:
- Growing partnerships with other WCNR and CSU departments.
- Implementation of a revised undergraduate curriculum.
- Major advances in analytical instrumentation development and establishment of associated WCNR/CSU partnerships for wide use and sustained operation.
- Onboarding of (at least three) new tenure-track faculty.
- Management of departmental operations for growth and sustainability, including sustaining its large service courses.
- Development of departmental programs and relationships with other WCNR programs.
- Continued development efforts in growing student, laboratory, and endowed department resources.

Human Dimensions of Natural Resources
AY23 Program Review Executive Summary

Human Dimensions of Natural Resources is a multidisciplinary field, and the department's academic programs, curricula, faculty expertise, research, and outreach reflect this diversity in disciplines. Over the past seven years the program has gone through several changes including 1) restructuring the undergraduate programs from one major with three concentrations to two separate majors with one entirely online, 2) revised curriculum in the plan C professional master's program in Conservation Leadership, 3) developed a Master of Park and Protected Area Management degree (plan C) in partnership with Central China Normal University (CCNU), and 4) designed and launched two new graduate certificate programs in Adventure Tourism and Communication for Conservation. The department established many goals in teaching, research, and service during the last review and made good progress on many of them.

The Department of Human Dimensions of Natural Resources currently offers six degree programs in addition to three graduate certificate programs: Human Dimensions of Natural Resource BS (HDNR), Natural Resource Tourism BS (NRT) with two concentrations (Tourism concentration and Global Tourism concentration), Human Dimensions of Natural Resources MS, Human Dimensions of Natural Resources PhD, Master of Tourism Management (MTM), and Master of Conservation Leadership. The graduate certificate programs include Ski Area Management, Adventure Tourism, and Communication of Conservation. Its Agricultural Tourism graduate certificate was discontinued due to low enrollment.

Enrollment in the Human Dimensions of Natural Resources BS degree program has grown and stabilized to a level that exceeds the two prior concentrations combined. Enrollment in the Natural Resource Tourism BS, tourism concentration has declined to roughly half of its 2015 levels. The rationale for this decline is not entirely clear, though there is some indication that programs at peer institutions have experienced similar declines. This program can now be earned entirely online, which should help with growth in the future as students seek more choice in their

learning opportunities. Enrollment in the traditional master's and doctoral programs has remained consistent during the study period, including through COVID. Enrollment in the on-campus Master of Tourism Management program has also declined, though the reasons for the decline are unclear. The same program offered in partnership with CCNU (in Chinese), however, has experienced strong and steady enrollment. The department has experienced incremental enrollment growth in most of the graduate certificate programs.

The department is currently undergoing a process to assess and revise the Natural Resource Tourism BS and has identified a need to elevate content related to diversity, equity, inclusion, and justice and put a greater focus on sustainable tourism including the positive and negative impacts of tourism on livelihoods, poverty, and related socioeconomics. Currently both undergraduate programs use internship evaluations and grades in key courses within the majors for student assessment of learning. Math courses in the undergraduate programs are the biggest bottleneck courses for the undergraduate degrees (Math 117, 118 and 124). These are a prerequisite for several other courses and students often struggle with the self-paced online learning delivery model and need to retake the courses. New university-level initiatives for in-person face-to-face instruction of these courses may help with this persistent challenge.

The traditional MS and doctoral programs are not highly prescribed programs and only one course is required (NRRT 605). Students in the programs are required to complete minimum credits within three broad categories. This allows the curriculum to be tailored to a student's specific interests and research. There is currently no programmatic-level method for assessment of student learning for the traditional graduate programs.

Undergraduate students of the Natural Resource Tourism major have a much lower percentage of first destination employment related to the major versus the Human Dimensions in Natural Resources major. Last year for which data is available (2020-2021 academic year), only 52.4% of students from the major reported employment related to their major as a first destination, while in 2019-2020 it was 51.8% and 2018-2019 73.5%. This is likely attributable in part to the COVID pandemic and could be one reason enrollment numbers continue to decrease for this program.

The Master of Tourism Management (MTM) degree is offered as both an R/I and CSU Online program. R/I students can enroll in individual MTM Online courses to build a version of program delivery that best suits their individual circumstances. In addition, the MTM Online program is available to students at CCNU with all the MTM-Online courses translated to Chinese. The Online program consists of the same curriculum as the R/I program, and courses are delivered in an asynchronous format following the R/I version. The Online program uses active learning techniques to engage students such as discussion boards to build community and facilitate deliberation and debate, use of an online polling tool to gather student feedback, and project-based learning opportunities where students work in partnership. Traditional measures of student assessment in China are exam based so this was incorporated into the CCNU program to meet social needs.

There is no formalized system to compare student performance between the three versions of the MTM degree, so the department examines traditional measures of student learning (assignment

grades, course grades) with each program to determine if their outcomes are comparable in terms of student learning and performance.

MATH 117 is one of the most challenging courses for students with the highest DFWU rates of all courses offered. An in-person course in development should help with DFWU rates for students taking this course. DFWU rates for departmental courses are low, with an anticipated uptick in the terms immediately following covid.

In most years, the undergraduate program's persistence rate is comparable to or higher than the overall CSU persistence rate. The persistence rates among subgroups in the department exceeded the overall CSU rates for the past three years. The four- and six-year graduation rates for all undergraduate majors consistently exceed the CSU average. Rates for Pell recipients, first generation and racially minoritized groups are similar or often higher than rates for all departmental undergraduates.

Currently the department consists of 17 tenure-track or tenured faculty, six non-tenure track faculty, and eight administrative and state classified employees. Faculty typically follow a 50-40-10 teaching-research-service arrangement. Budget sources for the department consist of a blend of base funding, differential tuition, summer (R/I) tuition return, and tuition-return from CSU Online. CSU Online tuition return amounts have steadily increased and provided the department resources to hire the teaching and support staff to implement several of the graduate online and certificate programs, as well as faculty/staff in other areas of the department.

HDNR is housed on the second floor of the Forestry Building and the Conservation House located at 222 West Laurel Street across the street from main campus. Every faculty member and staff GTA has office space. Over the past five years underutilized conference room space has been converted to provide office space for everyone.

Faculty are published in several prestigious journals and consistently link their research with practitioners. Some highlights include publications on research about human dimensions of wildlife and others addressing issues of diversity, equity, inclusion, and justice in conservation. The department also expects all faculty to serve on one of the many departmental committees, including awards, diversity and inclusion, tenure and promotion, and undergraduate curriculum.

The department works in close partnership with industry, including state fish and wildlife agencies, conservation NGOs, locally-focused organizations, foundations, and federal land management agencies to identify research priorities and questions and to implement research plans. The department also participates in K-12 presentations related to conservation and science.

Over the next 5-7 years the department plans to focus on the following academic areas:
- Revise the Natural Resource Tourism BS to reflect contemporary issues, skills, and deliberations within the field of sustainable tourism.
- Revisit undergraduate majors to address persistent bottleneck issues with lower division courses.
- Recommit to active and experiential learning.

- Maintain enrollment and quality in the Master of Conservation Leadership, Master of Tourism Management, and graduate certificates.

Over the next 5-7 years the department plans to focus on the following departmental areas:
- Sustain current research activity.
- Develop and monitor departmental plans and initiatives related to diversity and inclusion.
- Examine the department's demographic domestic and international reach.
- Develop a methodical approach for allocation and measurement of faculty service contributions to ensure service is distributed equitably.

Fish, Wildlife and Conservation Biology
AY23 Program Review Executive Summary

The Department of Fish, Wildlife and Conservation Biology (FWCB) is the premier fish and wildlife conservation university program in the state of Colorado. The department expands the frontiers of knowledge through broad-based research expertise in the conservation and management of fish and wildlife.

Over the past 5-7 years the department has seen an increase in undergraduate enrollment, increase in resident graduate student enrollment, development of an undergraduate program coordinator position, revitalization of a Plan C master's program with a switch to an online format, new course development, and advances in diversity, equity, and inclusion. During the last review in 2014 the department chose to continue to develop the FWCB 2014 strategic plan over the next 7 years by enhancing current programs to attract excellent students and to maintain the highest quality undergraduate and graduate programs. In addition, good progress was made on implementing and refining a new advising model, enhancing learning opportunities for students, enhancing information about the programs and departments on the web for recruiting and outreach, increasing the use of new teaching methodologies (iClicker), and enhancing graduate student support through increases in GTA support.

Currently FWCB houses four degrees and one graduate certificate program: BS, MS, & PhD in Fish, Wildlife, and Conservation Biology, Plan C MFWCB (online) and a Graduate Certificate in Conservation Actions with Lands, Animals, and People (online). Enrollment in the FWCB undergraduate program has increased by approximately 60% and has significantly outpaced total CSU enrollment growth since the last review. FWCB continues to enroll a relatively large number of female students that account for between 55%-58% of total undergraduate enrollment. This is a reversal from 2010 when male students accounted for 55% of the undergraduate population. The proportion of racially minoritized students has also steadily increased from previous reviews and now accounts for greater than 25% of enrollment, a 76% increase since 2014. Enrollment in the MS and PhD programs also increased over the past 4 years.

The online Plan C master's program (MFWCB) was designed to provide educational opportunities for working wildlife professionals. The program first accepted students in Fall 2016. During the 2016/2017 academic year, eight applicants were admitted to the program and

five enrolled. The program currently has 55 students. The target number of students for this program is 65-70.

The undergraduate program transitioned to online learning throughout the pandemic, however, after pandemic protocols were discontinued classes returned to in-person, face-to-face instruction for all undergraduate courses. The program utilizes tools such as Canvas and lecture recording to supplement the in-class learning experience. The 14 courses currently being offered in the online Plan C MFWCB were developed in conjunction with instructional designers from TILT and CSU Online. These courses adhere to best practices for online instructors and include a course map of learning objectives and assignments.

Patterns of undergraduate retention through the 2nd, 3rd and 4th fall semesters have remained relatively consistent since 2014 averaging approximately 62%, 48% and 42% respectively though most students who leave FWCB transfer to another department within the Warner College of Natural Resources. Undergraduate retention after the 2nd fall semester showed some variation between racially minoritized (RM) and non-RM students, between Pell Grant Recipients and non-Pell Grant Recipients and between First-Generation and non-First-Generation students. However, these differences were not consistent across years and showed no obvious trends since the previous program review. Four-year graduation rates had a small increase in Fall 2018 which is likely the result of the new advising model that was adopted in 2013 that involved hiring two Academic Success Coordinators and later developing an Undergraduate Program Coordinator position. Graduation rates for racially minoritized and first-generation students were slightly lower across the department. FWCB students continue to struggle with several courses that are required for most concentrations. In particular, DFW rates are high in Evolution (13%), Mammalogy (9%), General Chemistry (26%), Organic Chemistry (19%), Calculus (28%) and Statistics (15%). DFWU rates in these courses have decreased since the last review completed in 2014. FWCB evaluated the curricular map at the beginning of the program review process in fall 2022. Following extensive discussion, a majority of the department voted to eliminate organic chemistry as a required class for the undergraduate program and is now an optional guided elective. This change has also helped to keep the program at 120 credits.

Enrollment for the online Plan C MFWCB has steadily increased since its inception in 2016. Over 12 semesters, 15 students have left the program without graduating, about half of those leaving during semesters affected by COVID. The reasons students leave include commitment, money, and personal/medical. In Fall 2022 the program was 62% women and 38% men. The trends for the MS degree are very similar to the Plan C Masters.

The department administration consists of a Department Head and several standing committees, which are generally chaired by professors. There are 17 regular TT faculty members (4 Assistant Professors, 2 Associate Professors, and 11 Professors), 3 joint special appointment faculty members, and 3 Contract & Continuing faculty members. Although overall FWCB faculty have grown in terms of faculty numbers, it has not kept up with the growth in student enrollment. Faculty growth has increased 30% while student growth has increased 60%. The lack of competitive faculty salaries is a huge concern for recruitment and retention and is expected to worsen with the most recent increase in inflation.

Likewise, growth in the base operational budget has not kept pace with increasing student numbers and faculty members. CCA faculty, program coordinators, and adjunct faculty are paid from departmental budget (not from base budget as TT faculty), so it has been necessary to find alternative sources of revenue to support basic departmental operations. Another challenge for departmental operations is a lack of physical space for offices and research labs due to the recent growth.

The department has secured $31.6M in grants and gifts since 2017. This funding helped generate 567 peer-reviewed journal articles, books, and book chapters since 2017 and 1,697 publications throughout the careers of the faculty. All faculty are providing extensive service to their professions by serving as society leaders, conference organizers, chief and associate editors for impactful journals, peer-reviewers for journals, and by participating in boards and task forces. Within the University the FWCB faculty also serve on numerous departmental, college and university level committees. The FWCB department currently falls in the middle of the Outreach-Engagement Continuum defined by the Provost Council for Engagement and could benefit from additional Extension expertise from the faculty.

Over the next 5-7 years the department plans to focus on the following academic action items:
- Continue to build capacity for experiential learning options for undergraduates.
- Continue to develop and increase diversity of FWCB undergraduate students.
- Increase effectiveness, monitoring, and participation in undergraduate mentoring.
- Review graduate classes offered in the department and identify curriculum needs.
- Provide more support for FWCB graduate students and increase enrollment of racially minoritized students.

Over the next 5-7 years the department plans to focus on the following departmental action items:
- Continue to develop DEI initiatives.
- Strategic growth and maintenance of culture/excellence of programs.
- Increase funding/resources for critical needs and space.
- Increase the "voice" and advocate for FWCB within the college and university.

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Report Item

MATTERS FOR ACTION:

<u>CSU Pueblo Prior Year Program Review Summary</u>. Report Item. No action necessary.

EXPLANATION:

Presented in accordance with Policy 303 by Gail Mackin, Provost and Executive Vice President for Academic Affairs

Colorado State University Pueblo, as per the *Faculty Handbook* (section 1.2.6.2), in accordance with expectations set forth by the Higher Learning Commission (our regional accreditor) and by the Board of Governors, conducts periodic quality reviews of our academic degree programs. The purpose of academic program review is to maintain and support academic departments: teaching and learning; research, professional, and creative activity; and university service, community service, and outreach. It's a vehicle by which departments conduct a meaningful inquiry into the program's effectiveness and create action plans for the future. The results of the program review are integrated into the department and campus process of planning and budgeting. Programs on a professional accreditation self-study cycle complete the self-study required by the accrediting agency, which is used for the university review as well.

In AY2022-2023, the following programs completed program reviews:
- Chemistry B.S.
- Chemistry M.S. and Biochemistry M.S.

Chemistry

Program Review Summary

The Department of Chemistry is a member of the CSU-Pueblo College of Science, Technology, Engineering and Mathematics (CSTEM) and is well aligned with the CSTEM mission, which encourages the development of critical thinking and problem-solving skills for students in the college. The Chemistry Program supports advanced learning opportunities through research and internships and promotes professional literacy.

The goals of the Chemistry Department are aligned with the mission of the University: "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." The Chemistry Department has long been an integral part of the university and seeks to provide intellectual and professional training for students in the field of chemistry and in support of the American Chemical Society charter "to encourage in the broadest and most liberal manner the advancement of chemistry in all its branches; the promotion of research in chemical science and industry, the improvement of the qualifications and usefulness of chemists through high standards of education to promote scientific interests and inquiry."

Chemistry Degrees offered
- Chemistry B.S. (plus 2 concentration areas)
  - American Chemical Society (ACS) certified
  - Biochemistry
  - Environmental Chemistry
  - Secondary Teaching Certification
- Chemistry M.S.
- Biochemistry M.S.

Overview Chemistry B.S.

The Department offers several B.S. concentrations to fit specific student focus, as well as a chemistry minor that has been popular with biology majors and helps to sustain our general chemistry, organic chemistry, and biochemistry course offerings. With the recent addition of the Cannabis Biology and Chemistry degree within the Chemistry Department, we seek to provide solid scientific education and training for students who seek to become researchers or laboratory scientists working in this evolving field of natural products chemistry.

Program & Department Strengths

- Faculty demonstrate a high degree of dedication to our students and their success with generally high participation rates in university-sponsored outreach activities.
- The external reviewer remarked that the "ambience in the department [among faculty, staff, and students] was the most positive I have observed in more than a dozen peer-institutions, including my own" and characterized it as "particularly remarkable, given the significant workload that all faculty and staff are experiencing."
- The external reviewer recognizes our faculty and staff as "the greatest assets" of the program.
- Relatively small class sizes and dedicated faculty providing not only close personal attention to students in class but also mentored research opportunities that provide our students with an advantage that students from larger schools may not have helps our students to be very competitive in both job markets and in seeking a graduate program.
- The external reviewer called attention to CSU Pueblo's leadership in Colorado in providing ACS-sponsored summer research opportunities for high school students (potential CSUP students!) and also recognized our role in serving underrepresented students in Southern Colorado.

- Faculty are engaged with the discipline, keeping up-to-date in their respective fields through active participation in ACS meetings and governance. The Library and Academic Resource Center access to a wide range of chemistry journals is a credit to the institution and enables faculty to more readily keep abreast of state-of-the-art.
- The external reviewer noted the high current and historical involvement of faculty with the American Chemical Society in terms of Society governance (ACS Council and Colorado Local Section activities).
- The external reviewer commented favorably on infrastructure, including instructional facilities and modern chemistry instrumentation mostly obtained through external grants (in prior years when faculty had enough time to do the legwork to write competitive grants).
- Major numbers within the Chemistry Department over the past 7 years have exhibited some decline along with the university and college overall. In chemistry this has seen a sharp resurgence in conjunction with the newly implemented CBC tracks.

6-Year Enrollment Trends (CHEM, CBC, CSM/STEM)

	AY17	AY18	AY19	AY20	AY21	AY22	AY23
CHEM	90	94	64	56	35	31	34
CBC					19	59	46
CSM/STEM		781	764	665	657	669	674

- General education courses: The department offers multiple courses which serve to fill the science-with-lab general education credit for students with varied interests beyond the sciences. Some of these also serve as required majors courses for Chemistry and/or other STEM majors.
- Student performance on the ETS Major Field Test of Chemistry had an institutional average overall score in the 62nd to 77th percentile for 2017-2020.

Future B.S. Action Plan:

- Assess effectiveness of changes to the Chemistry curriculum sequencing and prerequisites
- Minimize cross-discipline course scheduling conflicts for students
- Consider Chemistry--Cannabis Biology & Chemistry (CBC) double major
- Analyze faculty workload accounting, recognition and distribution of effort
- Work to increase enrollment and to advocate for increased operating and faculty start-up funds
- Lobby for increasing departmental administrative assistant support to full-time

Overview Chemistry M.S. and Biochemistry M.S.

The Department offers two M.S. degrees, and recently added an M.S. in Cannabis Biology & Chemistry.

During AY17-AY22, the enrollment in the graduate programs in Biochemistry and Chemistry totaled fifteen students. Of these students, eleven were enrolled in the Chemistry graduate program and four were enrolled in the Biochemistry graduate program. Of these enrolled students, six have completed and received their degrees, four are currently active, and five have left the program. Notably, nine of the fifteen students enrolled during the review period had been undergraduate students at CSU Pueblo.

Diversity of students in the program
For the years associated with this review the students enrolled in the Chemistry and Biochemistry MS programs had the following diversity: 10 male and 5 female students, including 2 international, 3 Hispanic and 2 Black students.

Program Strengths

A key strength of the department is its faculty. The external reviewer remarked that the "ambience in the department [among faculty, staff, and students] was the most positive I have observed in more than a dozen peer-institutions, including my own" and characterized it as "particularly remarkable, given the significant workload that all faculty and staff are experiencing." The work of faculty dedicated to graduate students is remarkable given the high teaching loads incurred by many.

A second key strength for the graduate programs in chemistry are the facilities which are very well equipped and have the support of an instrumentation specialist. If faculty can carve out time for research, the students in the MS program have access to a wide array of instrumentation and research facilities that enable research in any of the sub disciplines within chemistry.

Future M.S. Action Plan:

- o Analyze faculty workload accounting and increase recognition of faculty efforts
- o Work to increase enrollment, operating budgets and faculty start-up funding
- o Lobby for increasing to full-time departmental administrative assistant support
- o Explore resources for more stipend and tuition student support to grow the MS programs.

Board of Governors of the Colorado State University System
Meeting: November 30-December 1, 2023
Report Item

REPORT ITEM:

CSU-Fort Collins – Fall 2023 Enrollment Report

EXPLANATION:

Presented by Janice L. Nerger, Interim Provost and Vice President for Academic Affairs

The following report describes the Fall 2023 enrollment data for Colorado State University-Fort Collins. The data are unchanged from the preliminary data submitted for the October 2023 Board of Governors meeting.

CSU-Fort Collins – Fall 2023 Enrollment Report

CSU Fort Collins: Enrollment, Retention, and Graduation Rates Fall 2023

Executive Summary

RI (State Funded) Enrollment and FTE (data taken after 09-09-2023 Census date).

- <u>Total RI enrollment</u> = 27,833 which is slightly less than FA22 (0.4%). (Table 2)

- <u>Total Non-RI enrollment</u> = 5,815 which represents an increase of 5.7% over last year.
  - CSU Online increased from 4044 to 4270 students which is the largest absolute and relative gain since before COVID. (Table 2)

- Overall (Tables 3 and 4),
  - Rural students increased by 2.6% (total = 1,123)
  - Western Undergraduate Exchange (WUE) non-resident enrollment increased by 7.4% (total = 2,371)
  - The College of Business saw the greatest increase in the student numbers at 8% (from 2976 to 3213).

- Retention to second fall is up by 1.4 points to 84.9%. <u>This is one of the largest single year increases on record for CSU</u>. Greatest increases were found for <u>Racially Minoritized</u> (+2.5 points up to 82.1%), <u>Non-Resident</u> (+1.7 points to 83.4%), and <u>First Generation</u> (+1.1 points to 79.3%) students. (Table 5)

- The size of the new entering class (RI only) is 5,299 including the summer starts. This represents a decrease of 269 students (-4.8%) compared to FA22. (Table 2)

  Demographics of the <u>entering class</u> are: (Table 7)

  - 60% (N=3179) are Colorado residents
  - 9% (N=477) are rural Colorado residents
  - 29% (N=1531) identify as Racially Minoritized (RM) (up 1% from FA22)
  - 25% (N=1325) are First Generation (FG)
  - Median high school GPA is 3.72

- The 4-year graduation rate increased overall and for RM, FG, Rural, and Pell cohorts. The 6-year graduation rate increased very slightly overall, increased significantly for our rural students, but decreased for our subpopulations of RM, Pell, and FG students. This was not unexpected given previous tracking results for the FA17 cohort. (Table 5)

SCH, FTE, and Enrollment Headcounts

Table 1 shows SCH and FTE totals by fall term, among RI students only.

Table 1: SCH and FTE, Among RI Students

	FA18	FA19	FA20	FA21	FA22	FA23	One year change	Percent change
Student Cr Hrs.	382,032	382,786	358,681	362,867	366,942	367,099	157	0.0%
Student FTE	13,092	13,114	12,300	12,437	12,577	12,590	13	0.1%

Table 2 shows enrollment headcounts by RI status. Among Non-RI students, headcounts are broken out by student status. Among RI students, headcounts are broken out by student level and class level (based on earned credits).

Table 2: Enrollment Headcounts by RI Status, Student Level, and Class

Enrollment	FA19	FA20	FA21	FA22	FA23	One year change	Percent change
Non-RI Student	5,302	4,930	4,954	5,499	5,815	316	5.7%
CSU Online	3,810	4,034	4,032	4,044	4,270	226	5.6%
Employee	564	516	498	544	574	30	5.5%
Guest	2	8	11	6	10	4	66.7%
Other	370	370	369	310	342	32	10.3%
Semester at Sea	415	0	0	448	495	47	10.5%
Study Abroad	141	2	44	147	124	-23	-15.6%
RI Student	28,864	27,835	27,954	27,956	27,833	-123	-0.4%
Undergraduate	24,600	23,590	23,690	23,794	23,653	-141	-0.6%
Freshman (<30 SCH)	6,291	5,540	6,305	6,880	6,468	-412	-6.0%
Sophomore (30-60 SCH)	5,710	5,552	5,131	5,209	5,612	403	7.7%
Junior (60-90 SCH)	5,525	5,532	5,450	5,159	5,210	51	1.0%
Senior and Post Bachelors (90+ SCH)	7,074	6,966	6,804	6,546	6,363	-183	-2.8%
Graduate	3,676	3,648	3,658	3,557	3,580	23	0.6%
Graduate I and NDS	2,225	2,162	2,124	1,948	1,905	-43	-2.2%
Graduate II	1,451	1,486	1,534	1,609	1,675	66	4.1%
Professional	588	597	606	605	600	-5	-0.8%
New RI Entering Class (SM and FA starts; FT and PT)	5,217	4,578	5,195	5,568	5,299	-269	-4.8%
Transfer Entering Class (FA starts; FT and PT)	1,585	1,351	1,550	1,518	1,421	-97	-6.4%

Notes: New and Transfer Entering Cohorts include RI and Non-RI students.

Student Demographics

Table 3 shows enrollment headcounts by student demographic information. Some characteristics, such as Pell status and First Generation status are only available for Undergraduates. Pell status is a year in arrears and so is therefore preliminary for the most recent fall cohort at Census. Rural designations reflect Colorado Department of Education (CDE) definitions and so are only available for Undergraduate Colorado residents with non-missing high school information.

Table 3: Fall Term Demographic Profile, Among RI Students

Demographics	FA19	FA20	FA21	FA22	FA23	One year change	Percent change
Female	15,136	14,910	15,181	15,332	15,278	-54	-0.4%
Male	13,728	12,925	12,773	12,624	12,555	-69	-0.5%
Rural	1,104	1,091	1,091	1,095	1,123	28	2.6%
Small Rural	336	283	247	228	230	2	0.9%
Metro	14,136	14,150	14,164	14,183	14,107	-76	-0.5%
Rural Status Not Available	13,288	12,311	12,452	12,450	12,373	-77	-0.6%
Non-Resident, Non-WUE	8,070	7,505	7,571	7,549	7,380	-169	-2.2%
Non-Resident, WUE	1,150	1,356	1,960	2,207	2,371	164	7.4%
Resident	19,644	18,974	18,423	18,200	18,082	-118	-0.6%
First Generation	6,050	5,646	5,430	5,552	5,539	-13	-0.2%
Non-First Generation	18,550	17,944	18,260	18,242	18,114	-128	-0.7%
FG Status Not Available	4,264	4,245	4,264	4,162	4,180	18	0.4%
Pell Recipient	5,342	4,749	4,673	4,634	4,056		
Non-Pell Recipient	19,258	18,841	19,017	19,160	19,597	Preliminary for FA23; One year change not available	
Pell Status Not Available	4,264	4,245	4,264	4,162	4,180		
Non-Racially Minoritized	22,046	21,027	21,042	20,940	20,789	-151	-0.7%
International	1,862	1,516	1,369	1,334	1,491	157	11.8%
No Response	330	252	265	261	255	-6	-2.3%
White	19,854	19,259	19,408	19,345	19,043	-302	-1.6%
Racially Minoritized	6,818	6,808	6,912	7,016	7,044	28	0.4%
Asian	775	765	794	817	812	-5	-0.6%
Black	598	552	570	565	617	52	9.2%
Hawaiian/Pac. Islander	39	35	38	34	38	4	11.8%
Hispanic/Latino	3,974	4,008	4,014	4,121	4,073	-48	-1.2%
Multi-Racial	1,310	1,302	1,354	1,343	1,370	27	2.0%
Native American	122	146	142	136	134	-2	-1.5%

Notes: Data reflect RI-funded students as of the Census date of each fall term. First Generation status, Pell Recipient status, and Rural status are 'Not Available' for graduate or professional students. Pell Recipient status is a year in arrears and so is preliminary for the most recent fall term. Rural status reflects Colorado Department of Education's definitions and can only be determined for resident undergraduates with a named high school.

Primary Major College Enrollment

Table 4 shows enrollment headcounts by student's primary college overall and separate by student level.

Table 4: Primary Major College Enrollment Headcounts by Student Level, Among RI

College		FA19	FA20	FA21	FA22	FA23	One year change	Percent change
Agricultural Sciences	Overall	1,698	1,603	1,608	1,657	1,702	45	2.7%
	Undergraduate	1,493	1,387	1,383	1,422	1,461	39	2.7%
	Graduate	205	216	225	235	241	6	2.6%
Business	Overall	2,535	2,503	2,719	2,976	3,213	237	8.0%
	Undergraduate	2,310	2,278	2,510	2,796	2,976	180	6.4%
	Graduate	225	225	209	180	237	57	31.7%
Health and Human Sciences	Overall	4,900	4,690	4,438	4,326	4,126	-200	-4.6%
	Undergraduate	4,392	4,192	3,957	3,842	3,664	-178	-4.6%
	Graduate	508	498	481	484	462	-22	-4.5%
Intra-University	Overall	2,657	2,304	2,265	2,199	2,130	-69	-3.1%
	Undergraduate	2,428	2,064	2,029	1,983	1,912	-71	-3.6%
	Graduate	229	240	236	216	218	2	0.9%
Liberal Arts	Overall	4,725	4,665	4,606	4,582	4,467	-115	-2.5%
	Undergraduate	4,198	4,125	4,030	4,034	3,995	-39	-1.0%
	Graduate	527	540	576	548	472	-76	-13.9%
Natural Sciences	Overall	5,309	5,248	5,464	5,477	5,467	-10	-0.2%
	Undergraduate	4,543	4,515	4,775	4,744	4,702	-42	-0.9%
	Graduate	766	733	689	733	765	32	4.4%
Veterinary Medicine & Biomedical Sci	Overall	1,820	1,839	1,847	1,873	1,894	21	1.1%
	Undergraduate	914	922	928	969	957	-12	-1.2%
	Graduate	318	320	313	299	337	38	12.7%
	Professional	588	597	606	605	600	-5	-0.8%
Walter Scott Jr College of Engr	Overall	3,260	3,074	3,055	2,967	2,985	18	0.6%
	Undergraduate	2,602	2,453	2,426	2,387	2,376	-11	-0.5%
	Graduate	658	621	629	580	609	29	5.0%
Warner College of Natural Resources	Overall	1,960	1,909	1,952	1,899	1,849	-50	-2.6%
	Undergraduate	1,720	1,654	1,652	1,617	1,610	-7	-0.4%
	Graduate	240	255	300	282	239	-43	-15.2%

Retention and Graduation Rates

Table 5 displays the second fall retention and four-, five-, and six-year graduation rates for the two most recent first-time, full-time cohorts by student characteristic.

Table 5: First-Time, Full-Time Success Rates by Student Characteristic (RI and non-RI)

FT Cohorts	Retention		4-yr. Grad		5-yr. Grad		6-yr. Grad	
	FA21	FA22	FA18	FA19	FA17	FA18	FA16	FA17
Overall	83.5%	84.9%	45.6%	47.5%	62.0%	62.1%	65.5%	65.6%
Non-Resident	81.7%	83.4%	43.9%	47.0%	59.6%	60.3%	62.5%	62.6%
Resident	84.7%	85.9%	46.6%	47.8%	63.2%	63.2%	66.9%	67.2%
Racially Minoritized	79.6%	82.1%	41.1%	42.1%	53.2%	55.6%	60.9%	57.7%
Non-Racially Minoritized	84.9%	85.9%	47.3%	49.7%	65.4%	64.6%	67.1%	68.7%
Female	84.9%	85.7%	52.4%	53.0%	65.9%	66.8%	68.1%	69.0%
Male	81.5%	83.9%	37.6%	40.2%	57.4%	56.6%	62.2%	61.8%
Pell Recipient	79.1%	78.6%	35.2%	37.9%	51.9%	49.6%	57.8%	55.9%
Non-Pell Recipient	84.5%	86.4%	48.4%	50.1%	64.8%	65.5%	67.5%	68.4%
First Generation	78.2%	79.3%	37.2%	39.1%	51.0%	51.4%	57.8%	55.4%
Non-First Generation	84.9%	86.8%	48.0%	50.1%	65.2%	65.2%	67.8%	68.7%
Rural	86.5%	84.8%	40.7%	46.9%	63.3%	58.3%	60.3%	66.2%
Not Rural	84.5%	86.0%	47.1%	47.8%	63.2%	63.6%	67.7%	67.3%
Non-STEM Major	82.3%	83.9%	45.8%	47.9%	61.5%	60.4%	64.7%	64.9%
STEM Major	85.2%	86.4%	45.2%	47.0%	62.7%	64.5%	66.7%	66.8%

Note that data do not match previously published reports due to a change in methodology starting in summer of 2023. All data have been back populated with the new methodology to support longitudinal comparisons. These changes were made to align more closely with state and federal definitions of an entering cohort.

Differences between the old and new methodology are as follows:

- Entering cohorts now include both RI and non-RI degree-seeking students who attempted any credit hours. Previously only RI degree seeking students who completed their first semester were included.

Students are considered to be retained if they attempt any credit hours (RI or non-RI at any point in the semester, previously only students enrolled in RI credits at the start of the semester were considered retained.

Table 6 displays the most recent cohort size, retention rate, four-year graduation rate, six-year graduation rate, and percentage point change from the previous cohort's rate by student characteristic.

Table 6: First-Time, Full-Time Cohorts by Student Characteristic (RI and non-RI)

FT Cohorts	Retention to 2nd Fall (FA22 Cohort)			4-yr. Graduation (FA19 Cohort)			6-yr. Graduation (FA17 Cohort)		
	Cohort size	Rate	Percentage Point Change	Cohort size	Rate	Percentage Point Change	Cohort size	Rate	Percentage Point Change
Overall	5,493	84.9%	1.4	5,185	47.5%	1.9	5,074	65.6%	0.2
Non-Resident	2,194	83.4%	1.7	1,850	47.0%	3.1	1,691	62.6%	0.1
Resident	3,299	85.9%	1.2	3,335	47.8%	1.2	3,383	67.2%	0.3
Non-Resident, Non-WUE	1,421	81.4%	1.6	1,381	41.9%	0.1	1,354	61.4%	1.1
Non-Resident, WUE	773	87.1%	2.5	469	61.8%	8.9	337	67.4%	-6.3
Racially Minoritized	1,515	82.1%	2.5	1,502	42.1%	1.0	1,409	57.7%	-3.2
Non-Racially Minoritized	3,978	85.9%	1.0	3,683	49.7%	2.4	3,665	68.7%	1.6
Asian	171	86.0%	3.1	142	52.1%	-2.5	147	59.2%	-8.1
Black	144	81.9%	6.0	116	30.2%	0.7	114	57.9%	-1.4
Hawaiian/Pac. Islander	6	83.3%	23.3	5	20.0%	-22.9	13	69.2%	40.7
Hispanic/Latino	894	81.1%	1.6	892	41.8%	2.8	871	57.5%	-3.2
International	73	82.2%	6.8	71	23.9%	-22.4	89	59.6%	-11.1
Multi-Racial	277	83.0%	2.5	302	45.7%	-0.3	240	57.1%	-4.9
Native American	23	82.6%	-0.7	45	24.4%	-10.6	25	52.0%	24.7
No Response	35	88.6%	2.5	35	60.0%	16.5	26	61.5%	-5.6
White	3,870	86.0%	0.9	3,577	50.1%	2.7	3,549	69.0%	2.0
Non-Racially Minoritized Non-Resident	1,706	83.8%	0.3	1,442	49.0%	3.4	1,330	64.9%	0.3
Non-Racially Minoritized Resident	2,272	87.5%	1.5	2,241	50.1%	1.6	2,335	70.9%	2.5
Racially Minoritized Non-Resident	488	82.0%	6.9	408	39.7%	2.3	361	54.0%	-0.2
Racially Minoritized Resident	1,027	82.2%	0.4	1,094	43.0%	0.5	1,048	59.0%	-4.2
Non-Racially Minoritized Female	2,178	86.5%	0.2	2,060	56.5%	1.8	1,930	72.3%	2.4

CSU-Fort Collins – Fall 2023 Enrollment Report

FT Cohorts	Retention to 2nd Fall (FA22 Cohort)			4-yr. Graduation (FA19 Cohort)			6-yr. Graduation (FA17 Cohort)		
	Cohort size	Rate	Percentage Point Change	Cohort size	Rate	Percentage Point Change	Cohort size	Rate	Percentage Point Change
Non-Racially Minoritized Male	1,800	85.3%	2.2	1,623	41.1%	2.0	1,735	64.7%	1.1
Racially Minoritized Female	915	83.8%	2.4	891	45.0%	-2.0	792	60.9%	-2.3
Racially Minoritized Male	600	79.5%	2.6	611	37.8%	4.3	617	53.6%	-3.8
Female	3,093	85.7%	0.8	2,951	53.0%	0.6	2,722	69.0%	0.9
Male	2,400	83.9%	2.3	2,234	40.2%	2.6	2,352	61.8%	-0.4
Pell Recipient	1,037	78.6%	-0.6	1,107	37.9%	2.8	1,116	55.9%	-1.9
Non-Pell Recipient	4,456	86.4%	1.9	4,078	50.1%	1.7	3,958	68.4%	0.9
First Generation	1,375	79.3%	1.1	1,224	39.1%	1.9	1,162	55.4%	-2.3
Non-First Generation	4,118	86.8%	1.9	3,961	50.1%	2.0	3,912	68.7%	0.9
Rural	302	84.8%	-1.7	337	46.9%	6.2	346	66.2%	5.9
Not Rural	2,997	86.0%	1.5	2,997	47.8%	0.7	3,037	67.3%	-0.4
Non-STEM Major	3,239	83.9%	1.6	2,975	47.9%	2.0	3,033	64.9%	0.1
STEM Major	2,254	86.4%	1.2	2,210	47.0%	1.8	2,041	66.8%	0.1

Note that data do not match previously published reports due to a change in methodology starting in summer of 2023. All data have been back populated with the new methodology to support longitudinal comparisons. These changes were made to align more closely with state and federal definitions of an entering cohort.

Differences between the old and new methodology are as follows:

- Entering cohorts now include both RI and non-RI degree-seeking students who attempted any credit hours. Previously only RI degree seeking students who completed their first semester were included.
- Students are considered to be retained if they attempt any credit hours (RI or non-RI at any point in the semester, previously only students enrolled in RI credits at the start of the semester were considered retained.

Table 7 displays the demographic representation of First-Time, Full-Time Cohorts by demographic identity.

Table 7: First-Time, Full-Time Cohorts Headcounts by Demographic (RI and non-RI)

Demographics	FA19	FA20	FA21	FA22	FA23
Female	2,951	2,604	2,937	3,093	2,937
Male	2,234	1,882	2,166	2,400	2,286
Rural	337	244	288	302	287
Metro	2,997	2,695	2,743	2,997	2,848
Rural Status Not Available	1,851	1,547	2,072	2,194	2,088
Non-Resident	1,850	1,546	2,072	2,194	2,088
Resident	3,335	2,940	3,031	3,299	3,135
First Generation	1,224	967	1,095	1,375	1,304
Non-First Generation	3,961	3,519	4,008	4,118	3,919
Pell Recipient	1,107	874	988	1,037	978
Non-Pell Recipient	4,078	3,612	4,115	4,456	4,245
STEM	2,210	1,826	2,088	2,254	2,159
Non-STEM	2,975	2,660	3,015	3,239	3,064
Non-Racially Minoritized	3,683	3,183	3,678	3,978	3,692
International	71	59	57	73	104
No Response	35	16	36	35	31
White	3,577	3,108	3,585	3,870	3,557
Racially Minoritized	1,502	1,303	1,425	1,515	1,531
Asian	142	152	152	171	142
Black	116	107	133	144	177
Hawaiian/Pac. Islander	5	4	10	6	11
Hispanic/Latino	892	761	829	894	895
Multi-Racial	302	252	277	277	285
Native American	45	27	24	23	21

Pell Recipient status is a year in arears and is preliminary for the most recent fall term. Rural status reflects Colorado Department of Education's definitions and can only be determined for resident undergraduates with a non-missing high school.

Board of Governors of the Colorado State University System
Meeting Date: November 30-December 1, 2023
Report Item

MATTERS FOR ACTION:

CSU Pueblo Final Enrollment Report. Report Item. No action necessary.

EXPLANATION:

Presented by Dr. Gail Mackin, Provost and Executive Vice President for Academic Affairs.

This updated report summarizes finalized census enrollment, retention, and persistence data updated for the fall 2023 semester:

- Strong gains in new students (New Freshman, Hispanic/Latino(a), and New Graduate Students)
- Continued growth in Extended Studies online credit hours
- Majority of CSU Pueblo students identify as belonging to an underrepresented racial or ethnic group
- Not captured in the number of graduate students is the 66 students currently enrolled in a 3+2 Program
- Increase in the number of continuing students (2%), and specifically in new freshman retention (from 63% to 65%)
- There were only minor changes from October 2023 report.

Enrollment Updates (Residential and Extended Studies)
Fall 2023 new student head count (including freshmen and transfer) is 982 students. Primarily due to the success of Fall 2022, Enrollment Management and Extended Studies (EMES) held over ten Enrollment Extravaganza events (one-stop support enrollment events) that were critical in realizing our new and continuing enrollment goals. These one-stop support events averaged 50 students per event, seeking support with advising, financial aid, or admissions support. Similar events are already scheduled to support Spring 2024 enrollment for both new and continuing students.

The table below demonstrates an increase in freshmen students particularly, but we are down in transfer students. EMES will continue to enroll transfer students in the spring 2024 term.

Fig. 1 – Census Enrollment of New First-Time or New Transfer Undergraduates, Fall 2018-2023
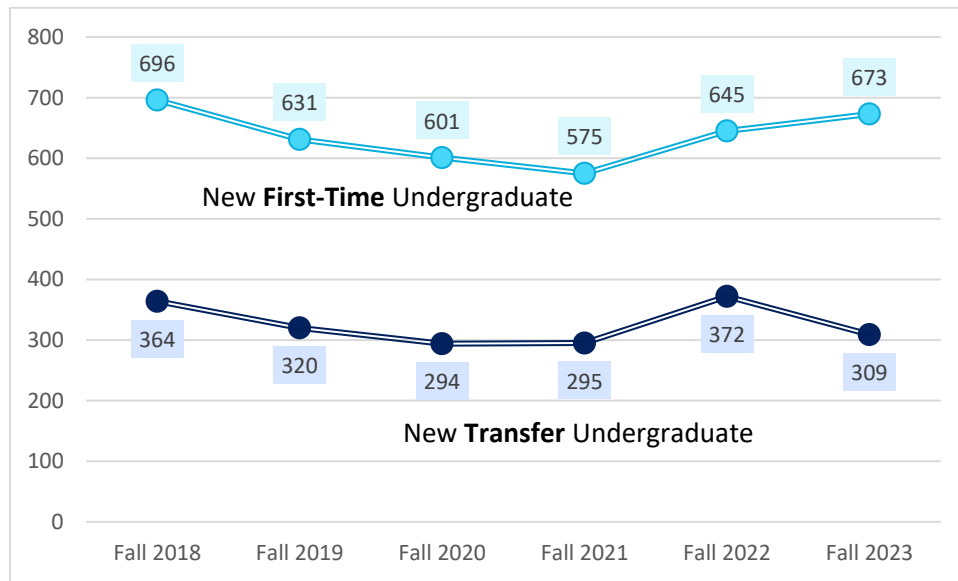
Total head count across for undergraduate and graduate students increased to 3,657, which is a 3.6% increase year over year. This is an important step towards moving our total enrollment to 4000 students.

Table 1 - Fall Semester Census Enrollment, Fall 2019 through Fall 2023

Change	FA19	FA20	FA21	FA22	FA23	One-Year Change	
Student Credit Hours (RI Only)	45,536.50	41,472.00	36,062.50	35,612.50	35,817.00	204.50	0.57%
Student Credit Hours (ES Online)	1,883.00	4,512.00	4,855.00	6,038.00	6,594.00	556.00	9.21%
Headcount (RI & ES Online)	3,847	3,718	3,534	3,529	3,657	128	3.63%
Undergraduate	3,547	3,373	3,124	3,104	3,180	76	2.45%
Freshman	807	789	777	932	937	5	0.54%
Sophomore	633	604	534	501	579	78	15.57%
Junior	803	716	651	624	603	-21	-3.37%
Senior & Post Bach.	1,133	1,108	1,003	885	855	-30	-3.39%
NDS	171	156	159	162	206	44	27.16%
Graduate	300	345	410	425	477	52	12.24%
Masters & NDS	270	312	371	393	416	23	5.85%
Doctorate	30	33	39	32	61	29	90.63%
New Undergraduate	631	601	575	645	673	28	4.34%
Transfer Undergraduate	320	294	295	372	309	-63	-16.94%

Continuing student enrollment increased by 2%; strategic efforts are underway to enroll students from spring 2023 into fall 2023 to close the graduation gap. In Figure 2, below, the blue line shows the total enrollment of continuing students as of each Fall census, while the red line shows this value as a percentage of the previous Spring enrollment. CSU Pueblo's freshman retention rate is 65%, up two percentage points from last year.

Fig. 2 – Continuing Student Enrollment as of Census, Fall 2017 to Fall 2023
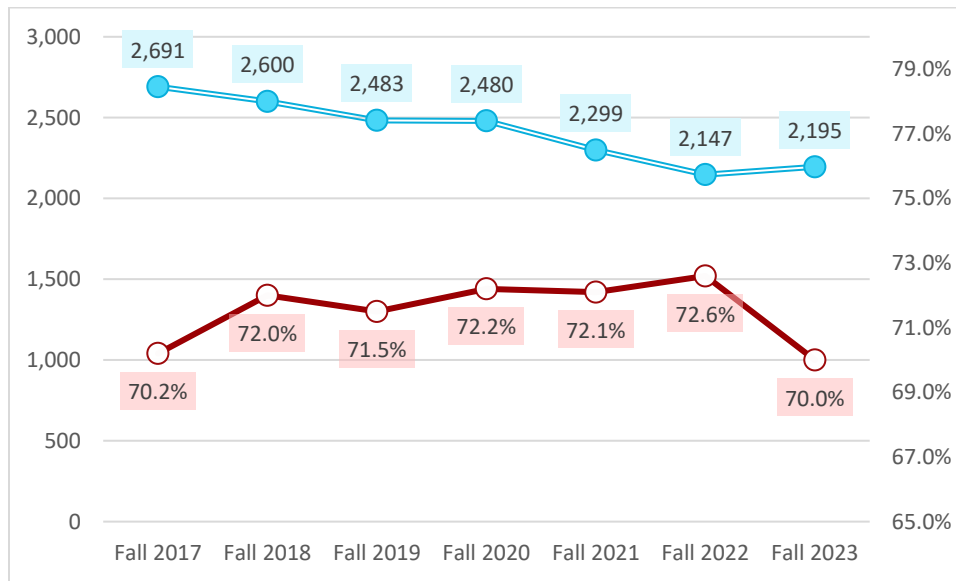
Financial holds were determined to be the primary reason that students were unable to re-enroll from Spring 2023, so every effort was made to prioritize financial support either through scholarships or loan counseling to assist in enrolling and retaining students. Leveraging excise-tax funds awarded to CSU Pueblo from Pueblo County was critical in supporting our local population in re-enrolling.

Through the enrollment initiatives of Colorado Promise (new freshmen) and Pack Promise (continuing students), over 48 students demonstrating high financial need (family income of less than $70,000) enrolled.

The Division of Extended Studies (ES) has seen the following growth for the Fall 2023 term.

CSU Pueblo Online is offering 146 courses in Fall A. Final course offerings for Fall B will be determined in October. Online programs currently have 438 degree or certificate seeking students enrolled. Due to the student demand for flexible course offerings CSU Pueblo has an additional gain in campus students taking online courses through Extended Studies. Fig. 3 demonstrates an increase in course offerings based on total credits enrolled.

Fig. 3 – CSU Pueblo Online Credits Attempted by On-Campus (RI) Students, Fall 2018-2023
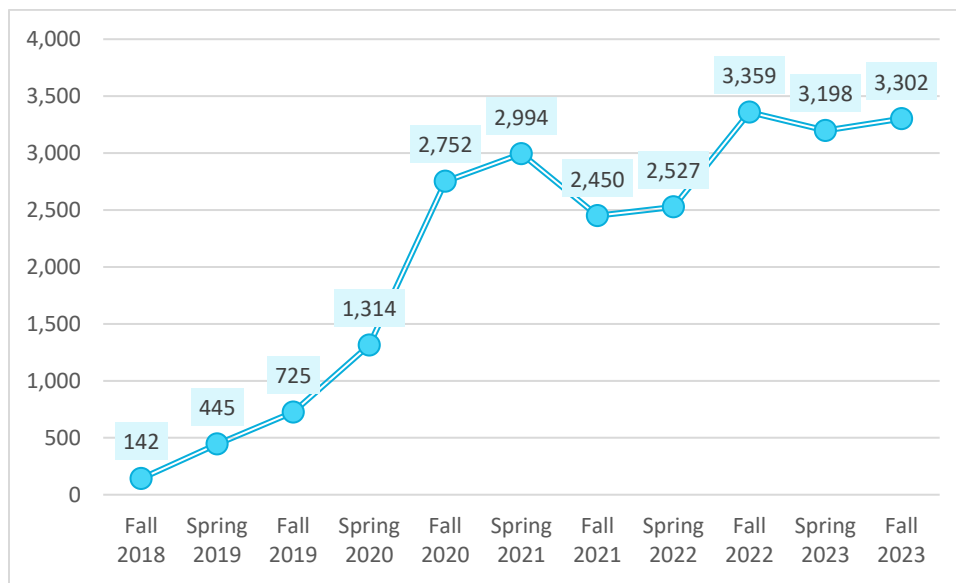
Graduate enrollment in Education has continued to climb, with record enrollments in the M.Ed. program. Additionally, the Ed.D. program that started in Jan 2023 has 31 doctoral candidates.

Departmental support for developing 3+2 programs is growing, which is also growing the number of students enrolling.

Fig. 4 – M.Ed. Program Enrollment, Fall 2018 to Fall 2023
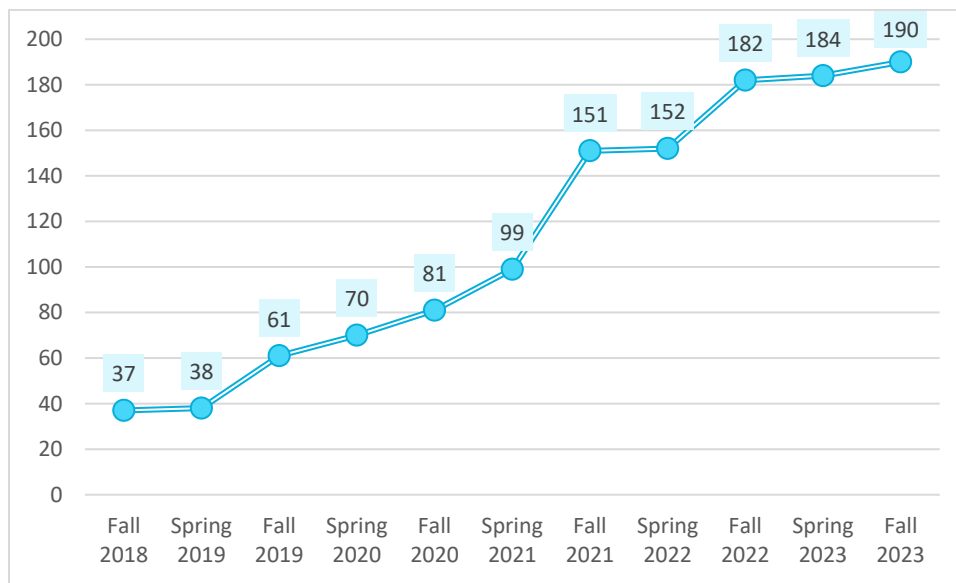
Traditional Degree-Seeking Graduate Students

Graduate Student Type	Resident Instruction	CSU Pueblo Online	Grand Total
New	112	81	193
Continuing	153	119	272
Grand Total	**265**	**200**	**465**

3+2 Students

3+2 Program	Fall 2023 Students
MBA Business Administration 3+2	43
MS Athletic Training 3+2	8
MS Biology 3+2	8
MS Mechatronics 3+2	4
MS Biochemistry 3+2	1
MS Cannabis Biology & Chemistry 3+2	1
MS Industrial Systems Engineering 3+2	1
Grand Total	**66**

<u>Additional Enrollment Management and Extended Studies Updates Related to Enrollment</u>

- 119 students are active at the Sturm Collaboration Campus in either Computer Information Systems or Business Management/Marketing/Accounting .
- CSU Pueblo officially opened its office and is offering classes on the Pikes Peak State College Centennial Campus, in Colorado Spring Colorado.
- 161 high school students are participating in concurrent enrollment courses at CSU Pueblo.
- The Walsenburg collaboration with Spanish Peaks Regional Health Center expects to launch in summer 2024. CSU Pueblo has received $65k in annual funding from the State of Colorado for rural nursing initiatives. The partnership is upskilling current employees at Spanish Peaks to become Nurse Educators to teach BSN courses in person in Walsenburg. HLC approval is currently underway.

Footnotes:

CSU Pueblo includes degree seeking enrollment from Residential Instruction (RI) and Extended Studies (XONL) since Fall 2019. This data reporting practice due to the following reasons:

1. *Residential Instruction enrollments at CSU Pueblo were declining, and it was the charge of the board to diversify revenues, develop new enrollment opportunities, and demonstrate growth. Extended Studies is the primary shift in enrollment due to modality and market need, particularly in graduate education, and unique undergraduate programs where the market demand is critical, and workforce demands alternative learning modalities.*
2. *Residential students should not be our only pipeline to ensure sustainability, so through Online and Satellite campus enrollments, we are diversifying enrollment opportunities because we are adapting to the rapidly changing landscape, and the student type.*
3. *Many Extended Studies courses (almost half) are taught in load by residential faculty, so this course faculty workload and total enrollment are better captured through this type of reporting.*
4. *Extended Studies monetary transfer is built into our incremental budget to illustrate the financial sustainability of our campus due to student enrollment behavior being different.*

Board of Governors of the Colorado State University
System November 30 - December 1, 2023
Report Item

MATTERS FOR ACTION:

CSU Global Enrollment, Engagement, and Persistence. Report Item. No action
necessary.

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

INTRODUCTION: The report summarizes disaggregated enrollment, engagement, and
persistence data for CSU Global.

KEY POINTS:

- Includes a snapshot of new starts and re-enrollments with comparative year-on-year data.
- For the Winter A term (November 2023), CSU Global is expecting to see stronger than expected student engagement, exceeding our credit hour goal by more than 17%.
- Review of the course revision work completed earlier in the calendar year and impact on student retention and performance.
- The pilot "Fall Fast Track" grant program resulted in positive outcomes for participating students' number of credit hours completed and academic success.

Overview

CSU Global is proud to support the degree attainment of modern learners in a 100% online environment through its Student Engagement, Retention, and Completion Rates outlined below.

Student Enrollment: New student enrollment continued to realize significant growth compared to last year over the latter part of the Fall trimester, with a 17.9% YoY increase in Fall C (September) and a 43% YoY increase in Fall D (October). Similar gains are projected for the Winter A (November) term, with a 13.5% YoY increase in application volume to date. With enrollments finalized through the Fall D (October) term, the current enrollment is 13,109 students.
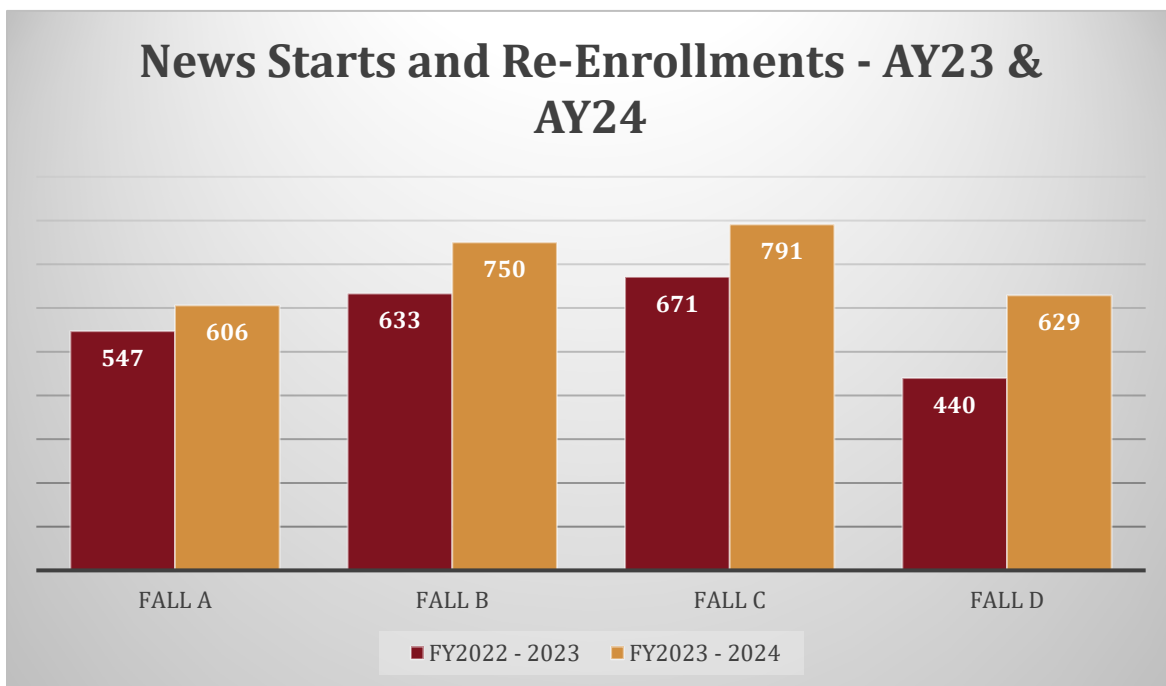
Student Engagement: with the close out of our Fall A through D terms (July – October), and thanks to the strong student engagement in the October term, we are back on track to meeting our credit hour enrollment goals, and at 100% to our goal. We've also seen lower than expected credit hour melt (day one registration changes through add/drop period), which has been encouraging.

For the Winter A term (November), we are expecting to see stronger than expected student engagement, which is exceeding our credit hour goal by more than 17%.

Term	CH Goal	Final CH Melt (%)	% Goal	Exp. % Participation	Actual % Participation
23FA	12834	12675	6.9%	98.87%	44.9%	49.0%
23FB	13118	12752	8.9%	97.2%	54.4%	63.8%
23FC	15,510	14947	6.5%	96.4%	53.7%	57.4%
23FD	10,756	11841	6.2%	110.1%	45.9%	52.1%

Student Retention to Program Completion is key to CSU Global mission achievement. The institution continues to respond to the needs of its modern, nontraditional needs as they evolve. To that end:

- Each student is assigned a dedicated Success Counselor who is here to help the student navigate their experience from their first course through graduation through 1-on-1 support that includes:
    - Certificate and degree planning
    - Resource orientation and facilitation
    - Troubleshooting and obstacles
    - Support in navigating policies and processes
    - Information on grant opportunities.
- Library and academic support that provides access to synchronous and asynchronous services for research and tutoring that includes:
    - On-demand video tutorials
    - Personalized 1-on-1 support
    - Webinar series designed to promote use of services.
- Student Affairs services that are primarily responsible for overseeing and processing student appeals as well as issues that center around academic dishonesty, including:
    - Supporting students through appeals process
    - Facilitating formal disciplinary panel hearings
    - Addressing other issues that are impacting student success.

The Student Success Team continues to focus on engaging with students and assisting them toward their credit and degree completion goals. The Student Success team has developed several segmented strategies for increasing student engagement and retention that has resulted in a significant number of students retaining and quickly progressing toward degree attainment. From those initiatives and from our course revision work, we saw a Trimester-to-Trimester Retention rate increase by nearly 2% to 78.1% from the Spring 2023 to Fall 2023 Trimester.

Additionally, early data on courses that were revised and launched in the Fall 2023 A and B terms (July and August) are showing improvements. Of the 63 revised courses, 56% showed improvements across the board, which include an average increase of:

- 7% in course retention
- 42.1% in course satisfaction
- 8% in course completion-rates
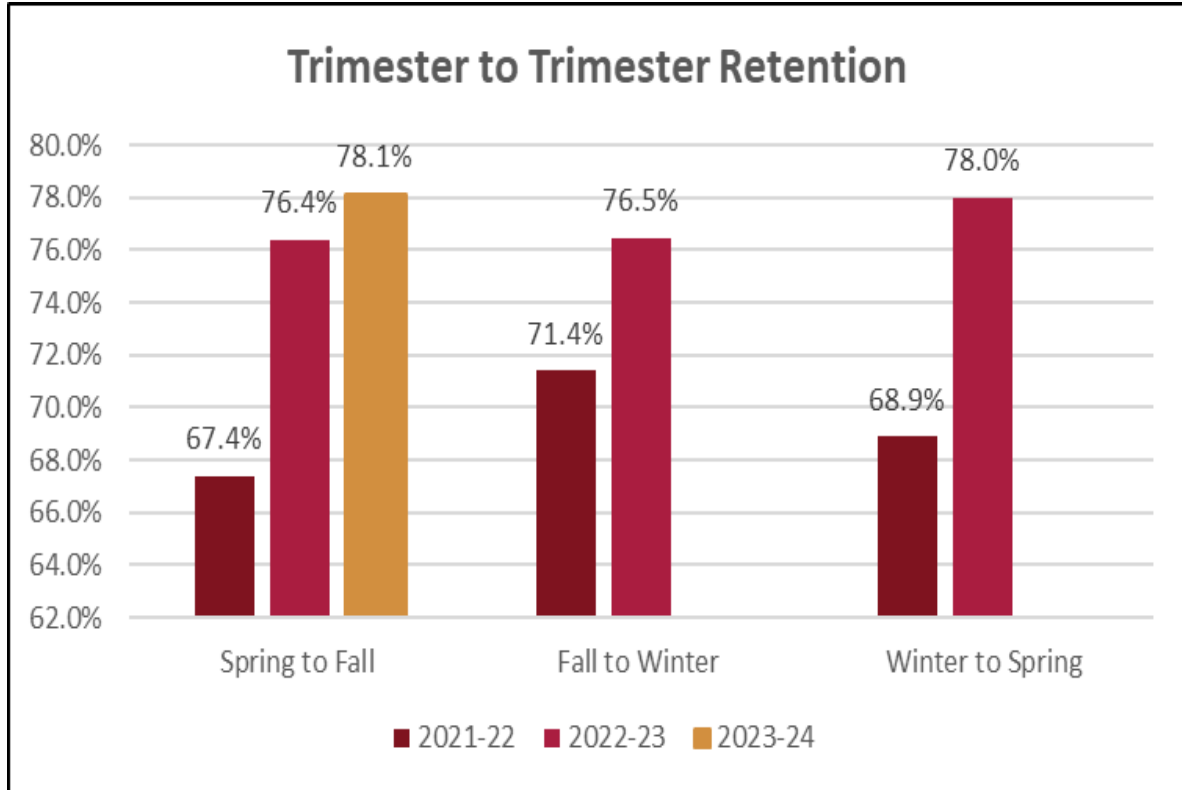
To support degree completion efforts, CSU Global also created a "Fall Fast Track" grant. The grant encouraged bachelor's degree students to enroll in additional credit hours as a means to obtaining their credentials sooner. The grant saw a participation rate of 10.5% with students taking an average of 5.5 more credits than the previous trimester. Within the first two terms of the Fall 2023 Trimester, students completed more classes than the prior Spring Trimester and successfully completed their courses at a higher rate.

Trimester	Total Classes	Passing (count)	Passing %	DFW (count)	DFW %
Spring	456	392	86.0%	64	14.0%
Fall	477	428	89.7%	49	10.3%
Spring/Fall Comp.	4.6%	9.2%	4.4%	-23.4%	-26.8%

Section 11

Annual Research Reports

Research Report

Christa Johnson

Interim Vice President for Research

CSU System Strategic Overview

CSU SYSTEM STRATEGIC PRIORITIES 2023-2028

Student Success & K-12 Relationships

Promote practices and partnerships that support educational access, attainment, and student success

Land Grant Priorities

- Access & Affordability
- Agriculture
- Rural Development
- Environmental Sustainability

Pursue excellence in upholding our Land Grant mission in the 21st century and our responsibility to serve Colorado

Innovation

Foster innovation in our operations, academic services, and programming, and in ways we serve students and the people of Colorado

Campus Collaboration

Foster a spirit of Systemwide collaboration, innovation, and partnership that adds value to institutions and strengthens the System and its institutions as educators, employers, and stewards of the public trust

Healthy Campuses

Foster healthy campus environments in which people are competitively compensated, supported as employees and humans, and engaged as members of a community that values respect, equity, and innovation

Preview and Highlights

- Sponsored projects overview

- Federal update

- Programmatic activities

- Compliance improvements

- Research facilities investments

- Corporate strategic partnerships

- Q&A

Sponsored Projects Overview

FY 2023 Sponsored Project Activity
Proposals
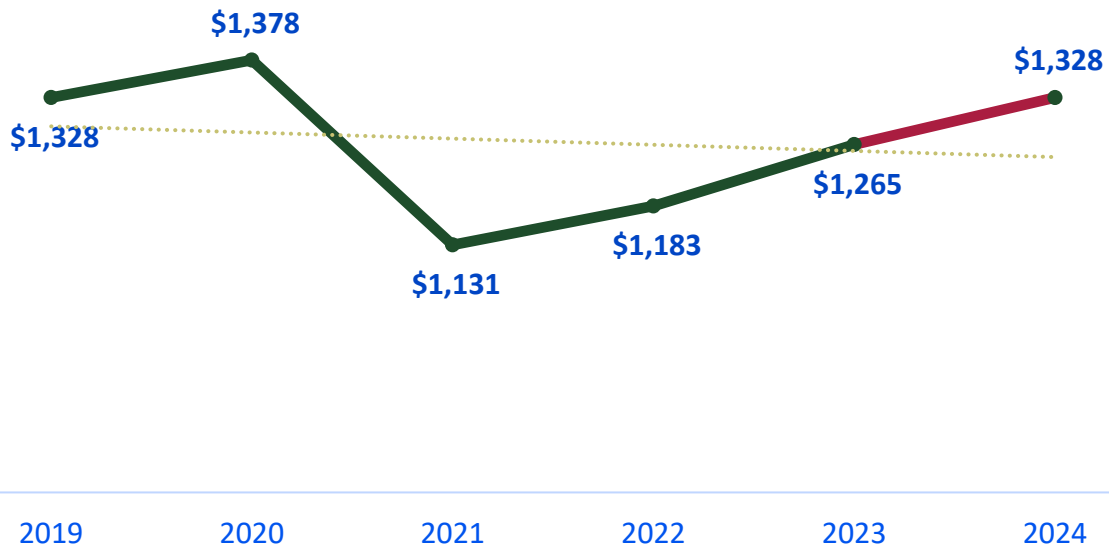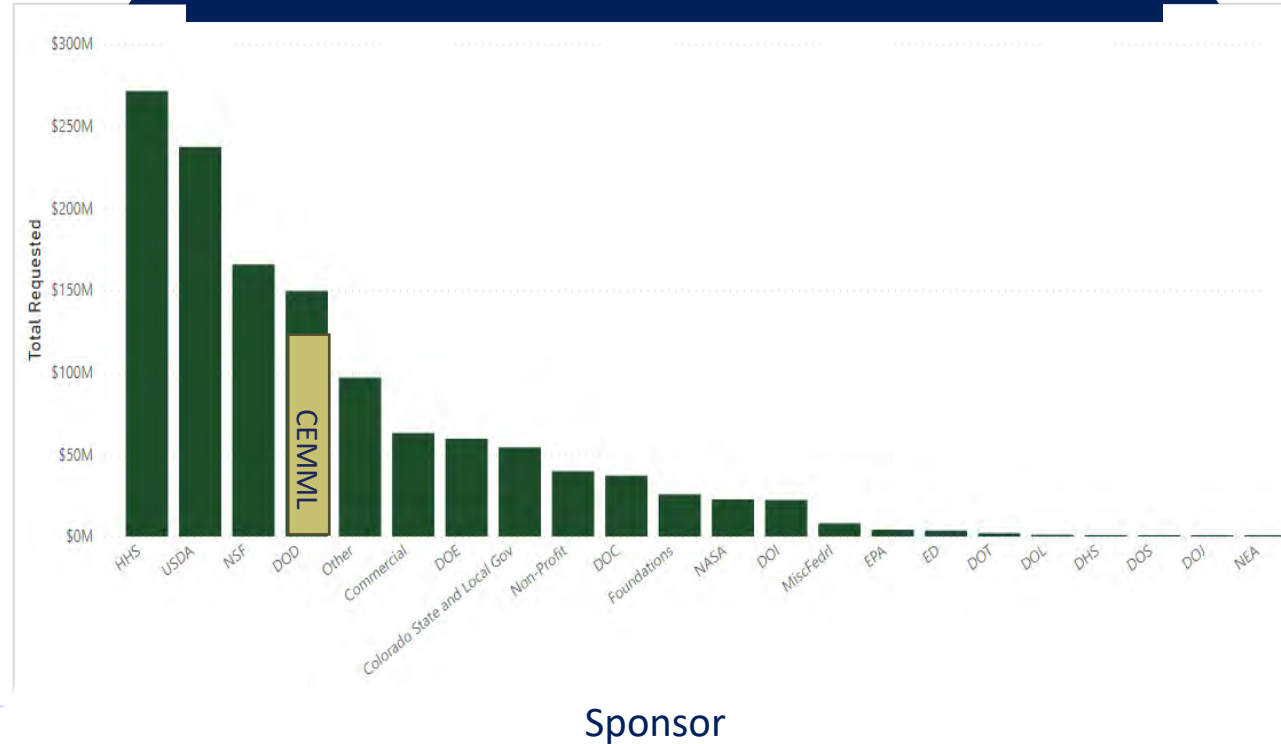
FY 2023 Sponsored Project Activity
Award Obligations

Award Obligations Received ($M)

2019: $347
2020: $395
2021: $468
2022: $392
2023: $557
2024: $590
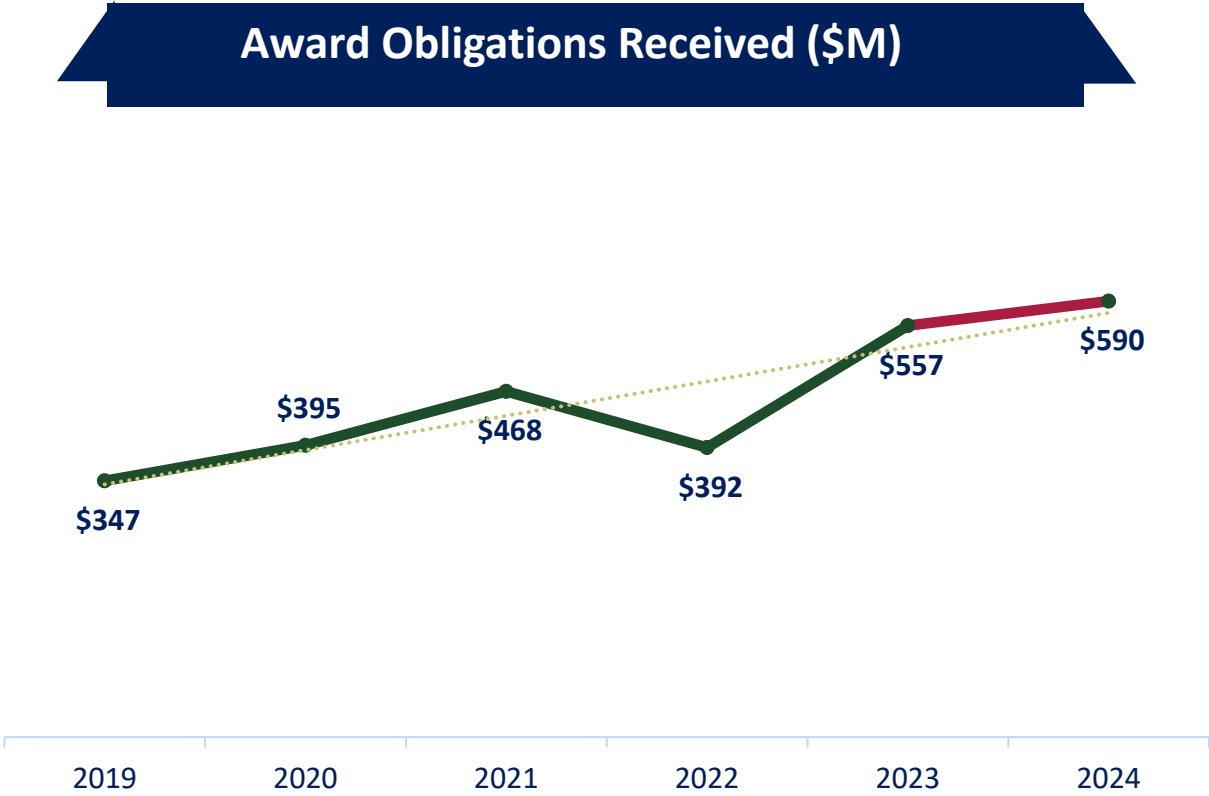
Obligated Amount by Sponsor

Sponsor Type:
- FEDERAL: $435.0M
- HIGHER EDUCATION: $36.2M
- INDUSTRY: $30.5M
- NON-PROFIT: $28.9M
- OTHER GOVERNMENT: $26.2M

Obligated Amount ($0.0bn, $0.1bn, $0.2bn, $0.3bn, $0.4bn)
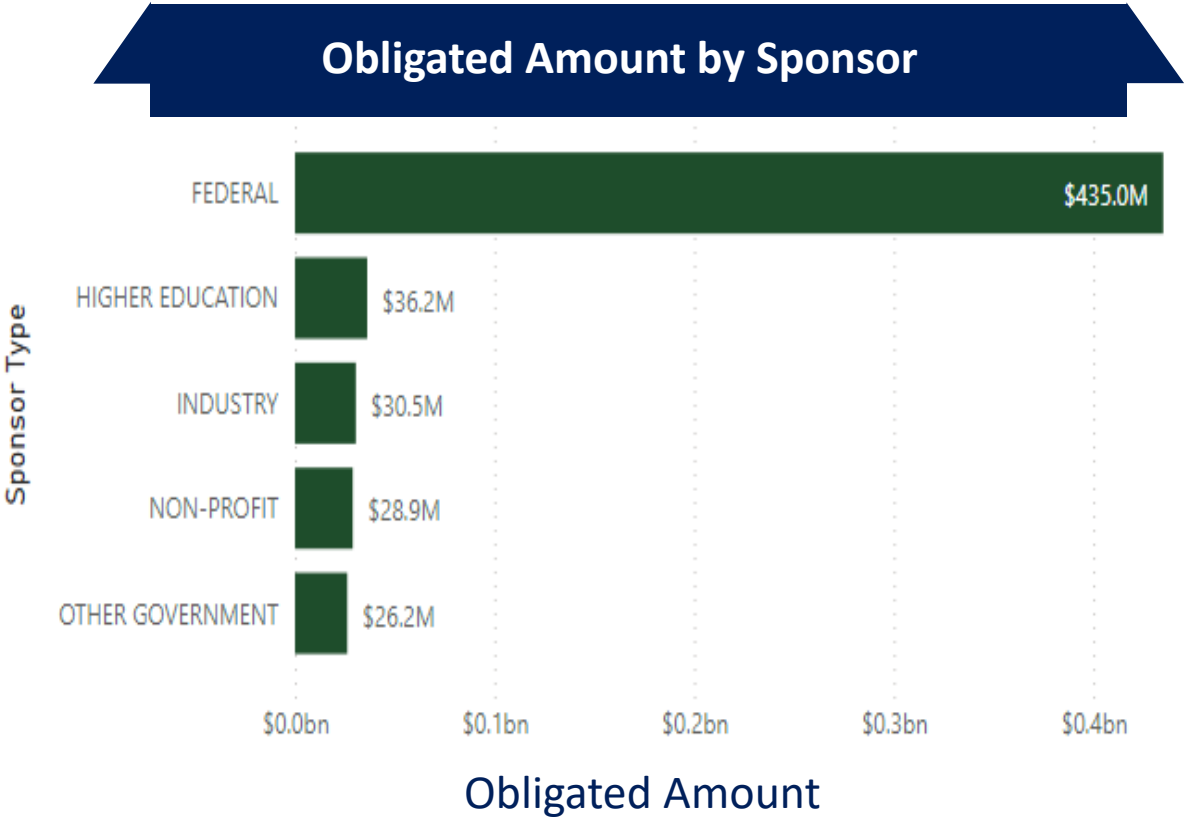
FY 2023 Sponsored Project Activity
Expenditures

Expenditures by FY, by College/Division

Expenditures by Fiscal Year and College

College ● WCNR ● SCOE ● CVMBS ● CAS ● CNS ● OTHER ● HHS ● CLA ● COB
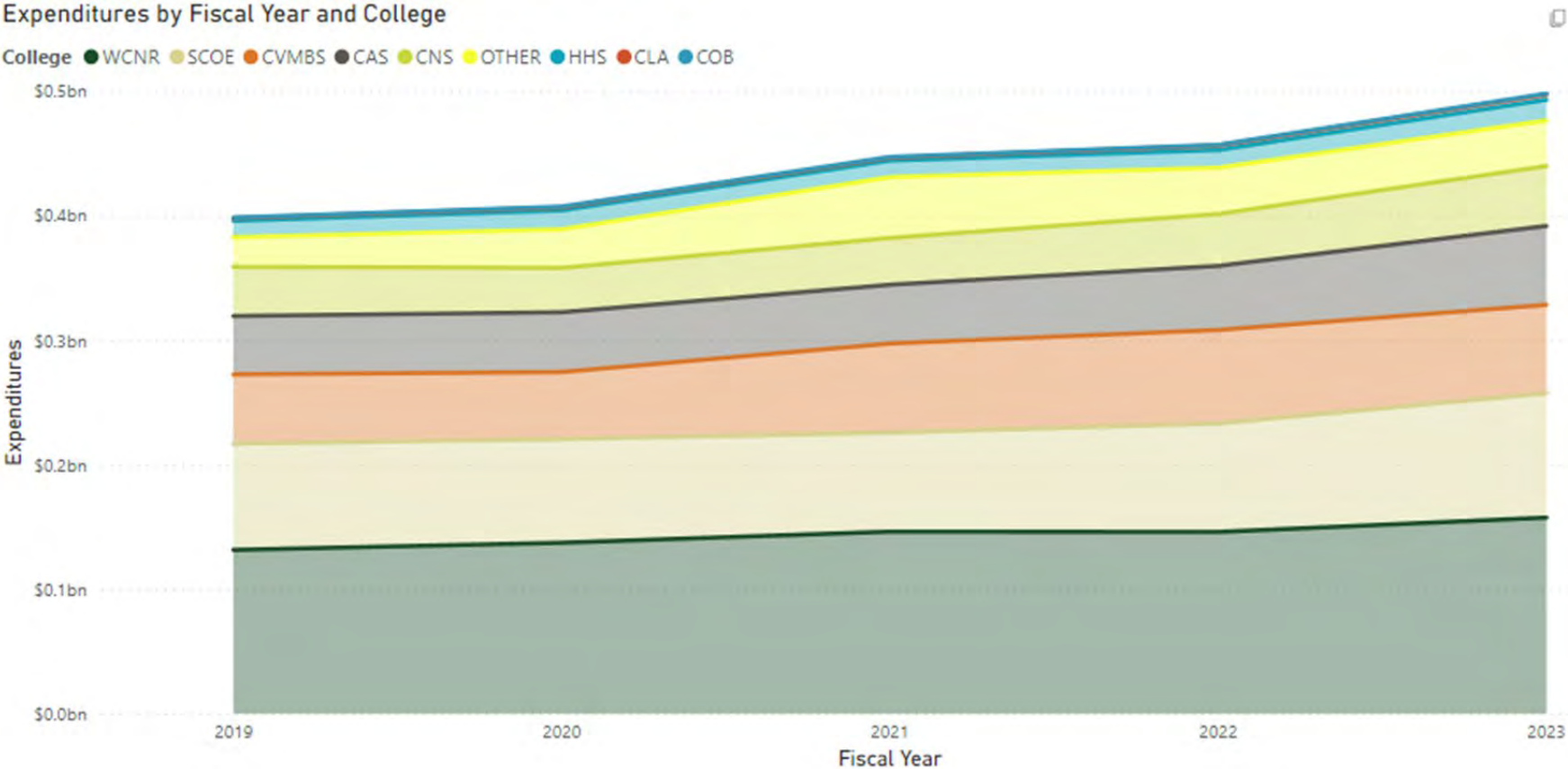
FY 2023 Expenditures
$498.1M

Projecting $518M in FY 2024

FY 2021 Sponsored Project Activity
Total Expenditures Comparison

Sum of R&D Expenditures

BY FISCAL YEAR, PEER GROUP INSTITUTION

Peer Group Institution	2019	2020	2021	Total
Texas A&M U., College Station and Health Science Center	$952,156	$1,130,803	$1,147,720	$3,230,679
U. California, Davis	$804,282	$816,693	$817,409	$2,438,384
Michigan State U.	$725,708	$713,197	$710,178	$2,149,083
U. Illinois, Urbana-Champaign	$677,523	$689,176	$731,268	$2,097,967
Purdue U., West Lafayette	$663,927	$687,144	$679,482	$2,030,553
Virginia Polytechnic Institute and State U.	$541,969	$556,341	$542,045	$1,640,355
North Carolina State U.	$541,100	$546,290	$547,118	$1,634,508
Colorado State U., Fort Collins	$398,477	$407,302	$447,197	$1,252,976
Iowa State U.	$358,474	$363,107	$360,275	$1,081,856
Washington State U.	$344,997	$335,201	$357,648	$1,037,846
U. Tennessee, Knoxville	$247,693	$320,407	$316,273	$884,373
Oregon State U.	$263,830	$268,385	$276,955	$809,170
Kansas State U.	$218,622	$213,900	$203,846	$636,368
Oklahoma State U., Stillwater	$184,276	$187,060	$198,799	$570,135
Total	**$6,923,034**	**$7,235,006**	**$7,336,213**	**$21,494,253**

FY 2021 Sponsored Project Activity
Activity per Tenure-Track Faculty

Metrics ($000)	2018		2019		2020		2021		2022	
	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers
NSF Federal Research Exp/AAUP Faculty	$316	$317	$322	$323	$334	$332	$372	$320	$382	
Graduate Degrees/AAUP Faculty	1.8	1.6	1.7	1.6	1.8	1.8	1.6	1.7	1.8	
Graduate FTE/AAUP Faculty	3.8	4.2	3.7	4.0	3.7	4.2	3.8	4.3	3.9	
UG Degrees/AAUP Faculty	4.5	5.0	4.4	4.8	4.6	4.9	4.6	4.4	4.5	
UG FTE/AAUP Faculty	20.0	19.6	18.9	17.7	17.7	18.4	18.0	17.8	19.6	

FY 2021 Sponsored Project Activity
Federal Expenditures Comparison

Federal Expenditures 2021, Federal % of Total 2021 Expenditures, Ten Year Change Fed Expenditure

BY INSTITUTION

Institution	Federal Expenditures 2021	Federal % of Total 2021 Expenditures	Ten Year Change Fed Expenditure
Texas A&M U., College Station and Health Science Center	$528,057	46%	81%
U. Illinois, Urbana-Champaign	$406,612	56%	26%
U. California, Davis	$373,719	46%	3%
Michigan State U.	$349,889	49%	45%
Colorado State U., Fort Collins	$303,901	68%	28%
Purdue U., West Lafayette	$295,278	43%	14%
North Carolina State U.	$239,115	44%	54%
Virginia Polytechnic Institute and State U.	$216,733	40%	15%
Washington State U.	$179,536	50%	45%
Oregon State U.	$179,180	65%	22%
Iowa State U.	$169,177	47%	44%
U. Tennessee, Knoxville	$135,202	43%	21%
Kansas State U.	$77,779	38%	1%
Oklahoma State U., Stillwater	$47,428	24%	-42%
Total	**$3,501,606**	**48%**	**29%**

Federal Updates

Federal Research Relations

CSU FY 2024 Govt Affairs Contractors

Woodberry Associates
Gavin Clingham, Lindsay Videnieks

Capital Counsel
Brad Mollet, Rob Diamond

Ag, Energy, VDL/NALHN, Soil Carbon, Infectious Disease, One Health

METIS
Larry Clark

Wildlife Disease
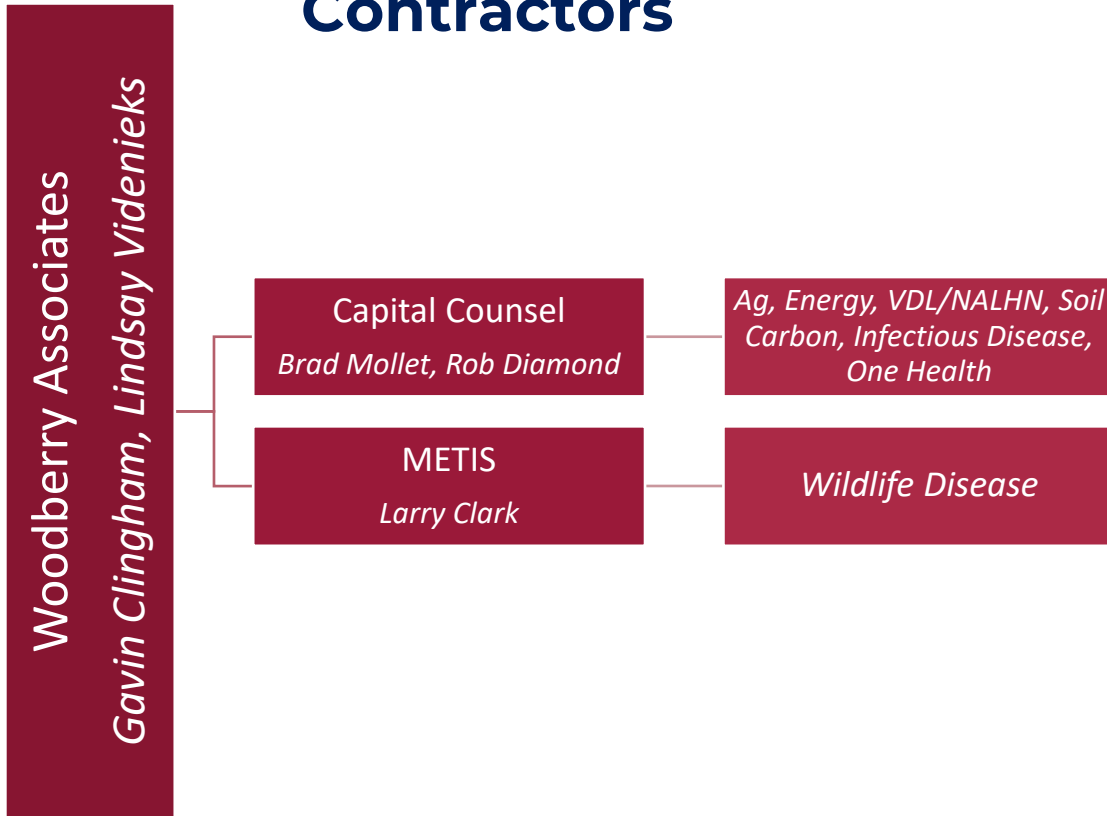
CSU Federal FY2025 Appropriations Process and Timeline	
Oct 16, 2023	Appropriations request issued to campus leadership (deans, department heads, directors (DDD) list and campus VPs)
Oct TBD, 2023	Woodberry Associates webinar on FY 2025 Appropriations Process with Q&A
Oct 27, 2023	Office hours with Woodberry Associates for FY 2025 Appropriations. Email Meg Suter to set up a meeting.
Nov 6, 2023	**Deadline for completed submissions in InfoReady**
Nov 6-17, 2023	Review of submissions and matching to available accounts
Nov 17, 2023	Matched projects sent to College/Unit leadership for prioritization
Dec 8, 2023	College/Unit leadership prioritization complete
Dec 20, 2023	Prioritized projects submitted to CSU and CSU System leadership for final decisions
Jan 15, 2024	Selected projects will be contacted with requests for additional information to complete submission to CO Delegation
Early Feb, 2023	Appropriations requests submitted to CO Delegation

Federal FY 2024

R&D Estimates by Agency
budget authority in billions of dollars
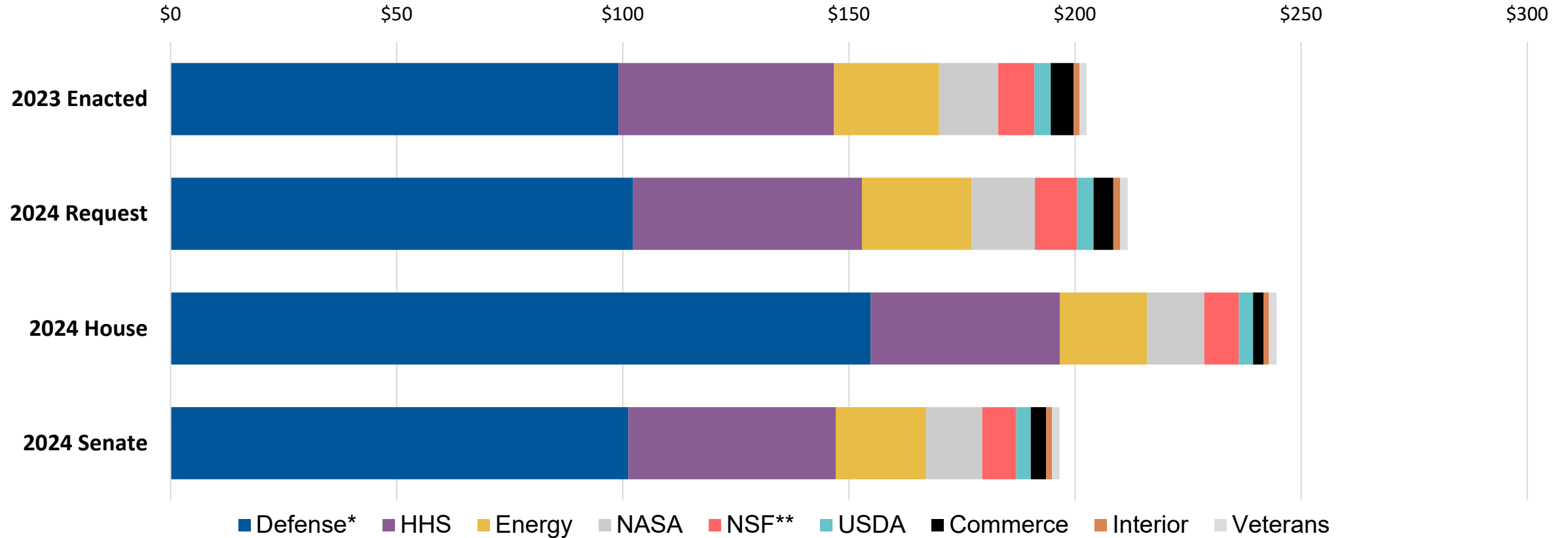
CHIPS and Science Act

- **CHIPS and Science Act (2022) directs $280B in spending over 10 years**
  - $54.2B for semiconductor and wireless supply chain innovation (primarily tax benefits and incentives for domestic chip manufacturing and funding for programs across semiconductor supply chain)
  - **STEM R&D**
    - $81B authorized for NSF over 5 years, including:
      - $20B over 5 years for new Technology, Innovation, and Partnerships (TIP) Directorate
      - $200M appropriated for microelectronics workforce development
    - Authorizes Regional Innovation Engines under NSF TIP and Regional Innovation Hubs (Tech Hubs) under Department of Commerce ($10B)
    - Authorized major funding to DOE Office of Science and NIST; authorizations for existing/extended NASA programs
    - Research security, DEI, and EPSCoR also prioritized

https://www.aaas.org/programs/office-government-relations/breaking-down-chips-and-science-act
https://new.nsf.gov/chips

Programmatic Activities

Thematic UNits of Excellence (TUNE) Program

Engaged diverse task force of faculty and administrators

- Taskforce recommendations for a novel, transformative institutional program
- Emphasis on fewer, larger investments in thematic areas of documented excellence

TUNE Program

- 1-3 newly designated TUNEs per cycle
- 2- to 4-year designation; staged investment, max of 6 at any time
- Must align with a theme of institutional, college, or division priority and strength
- RFP September 2022; proposals due January 2023; program start fall 2023
- 14 applications were received and 3 were selected

Carbon Management

- Directors/Leads: Richard Conant, Francesca Cotrufo, Keith Paustian, Jason Quinn

- Contributing Colleges and Departments: WCNR, CAS, WSCOE, CLA, CNS

Colorado State Microbiome Innovation Collaborative (CoSMIC)

- Directors/Leads: Kelly Wrighton, Jessica Metcalf

- Contributing Colleges: CAS, CVMBS, WCNR, WSCOE, CNS, CLA

Multidimensional Biomarkers of Health and Disease

- Directors/Leads: Douglas Thamm, Dawn Duval, Carol Wilusz, Candace Mathiason

- Contributing Colleges and Special Units: CVMBS, Flint Animal Cancer Center, CMB Graduate Program, Center for Healthy Aging, Women in Science Network, CLA, WSCOE, CNS, School of Public Health, School of Global Environmental Sustainability, School of Biomedical Engineering

NSF Engines: Type-2: Scaling the Regional, Technology-Driven, Innovation Ecosystem in Climate Solutions and Community Resiliency in Colorado and Wyoming

The CO-WY Engine's Shared Vision:

Region

The Colorado-Wyoming Engine (CO-WY Engine)

Goal

...will power pathways toward climate resiliency innovation

Technology

...by translating environmental monitoring technologies & predictive analytics

Outcome

...into trustworthy decision support systems

Impact

...to mitigate climate change's environmental and economic threats.
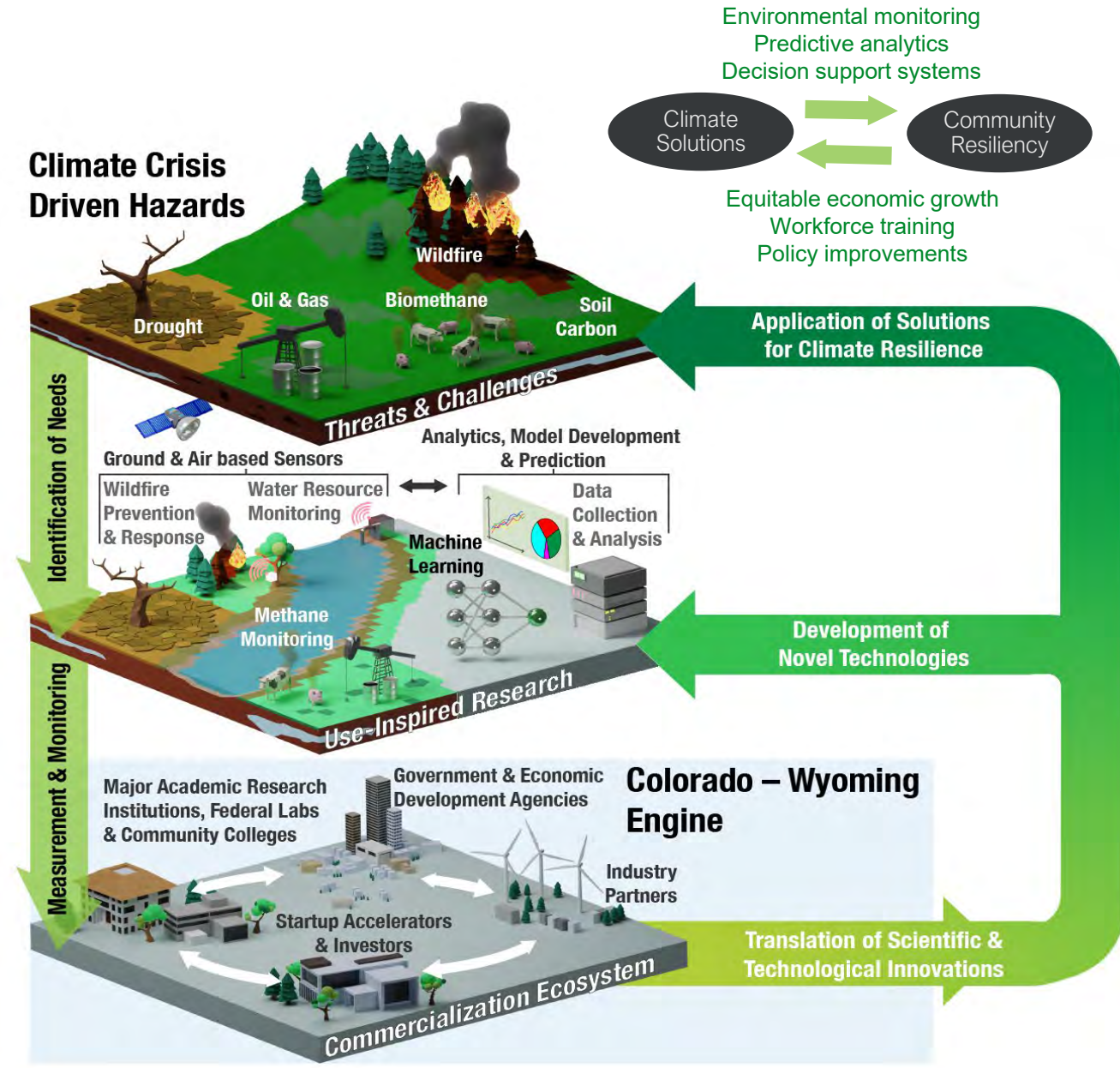
Compliance Improvements

Research Information Technology

Two groups moved from Division of IT to OVPR

- Research Computing and Cyberinfrastructure (High-Performance Computing)
- Research Data Security & Compliance

OVPR's Research Services expanded role, now Research Information Technology (RIT)

- Expanded services areas better support research community
- Align and ensure collaboration throughout project lifecycle
- Support mandated compliance efforts under NSPM-33

Progress toward NSPM-33 implementation

Executive branch released federal-wide directive in 2021 to funding agencies

- Framework for open science with protections from foreign interference

- Funding agencies must collaborate to address five key areas

    - Information sharing

    - Digital persistent identifiers

    - Disclosure requirements and standardization

    - Consequences for violation of disclosure requirements

    - Research security programs

Implementation guidance to funding agencies in 2022

Federal agencies urge funding recipients to make progress before mandates

Progress toward NSPM-33 implementation

Controlled Unclassified Information (CUI)

- Contracted with University of California San Diego to host CUI
    - Meets requirements for NSPM-33 and Department of Defense CMMC
- Developing new procedures for classifying and moving existing data
- Piloting required training modules for CUI investigators
- Implementation and kickoff are underway

Progress toward NSPM-33 implementation

Conflict of Interest Program

- Invested in COI director and COI manager full-time positions

- Updating policies for Conflict of Interest and Conflict of Commitment

- New policies for Institutional COI, and Organizational COI

Secure and Global Research

- Invested in SGR director full-time position

- Revised COI disclosure to capture foreign engagement and travel

- Developing charter for Research Security Committee, with RIT

Human Research Protections Program

Human Research Protections Program

- Invested in HRPP director full-time position

- Expanded staffing by 1 full-time coordinator position

- Made available over $150k for external resources:

  - Tools, standard operating procedures, policies

  - Consulting with accrediting bodies

  - Training and resources for IRB committee members

Biosafety and biosecurity investments

Conducted proactive infrastructure assessment on highest-risk assets

- Anticipate emerging threats to CSU's research and intellectual property
- Invest in the future to ensure CSU is best positioned to continue important high-consequence research

Outcomes

- Strategic investments into facility infrastructure
- Additional biosafety and biosecurity personnel
- Enhanced training based on universal design and feedback loops
- Protocol and training management system

Research Facility Investments

Chiropteran Facility

- One-of-a-kind research facility for establishing bat colonies

- Funding — $6.7 million NIH award and contributions from OVPR

- Expand research, which has been ongoing for 15 years

https://batresearch.colostate.edu

Cores Program – Services for Researchers

Foundational to success of our research mission – providing specialty and quality services in the form of analytical services, instrument access, data analysis, consulting and/or products.

- 23 core facilities (https://www.research.colostate.edu/cores)
- 7 specialized facilities and shops
- >200 employees
- Distributed in 7 colleges and 3 administrative units
- OVPR has direct oversite of 2 cores
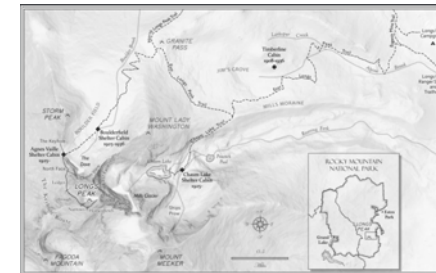
Cores Program – Highlights

- Retreat for Cores directors

- Initiated "Cores Deferred Maintenance" collaboration w/ Facilities Management

- Purchased new instruments – Scanning Electron Microscope and a Sequencer

- Inventoried instrumentation needs in collaboration with colleges

- Surveyed services to our campus community

- Re-envisioned Next Generation Sequencing (NGS) Core – with CAS, CVMBS, OVPR

- Re-established the Microscope Open Access Imaging (MOAI) Core – with CNS, CVMBS and WSCOE

- Looking forward:
    - Launching search tool
    - Creating a thriving and sustainable cores community
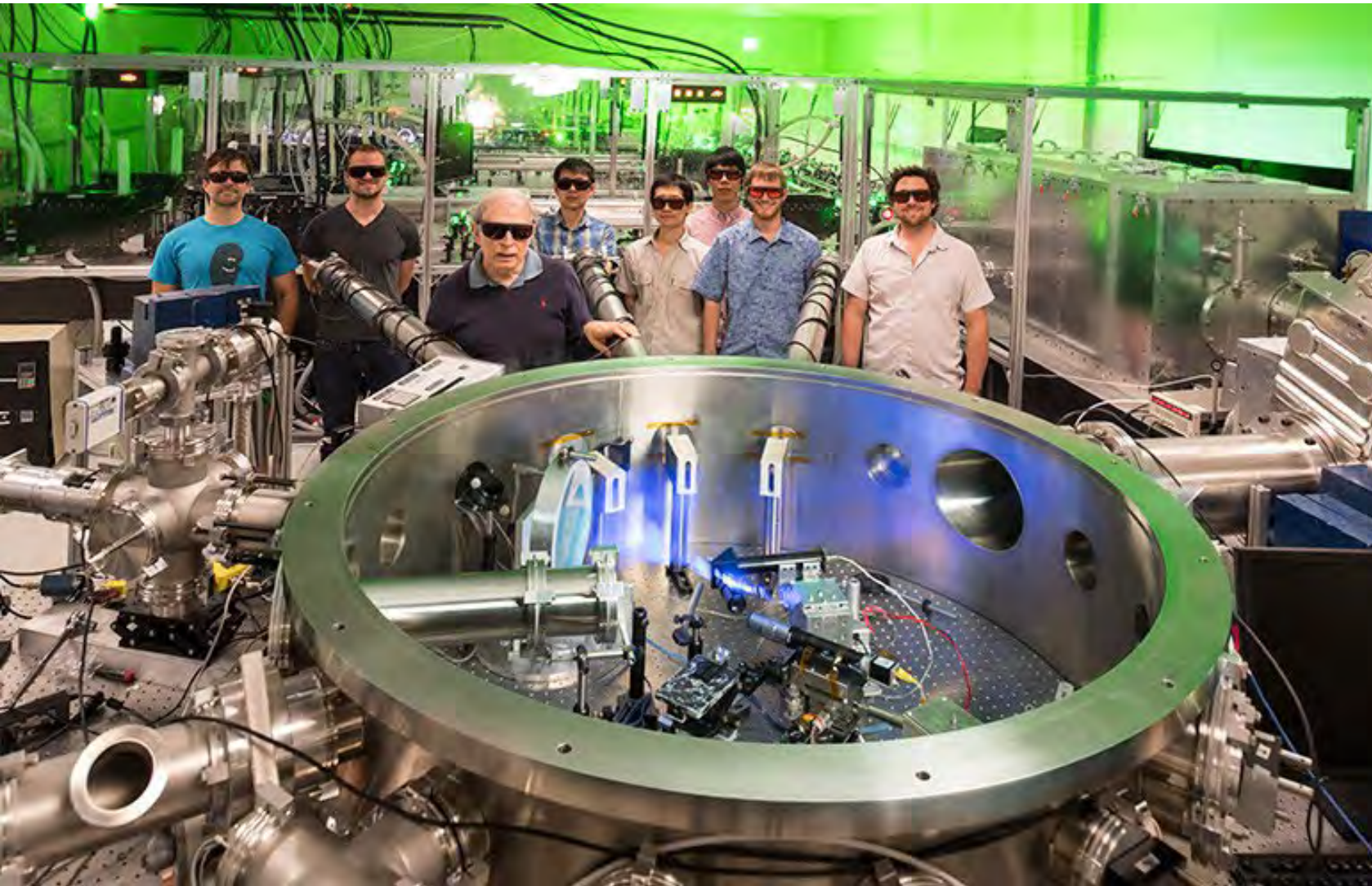
Advanced Beam Laboratory

Dr. Jorge Rocca, Director

Advanced Thin Film Laboratory

Dr. Carmen Menoni, Director

Corporate Strategic Partnerships

Every Strategic Partnership is Viewed Through a Unique Lens

Higher Education – Private Industry – Federal Government

Further expanding its position as leading clean energy university

- Deep expertise in high-power, short-pulsed laser research through ALEPH laser facility
- Sustainability historically embedded in CSU's DNA

On a credible path towards laser-based fusion energy

- Team of world leading scientists in laser-based fusion on a mission
- Access to significant private funding

Clear push for funding of fusion science

- Humanity has an urgent need for new clean energy sources
- Fusion is rapidly making progress towards energy gain (e.g. breakthrough at NIF)

Advanced Beam Laboratory

Dr. Jorge Rocca, Director

Advanced Thin Film Laboratory

Dr. Carmen Menoni, Director

U.S. Department of Energy – Office of Fusion Science

LaserNetUS Program

August 2023:

$12.5M in new awards

November 2023:

$12M award and selection as 1 of 3 U.S. Laser Fusion Hubs

Marvel Fusion GmbH

- Based in Munich, Germany
- Fusion energy company
- Funded by Venture Capital and the German Government

Agreement with CSU

- MF to build two lasers and place in facility ($50M)
- CSU to own and operate lasers
- MF receives a proportion of beam time during the first 3 years
- MF to lease office and laboratory space for 20 people
- MF to provide at least $1M in student support and other programmatic efforts

Marvel Fusion GmbH

Advanced laser applications

Laser Fusion

- Utilizes high-intensity laser pulses to fuse nuclei, releasing energy

- Carbon-free energy production

Materials characterization:

- Produce intense ultrashort flashes of extreme UV light, x-rays, & gamma rays

- Generate radiographs and tomography of materials and large dense objects

- Extreme UV light used in lithography of the most advanced computer chips

Medicine: High-energy ion beam with high flux and precision, deposits energy in a very localized region for tumor treatment (hadron therapy).

Defense: High-energy muons can be produced with lasers; these muons can image dense objects and large structures.

Project Schedule

October 2023: Architect selected for program plan

Spring 2024: Architect and general contractor selected

Spring 2024 – Fall 2024: Project design

Spring 2025 – Fall 2026: Project construction

Fall 2026: Facility and laser commissioning

Fall 2026: Facility operations begin

Some Exciting New Awards

- **CSU-CU Anschutz Partnership - Colorado Clinical and Translational Sciences Institute (CCTSI) receives $54M over 7 years**
  (CSU co-leads M. Hickey, CHHS; S. VandeWoude, CVMBS)

- **Lowering cost and energy of desalination - five-year, $110 million research program and public-private partnership**
  (CSU lead J. Quinn, WSCOE)

- **Two faculty receive prestigious NIH MIRA awards**
  (G. Telling, CVMBS; R. Tjalkens. CVMBS)

- **UC7 – Funding for Regional Biocontainment facilities and instrumentation upgrades** (CSU co-leads K. Dobos, CVMBS; R. Moritz, OVPR; D. Heaslip, OVPR)

- **Metabi project - AI driven Spanish-English translation project** (CLA and CVMBS)

Some Exciting New Awards

- **CSU partners in EDA Tech Hubs designation award – Elevate Quantum**
  (CNS - Chemistry, Physics, Engineering)

- **Seismology records provide stable and quantitative measures of ocean waves - complements using satellite, oceanographic and other methods**
  (R. Aster, WCNR)

- **Major brain development study links socioeconomic status, sleep and brain development in children**
  (E. Merz, CNS)

- **Master Irrigator and Testing Ag Performance Solutions - multistate USDA funded partnership** (CAS)

Some Exciting New Awards

Two NIH R35 Outstanding Investigator Research Program awards made to CVMBS faculty, both investigating neuropathological protein misfolding diseases

The National Institute of Neurological Diseases and Stroke (NINDS) awarded an R35 to **Dr. Glenn Telling, Director in Prion Research Center and professor in MIP,** for his project entitled "*Maximizing research success in studies of naturally-occurring prion diseases*".

"This eight-year award provides a more stable and flexible funding mechanism which enhances our potential to innovate and capitalize on new developments for conducting transformative research. It also provides enhanced opportunities for dedicated mentoring of trainees and senior scientists who represent the next generation of independent investigators."

The National Institute of Environmental Health Sciences (NIEHS) awarded an R35 to **Dr. Ron Tjalkens, Professor in ERHS and affiliate member of the Prion Research Center,** for his project entitled "*Deciphering Innate Immune Signaling Mechanisms in Glial Cells Linking Lifetime Environmental Exposures to Neuroinflammation, Protein Aggregation, and Neurodegeneration in Parkinson's Disease*".

"The R35 mechanism has provided both the scientific freedom and support to approach novel ideas and to make substantial investments in students and resources, which opens up many new possibilities for my research program and my lab. We can now tackle challenging new projects and models while maintaining a high level of research productivity."

Thank you

RESEARCH AND SCHOLARLY ACTIVITIES 2022-2023

Colorado State University Pueblo

Presented to the Board of Governors, Nov 30 – Dec 1, 2023

Gail Mackin, Ph.D.

Provost/Executive Vice President for Academic Affairs

CSU Pueblo New Provost's Perspective

- Making Sense of Scholarship at CSUP:
  - Grant Proposals and Awards
  - Research and Creative Activities
  - Civic Engagement & Student Preparation
  - The Teacher-Scholar Model
  - Inclusivity & Equity Initiatives for Student Success and Pedagogy
  - Centers & Institutes

Continued and New External Funding

Sponsor	2021	2022	2023
U.S. Dept. of Education	$6,791,836	$7,042,755	$5,080,119
Institute of Cannabis Research	1,800,000	$2,800,000	$3,800,000
Other State and Federal Sources	$3,903,030	$4,430,109	$2,634,384
Total	**$ 12,494,886**	**$14,272,864**	**$9,020,981**

Research Numbers

Proposals Submitted 2023

SPONSOR	AMOUNT REQUESTED
Dept. of Education	$10,837,598
NSF	$533,127
USDA	$409,397
OTHER	$10,836,465
TOTAL	**$22,616,587**

Data as of October 30, 2023

2023 Submissions by College/Unit

College/Dept.	Number of Grants Submitted	Total Dollar Amount Requested
CHASS	3	$59,933
CHEN	3	$7,856,648
HSB	2	$197,216
STEM	4	$1,337,715
Library	3	$142,997
ICR	1	$10,000
SCITT	3	$1,345,910
University Wide	6	$11,666,169
		$22,616,587

Data as of October 30, 2023

Abbreviations

CHASS – College of Humanities, Arts, & Social Sciences
CHEN – College of Health, Education & Nursing
HSB – Hasan School of Business
STEM – College of Science, Technology, Engineering & Math

Library
ICR – Institute of Cannabis Research
SCITT – Southern Colorado Institute of Transportation Technology
University Wide – Academics
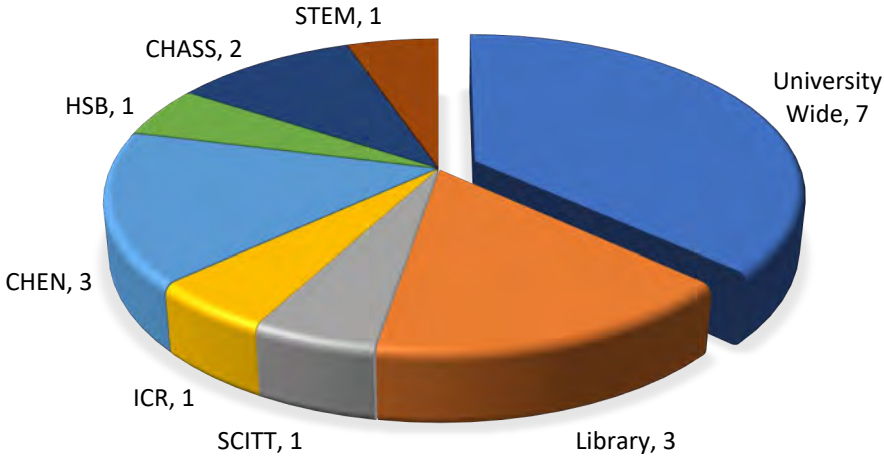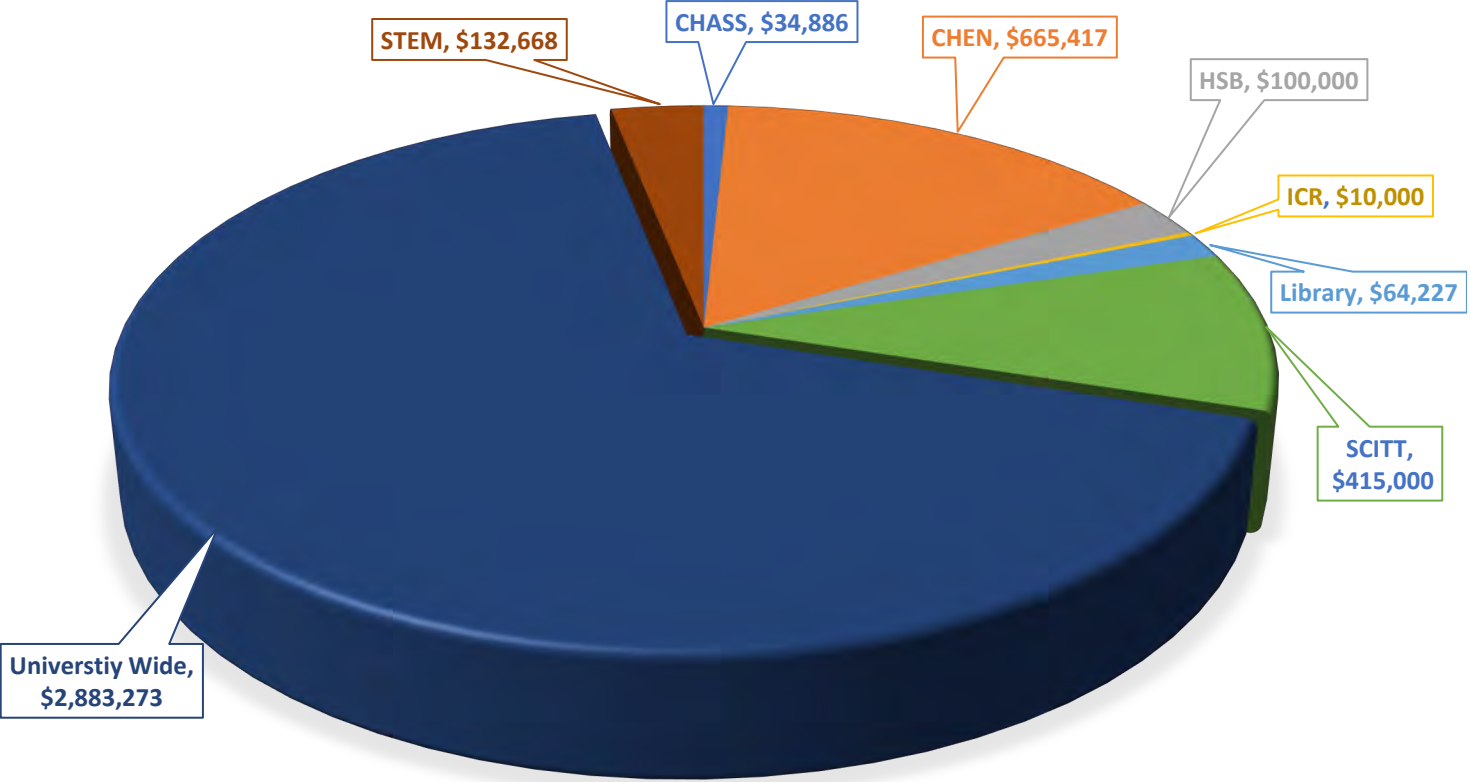
College of Humanities, Arts and Social Sciences
New and Ongoing Research Highlights

Katherine A. Krandall Institute for International Social Work Education (new) - $9,885.56

Dr. Trevor Gates-Crandall (assistant professor, Social Work)

"Culturally Responsive, Queer Affirmative Practice in a Global Context"

Robert Hoag Rawlings Foundation Grant (new) - $20,000

CHASS Dean Leticia Steffen (professor, Media & Entertainment) and Dr. Jon Pluskota (associate professor, Media & Entertainment)

Supporting experiential learning in student journalism at CSU Pueblo (directly impacts 20+ students involved in the multimedia journalism practicum within Media & Entertainment)

National Science Foundation (continuing) - $209,167

Dr. Chris Messer (professor, Sociology & Criminology)

"Relevant, Rich, and Realistic Representations of Housing, Well-Being, and Energy-Coupled Transitions"

William T. Grant Foundation (continuing) - $677,701

Dr. Heidi Reynolds Stenson (associate professor, Criminology & Sociology)

"The Impact of Black Lives Matters Mobilization on Police Departments' Policies and Practices" (project has, to date, provided paid research opportunities for 22 undergraduates)

College of Health, Education & Nursing
11 Peer Reviewed Publications
23 Peer Reviewed Presentations

COLORADO STATE UNIVERSITY SYSTEM
COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL
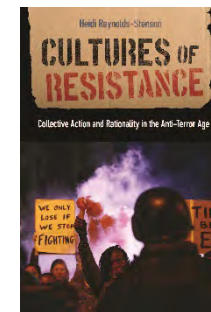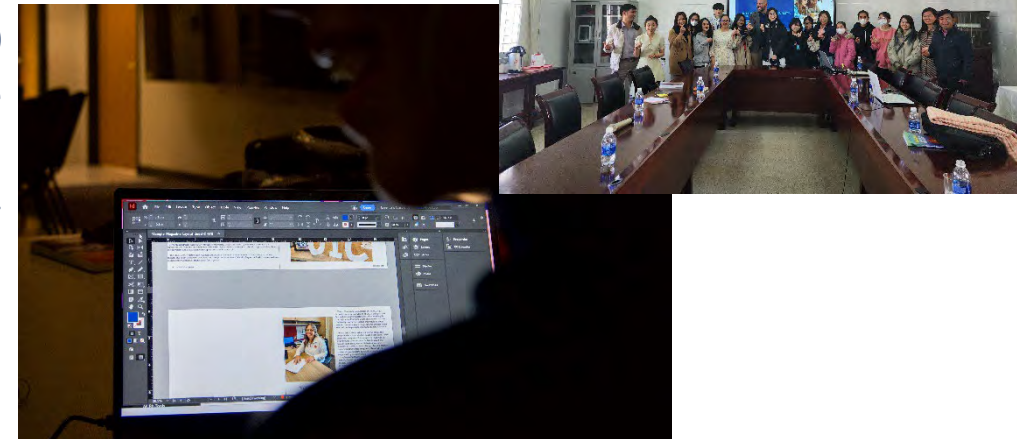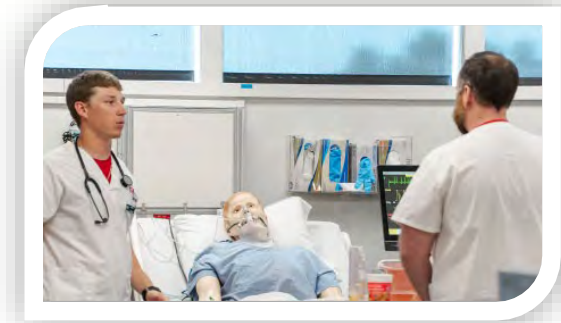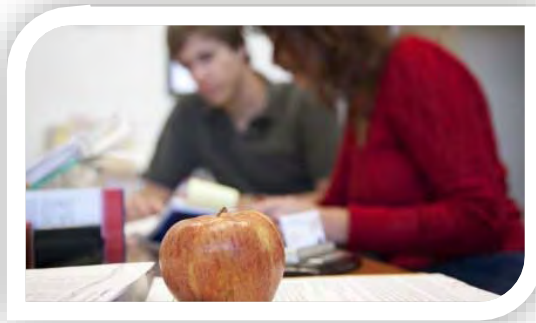
Sample Accomplishments from CHEN 2022-2023

School of Education

- Massey, M - Ongoing Co-PI work for National Science Foundation (NSF) Grant: (2019) Co-Principal Investigator for "*PUENTE*": Partnership in Undergraduate Education for New and Transferring Estudiantes, $2.5 million, Mejias, R., (PI).

School of Nursing

- Edwards, K., Love, P., Heintzelman, J., & Marvin, J. (2023, October 4-6). The impact of mindfulness during work on the resiliency of nurses [Conference Podium Presentation]. Sigma Theta Tau International So Cal Odyssey Conference, San Diego, CA

School of Health Science and Human Movement

- Twilleger, T. and Dallam, G.M. Daily heart rate variability is higher in regular exercisers versus matched non-exercisers with similar chronic stressor profiles during the COVID 19 Pandemic. Journal of Kinesiology and Wellness. Accepted 10-18-2023.

Timely and Impactful Research Topics

- Consumer responses to advertising
- Consumer identification and perception
- Brand authenticity
- Machine learning and website development
- Machine learning and health care maintenance
- Technology and human rights
- Supply network resilience
- Understanding wage regulation effects on construction costs
- Effects of work stress
- Entrepreneurial financial management
- Environmental commitment

COLORADO STATE UNIVERSITY SYSTEM
COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

Hasan School of Business (HSB) New and Ongoing Research Highlights

- August 2023, Dr. Roberto Mejias received a $100,000 NSF supplement grant to the current NSF-STEM-HSI grant (called Project PUENTE: Partnerships in Undergraduate Education for New, Transferring Estudiantes) to teach students about the cyber threats facing the current U.S. semi-conductor industry.

- July 2022, Dr. Roberto Mejias received a second NSF grant (NSF-CISE-MSI) for Computer and Information Science and Engineering for Minority Serving Institutions for $600,000.This NSF grant collaborates with University of Arizona's top ranked Cyber Security Artificial Intelligence Program and builds research capacity between these two HSI and NSA-CAE institutions to foster the development of cybersecurity professionals from underrepresented student groups and females.

- State of Colorado, Cyber Security and Block Chain Appropriation Grant (SB 18-086):Cybersecurity and Block Chain-Distributed Ledger Initiative. Renewed 2023, $200,000. Funds student scholarships.

The LINC at the Library

Learn.Innovate.Network.Collaborate

Flexible teaching and learning space located on 2 floors of the Library.
Funded through an IREPO grant from the Department of Education - @$1.1 M.

It includes:
- Center for Teaching, Learning, and Leadership
- Innovation Lab – 3D printing and tech tutoring
- Research Help Desk
- Peer tutoring
- Flexible Teaching Area
- LINCx Presentation Space
- Collaboration Rooms
- Moveable displays
- Video Wall Theater

Already in it's first semester, the space has had almost 1000 interactions recorded.

Sample Accomplishments of Research in STEM

- Dr. Fran Sandmeier published multiple times on pathogens that affect threatened Mohave Desert tortoises.

- Dr. Rick Farrer in chemistry published on electropolishing aluminum and producing aluminum oxide templates for the synthesis of nanowires.

- Drs. Ebisa Wollega and Bahaa Ansaf published separately on applying neural networks or AI to engineering problems.

- The Biology Department faculty (Dr. Garcia Costas, Dr. Sandmeier, Dr. Diawara, Dr. Martinez, and Dr. Izaguirre Sierra) are working on over $2M in externally awarded grants with another $500K submitted.

- Dr. Husam Alshareef has published a book about sustainability in construction, and also a paper on fatigue assessment of sign structures.

COLORADO STATE UNIVERSITY SYSTEM
COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL
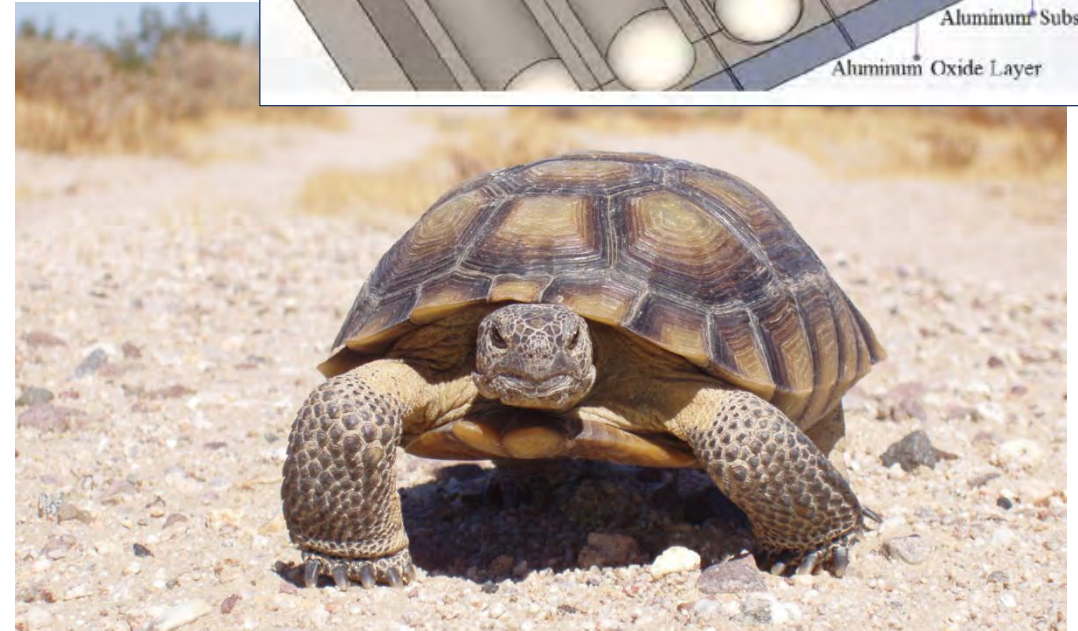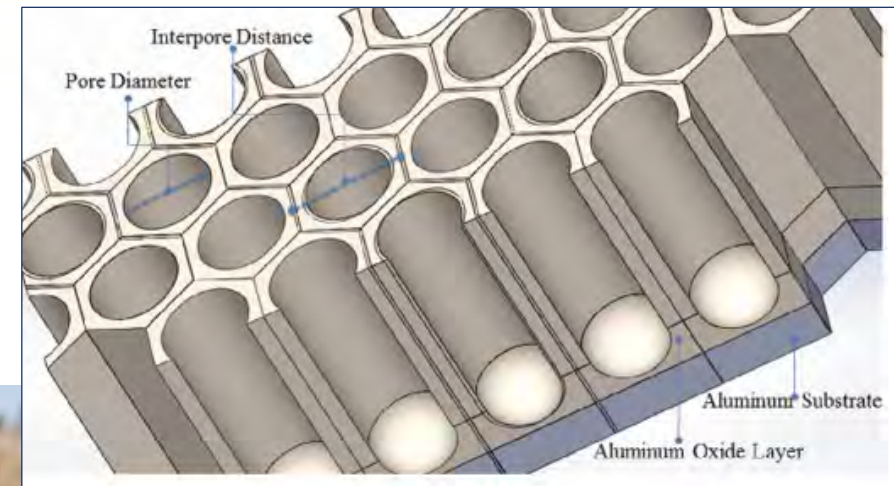
Adelante Connect
Department of Commerce - Connecting Minority Communities Program

- Department of Commerce funded grant

- The Vision of "Adelante Connect" is "100% of Pueblo residents are connected to the internet and are actively engaged in the knowledge economy." The purpose of the pilot project is to achieve an improved sense of digital equity, inclusion, and literacy, while building broadband awareness, and providing broadband solutions amongst in-need students, families, and organizations within the Pueblo anchor communities.

- ~$3M over 2 years

- PD: Dr. Derek Lopez

Discovery Scholars

Discovery Scholars is a mentor program that connects students interested in applied and basic research and scholarly activity to faculty mentors that could assist in scaffolding

THE IMPACT

- 43.5% of Discovery Scholars were 1st year CSUP students
- 62.35% of Discovery Scholars were students of color
- 29 different faculty leads participated.
- 81% of students in the first year and 87% of students in the second year were retained (they enrolled in the next academic semester or they graduated in the next academic year.

SAMPLE OF PAST PROJECTS

CHASS
- Southern Colorado Cannabis Industry Ethnography
- Digital Frisking: Exploration of Surveillance Cameras in New York City Neighborhoods

CHEN
- The Adaption to Nasal Breathing During Exercise
- Teaching Sustainability in Outdoor Physical Activities

STEM
- Cannabis Science: High-Throughput Screening of Therapeutic Effects of Minor Cannabinoids Using a Novel Insect Model System
- Engineering: Artificial Intelligence in Daily Life

Ronald McNair Grant

Department of Education – TRIO Grant
2023 – 2028
$1.3 Million for 5 years
Serving 25 Students Per Academic Year

The McNair grant at CSU Pueblo will provide participants with research and scholarly activities, faculty mentoring, academic advising, and support for applying for graduate school programs. Moreover, participants will be consistently assessed, monitored for their progress, and provided support for their diverse academic and non-cognitive needs to ensure that they persist, succeed, and graduate.

Research: Undergraduate as a key component to increasing low-income, first-generation and underrepresented students' enrollment rates in graduate school

Promote Equity: Address the inequities in the education system and enable students to access the educational opportunities they need to succeed in school and reach their future goals.

Department of Education

Title V Part A - Developing Hispanic Serving Institutions Program

Title V Part B – Promoting Post-baccalaureate Opportunities for Hispanic Americans (PPOHA)

- Author and Project Director: Dr. Derek Lopez

- Increase the capacity of HSIs to serve students
- Measurable Outcomes:
  - Undergraduate/Graduate Enrollment
  - Retention
  - Graduation
  - Career placement
- 5 Grants for a total of $15 million over 5 years (varying timelines and award years)

Institute of Cannabis Research

ICR Staff
- Dr. Chad Kinney, Director
- Dr. Sang Hyuck Park, Senior Scientist/Research Liaison
- Dr. Jeff Smith, Strategic Partnership & Outreach Specialist
- DuShunte Carmon, Grants Manager & Program Officer

Ongoing ICR Endeavors & Partnerships
Cannabis Research Webinar Series
Lambert Center for the Study of Medicinal Cannabis & Hemp
Oregon State Global Hemp Innovation Center
Journal of Cannabis Research
Cannabis Research Conference

COLORADO STATE UNIVERSITY SYSTEM
COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

- FY24 –Appropriation $3.8 million

- Cannabis Research Conference 2023 - August 3-5, 2023 in Denver, CO
  - 340+ participants (75 students) and > 140 presentation

- Cannabis Research Conference 2024 – August 7-9, 2024 at CSU

- Currently funding 22 research projects throughout the state (≈ $2.8 million/year)
  - 33 peer reviewed publications resulting from ICR supported research
  - > 75 presentations resulting from ICR supported research

- *The Journal of Cannabis Research,* the official publication of the ICR,

-   received its first Impact Factor (3.7) and CiteScore (3.5)
  - 6.5K = mean downloads/article

-   The ICR regularly engages the broader public through two monthly webinar series

COLORADO STATE UNIVERSITY PUEBLO
Southern Colorado Institute of Transportation Technology

State Designated: House Bill 22-1365 (May 2022)
Governing Board: 9 members (primary from Colorado)
Director: Dr. Md Rashad Islam
Partnerships: ENSCO, MxV Rail, C-STTAR, CSU, etc.

Education and Training Plan
Certificates, Baccalaureate and Graduate Degrees in:

- Transportation Engineering
- Transportation Management
- Supply Chain Management
- Vehicle to Vehicle Communication
- Hybrid and Electric Vehicle
- Hyperloop Technologies and Engineering
- Civil (Transportation) Engineering, and so on.

External Funding Received So Far
A total of $1,446k received (millions pending)

- $126k from Federal Railroads Administration, led by San Jose State University, a $4.6M award, Climate resiliency study on transportation infrastructure
- $670k from Federal Railroads Administration, led by University of South Florida, a $17M award, Railway workforce development
- $420 from Colorado State Patrol, Seatbelt monitoring study at Colorado ports of entries.
- $230k from CDOT, led by CSU Pueblo School of Engineering, Wildlife collision study at Raton Pass at New Mexico border

Center for Integrated Health & Human Inquiry (CIHHI)

The Center for Integrated Health and Human Inquiry (CIHHI) was instituted in the fall of 2020.

Highlights from 2023 Academic Health Partnership Workshops

- **Adverse Childhood Experiences** (ACEs): Faculty members at CSU Pueblo attended ACEs training sessions organized by the Pueblo Department of Public Health and Environment (PDPHE).. Faculty plan to use this knowledge to create educational materials focused on raising awareness about ACEs and promoting trauma-informed, equity-centered practices

- **Air and Water Testing**: CSU Pueblo faculty and student interns are collaborating with PDPHE officials to conduct air and water testing in Pueblo County. They hope to analyze blood lead levels near the superfund cleanup site near the Eilers neighborhood, and assess PFAS contamination in local water wells. Additionally, they want to explore potential septic system impacts on water sources, and are considering creating a certification course for hotel operators to ensure the safe operation of pools and hot tubs.

- **Public Health Data Cataloging and Analysis**: PDPHE has established a robust data warehouse that includes data from various community partners in Pueblo County. This comprehensive data informs an understanding of substance use burdens in the community. CSU Pueblo faculty and PDPHE data analysts are working with student interns to catalog the PDPHE data and to develop an efficient, practical, and high-value data analysis project.

- **Substance Abuse**: PDPHE secured the Southeast Colorado Opioid Region (SECOR) grant, funded through a national opioid lawsuit settlement. The grant aims to develop data-driven campaigns promoting health and awareness of resources, especially among Millennials, who face higher rates of substance use-related interactions with public health, medical, and law enforcement officials.

- **Workforce Development in Public Health**: There is strong interest in creating a "university to health department pipeline" that begins with student practicums and internships and leads to professional careers in public health. This theme will be the focus of the 2024 AHP Workshop & Networking Event

Thank you!

Section 12

CSU-Pueblo Campus Reports

- CSU-Pueblo Student Representative's Report

- CSU-Pueblo Faculty Representative's Report

- CSU-Pueblo President's Report

Colorado State University Pueblo
Associated Student' Government

Fall Athletics Season

- o Most Seasons Wrapping up
    - ▪ Football: 8-3
    - ▪ Volleyball: 13-14
- o Cross Country Nationals
    - ▪ 11th Place Finish Women's Cross Country
    - ▪ 12th Place Finish Men's Cross Country
- o Men's Soccer Road to Nationals!

Campus Events

- o Homecoming Bonfire Success
- o Winter Wonderland

- o Scholarship Luncheon
- o Janet Nichols Celebration of Life

Student Fees
- o New Leadership
- o ASG Awareness
- o Report Reviews

Internal Development
- o ASG Starter Page
- o Position Training Model
- o Conference Attendance and Sponsorship

CSU Pueblo Faculty Representative Report
November 30 – December 1, 2023; Denver
Submitted by Jonathan P. Pluskota, Ph.D.
Report Completed 11/16/2023

Faculty Senate Report

The Faculty Senate has four primary issues they are focusing on with the hope of

1. Soft Monies Budget Expenditures
    a. There is a significant number of salaries and wages that have been paid out of *Vision 2028* funding. At the September senate meeting, President Mottet expressed a need to begin transitioning vision-funded positions to the regular budget. It was stated by the president that a ROI (quantitative and qualitative) approach would be used, and administration would rely upon supervisors to decide. However, there are no defined guidelines as to what constitutes a positive ROI in these cases. This has been an area of concern for Faculty Senate.
    b. A recent PBAC (President's Budget Advisory Committee) added additional concern with the early budget models given the potential deficit without any tuition increase. Faculty Senate remains concerned that the need to absorb soft-funded positions into the university's primary budget, combined with the current projections scenarios, will negatively impact faculty and staff compensation.
2. Supplemental pay policy
    a. Supplemental pay policy changes remain an ongoing concern, especially considering the budgetary concerns previously mentioned. The ambiguity of the referenced policy and related audit have contributed to the concern. Faculty who previously took on additional responsibilities and were compensated for the additional work, are no longer. This is directly impacting campus morale.
3. Faculty workload
    a. For the past several years, there have been discussions about faculty workload, which in many cases was the driving reason behind supplemental pay for additional work. Many faculty are over-capacity and continue to work to improve the student experience and campus. Per sections in the faculty handbook and APR guidelines, we are requiring many faculty to work nearly 80 hours to meet expectations.
    b. For adjuncts, the weekly load results in an approximate hourly wage of $14.27, $16.35, and $18.44 per hour for bachelor's, master's, and terminal-degrees, respectively.
        i. How do we promote the value of higher education when you can start at $15.00 per hour in retail?
    c. Faculty Senate will be looking at workload calculations and wages this year.
4. Faculty salaries
    a. The budgeted 3% increase across the board is not enough, especially given the recent decision to end supplementals. According to BLS, Colorado's inflation is around 5% higher as of this month. Though the increase is considered merit-based, we can only achieve a *healthy campus* if we address inflation, merit, and equity adjustments within the proposed budget.

You're Invited

Experience the Pueblo community and our unique educational environment. Feel free to reach out to me – I'll be happy to host and take you on a tour around town and campus.

###

To: Colorado State University Board of Governors
From: Dr. Timothy Mottet, President
Subject: December 2023 President's Report

Expanding Our Appeal | Enhancing Student Success | Developing Our People

ENROLLMENT

Fall 2023 new student head count (including freshmen and transfer) is 982 students. Primarily due to the success of Fall 2022, Enrollment Management and Extended Studies held over ten Enrollment Extravaganza events (one-stop support enrollment events) that were critical in realizing our new and continuing enrollment goals. These one-stop support events averaged 50 students per event, seeking support with advising, financial aid, or admissions support. Similar events are already scheduled to support Spring 2023 enrollment for both new and continuing students. Total head count for undergraduate and graduate students increased to 3,657, which is a 3.6% increase year over year. This is an important step towards moving our total enrollment to 4000 students. Additionally, we had over 20 students enroll in our online Fall B students.

Strategic Initiatives for Fall 2024 Enrollment:
CSU Pueblo is utilizing Common App for the freshmen application for the first time and has seen an increase in applications for Fall 2024, compared to Fall 2023. With the implementation of Common App, CSU Pueblo is working directly with CSU Admissions to develop a strategy to encourage students denied admission to Fort Collins to attend CSU Pueblo.

CSU Pueblo will be hosting 20 College Track students and their navigators from Aurora and Denver chapters in December for an overnight visit, including a tour of Pueblo, a CSU Pueblo basketball game, breakfast with Vice Presidents and a lunch with academic advisors, and more.

CSU Pueblo brought a bus of high school students from Denver Public Schools down for Discover Day on November 11, with a projected attendance of over 300 students who are considering attending CSU Pueblo for Fall 2024.

ACADEMIC AFFAIRS

Academic Affairs continues to focus on enrollment growth, program development and revisions in support of workforce development, and student retention and completion, while concentrating on elevating professional standards, improving business processes, and being good stewards of student and state resources.

The Southern Colorado Institute for Transportation Technology (SCITT) recently received over $1M in grant funding in support of research and educational programming. Future potential CSU Pueblo academic programming include an MBA with a concentration in Transportation Management and an academic program focused on developing skills and knowledge to address the exponential growth in business and industry of low- and no-emission vehicles.

Newly envisioned leadership positions will complete Provost Mackin's leadership team in 2024-25 and transition Vision 2028 funded positions into permanent funding.

Two complimentary areas integral in supporting student throughout their college career and into the workforce or graduate and professional school, Career Services and Academic Advising, will be combined under the direction of the CSU Pueblo's Pack Center Director.

The new Dean of Nursing will provide leadership for a stand-alone School of Nursing and promote and expand CSU Pueblo's signature Nursing programs which have great potential to expand beyond our new locations in Walsenburg and Fort Collins.

The new Dean of Graduate Studies and Research will oversee the growth of graduate programs and graduate enrollment, our highest potential for student growth, as well as grant and research activities.

BUDGET AND FINANCE

Budget-to-Actual reporting for Q1 of FY24 indicates tight adherence to the FY24 budget with variances all within a 2% margin. There are no variances of concern or material size at this point in the fiscal year. Budget scenarios for FY25 have been updated to reflect the Governor's most recent budget and tuition assumptions (2% cap on UG tuition).

The Office of Financial Management (OFM) has also been coordinating closely with the Fort Collins operation on account clean up, staffing/org structure, and debt service management. Notably, CSU Pueblo has been folded into CSU's new budget system implementation that is currently being targeted for FY26 budget formulation.

OFM has also worked to finalize agreements around the following: system coverage of the Residential Life Housing Bonds, and a $3.2m internal loan for a chiller replacement and fire alarm installation. A transition from Vision funding is also underway for the institution.

The CFO is also continuing to pursue CSU Pueblo's opportunities for real estate development and new revenue creation in partnership with CSU Strata, the CSU Pueblo Development Committee, and the Pueblo Urban Renewal Authority.

OPERATIONS AND ADVANCEMENT

Vision 2028. In FY24, we are scheduled to shift all existing people and priorities to sustainable funding sources (a mix of E&G, Auxiliary, and Extended Studies). This is a Cabinet-level priority overseen by the VP of Operations and Advancement, the CFO, and the Senior Director of the Office of Financial Management. A full plan for Vision 2028's evolution will be presented as part of the FY23 Annual Report at the December 2023 BOG Meeting.

Highlights from Operations and Advancement. CSU Pueblo Operations and Advancement division successfully hosted the following high-profile state/national events:

- Governor Polis's Cabinet Retreat (CSU Pueblo | all day, included tours and presentations).
- Governor's Community Listening Session (CSU Pueblo, public event).
- Joint Budget Committee Working Session with IHE CFOs (CSU Pueblo).
- Capital Development Committee (Tour of Campus | Dinner in Technology Building Active Renovation).
- Undersecretary of Education, James Kvaal's roundtable discussion with Cabinet, HSI team, and student leadership.

- The advancement team hosted CSU System partner, STEMConnector, national conference reception at CSU Spur (Hydro) in coordination with CSU System team lead, Kristen Kirkpatrick.
- Advancement-led collaboration for inaugural "First Gen Day" at CSU Pueblo (November 8, 2023). This event provided a high-level opportunity to celebrate and honor students who are the first in their families to attend college. Included ribbon cutting and celebration at student center "pillar," panel discussion, and community engagement with stakeholders representing all faculty, staff, and student groups on campus.

Personnel. The following personnel transitions are in process.
- Strategic Reorganization of Parking and Safety to report to Auxiliary Services, led by Director of Campus Safety, with new Parking Manager and Administrative Assistant added to team, per Margolis Healy recommendations for added capacity and more executive level functioning for campus safety.
- Director of Campus Safety search and screen launched; expected offer to masters-level LEO professional by December 15 (on campus interviews begin before Thanksgiving).
- Senior Director of Auxiliary Services started November 1.

Technology Building Construction Update. Since last board meeting, the following has occurred:

- The Technology Building Phase 1 remodel, including the south wing and central building core is currently on schedule and budget.
- The transformative redesign of this 1981 building is creating a permanent home for the CSU Pueblo Department of Education and the state-of-the-art Engineering education hub that will support the core foundations of CSU Pueblo, including a new space for the Southern Colorado Institute of Transportation Technology (SCITT).
- Construction is just now over 50% complete with an anticipated completion date of April 30, 2024 and anticipated move in date of June 30, 2024. Many of the construction lead times have improved since the project established its Guaranteed Maximum Price (GMP), which has allowed the project to move forward more efficiently.
- The GMP for phase 1 is $14,268,704 executed on April 18, 2023. The current construction contract value of the project is $13,921,431.29 which includes one change order and several amendments. Now that the project is beyond 50% complete, the team has been evaluating added alternatives that can be brought back into the project through contractor and owner contingency. This strategic approach will bring value items back into the project that were initially cut to manage risk.
- Below is a high-level view of the current finances of the project to date:
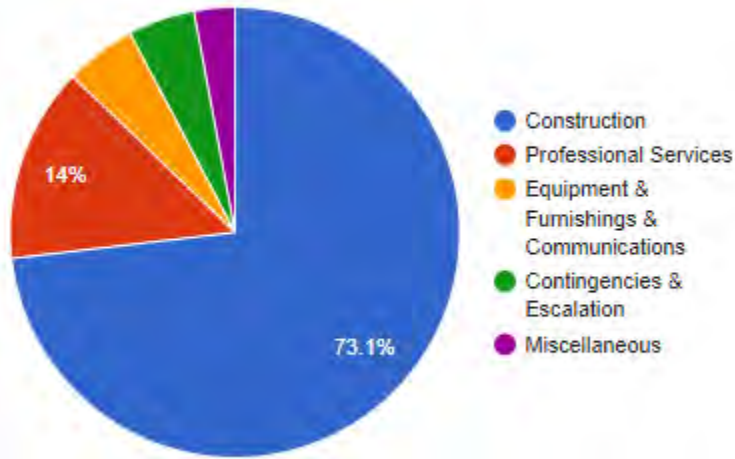
Project Accounting		Current Budget	Committed Cost	Incurred Costs	Balance To Finish
▼ A	Land & Building Acquisition	$0.00	$0.00	$0.00	$0.00
▼ B	Professional Services	$970,464.00	$746,513.04	$477,012.10	$269,500.94
▼ B.1	Site Surveys, Investigations, Reports	$98,660.00	$46,095.00	$26,238.50	$19,856.50
▼ B.2	Architectural - Design Build (See Construction)	$0.00	$0.00	$0.00	$0.00
▼ B.3	Code Review / Inspection	$67,095.00	$34,095.00	$27,845.00	$6,250.00
▼ B.4	Construction Project Management	$376,861.00	$376,861.00	$192,777.10	$184,083.90
▼ B.5	Advertisements	$5,000.00	$0.00	$0.00	$0.00
▼ B.6	Other Consultants	$422,848.00	$289,462.04	$230,151.50	$59,310.54
▼ C	Construction	$14,318,867.03	$13,921,431.29	$5,879,793.42	$8,041,637.87
▼ D	Equipment & Furnishings & Communications	$876,910.49	$39,225.49	$30,459.30	$8,766.19
▼ E	Miscellaneous	$482,704.00	$416,023.19	$368,137.55	$47,885.64
▼ F	Owner Contingencies & Escalation	$473,708.48	$0.00	$0.00	$0.00
	Total	$17,122,654.00	$15,123,193.01	$6,755,402.37	$8,367,790.64

AUDIT

The Office of the President is overseeing 6 active internal audits with 20 recommendations. To date, 235 recommendations have been completed; 16 recommendations will be completed by December 31, 2023, and 4 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.

CSU PUEBLO IN THE NEWS

CSU Pueblo Students Gained Access to Additional Services this Fall Thanks to a Continued Partnership between the University and Mt. Carmel Veterans Center. CSU Pueblo students gained access to additional services this fall thanks to a continued partnership between the university and Mt. Carmel Veterans Center. Mt. Carmel staff now have regular staffing at the CSU Pueblo Military and Veteran Success Center (MVSC) and Veterans Upward Bound (VUB) offices to provide expanded services to military-affiliated students. The MVSC and VUB already offer a plethora of services, including assistance with military benefits, special events to honor military service, and academic, financial, and personal advising for military-affiliated students. Both offices also visit Mt. Carmel locations in Pueblo and Colorado Springs regularly to assist prospective students. This expanded partnership supplements the support provided by the CSU Pueblo team by offering additional help with resume writing, interview preparation, and hiring and networking events. Services also are provided for students who need food assistance, housing support, or peer counseling. Non-clinical case management, financial counseling, and support with transitioning to civilian life are also available. "We're excited for the additional opportunities this expanded partnership will provide our students," said Laura Barela, Director

of the Military and Veteran Success Center. "Mt. Carmel has been a wonderful partner and we look forward to continuing to work together to support our military-affiliated students."

Colorado State University Pueblo Celebrated Hispanic Serving Institutions Week. From Monday, September 11 through Sunday, September 17, Colorado State University Pueblo celebrated "Hecho en CSU Pueblo," (Made at CSU Pueblo), a series of events scheduled during Hispanic Serving Institutions (HSI) week. The week fell within National Hispanic Heritage Month, celebrated September 15 through October 15. CSU Pueblo had a slate of activities scheduled to increase awareness of HSI week and highlighted educational sessions around campus initiatives that advance and elevate the campus's status as a premier HSI. All activities were free and open to the public. "We earned the distinctive honor of being a Hispanic Serving Institution in 2005," CSU Pueblo President, Dr. Timothy Mottet said. "This week celebrates diverse voices, the power of inclusion, and the vital role HSIs play in empowering and uplifting Hispanic communities, creating pathways to success, and fostering diversity, equity, and inclusion in education."

Colorado State University Pueblo Opened a New Satellite Campus at Pikes Peak State College. Colorado State University Pueblo (CSU Pueblo) and Pikes Peak State College (PPSC) have signed a five-year agreement to allow students to complete an associate's degree and a bachelor's degree at one central location. The agreement between the two institutions opens the door for new transfer options and opportunities for more degree completion pathways for students in Pueblo and El Paso Counties, and the surrounding region. "This transformative partnership between Pikes Peak State College and Colorado State University Pueblo will provide our students with the unique opportunity to easily transfer to CSU Pueblo to complete a four-year degree," said CSU Pueblo President, Dr. Timothy Mottet. "We are grateful for our colleagues at Pikes Peak and our team at CSU Pueblo who have collaborated and made this agreement a reality." Upper-level classes were offered this fall for students to finish their associate degree and seamlessly transfer to CSU Pueblo, while remaining on the Centennial campus. Course offerings include options to complete a bachelor's and master's degree in social work and a bachelor's degree in criminology and sociology.

Colorado State University Pueblo Shows an Increase in Enrollment and Retention Numbers for Fall 2023. At CSU Pueblo, increases in new freshmen and a big jump in graduate students drove an overall enrollment increase for Fall 2023. CSU President Amy Parsons and CSU Pueblo President Timothy Mottet presented their preliminary enrollment updates for Fall 2023 at the CSU System Board of Governors meeting in October. Both campuses saw increases in diverse and first-generation students this fall, reflecting CSU's long-standing commitment to making education affordable and accessible. Total enrollment at CSU Pueblo increased to 3,657, a 3.6% increase over last year, and continued progress in the University's goal of enrolling 4,000 students. The University's freshman retention rate is up 2 percentage points from last year, as more students continued onto their sophomore year. A federally designated Hispanic Serving Institution, the majority (54%) of CSU Pueblo students identify as belonging to an underrepresented racial or ethnic group. CSU Pueblo President Timothy Mottet said, "Our campus community is honored to serve a diverse and enthusiastic student population. CSU Pueblo's commitment to inclusivity means that any engaged student can be academically and socially successful as a member of our campus community. We are proud of the work our faculty and staff do to support learning, and we know all our graduates leave CSU Pueblo with a greater capacity for empathy and a willingness to learn."

Colorado State University Pueblo Senior Leaders Selected as Keynote Panelists at the Women in Leadership for Higher Education Conference. CSU Pueblo proudly announced Dr. Donna Souder Hodge, Vice President of Operations and Advancement, and Dr. Kristyn White Davis, Vice President of Enrollment Management and Extended Studies, were selected as keynote panelists for the opening session at the Women in Leadership for Higher Education (WLHE)

conference presented by the National Diversity Congress in Cambridge, Massachusetts, entitled, "Institutional Advancements in D&I: How to Create a Culture of Inclusion." This prestigious event at the Harvard Faculty Club, brings together higher education leaders, educators, and professionals from across the nation to discuss and address critical issues related to gender equity as well as diversity and inclusion in higher education. Dr. Souder Hodge and Dr. White Davis first attended the WLHE conference in 2018. From that experience, they established a campus-wide initiative, "The 36-ers Club," as an opportunity for women in higher education to spend 36 minutes each month with colleagues as a means to build relationships, learn from each other, and develop a network of support. The 36-ers Club is open to all employees at CSU Pueblo and features monthly luncheons with keynote addresses by other leaders in higher education. White Davis and Souder Hodge have been invited to present on "The 36-ers Club" at numerous venues over the past 5 years.

Colorado State University Pueblo Supports Empowerment of Local Youth Through Community Based Conference. The community-driven Rita J. Martinez Youth Leadership Conference returned to Colorado State University Pueblo on Thursday, Oct. 19. The second annual conference welcomed over 350 high school students from Pueblo, the San Luis Valley, and Fountain to campus. In keeping with the theme of lasting community impact, the Rita J. Martinez Youth Leadership Conference featured keynote speakers Daniel Valdez and Dr. Velia Rincon. The conference is sponsored by CSU Pueblo, the Boys and Girls Clubs of Pueblo County, Servicios de la Raza, and El Movimiento Sigue (The Movement Continues) to bring culturally enriching and educational sessions to students with topics ranging from lowrider culture to banned books and Chicano graffiti to knowing your rights. Rita J. Martinez was a leading voice in community organizing for over four decades. Along with efforts to organize Pueblo's Cinco de Mayo commemoration and Abolish Columbus Day efforts, Martinez recognized a service gap for local youth and initiated the planning for the conference in 2019. When she passed away in 2020, her vision for the conference and empowering youth became a lasting part of her impact on the community.

Colorado State University Pueblo Cyber Security Program Garners National Science Foundation Funding and Creates Pathways for Students. The CSU Pueblo Cyber Security Program received an additional $100,000 in support from the National Science Foundation (NSF) to support Security Education Training Awareness (SETA). According to Dr. Meijas, "This additional NSF grant supports our CIS-cyber security students increase their knowledge of the current cyber threatscape facing the United States semiconductor industry and supports the Creating Helpful Incentive to Produce Semiconductors (CHIPS) and Science Act of 2022." "We want underrepresented student groups and females to feel welcome and supported by the STEM programs at CSU Pueblo, so they know it's possible to earn a degree in STEM related fields such as Computer Information Systems (CIS) and Cybersecurity," Dr. Meijas said. "These students will receive incredible hands-on learning experiences, participate in national cyber competitions with our nationally ranked Cyberwolves team, to ensure their pathways toward degree completion."

Colorado State University Pueblo Lecturer Receives Lifetime Service Award from the Rocky Mountain Humanistic Counseling and Psychological Association. CSU Pueblo is proud to announce Ron Smith, a lecturer in the psychology department, was named as the recipient of the 2023 Dr. Emory G. Cowan, Jr. and Dr. Susan Cooper Lifetime Service Award at the Rocky Mountain Humanistic Counseling and Psychological Association conference held in Colorado Springs on October 20. "It has been an honor getting to work with Dr. Smith for all these years," Department Chair and Professor of Psychology Dr. Krista Bridgmon said. "He is always filled with joy, respect for the discipline, and perhaps the hardest working colleague I know. He is always up for any challenge and puts students and team first." According to the RMHCPA, the award is given to individuals whose service to humanistic psychology in the Rocky Mountain Region has made a lasting impact in the field. Dr. Smith is a full-time lecturer in the psychology department and has been teaching for over 15 years at CSU Pueblo. His course offerings include theories of personality, behavior modification, childhood and adolescent psychopathology, abnormal psychology, and human diversity.

CSU PUEBLO
VISION 2028

FY23 | FINAL 5-YEAR REPORT

ACTIVE HUB AT REPURPOSED
BELMONT D-WING FOR
GATHERING & EVENTS

CULTURAL ARTS
PROGRAM

FLEXIBLE &
PROGRAMMABLE
OPEN SPACE

CAMPUS IDENTITY
& BRANDING

WALKING WITH THE
WOLVES TRAIL

REFLECT.
REPORT.
(RE)IMAGINE.

VIEWS OF UNIVERSITY PLAZA

In 2018, Colorado State University Pueblo began a 10-year journey to reposition higher education in our region, in our community, and right here on our Pueblo campus. Vision 2028 started with the bold dream to become the people's university of 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 has the opportunity to earn a university degree. I leave the CSU Pueblo presidency after 6 years, confident that CSU Pueblo is more fiscally responsible, more innovative, and more prepared for the work ahead -- thanks, in large part, to the unwavering support we were provided by the CSU System and our Board of Governors.

A global pandemic shifted our focus in 2020, but it did not stop us moving forward. This FY24, final, Five-Year Annual Report details our activities from the past year measured by fall 2023 enrollment, retention, and graduation data. My final report not only offers fall 2023 data, but, on a larger scale, it provides evidence of the impact the significant investment the system made on CSU Pueblo. I hope it also sets the stage for the myriad ways CSU Pueblo's future may be (re)imagined in the years ahead. Thank you for allowing me to be part of CSU Pueblo's journey.

Timothy P. Mottet
President, 2017-2023
Colorado State University Pueblo

CONTENTS

1: REFLECT & REPORT
- REFLECT: HISTORY
    - Vision 2028 Timeline
    - Campus WIGS
    - Implementing Goals
- REPORT, ROI:
    - University Performance, Fall 2023
    - System Investment | University Expenses, 2019-2023

2: (RE)IMAGINE

- FY24 F/T Positions Transitioning to New Funding Sources
- Vision Fund-Down Plan (Institutionalize/Discontinue)

CSU PUEBLO **VISION** 2028 TIMELINE

LAUNCHED
CAMPUS-LED PROCESS

VISION FINALIZED

BOG APPROVED
IMPLEMENTATION PLAN
(10 INITIATIVES),
FEBRUARY 2019

2017

2018

2019

BOG APPROVED 5-YEAR FUNDING, AUGUST 2019

2019

FUNDS RELEASED, DECEMBER 2019

2019

GLOBAL PANDEMIC, MARCH 2020

2020

FINAL VISION REPORT, DECEMBER 2023

RESIDENTIAL VILLAGE

2023

OUR

APPEAL
(WIG 1)

EXPERIENCES
(WIG 2)

PEOPLE
(WIG 3)

Three wildly important goals (WIGS) were adopted by campus in Fall 2019, as a way to begin to (re)focus everyone's work on the primary goals at hand: increase the appeal of campus, enhance student experiences, and develop our people -- designed as our "north star" to ensure we reached our 10-year vision, "to become the people's university for Colorado and the Southwest United States."

CSU PUEBLO
VISION 2028

TANGIBLE. RETURNS.

Over the past two years, Colorado State University Pueblo has embarked on a remarkable journey of incremental improvement, demonstrating a strong connection between our WIGs and the concept of "Return on Investment" (ROI). Despite facing challenges, including a global pandemic, the university has shown resilience and adaptability. These challenges, while initially a setback, underscore the reality that significant returns often require patience and time. Our achievements are a testament to the dedication and hard work of our faculty, staff, and the entire CSU Pueblo community. It is crucial to acknowledge the pivotal role that the support and resources provided by the CSU System have played in facilitating these positive outcomes.

As we continue to enhance the educational experience at CSU Pueblo, we are confident that our ongoing collaboration within the CSU System will yield even greater returns. The success of our students is a shared accomplishment that underscores the value and impact of our collective investment in higher education.

CSU Pueblo's fall 2023 metrics, shared on pages 8-12, not only reflect the university's commitment to academic excellence, but also underscore the strategic efficacy of the CSU System's investments in CSU Pueblo. These indicators not only reflect the university's progress, but they also hint at the potential long-term benefits of strategic investments.

NEW STUDENT ENROLLMENT
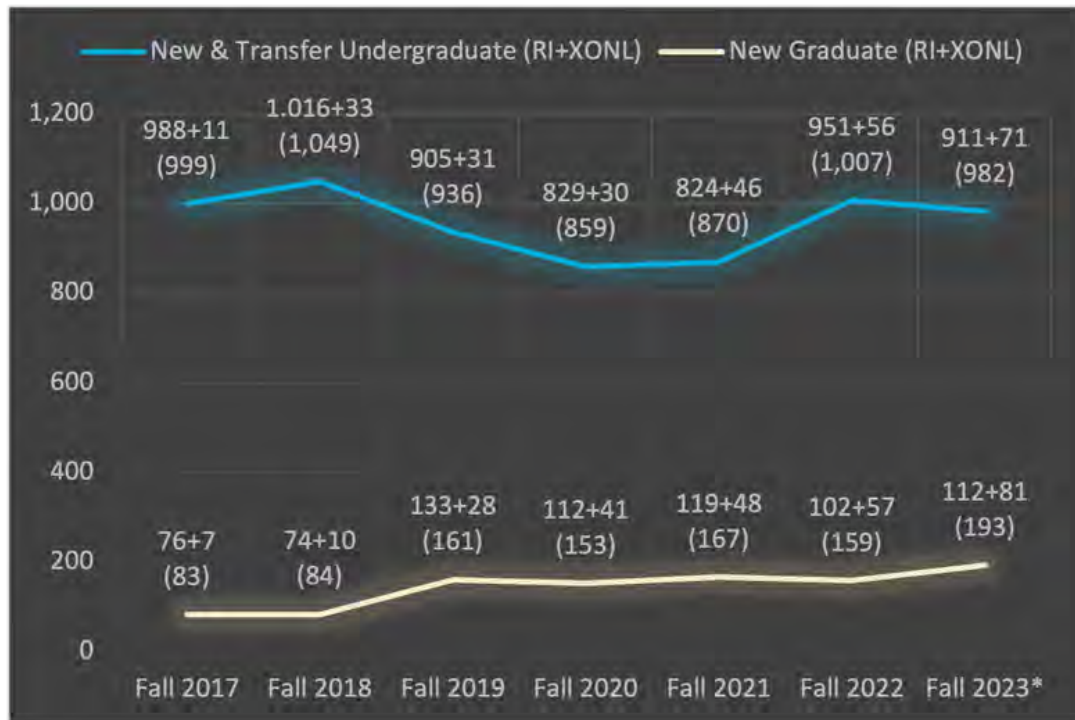
CHART 1A
RI + XONL
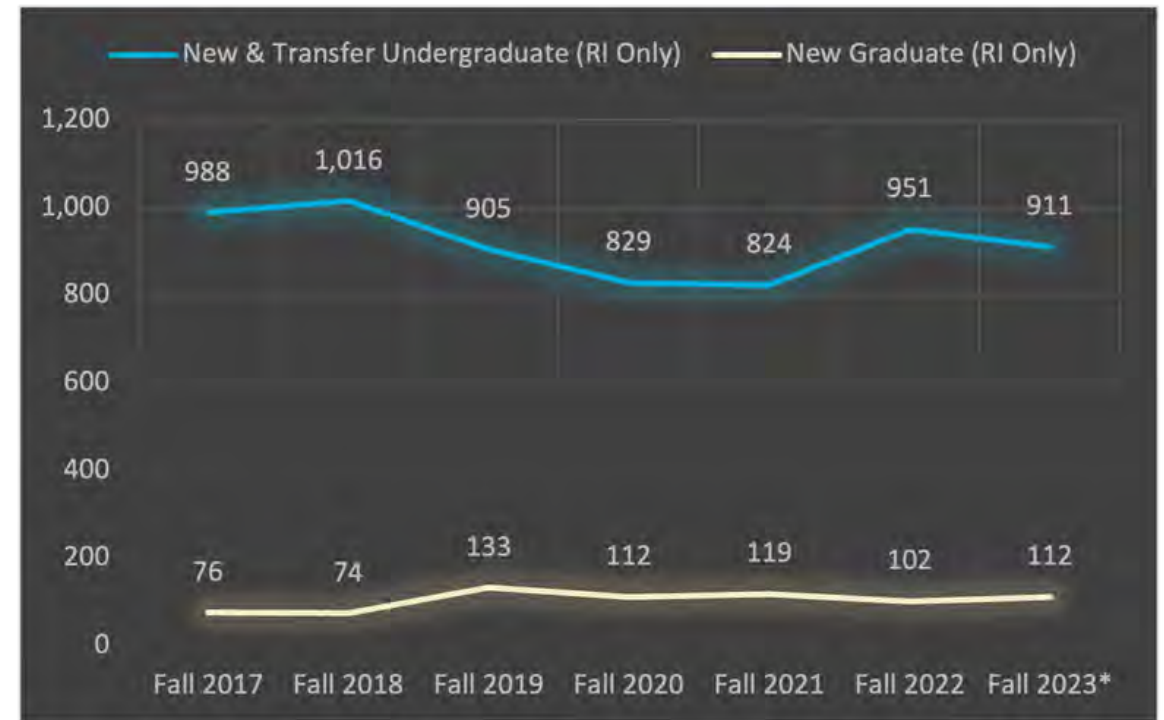
CHART 1B
RI ONLY

TOTAL HEADCOUNT
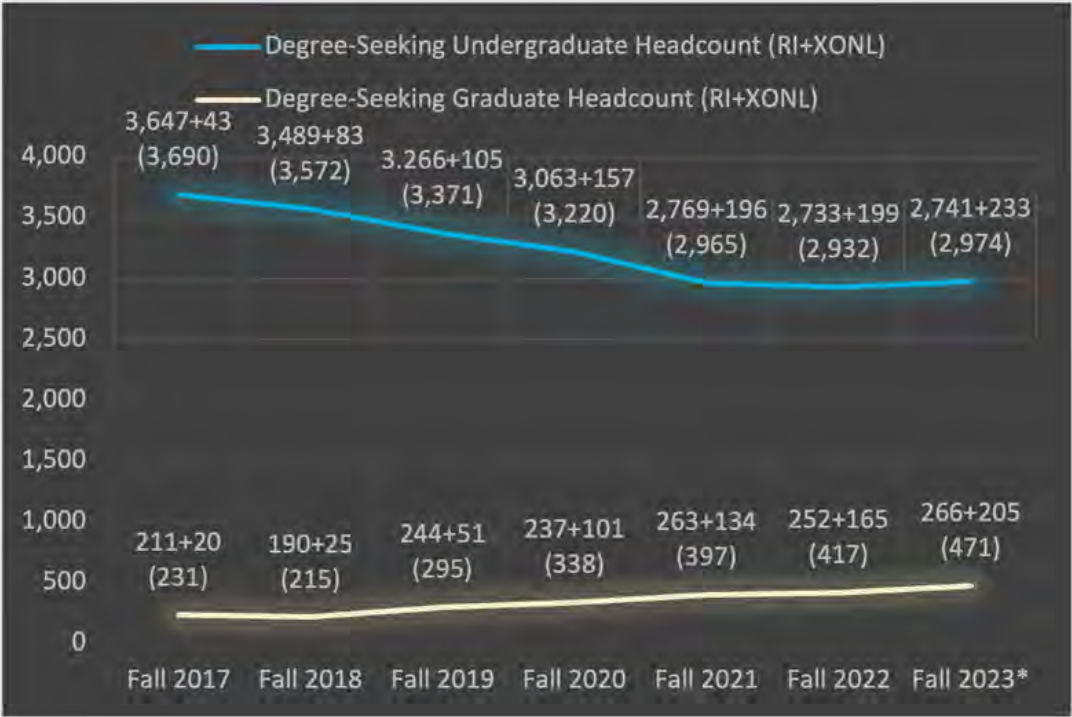
CHART 2A
RI + XONL
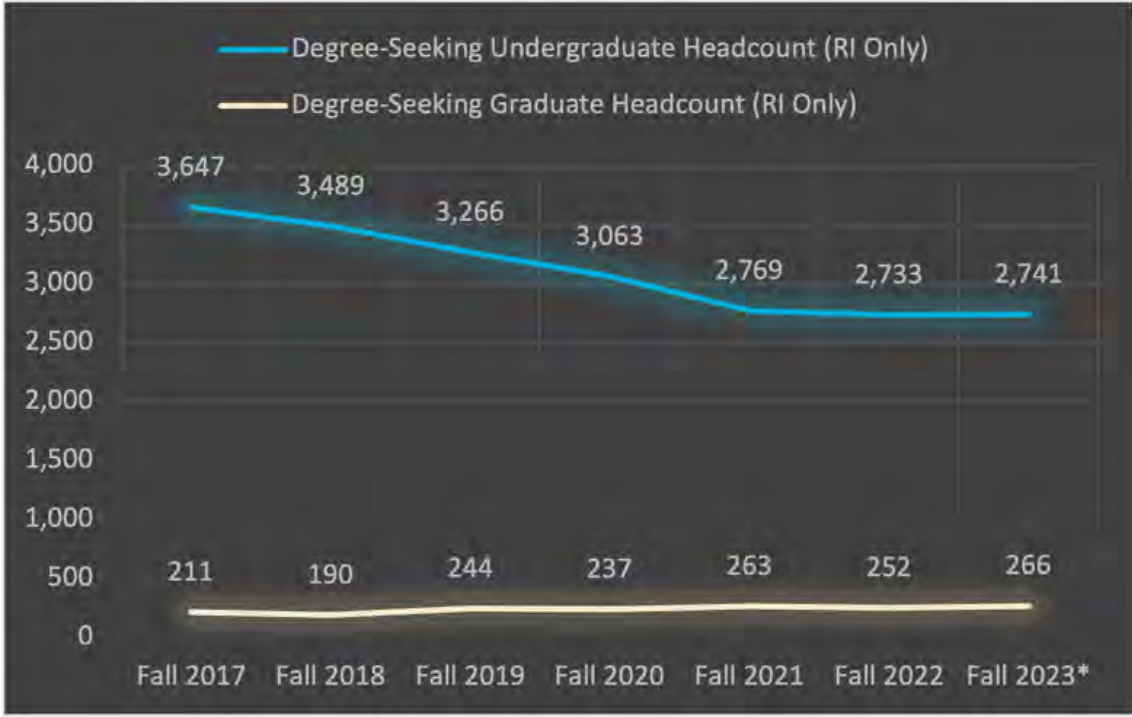
CHART 2B
RI ONLY

TOTAL STUDENT CREDIT HOURS
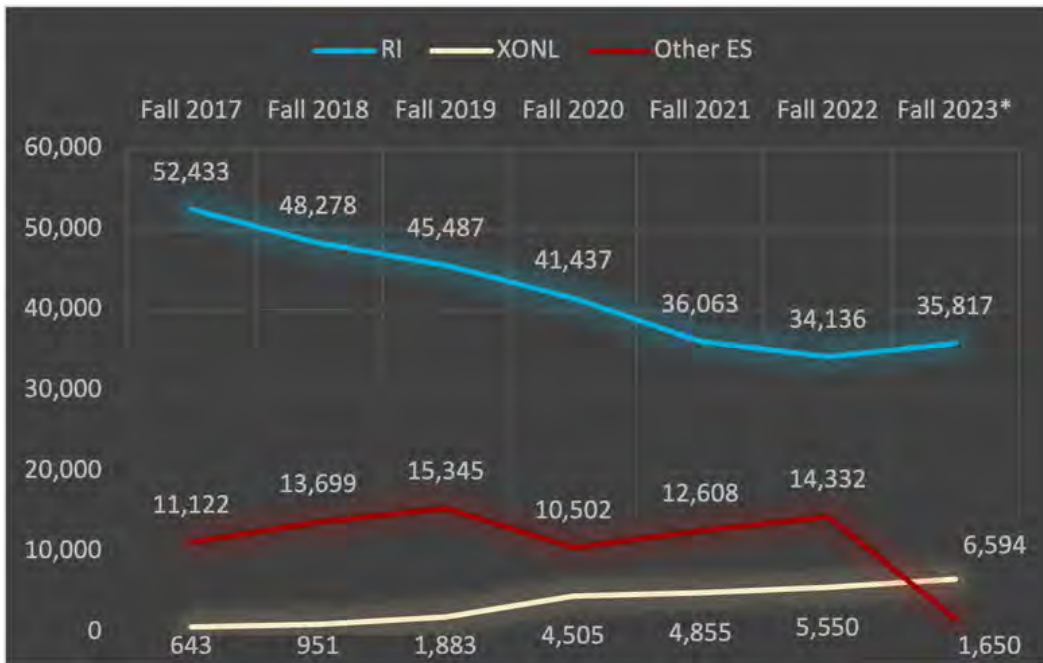
CHART 3A
Credit Hour Production by Fund Source, Fall Semesters
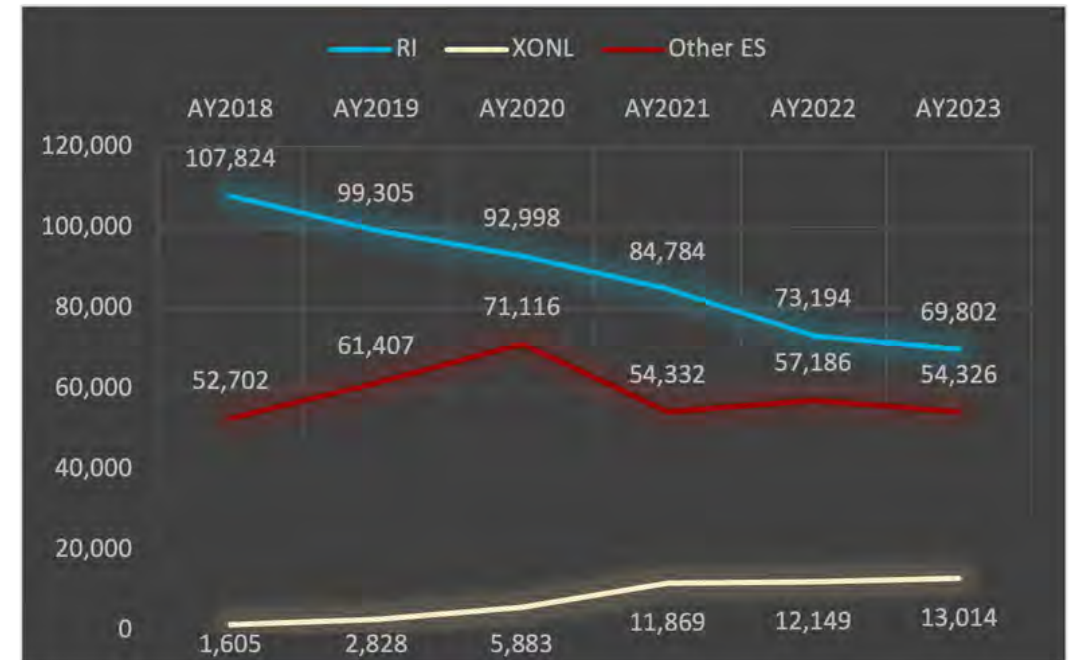
CHART 3B
Credit Hour Production by Fund Source

PROGRESS TOWARDS DEGREE
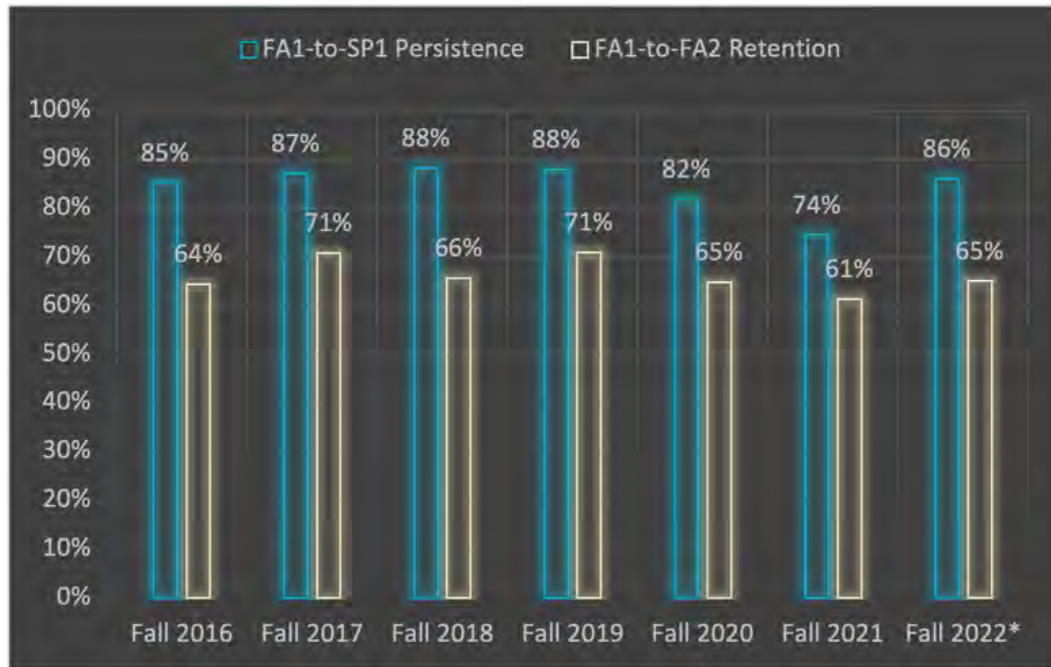
CHART 4A
Cohort Persistence & Retention
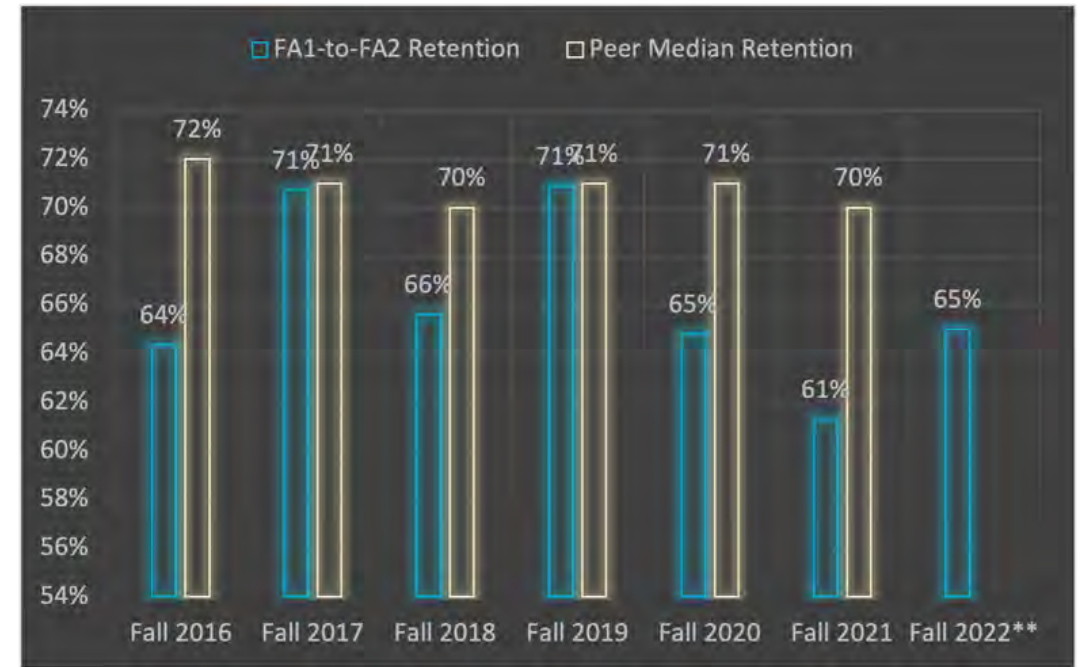
CHART 4B
Cohort Retention, Fall '16 to Fall '22, Compared to Peer Median

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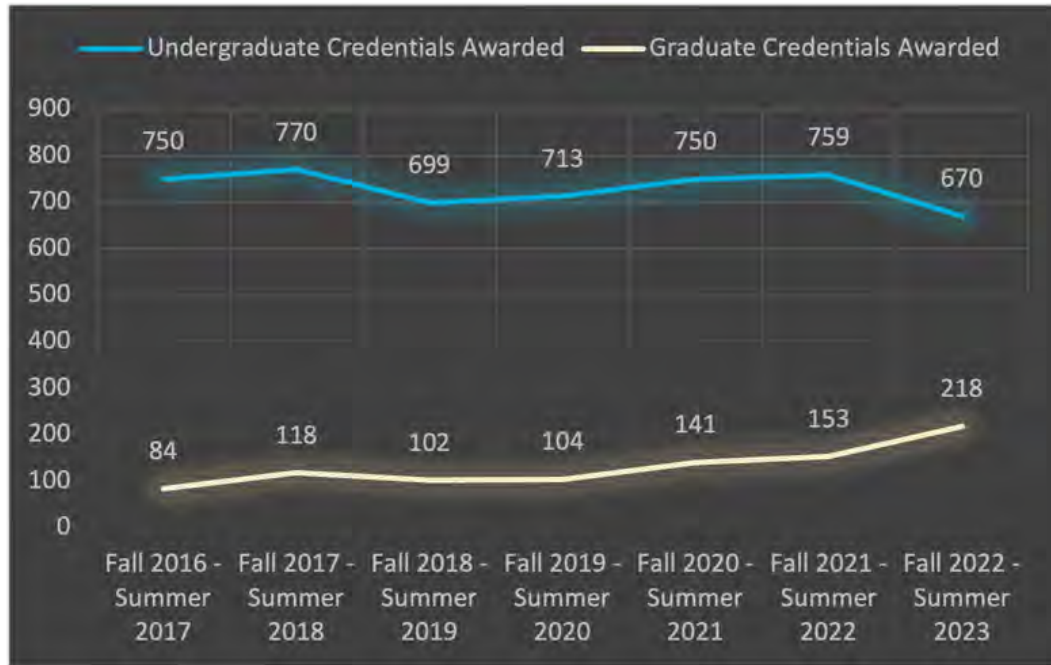
CHART 5A
Total Credentials Awarded by Level by Year
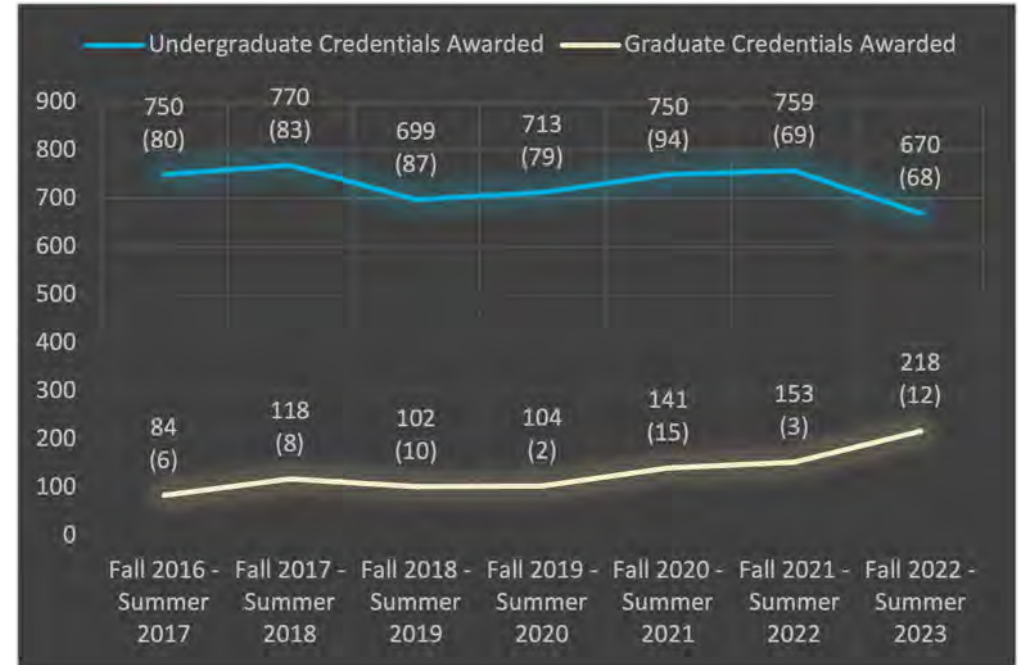
CHART 5B
Total Credentials Awarded by Level by Year, Fall 2016 - Present,
STEM Awards Noted

CSU PUEBLO
VISION 2028
TOTAL SYSTEM INVESTMENT

$19.2M
INVESTED

VISION 2028 NET CUMULATIVE EXPENSES	FY 2020	FY 2021	FY 2022	FY 2023
PROJECT MANAGEMENT Includes FY23-24 Academic Affairs Special Projects ($600,000) and FY22-23 Rural Initiative	($295,721.16)	($935,398.33)	($2,941,705.61)	($5,695,151.30)
#1 New Financial Aid Model	($2,007.31)	($10,557.07)	($13,554.57)	($124,592.02)
#2 Athletics	($1,865,224.00)	($1,871,223.58)	($1,957,792.26)	($2,039,063.87)
#3 University Track Centers	($5,800.88)	($129,870.06)	($274,316.29)	($442,520.56)
#4 Advising	($22,811.69)	($335,625.24)	($728,567.10)	($1,218,667.24)
#6 Adult Learning	($30,796.88)	($131,298.03)	($215,525.00)	($348,127.27)
#7 General Ed & Capstone Redesign	($60,034.00)	($292,370.65)	($548,914.20)	($927,543.33)
#10 CSU Pueblo Professional/Marketing	($301,786.07)	($485,892.49)	($753,760.43)	($1,472,127.71)
ANNUAL INVESTMENT (YEAR OVER YEAR)	$4,514,959	$3,278,814	$4,591,000	$6,800,000
ANNUAL EXPENSES (YEAR OVER YEAR)	$2,584,182	$1,608,053	$3,241,900	$4,833,658
NET (REMAINING, YEAR OVER YEAR)	$1,930,777	$1,670,761	$1,349,100	$1,966,342

$6.9M

TOTAL REMAINING
FROM FY20-23 INVESTMENT

FUNDING FY24-25 TRANSITION PLAN

(RE)IMAGINE

- FY24 F/T Positions Transitioning to New Funding Sources
- Vision Fund-Down Plan (Institutionalize/Discontinue)
- The Work Ahead:
  - Pivot Points
  - System Alignment
  - Campus Master Plan

CSU PUEBLO
VISION 2028

FY24 POSITIONS (BASE SALARIES ONLY)

TRANSITIONING TO NEW FUNDING SOURCES, OR TO BE DISCONTINUED BASED ON NEED (UNDER FOLLOWING CABINET-LEVEL RESPONSIBILITIES)

Academic Affairs	7 Positions	$370,000
Enrollment Management / Extended Studies	10 Positions	$465,000
Operations & Advancement*	7 Positions	$1,166,000
Athletics	1 Position	$58,000
TOTAL	25 Positions	$2,059,000

*Includes: VP, Division Office Manager, HR, Event Sales, Denver Advancement staff, and AVP representing HSI/DEI work; project management also includes transfer for Fort Collins/System IT support (apx. $475,000), not reflected in position count or amounts, above.

VISION 2028 FY24: PROJECTED BUDGET

Project Management (Operations & Advancement, HR, IT, Events)	**$2,200,000**
New Financial Aid Model	**$150,000**
Athletics	**$150,000**
University Tracks Centers	**$100,000**
Advising	**$450,000**
Adult Learning	**$200,000**
Gen Ed/Capstone Redesign	**$350,000**
University Marketing	**$800,000**
TOTAL	**$4,400,000**

VISION 2028 — FY25: PROJECTED FUND-DOWN BUDGET*

Academic Affairs	$380,000
Operations and Advancement	$815,000
University Marketing	$700,000
Enrollment Management / Extended Studies	$90,000
Office of Financial Management	$65,000
Human Resources	$250,000
Miscellaneous	$200,000
TOTAL	**$2,500,000**

*Monies will be transferred to appropriate E&G/institutional accounts at the start of FY25, based on FY24 actuals.

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; differentiate across higher ed market

4 Elevate market-driven academic programs that enhance regional/statewide economic development opportunities

5 Maximize system alignment to enhance customer service, mitigate risk, minimize cost, and improve efficiencies

6 Increase brand awareness and increase marketing opportunities that elevate CSU Pueblo

TECHNOLOGY BUILDING RENOVATION
SPRING OF 2024

BELMONT ACTIVITIES CENTER
TBD 2028

Welcome Center

The new Welcome Center will serve as a central hub for visitors, prospective students, and the community, fostering a welcoming environment and a seamless engagement experience with campus resources.

VISITOR INFORMATION DESK

VIEWS OF UNIVERSITY PLAZA

Section 13

Consent Agenda

Colorado State University System
- Minutes of the September 26, 2023 Academic and Student Affairs Committee
- Minutes of the September 28, 2023 Audit and Finance Committee
- Minutes of the October 4, 2023 Evaluation Committee
- Minutes of the October 5-6, 2023 Board and Committee Meetings
- Minutes of the October 13, 2023 Evaluation Committee
- Minutes of the November 5, 2023 Evaluation Committee

Colorado State University
- Graduate Certificate in Spanish for Veterinary Professions
- Faculty Manual Change Section E.10: Faculty Tenure
- Faculty Manual Change Section E.13: Advancement in Rank (Promotion).
- Faculty Manual Change Section E.14.3.2: Phase II Comprehensive Performance Reviews
- Faculty Manual Change Section E.15: Disciplinary Action for Tenured Faculty
- Faculty Manual Change Section F.1: Absences from Campus

Colorado State University Pueblo
- Update Degree Program Title: Elementary Education K-6 Teacher Preparation

Colorado State University Global Campus
- Faculty Manual Section 2: Faculty Appointment, Terms, and Expectations Resources: Appointment Terms and Conditions
- Faculty Manual Section 2: Collaboration, Scholarship, and Academic Freedom: Faculty's Guide to Free Speech in the CSU Global Classroom
- Faculty Manual Section 4: Course and Teaching Operations
- Faculty Manual Section 5: Faculty Resources: Faculty Tuition Benefits

Section 14

Executive Session

This section intentionally left blank

APPENDICES

- Appendix I: Construction Reports

- Appendix II: Correspondence

- Appendix III: Higher Ed Readings

APPENDIX I

Construction Status Reports

Project	Bonds/Funding		Occupancy	Status as of Sept 2023
Women's Soccer/Softball Complex Total Budget: $10.7M	$7,500,000-bond funds $2,200,000-Athletic reserves & CSU $1,000,000-donor		Nov 2023	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. Softball and soccer fields damaged in heavy rain over the summer. Repairs to be completed in early November, after which all fields will be available.
Chiropteran Research Facility Total Budget: $11.2M	$6,750,000-NIH Grant $4,450,000 - OVPR funds		September 2024	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. Construction is underway.
Veterinary Health and Education Complex	$219M-bond funds $11M-University and CVMBS cash		Sept 2026	This project will deconstruct the existing Food Animal and Equine barn in order to build a 200,000 gsf addition to the James L. Voss Veterinary Teaching Hospital (VTH). BOG approved plan of finance in Aug 2023. Contractor starting work inside the existing VTH to prepare for barn demolition. Temporary livestock facility under construction.

COLORADO STATE UNIVERSITY- FORT COLLINS-FY24
Board of Governors Construction Update

Project	Bonds/Funding		Occupancy	Status as of Sept 2023
Clark Building Revitalization-4 phases Total Budget: $136.5M	$32,000,000- phase 1 & 2 funding from State $39,000,000- phase 1 and 2 CSU cash funds authorization		August 2026	The project will renovate the Clark Building A wing, deconstruct the B wing bridge, and construct a new addition between A and C wings. Project is in design. All occupants will be relocated from A-wing after Fall Semester to allow for asbestos abatement and renovation to begin. Project was revised to four phases at the request of the Capital Development Committee. Phase 1 and 2 funding has been appropriated.

COLORADO STATE UNIVERSITY- FORT COLLINS-FY24
Board of Governors Construction Update

Projects In Progress

Started, Not Complete | Funded, Not Started/Preliminary Stages

In Progress: Started, Not Complete (Ongoing)

Replace campus water lines (Phase I and Phase II)

$900,680 State-funded controlled maintenance

Phase I: replacing existing valves and adding new valves for building isolation (closing as of Nov. 2023)

Phase II includes new water main tap with distribution

Phase III ongoing expansion of I and II

Technology Building - Construction Management, Engineering, Education, and Automotive Industrial Management | Nunn/HCM selected as Design-Build team

Nunn Construction took over building in May 2023

As of Nov. 2023, project is $300,000 under budget and at 50% complete

Master Plan, FY 22/ FY23 – Presented to BOG, June 2023. Work has been finalized and will go online Dec. 2023.

In Progress: Funded, Staged and Preliminary

Upgrade building fire alarms (phase I and II)
AX/Athletics buildings are currently system financed
(anticipated: Spring 2024)

Refurbish elevators, upgrade ADA compliance in four
buildings – 3 of 4 (HSB, LS, and Admin) complete; | CHEM
delayed until summer 2024 (to avoid interruption of academic
operations)

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL

Replace Campus Water Lines, Phase II and Phase III

Phase II includes new water main tap with distribution (approved FY23 Long Bill; work began spring 2023)

Problem:
1) CSU Pueblo does not have the capacity to effectively irrigate

2) Existing water lines have deteriorated, and many existing isolation valves are inoperable

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; work began spring 2023)

3 Roofs, Replaced

To replace roofs on 3 critical buildings: Art/Music, Heat Plant, Physical Plant (approved, FY23 Long Bill; work began spring 2023)

New Projects: Upcoming Priorities

Phase II, Technology Building Renovation (apx. $14.5M) **PRIORITY FY 25**

Administration Building Renovation, $21-31M

Physical Plant Renovation, $20-32M

Controlled Maintenance: Upcoming

Campuswide Electrical upgrades, $3-$4M

Campus Elevator Replacements, $7-$10M

Campuswide C-Bord Upgrades, $3-$4M

Replacement/Upgrade of Building Fire Alarm Equipment, Phase 3, $1.6M

Thank you

Questions? Email: donna.souder@csupueblo.edu

APPENDIX II

Correspondence

CSUS Board of Governors Correspondence Received			
Date Received	Email/Letter	From	Subject
November 3	Email	Muslim Advocates	Statement on Palestine (already developed a statement prior to this request)
November 3	Email	Colorado Trustee Network	Governor Polis Letter
November 12	Email	Mary Van Buren	Clark Revitalization Petition
Correspondence to the Board of Governors that contains sensitive and personal information required to be kept confidential by federal or state law, rules, regulations, and policies are provided to the Board in the Executive Session materials.			

November 3, 2023

Dear College and University Leaders,

The undersigned legal organizations write to urge you to protect your students from the ongoing campaign to harass, defame, and silence supporters of Palestinian human rights—a campaign embodied in a joint letter ("Joint Letter") that the Anti-Defamation League and the Louis D. Brandeis Center for Human Rights Under Law sent en masse to colleges and universities on October 25, 2023. The Joint Letter substitutes repressive reflexes for an even remotely plausible legal analysis, going so far as to demand investigations of chapters of Students for Justice in Palestine ("SJP") for "material support for terrorism."

The undersigned organizations share a long history of defending human and civil rights, drawing from extensive legal expertise and a deep commitment to social justice. Over our many years of advocacy defending dissent and challenging state-based and private forms of Islamophobia in the post 9/11 era—which the Joint Letter effectively replicates—we have come to understand all too well how the law can be leveraged and often abused to target and silence voices of racialized and historically marginalized communities across the United States. It's an old and predictable dynamic that spikes in times of crisis, when critical dissent and protest by and for marginalized communities swell and threaten an entrenched and unjust status quo. We should not expect the hyperbolic charges in the Joint Letter to come from organizations claiming a commitment to civil rights and fighting discrimination.

The atrocities unfolding in the Gaza strip ("Gaza") and throughout Palestine right now are undeniable. As of the date of this letter, the Israeli military has so far killed over 9,000 Palestinian civilians in Gaza, including nearly 4,000 children. The Israeli government—through the promise and actuality of thorough and serial bombardment—has coerced the mass exodus of Palestinian civilians from northern Gaza to the south of the besieged strip, while attacking putatively safe and humanitarian exit-corridors. It has also struck other civilian targets and is depriving the entire civilian population in Gaza essential access to water, food, medical care, and electricity—even while remaining hospitals are overrun with critically ill patients. Israeli soldiers have been responsible for the bulk of over 120 Palestinian deaths in recent weeks in the occupied West Bank, as settler rampages drive Palestinians out of their lands and homes. All of these measures against Palestinian civilians contravene international law, rise to the level of genocide and ethnic cleansing, and flout the condemnation of the World Health Organization and United Nations.

To condemn these state actions against Palestinians and demand their safety, hundreds of thousands of people have protested in solidarity with them worldwide. High-ranking officials within the U.S. and abroad have, too, undertaking defiant and public resignations. Importantly, students around U.S. campuses have marked their steadfast opposition to the humanitarian crisis facing Palestinians, despite unprecedented attacks on student safety, wellbeing, academic freedom, academic standing, and access to academic and employment opportunities. To cast as anti-Semitic the criticisms that human-rights advocates globally have of Israeli state *policy*, which is infused with racist and genocidal rhetoric, lacks rigor and cheapens the serious dangers of bona fide anti-

Semitism (meaning, animus against Jewish people because of their ethnic and/or religious identity)—an undeniably real and present danger that all of the undersigned take seriously and uniformly decry.

Some countries have undertaken blanket, discriminatory repression of dissent supporting the human rights of Palestinians. The United States, however, is required to honor its foundational commitment to freedom of speech embodied in the First Amendment. Both public universities bound by the First Amendment and private universities bound by their own free-speech codes and academic-freedom principles have a duty and compelling interest to preserve free expression on their campuses. Indeed, the bar for speech to fall below First Amendment protection is very high, particularly speech on matters of public concern.[1]

It speaks volumes that the Joint Letter makes only one passing reference to the First Amendment and otherwise urges leadership of campuses nationwide to investigate SJP chapters for so-called "material support" of Hamas. Neither the letter's inclusion of this plea nor its breezy lip-service to the First Amendment's applicability to SJP students is surprising, given the troubling histories of the organizational authors of the Joint Letter. For many years, they've concertedly attacked speech critical of Israeli policy or advocating for Palestinian rights, and those attacks have contributed to anti-Palestinian, anti-Arab, and anti-Muslim animus and dehumanization.

A very recent and deeply tragic victim of the current climate of animus and dehumanization is Wadea al-Fayoume, a six-year-old Palestinian-American boy repeatedly stabbed to death in front of his mother, who was also stabbed repeatedly—both at the hands of their landlord in Illinois. In the last few weeks in particular, there has been an avalanche of anti-Palestinian, anti-Arab, and anti-Muslim racism, discrimination, and censorship that should give you, as institutional leaders, serious pause as you respond to this moment and the vigorous debates happening on campus. A broad base across the legal community has warned institutions against contributing to this dangerous and hostile environment for Palestinians, Arabs, Muslims, other communities of color, and allies—amplifying its support and defense of the U.S. solidarity movement for justice in Palestine.

Don't take the Joint Letter's bait.

It's devoid of any evidence to back its dangerous accusations, causing public alarm and chilling free expression. In urging campuses to investigate SJPs for putative material support of Hamas, the Joint Letter draws from a very old and dirty well of tactics aimed at weaponizing so-called terrorism laws and frameworks to repress dissent and protest protected squarely by the First Amendment.[2]

---

[1] Speech unprotected by the First Amendment is limited to the following categories: (1) true threats of violence, (2) statements inciting and likely to result in imminent action that's unlawful, (3) defamation, and (4) obscenity. *Counterman v. Colorado*, 600 U.S. 66, 73–75 (2023) (elaborating categories of unprotected speech). In order for speech within any of these categories to be unprotected, a speaker must have a given, subjective understanding of, and/or intention behind, what they are saying. *Id*. at 75–83 (elaborating knowledge and state-of-mind requirements for assorted categories of unprotected speech).

[2] Nothing in the SJP materials referenced within the letter takes them out of the ambit of the First Amendment; and their contents don't trigger material-support liability, because they reflect independent advocacy. *See Holder v.*

SJP is a longstanding and fully independent student association within a nationwide landscape of campus student groups. Across the U.S., student groups are the beating heart of essential dissent and demands for social justice that have punctuated U.S. history and hastened watershed advances in social justice for all of us. The critical role of all student political speech within our democratic system cannot be overstated, and neither can the dangerousness of the McCarthyist attack of it in the Joint Letter.

We urge you to safeguard the civil and human rights of all of your students, protect your campuses' crucial role within our democracy, and reject the repression of political speech and the policing, surveillance, and criminalization of your students who are speaking out against all odds for freedom and justice.

Respectfully,

American-Arab Anti-Discrimination Committee (ADC)
Center for Constitutional Rights
The Council on American-Islamic Relations (CAIR)
CLEAR Project
Defending Rights and Dissent
Law for Black Lives
Movement Law Lab
Muslim Advocates
National Lawyers Guild
Palestine Legal
Project South

Humanitarian Law Project, 561 U.S. 1, 23–36 (independent advocacy falls outside ambit of federal prohibitions on so-called "material support").

Dear Colorado Trustees:

Thank you for your ongoing commitment to improving higher education in the State of Colorado. I hope that you found the time collaborating across institutions at the Colorado Trustee Network Fall Convening to be a celebration of the good work of our institutions, but also an opportunity to think creatively about where we go from here.

Colorado's and the world's economy are changing. The rate of technological change is quickening at the same time we face a growing skills gap and an aging workforce. More and more Coloradans face challenges around finding affordable homes in the communities they love, and national trends have led to a rise in costs for many individuals and families.

As a Trustee, you are in a unique leadership position to challenge the status quo and shape the state's response to these changes. We look to your leadership to ensure Colorado's nationally-recognized workforce development system is accessible, affordable, responsive, equitable, innovative, and valuable.

We are proud of all the work we've done as a state. As I shared at the convening, we're excited about what investments in Care Forward, Career Advance, and the highly flexible Universal High School Scholarship Program will do for Colorado. These innovations move us in the right direction, but we also need to think deeply and at an institutional level about how we will leverage existing assets to deliver a better return for student's time and money, and also how our education systems will deliver value to employers who are relying on higher education to create the talent we need to fuel our dynamic economy.

I look forward to tackling these challenges together, and know that we can continue making Colorado a place where everyone can succeed.

Sincerely,

Jared Polis
Governor
State of Colorado

November 12, 2023

Dear President Parsons, Interim Provost Nerger, Executive Vice President Miranda, Vice President Hanlon, Chancellor Tony Frank, and the Board of Governors.

We are presenting the petition that was sent to the occupants of the Clark building that requests the involvement of CSU's central administration in finding and financing adequate, secure, on-campus space for displaced faculty, staff and students and in replacing the Clark C-wing as soon as possible. The link to the petition can be found here: https://www.change.org/p/clark-revitalization-action. The length and level of disruption caused by the Clark rebuild/renovation poses a threat to the well-being of multiple departments who are responsible for educating thousands of students in all majors. The issues are much bigger than the College of Liberal Arts and thus require a commitment from the University's central administration to ensure that adequate solutions are found for the problems generated by – or that remain unresolved by- the current Clark revitalization plan.
Thank you for your urgent attention to this matter.
Faculty Council Representatives at Large for the College of Liberal Arts
Alex Bernasek   Antonio Pedros-Gascón   Mohammed Hirchi

On behalf of the faculty, staff, and students of the Clark Building

Clark Revitalization Action

Started   October 26, 2023

180   **200**

Signatures   Next Goal

✊ Support now

Sign this petition

Why this petition matters

👤 Started by **Clark Collective**

Dear President Parsons and Vice Presidents Nerger, Miranda, and Hanlon,

We are writing to bring the urgent matter of the Clark remodel to your attention. Since the original plans to "transform" the Clark building have given way to some work on Clark A, demolition of Clark B (replaced with a new building), and not much work on Clark C, there is considerable uncertainty about how these plans will actually unfold.

Two aspects of this are of particular and urgent concern:

1.   The revised plans leave Clark C as a building that is grossly inadequate for fulfilling the academic mission of the university.

2.   There is no comprehensive plan to deal with the 3+ years of disruption to faculty, staff, and students who are scheduled to be displaced from Clark B in preparation for its demolition.

Specific concerns vary between faculty, staff, graduate students, and undergraduate students. Matters that have been raised include the following:

·   CSU Liberal Arts departments have worked hard to maintain, and in some cases, even add majors, during a period of national decline. Much of this success can be attributed to building a sense of community among students, faculty and staff. Being scattered for three plus years will have a devastating impact on our efforts to increase Liberal Arts majors and further the importance of the liberal arts in mission of the university.

·   Faculty have significant responsibilities in teaching, research, and service. Having access to materials, technology, and other resources that will allow them to be successful in meeting the expectations of the university is critical to the overall mission of CSU.

·   Junior faculty, in particular, are concerned about potential negative effects on research productivity and progress towards tenure.

·   Graduate and undergraduate teaching assistants are a vital part of most departments. Without a centralized space, these important relationships will be in jeopardy.

·   Recruitment of quality graduate students will suffer if departments are scattered and lack a cohesive space. Two generations of Master's and PhD students will lack a departmental "home" during the construction of the new building.

·   Beyond the displacement phase of the project, the new building has no room for growth which limits what departments can do going forward.

✊ Support now

Sign this petition

and CLA advisors, all in suboptimal conditions. The financial and logistical challenges of the "revised" renovation of Clark are such that the project requires the institutional commitment of the central administration. This goes beyond the College of Liberal Arts as the ramifications of the project will be felt at the university level. Although CLA departments are the primary inhabitants of the Clark building, the building services just about every undergraduate student at CSU at some point in their time at the university.

We are requesting the support (financial and logistical) as well as the active involvement of the central administration in the Clark renovation. Given what little has been communicated about plans for accommodating faculty, staff, and students– in both the B and C wings – this request is urgent.

⚐ Report a policy violation

COMPANY

About

Impact

Careers

Team

COMMUNITY

Blog

Press

Community Guidelines

SUPPORT

Help

Privacy

Terms

Cookies

CONNECT

Twitter

Facebook

Instagram

GUIDES

How To Write A Petition

Do Petitions Work

✊ Support now

How to Start a School Petition

English (United States)

Support now

APPENDIX III

Higher Ed Readings

Tony Frank: On our food future
Check out the latest chancellor's letter from Chancellor Frank.

CSU Spur: November update (Come visit our new trout!)
Check out the latest news from the CSU Spur campus in Denver.

Together We Grow: November update
Check out the latest news from Together We Grow and Executive Director Lauren Baer.

Introducing the new(ly reimagined) CSU Todos Santos!
Check out the latest from the CSU Todos Santos campus in Baja Californa Sur, Mexico.

Community focus | Statewide engagement | Global impact

The CSU System includes three campuses: CSU in Fort Collins, CSU Pueblo, and CSU Global.

Growing up on a farm that raised primarily beef, dairy, and hogs, Thanksgiving was the special holiday when we went to a local farm and purchased a turkey (this was in the days before pardoning turkeys came into vogue). Our entire extended family would gather, and as I look back on it with older eyes, feeding a baker's dozen of relatives a nearly endless array of side dishes and a massive turkey that barely fit into that small farmhouse kitchen must surely have been a trial for my mother, who didn't drink, in the days before anti-anxiety medication was widely available. But it always seemed to work. My memories are playing football with my cousins (more interesting than watching the Lions beat our Bears…again), eating the feast, doing chores, repeating the feast, and somehow waking up in bed the next morning. It was, I'll admit, a pretty magical way to grow up, and it's one of the things I am always thankful for as this season rolls around.

And as we enter this season of giving thanks, it's also a good time to pivot from memories and to think about the future of the food on our tables. The abundance we celebrate on November 23 (and with leftovers for days after), comes from the hard labor of farmers and producers and the land that supports them. And even as we grapple with a changing climate and fewer resources, those same farmers and producers will be working to feed close to 10 billion people around the world by the year 2050. In the U.S., this is done with 1/2 a million fewer farms and 1.5 million fewer farmed acres than was the case four decades ago.

To prepare for that future will require more than gratitude. Among the most important tools we have in preparing for this challenge are the dreams and aspirations of young people, and it's imperative that we invest in those dreams through education and opportunities beyond what we have done to date. We need more scientists, researchers, and farmers – whether they come from Alberta, Chihuahua, or the San Luis Valley – who can help to solve the big problems we face in agriculture and foster a new generation of collaboration across institutions, industries, and international borders.

The [North American Agricultural Advisory Network](#) (NAAAN) was formed precisely for this reason in 2019 – with the leadership of the top agricultural officials from the U.S., Canada, and Mexico. The Colorado State University System hosts the NAAAN Secretariat in Denver, as a reflection of our Land Grant mission and commitment to educating the next generation of leaders in agriculture.

The reasons for creating the NAAAN are evident. In 2022 alone, agricultural trade involving the United States and Mexico surpassed $73 billion, and trade with Canada was almost as high, reaching just under $70 billion. Trade between Canada and Mexico, meanwhile, exceeded $5 billion. These numbers speak to the financial impact of collaboration in North America. Underlying these figures are the stories and experiences of countless people who make our food systems function. The NAAAN is working to highlight, connect, and promote this work across Canada, Mexico, and the United States through networking, learning, knowledge sharing, and advocacy for agricultural education, extension programs, and service providers.

[The NAAAN's work](#) also feeds into a global conversation about extension and rural advisory services through a web of international networks. In October, the NAAAN hosted the Global Forum for Rural Advisory Services (GFRAS) Annual Meeting here in Denver to share the stories of the farmers, producers, extension workers, rural advisory service providers, and others making an impact today – and to talk about what it looks like to build a foundation of food security across North America and worldwide. This landmark meeting, held for the first time in the U.S., brought together nearly 200 participants from more than 40 different countries and Native American Tribes. The CEOs of 4-H and Future Farmers of America were there. The group toured six farms in Colorado, and one participant noted in amazement that one of those farms was larger than her entire country…a stark illustration of the enormous role that Colorado and U.S. agriculture can play in leading the future of global food security.

What came out of that intensive three-day meeting was a commitment to building new pathways for international cooperation and engagement – and for educating and preparing the workforce that will carry on the fight to feed our planet. NAAAN itself will be launching country hubs across North America to build on existing work, research, and relationships.

But ultimately, it's not the meetings that matter. We celebrate abundance while acknowledging food insecurity, turning that juxtaposition into action via the variety of food drives and meals that also punctuate the season. That reminds us of the continued and unwavering recognition that we are stronger in partnership than separately, that the issue of food insecurity transcends plenty – and borders – and that we are united in our conviction that everyone born on this planet deserves access to a safe and reliable food supply. All of that is reason to feel thankful as we celebrate together this November. That, and the fact that the Bears don't get to demonstrate their ability to the entire nation this year.

Happy Thanksgiving! – tony

Tony Frank, Chancellor
CSU System

LATEST AT THE CSU SYSTEM

U.S. Secretary of Agriculture Tom Vilsack takes questions from the audience after providing opening remarks during the Water in the West Symposium.

— That's a wrap on the 6th Annual CSU Spur Water in the West Symposium, hosted last week at the CSU Spur Hydro building for the first time! The Symposium sold out with over 200 attendees and included keynotes and panels focused on the theme Next Gen Water: From AI to Gen Z. 2023 attendees can use their password to access recordings of all Symposium sessions ; information on Water in the West 2024 coming soon!

— Close to 200 agricultural leaders and global experts in extension and rural advisory services, representing more than 40 countries across North America, South America, Asia, Africa, and Europe, gathered in Denver in October for the 14th Global Forum for Rural Advisory Services Annual Meeting, sharing ideas and exploring strategies for producing the next generation of agricultural leaders. The event was hosted by the North American Agricultural Advisory Network and was the first GFRAS meeting held in the United States.

— Mark your calendars for 2nd Saturdays at CSU Spur each month, for fascinating, fun, and free entertainment for individuals and families of all ages. Activities can include playing musical instruments, tasting and rating varieties of green chilies, and observing animal surgeries. Read the full story on 2nd Saturdays at CSU Spur.

CAMPUS SPOTLIGHTS

— Ada Szczepaniec, an associate professor in horticulture entomology at **CSU Fort Collins**, recently received a USDA grant to study a new destructive, stem-boring fly that has had a significant impact on quinoa farmers in the San Luis Valley. Szczepaniec is assessing different options for how best to control the fly and has formed an advisory group of producers in the valley to help her make sure the research is relevant to their needs on the ground.

— The Center for Cyber Security Education and Research at **CSU Pueblo** is now in the fourth year of a five-year $2.5 million Project PUENTE grant. The project is funded by the NSF as an initiative to support Hispanic Serving Institutions creating pathways for underrepresented minority student groups and females in STEM. Project PUENTE, which is Spanish for "bridge," seeks to ease the transition from a two-year to a four-year institution and incorporate advanced coursework to help students adjust from lower-division to upper-division classes.

— On Nov. 1, **CSU Global** initiated a partnership with Douglas County School District to enhance educators through Master's level coursework and programs in K-12 teaching and learning. This collaboration establishes teacher upskilling and credentialing for dual/concurrent enrollment instruction, as well as for principal licensure. Up to 18 DCSD educators will receive funding for teacher upskilling, and 14 for principal licensure, nominated by their schools.

HIGHER EDUCATION LANDSCAPE

— Undergraduate enrollment is 2.1% higher this fall than last year, marking the first time student headcounts have increased since the coronavirus pandemic broke out, according to preliminary figures released Thursday by the National Student Clearinghouse Research Center. *(Higher Ed Dive)*

— A federal policy change could give thousands of students access to transcripts and academic credits their colleges have withheld because they owed the institutions money. The new rule, part of a broad package of regulations the U.S. Education Department unveiled Tuesday, could amount to a national ban on the practice of transcript withholding, experts say. *(Inside Higher Ed)*

— The benefits of a new income-driven repayment plan for federal student loans are largest for those who used the loans to pay for undergraduate degrees, especially certificates and associate degrees, according to a recent report by the Urban Institute. *(Inside Higher Ed)*

Read the latest issue of *STATE*

STATE is the official CSU System magazine. The Summer 2023 issue includes:

- Intellectual property and patents
- CyberWolves, the cybersecurity team at CSU Pueblo
- The benefit of CSU Global's online degree program for rural Coloradans
- An interview with Amy Parsons, the 16th president of CSU
- And more!

Dive into the latest issue or email chancellor@colostate.edu with your name
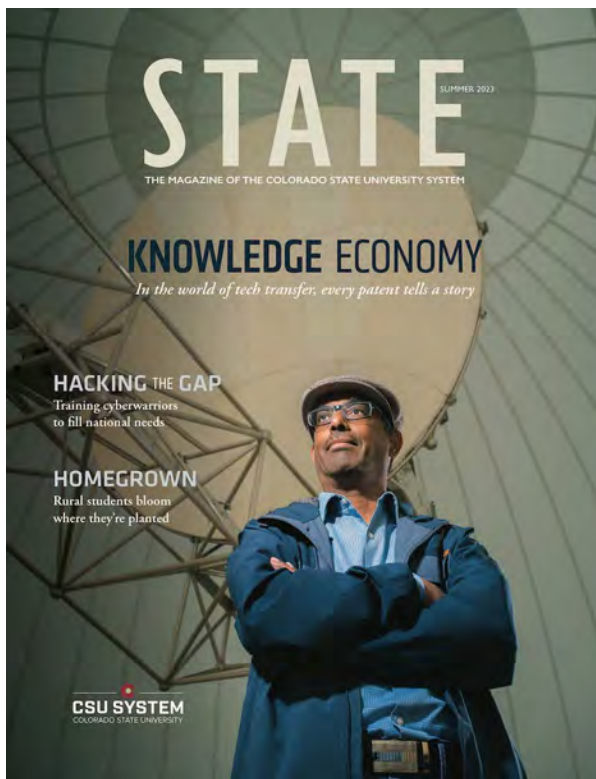
and address to receive a print copy biannually.

Thank you to the advertisers who help make *STATE* magazine possible!

food. water. health.

THE MONTHLY *Newsletter* FROM CSU SPUR

CSU Spur, the CSU System's campus at the National Western Center , is free and open to the public year-round! Visit all three CSU Spur buildings — Vida, Terra , and Hydro — 9 a.m.-5 p.m. Monday-Friday and 10 a.m.-3 p.m. the 2nd Saturday of every month, and read on to learn more about what's happening at CSU Spur.

NEW FISH EGGS ARE HERE

200 rainbow trout eggs will hatch on the 2nd floor of the Hydro building.

Last month, our friends and partners at Colorado Trout Unlimited, Denver Trout Unlimited, and Lincoln Hills Cares delivered 200 rainbow trout eggs to CSU Spur to be raised in the

Hydro building. This effort is part of Colorado Trout Unlimited's Trout in the Classroom program – a conservation-oriented, environmental education program for elementary, middle, and high school classrooms centered around engaging learning throughout the entire trout lifecycle.

CSU Spur's trout will be raised to fingerling size before being released into the South Platte River in Summer 2024. Stop by their tank on the 2nd floor of the Hydro building to watch them grow!

THAT'S A WRAP ON 2023 WATER IN THE WEST!

U.S. Secretary of Agriculture Tom Vilsack takes questions from the audience after providing opening remarks during the Water in the West Symposium.

The 6th Annual Water in the West Symposium was hosted yesterday (Nov. 9) at the Hydro building for the first time. Joe Fuller, professor of Management Practice at Harvard Business School, and Lou DiLorenzo, principal at Deloitte Consulting, delivered the keynote addresses, and panels discussed the future of water across industries, from outdoor recreation to food and agriculture. Photos from the event coming to the CSU Spur Flickr account soon!

Couldn't make it this year? Videos of all sessions will be available to the public on Feb. 9 – stay tuned!

A GATEWAY TO LIFE-CHANGING EDUCATION

Spur recently hosted an agrivoltaics summit which explored best practices for combining photovoltaics with agriculture.

The informal and sometimes serendipitous learning that occurs at CSU Spur on 2nd Saturdays or during week-day visits falls on an educational spectrum that extends from school programs and adult learning to professional development and degree options. Each pathway serves as a "gateway" to future learning, career, or life possibilities.

The location of the campus also makes it a literal gateway, one that invites connections with nearby communities and complements regional strengths in the arts, technology, and other sectors. The Spur-based master's program in agribusiness and food innovation management, for instance, is now filling a third cohort of students poised to become leaders in a region emerging as a global hotspot for food innovation.

Read the full story.

ARE YOU FOLLOWING US ON SOCIAL?

✅ Hispanic Top Chef competition
✅ Adoptable kitties
✅ The Colorado Food Showcase

These are just a few of the things you're missing if you're not following **@CSUSpur** on social media – **get social with us**!

P.S. We love to see your photos! Have you visited CSU Spur recently? Seen the new mural at The Shop in Hydro? Found your story at the Impact(o) Map in Terra? Tag us on social **@CSUSpur**! And don't forget to review us on Yelp! and/or Google.

QUICK HITS

— **2ND SATURDAY:** The next 2nd Saturday at CSU Spur is 10 a.m.-3 p.m. Nov. 11 (tomorrow)! This month's theme is The Air Up There, and there will be exciting, hands-on activities throughout all three buildings. There are also several free workshops happening on-site – we'll see you there!

- Start Your Indoor Garden with CSU Extension (register)
- CSU Music Lab workshops for all ages (register)
- 30 Days Lost in Space coding workshop with CSU Extension 4-H (no registration needed)

— **CAREER FAIR:** Groundwork Colorado and the City and County of Denver collaborated with CSU Spur to host a Green Jobs fair on Oct. 24. The event had around 50 attendees and over eight job hosts, including Denver Pipefitters Local 208, CEF Construction Education Foundation, DJEATC, WORKNOW, Namaste Solar, Second Chance Center, Goodwill of Colorado, and Denver Water.

— **FIELD TRIPS:** More than 10,000 field trip participants have come to CSU Spur since the Vida building opened in 2022! Are you one of them? Fill out an interest form to book a free field trip.

— **SUMMER PROGRAMS:** Join CSU Spur's interest list to learn about summer 2024 offerings for youth ages 5-20. Registration opens in January 2024.

— **JOBS WITH SPUR:** CSU Spur is hiring for positions in education, and Western Daughters, the cafe in Hydro, is looking for team members with experience (or a willingness to learn) bartending, coffee and food prep, catering, and customer service. View all job postings.

— **GUIDED TOURS:** CSU Spur volunteers are hosting a guided tour of all three CSU Spur buildings from 10-11:30 a.m. on Nov. 15, Dec. 6, Feb. 16, and March 8. Register to join, but reminder: tours are NOT required to visit CSU Spur.

Together We Grow (TWG), a consortium of some of the world's largest agribusiness and food interests, is focused on building a skilled, diverse, and inclusive agricultural and food workforce. It is headquartered at the *CSU Spur campus* at the National Western Center in Denver.

 f   Facebook   **y**   Twitter   **in**   LinkedIn   **◎**   Instagram

---

In this issue:

- Save the date
- New ways to tell your story
- Meet the Workforce Next & Best Practices Working Group Advisory Council
- Workforce Next & Best Practices: October meeting recap
- Member spotlight
- Virtual member sharing
- November celebrations and observances
- Ag and food in the news
- Call for stories

Better together!

Lauren Baer
Executive Director, TWG

SAVE THE DATE: 2024 CONNECT CONFERENCE

The 2024 Connect Conference and Annual Meeting will be May 1-2 in Denver, Colorado, at the new, state-of-the-art CSU Spur campus. Registration will open in early 2024, and information will continue to be updated on the TWG website in the coming weeks and months. Check out the Connect Conference webpage for more information and to stay up to date with the latest conference news.

Sponsors support TWG's ability to provide a top-notch event for participants. Are you interested in sponsoring this event or know of an organization that would be? Reach out to Lauren Baer at lauren.baer@colostate.edu for more information about sponsorship opportunities and benefits.

NEW WAYS TO TELL YOUR STORY

Research illustrates that storytelling has a positive impact on a multitude of factors, including emotional engagement, memory retention, behavioral impact, educational and psychological impact, persuasion and advocacy, and engagement metrics. To reach new and diverse audiences for the agriculture and food sector, stories need to be shared!

TWG recently launched a new process for telling your story on TWG social media channels, and it's super easy! Simply fill out the content opportunity form, upload your headshot or preferred picture, and submit. We will use these stories to engage new audiences online for agriculture and food and build awareness of the reasons to be a part of this great sector.

Have questions? Reach out to Russell Schiller at russell.schiller@colostate.edu.

MEET THE WORKFORCE NEXT & BEST PRACTICES ADVISORY COUNCIL

TWG Workforce Next & Best Practices Advisory Council members (from left): Crystal Andrews Banks (Kraft Heinz), Dr. Theressa Cooper (Iowa State University), Dan Harr (Scoular), Philomena Morrissey Satre (Land O'Lakes)

TWG has assembled a highly qualified group of professionals across industry and higher education to serve on the TWG Workforce Next & Best Practices Working Group Advisory Council. This team of leaders will help enhance and expand this working group, as well as guide the effort to ensure it remains relevant and valuable to attendees and aligned with TWG's purpose as an organization. Thanks to each of you for your time and leadership as TWG continues to grow its programs to better serve its members and the broader agriculture and food sector!

Are you a member that attends these meetings and has feedback for TWG? We want to hear from you! Email Lauren Baer at lauren.baer@colostate.edu to share your perspective.

WORKFORCE NEXT & BEST PRACTICES: OCTOBER MEETING RECAP

The Workforce Next & Best Practices working group convened in October 2023 for a conversation about benchmarking DEI in the agriculture and food sector. The group participated in a poll providing data around benchmarking practices, challenges, and outcomes, as well as an open discussion around four key questions:

1. What do you measure, why do you measure it, and how do you use it?
2. Are you collecting qualitative data? If yes, for what purpose, and what are the benefits and challenges?
3. What benchmarking surveys are you leveraging? What are the benefits and challenges you have found?
4. What do you communicate internally versus externally when it comes to this data, and why?

Additionally, multiple resources were shared related to benchmarking, as well as articles about managing communications related to societal events affecting the workforce.

TWG members may request access to the full meeting recap and resources; please reach out to Lauren Baer at lauren.baer@colostate.edu.

TWG MEMBER SPOTLIGHT

MEMBER SPOTLIGHT

RANDY IRVING

Director of Strategic Inclusion,
Nutrien

Randy Irving is the director of Strategic Inclusion at Nutrien. We asked Randy to share some insights into his background and DEI, as well as what excites him about the agriculture industry.

TWG: What current diversity initiatives do you have planned or ongoing at your organization?

Irving: Diversity was elevated to one of our "core values" earlier this year along with safety, integrity, and results. We are working to embed and enable an equity mindset within our team members at all levels. We will be focusing on five core opportunities: workforce, supply chain, community, industry, and society.

Read the full interview. And thank you, Randy, for your commitment to DEI, agriculture, and TWG!

VIRTUAL SHARING FOR MEMBERS

The Workforce Next and Best Practices Working Group will meet from 9-10:30 a.m. MST on Dec. 12. This session will focus on building community within the working group, the direction for 2024, and challenges with efforts in DEI going into an election year.

The Inclusive Excellence in Higher Education Working Group is currently on hold while TWG completes the strategic planning process. More information to come about next steps with this group and its alignment with overall organizational strategy and collaboration.

If you wish to be added, removed, or to appoint someone from your organization to these groups, please email Lauren Baer at lauren.baer@colostate.edu.

NOVEMBER CELEBRATIONS & OBSERVANCES

In the month of November, we are observing:

- Movember (Men's Health)
- National Native American, American Indian, and Alaska Native Heritage Month

View a full calendar with links to resources to learn more about additional observations and celebrations in November.

Are we missing something, or is there a better resource available? Let us know by emailing twg_info@mail.colostate.edu.

AG & FOOD IN THE NEWS

- NFL player spends bye week playing farming simulator
- Robotics can help food and beverage companies reach full potential, former Bai COO says
- Bayer sees more than doubling of accessible markets and potential to shape regenerative agriculture on more than 400 million acres
- Auburn professors, farmers shaping the future of farming in Alabama
- Six decisions for a new perspective on agriculture
- Bytes to Bites part two – From farm to fork: Leveraging AI in the food supply chain
- Using industrial automation to monitor vertical farms

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?
- Why do you believe that you belong in food and agriculture?

Want to be involved but prefer not to record? Simply complete and submit this content opportunity form to participate!

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 | Threads

Located in Baja California Sur, Mexico, CSU Todos Santos serves as the University's international hub, providing research and educational opportunities in alignment with existing University curricula, and advancing CSU's mission of teaching, research, service, and outreach through collaboration with universities and organizations in Mexico and the U.S.

The deadline to apply for the Spring 2024 semester is Oct. 1! Apply today!

Welcome to the fall 2023 CSU Todos Santos newsletter!

The Office of International Programs is proud to have CSU Todos Santos as a key aspect of CSU's overall strategic engagement in Mexico. The faculty, staff, and students engaged in Todos Santos continue to innovate and develop new opportunities and programs. With new vibrant and fun branding and a new website, there are expanded opportunities for Spanish immersion, community engagement, and other programming for all learners in the CSU family and beyond. OIP's commitment to students is core, which is why student academic programming continues to evolve to meet the academic and experiential learning needs and interests of students.

As a sneak peek for our loyal newsletter subscribers, CSU is partnering with Education First on several initiatives, including a new Fall 2024 semester program in Todos Santos. This multi-destination program is open to first- and second-year CSU and non-CSU students and will explore sustainability in several Latin American countries, culminating with 6 weeks in Todos Santos. Connect with CSU Todos Santos on social media, as well as through our website, to read more about this new program when it is officially announced. And please help us spread the word by sharing this epic educational opportunity with any university students and parents in your life!

Kathleen Fairfax
Vice Provost for International Affairs
Colorado State University

STUDY IN MEXICO

Studying at CSU Todos Santos is unlike any other study abroad experience. Our 10-week semester programs (or a 5-week summer program) feature coursework from a variety of disciplines with a rotating academic focus and theme every semester. Students at CSU Todos Santos earn CSU credit, allowing them to stay on track for graduation, and programs include an abundance of out-of-class learning and immersive experiences — from hiking and camping in the Sierra de la Laguna to hosting zero waste workshops to interviewing and documenting voices of local community members.

The Spring 2024 semester program is focused on sustainability; **the deadline to apply is Oct. 1, so apply today**!

TEACH IN TODOS SANTOS

CSU Todos Santos provides CSU staff and faculty with a unique opportunity to [create international experiences for students](#) and engage in meaningful education in Mexico by broadening the CSU mission of engagement, expanding CSU's research and teaching portfolios, and providing opportunities to learn from the talents and wisdom of the local community.

CSU Todos Santos has hosted a [variety of programs](#) from CSU in Fort Collins, CSU Pueblo, and other U.S. universities, as well as community engagement. Your program could be next!

EXPERIENCE SPANISH IMMERSION

[Spanish immersion at CSU Todos Santos](#) introduces students not only to Spanish language, but to customs and cultural aspects like history, traditions, art, and lifestyles in the region of Baja California Sur, Mexico. Immersion programs are offered in a hybrid format, with three weeks online as initial preparation and one week in person in Todos Santos.

[Register today](#) to learn about Mexican culture, celebrate local holidays and customs, visit the region's parks and UNESCO World Heritage Site, and practice Spanish with native speakers!

HOST A RETREAT AT CSU TODOS SANTOS

CSU welcomes groups to stay at CSU Todos Santos, which accommodates up to 50 people in shared and individual lodging. With multiple indoor and outdoor meeting spaces, two open-air rooftops, and both the beach and the town of Todos Santos just short walks away, it's the perfect location for education abroad, field courses, small conferences, working groups, team retreats, and other educational programs.

CSU needs your support to expand international educational experiences for students, enhance the CSU Todos Santos facilities, and develop innovative research.

MAKE A GIFT